Finding Nemo

ESL Lesson Package
Finding Nemo Sample Lesson Plan

Note: The following is only an example. Instructors should feel free to add or remove activities as needed.

Day One

1. Tell the class they are going to be watching a movie. Introduce the characters and explain the slang expressions for Part One. (p.7)

2. Assign the Part One Mix-and-Match vocabulary exercise (page 8) for homework. If you wish, you can ask them to write ten sentences using ten different words from the list of new vocabulary.

Day Two

3. Mark the Mix-and-Match homework in class. If you assigned the students sentences for homework, collect their sentences to mark later.

4. Have students complete the vocabulary Self-Test for Part One. (page 6)

5. Split the students into two’s or three’s and have them discuss the Conversation Questions for Part One. (page 7)

6. Watch Part One of the movie. As the students watch the movie, have them complete Who Says It. (page 8-9)

7. Pause the movie to complete the Listening Close (p.11)

8. After the movie, have students complete the Comprehension Questions in pairs or assign the questions for homework. (page 10)

9. Assign the Mix-and-Match exercise (Pt. 2) for homework. (page 19)

Day Three

10. If you assigned vocabulary sentences to the students, give them back their homework. You may want to have the students work in pairs to correct sample incorrect sentences that you have taken from their homework.

11. Mark the Mix-and-Match vocabulary homework in class. If you assigned the Comprehension Questions for homework, you will need to mark these as well.

12. Have the students complete the Conversation Starters activity. (page
38-39)

13. Have the students complete the vocabulary Self-Test for Part Two. (page 18)

14. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the Listening Close. (page 21)

15. After the movie, have students complete the Comprehension Questions in pairs or assign the questions for homework. (page 26)

16. If there is time, you may want to choose one of the supplementary activities (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 56-59)

17. Assign the Mix-and-Match vocabulary exercise (Pt. 3) for homework. (page 28)

### Day Four

18. Mark the Mix-and-Match Homework. If you assigned Comprehension Questions for homework, mark those in class as well.

19. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 56-59)

20. Have the students complete the Self-Test for Part Three. (page 27)

21. Watch Part Three of the movie. Pause at the appropriate time in the film to have them complete the Listening Close Exercise. (page 30)

22. Immediately after the Listening Close, and before finishing the movie, have the students complete What Happens Next? (page 33)

23. Have students complete the Comprehension Questions in pairs or assign them for homework. (page 34)

24. Complete the Story Scramble in class (page 42-52) or use it as a warm-up the next day before marking Comprehension Questions (if you assigned them for homework).

### Day Five

25. Complete the Story Scramble in class if you did not use it yesterday.

26. Mark the Comprehension Questions for Part 3 if you have not done so already. (page 34)
27. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 56-59)

28. Assign the two **Crossword Puzzles** for homework. (page 35-37)

**Day Six**

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 56-59)

30. Mark the **Crossword Puzzles** in class.
**Instructions:** Write the name of each character under his or her picture. You should be able to do this after watching Part One of the movie.

<table>
<thead>
<tr>
<th>Character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marlin</td>
</tr>
<tr>
<td>Nemo</td>
</tr>
<tr>
<td>Dory</td>
</tr>
<tr>
<td>Gill</td>
</tr>
<tr>
<td>Peach</td>
</tr>
<tr>
<td>Mr. Ray</td>
</tr>
<tr>
<td>Bruce</td>
</tr>
<tr>
<td>Nigel</td>
</tr>
<tr>
<td>P. Sherman, the diver</td>
</tr>
</tbody>
</table>

[Characters images]
Self Test – Vocabulary Preview – Part One

Are you ready to watch the movie? Complete the quiz to see if you will understand the vocabulary in Part One of the film.

1. “There’s over 400 eggs. Odds are – one of them is bound to like you”:
   a. obligated
   b. uncertain
   c. interested

2. “Well, actually, that’s a common misconception – clownfish are no funnier than any other fish”:
   a. joke
   b. fact
   c. mistake

3. “I’m obnoxious”:
   a. kind
   b. very unpleasant
   c. cunning

4. “I forget things almost instantly”:
   a. later
   b. immediately
   c. soon

5. “I seem to have misplaced my friend”:
   a. hit
   b. eaten
   c. lost

6. “You’re an inspiration to all of us”:
   a. initiative
   b. stimulation, motivation
   c. consideration

7. “He hasn't been decontaminated yet!”:
   a. disinfected
   b. polluted
   c. spoilt
Finding Nemo – Part One

Characters

- **Marlin**: Nemo’s overprotective father, a single dad
- **Nemo**: Marlin’s only son, a clownfish with a tiny right fin
- **Mr. Ray**: Reef school teacher
- **Dory**: A very optimistic fish who suffers from short-term memory loss
- **Bruce**: A great white shark who is on a fish-free diet
- **P. Sherman**: Dr. Philip Sherman, a dentist and a recreational diver
- **Peach**: A starfish who is always watching what is going on at the dentist’s office
- **Gill**: Leader of the “Tank Gang”
- **Nigel**: A local pelican who is friends with the aquarium fish

Conversation Questions

1. In this movie, you will see different kinds of fish and other ocean creatures. Do you think fish should live in the ocean or in fish tanks? Why or why not?

2. Have you ever swum in the ocean? Have you ever tried diving with a mask? Describe the last time you went to the beach.

3. In the movie, Dory is care-free and not afraid to risk, while Marlin is always anxious that something bad is going to happen. What kind of person are you? Do you like taking risks? Or are you an advocate of the saying “better safe than sorry?”


Slang Expressions

Your teacher will explain what these expressions mean:

- “woozy”
- “clock” someone
- “fall off the wagon”
- “freak out”
- “doozy”
- to call someone “nuts”
Mix-and-Match

Match the following words to their definitions:

1. misconception (n)  
2. insane (adj)  
3. morsel (n)  
4. misplace (v)  
5. assure (v)  
6. paddle (v)  
7. quit (v)  
8. dodgy (adj)  
9. unsupervised  
10. bound  
11. instantly (adv)  
12. tempting (adj)  
13. inspiration (n)  
14. decontaminate (v)  
15. frenzy (n)  
16. twirl (v)  
17. obnoxious (adj)  
18. insist (v)  
19. freak out (v)  
20. pop (v)  
21. pledge (n)  
22. incredible (adj)  
23. memory loss (n)  
24. deflate (v)  
25. wiggle (v)  

a. lose  
b. rage  
c. obligated, when you must do something  
d. someone or something that motivates you  
e. disinfect, clean up  
f. very unpleasant  
g. unattended, left without supervision  
h. mistake, misunderstanding  
i. twist or spin  
j. row (swim)  
k. to remove someone’s doubts or fears  
l. deceitful, dishonest, unreliable  
m. stop, give up  
n. crazy, opposite of sane  
o. desirable, describes something that might convince you to change your mind  
p. snack, little bite  
q. become extremely troubled by something  
r. not take no for an answer  
s. immediately, right away  
t. vow, promise  
u. explode or burst  
v. unbelievable, amazing  
w. move up & down with small, quick movements  
x. not being able to remember things  
y. to let the air out of something

Who says it?

Write the name of the character beside his quote:

“Are you ___woozy___?”

“You’re not going to ___freak out___ like you did at the petting zoo, are you?”

“Well actually that’s a common ___misconception___ Clownfish are no funnier than any other fish.”

“But you can’t really tell, especially when I ___twirl___ them like this.”

“I’m ___obnoxious___.”
“They’re going to the drop off?! Wh-what are you, insane?”

“He isn’t a good swimmer and it’s a little too soon for him to be out here unsupervised.”

“See, I suffer from short-term memory loss.”

“Great, then how’d you morsels like to come to a little … a little get together I’m having?”

“You know, parties are fun, and it’s tempting … “

“Those balloons can be a bit dodgy … you wouldn’t want one of them to pop.”

“The meeting has officially come to order. Let us all say the pledge.”

“You’re an inspiration to all of us.”

“That’s incredible!”

“Ow, you really clocked me there. Am I bleeding?”

“Don’t fall off the wagon!”

“Ah, the ocean. The ocean! Aaah! He hasn’t been decontaminated yet! Jacques!”

“Don’t listen to anything my sister says, she’s nuts.”

“I’ll go deflate him.”

“Root canal and it’s a doozy.”

“I just wanna see him do it, okay? Calm down. Alternate wiggling your fins and your tail.”
Comprehension Questions

1. What happened to Coral, Nemo’s mother, and the rest of the eggs?

2. Why is Nemo so excited about school?

3. What happens to Nemo at the drop-off?

4. How does Marlin meet Dory?

5. Who are the sharks? What kind of diet are they on? What happens that causes Bruce to attack Dory and Marlin?

6. Where does Nemo end up after being caught? Describe his new life. Where does he live and who are the “Tank Gang”? 
Partnered Listening Close Instructions:

Prepare the students by dividing them into pairs. Tell them that they must not share the information on their sheet with their partner. Then hand out the worksheets with each pair receiving a worksheet for student “A” and “B”.

You can then prepare the students for the listening close by setting the context. Describe briefly what is happening in the scene you will be showing them. You might opt to show it to them twice, or three times, or whatever you think they can tolerate. If this is your intention, then you might have them just listen the first time around and not fill in any of their blanks. The second time they can fill in blanks. The third time, they can double-check answers or fill in any blanks that they missed.

After completing the Listening Close, you can have the students sit with their partner and each of them read their character’s part (the part they were filling in blanks for) aloud to the other. During this dialogue, they shouldn’t show each other their sheets, but their partner can verbally correct them if she thinks an answer is wrong. This will give students practice with listening, reading, pronunciation, and spelling. (If you are pressed for time, you may dispense with this part of the exercise and just hand out the answer key right away.)

Once the students have read their dialogue to each other, the pairs can either check their answers by comparing their sheets or by referring to an answer key that you provide.

Instead of the above, if you’d prefer, you can skip showing the scene and have students read the dialogue to each other in pairs. If you opt to complete the partnered listening close this way, make sure students don’t cheat by giving each other the answers. (They’ll often be tempted to spell the target words for their partners.) You can then show the scene and have them check their answers with what the characters actually say on screen. Finally, you can hand out answer keys or read the answers to the class yourself.

Follow Up Exercise: Have each pair of students make a sentence using a vocabulary word or expression. They can then write them on the blackboard / wipeboard and have the rest of the class check them for accuracy. Or, have student pairs make their own short dialogue using 2-3 words/expressions and then get them to read them aloud to the class.
Listening Close  [00:16:57-00:18:57]

*Dory:* Hey, I've seen a __________.

*Marlin:* You have?

*Dory:* It __________ by not too long ago.

*Marlin:* A white one?

*Dory:* __________. I'm Dory.

*Marlin:* Where?! Which way?!

*Dory:* Oh, oh, oh! It-it went, um, this __________! And it went this way! __________ me!

*Marlin:* Thank you! Thank you, thank you so much!

*Dory:* No __________.

*Marlin:* Hey! Wait!

*Dory:* Will you __________ it?

*Marlin:* What?

*Dory:* I'm trying to __________ here. What, ocean ain't big enough for you or something like that?

*Marlin:* Huh?


*Marlin:* Wait a minute…

*Dory:* __________ following me, okay?!

*Marlin:* What are you talking about? You're showing me which way the boat went!

*Dory:* A boat? Hey, I've seen a boat. It passed by not too __________ ago. It went this way, it went this way.
Follow me!

Marlin: Wait a minute, wait a minute! What is going on? You already told me which way the boat was going!

Dory: I did? Oh no...

Marlin: If this is some kind of practical joke, it's not funny! And I know funny – I'm a clownfish!

Dory: No, it's not. I know it's not. I'm so sorry. See, I suffer from short-term __________ loss.

Marlin: Short-term memory loss... I don't believe this!

Dory: No, it's true. I __________ things almost instantly. It runs in my __________ ... or at least I think it does. Hmmm... Where are they? Can I help you?

Marlin: Something's wrong with you, really. You're wasting my time. I have to find my son.
**Listening Close**  [00:16:57-00:18:57]

*Dory:* Hey, I've seen a boat.

*Marlin:* You ___________?

*Dory:* It passed by not too long ago.

*Marlin:* A ___________ one?

*Dory:* Hi. I'm Dory.

*Marlin:* ___________?! Which way?!

*Dory:* Oh, oh, oh! It-it went, um, this way! And it went this way! Follow me!

*Marlin:* Thank you! Thank you, thank you so ___________!

*Dory:* No problem.

*Marlin:* Hey! ___________!

*Dory:* Will you quit it?

*Marlin:* What?

*Dory:* I'm trying to swim here. What, ocean ain't big enough for you or something like that?

*Marlin:* Huh?


*Marlin:* ___________ a minute...

*Dory:* Stop following me, okay?!

*Marlin:* What are you talking about? You're ___________ me which way the boat went!

*Dory:* A boat? Hey, I've seen a boat. It passed by not too long ago. It went this way, it went this way. Follow me!
Marlin: Wait a ___________, wait a minute! What is going on? You already told me which way the boat was going!

Dory: I did? Oh no...

Marlin: If this is some kind of ___________ joke, it’s not ___________! And I know funny – I’m a clownfish!

Dory: No, it’s not. I know it’s not. I’m so sorry. See, I suffer from short-term memory loss.

Marlin: Short-term memory loss… I don’t ___________ this!

Dory: No, it’s true. I forget things almost instantly. It runs in my family… or at least I think it does. Hmmm… Where are they? Can I help you?

Marlin: Something’s ___________ with you, really. You’re wasting my time. I have to find my ___________.
Extra Activity for Part One – Answer Key

Listening Close  [00:16:57-00:18:57]

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Marlin: You have?

Dory: It passed by not too long ago.

Marlin: A white one?

Dory: Hi. I'm Dory.

Marlin: Where?! Which way?!

Dory: Oh, oh, oh! It-it went, um, this way! And it went this way! Follow me!

Marlin: Thank you! Thank you, thank you so much!

Dory: No problem.

Marlin: Hey! Wait!

Dory: Will you quit it?

Marlin: What?

Dory: I'm trying to swim here. What, ocean ain't big enough for you or something like that?

Marlin: Huh?


Marlin: Wait a minute...

Dory: Stop following me, okay?!

Marlin: What are you talking about? You're showing me which way the boat went!

Dory: A boat? Hey, I've seen a boat. It passed by not too long ago. It went this way, it went this way. Follow me!
Marlin: Wait a minute, wait a minute! What is going on? You already told me which way the boat was going!

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Marlin: Something's wrong with you, really. You're wasting my time. I have to find my son.