

# **Edward Scissorhands**

**A Lesson Plan for the ESL Classroom**

**Lower Intermediate**

# Edward Scissorhands 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.
2. Assign the Part One **Mix-and-Match** vocabulary exercise (pages 7-8) 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.
7. As the students watch the movie, have them complete **Who Said It**. Also give the students the **Who is it?** to complete and reference. (pages 5 and page 8)
8. Have the students complete the **Listening Close** section once you reach that part of the movie. (pages 9-12)
9. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 13)
10. Have students work in pairs or individually on the **Grammar Focus** section. (page 13) Assign the vocabulary sentences for homework.
11. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 15)

## Day Three

12. If you assigned vocabulary sentences to the students, given 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 this can also be done on the board as a whole class.

13. 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 and return them to the students.
14. Have the students complete the vocabulary **Self-Test** for Part Two. (page 14)
15. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close** (pages 17-19) and **Back Talk** (page 21) sections.
16. After they watch Part Two of the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 16)
17. Discuss fairytales and have students write their own fairytale using the prompt from **Grammar Focus**. (page 16) Assign the prompt as homework.
18. 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 so far. (pages 44-47)
19. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 23)

## Day Four

20. Mark the **Mix-and-Match** Homework. If you assigned **Comprehension Questions** for homework, mark those in class as well and return to students. If you assigned the **Grammar Focus** prompt, have students share fairytales in class.
21. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (pages 44-47)
22. Have the students complete the **Self-Test** for Part Three. (page 22)
23. Watch Part Three of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close** and **What Happens Next?** activities. (pages 25-29)
24. Have the students share their responses to **What Happens Next?** They can do this in small groups, each group then choosing one to share with the entire class. Collect from the students.

25. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 29)
26. Complete the **Story Scramble** in class (pages 41-42) or use it as a warm-up the next day before mark **Comprehension Questions** (if you assigned them for homework).

## Day Five

27. Complete the **Story Scramble** in class if you did not use it yesterday this can be done in teams as a race or as a whole class if the class is small.
28. Mark the **Comprehension Questions** for Part 3 if you have not done so already. (page 29)
29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce all the vocabulary you have covered. (pages 44-47)
30. Assign the two **Crossword Puzzles** for homework. (pages 30-31)

## Day Six

31. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (pages 44-47)
32. Mark the **Crossword Puzzles** in class.
33. Return **What Happens Next?** homework.

# Who Is It?

**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.

*Bill*

*Peg*

*Kim*

*Joyce*

*Kevin*

*Edward*

*Jim*



## 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. “Snuggle in sweetie. It’s cold out there.”:
  - a. drink something warm
  - b. move into a warm comfortable position
  - c. go to a different location
  
2. “Once there was even a man with scissors for hands.”:
  - a. a special plastic
  - b. a tool with two blades used to cut things
  - c. bird feathers
  
3. “It’s haunted.”:
  - a. ghosts live there
  - b. filled with water
  - c. killed by a hunter
  
4. “We’ll cover up the scars and start with a completely smooth surface.”:
  - a. mistakes
  - b. dark areas
  - c. marks left on skin after a wound
  
5. “He looked kind of pale.”:
  - a. surprised
  - b. chewing gum slowly
  - c. a very light color
  
6. “I think Kevin looks a little glum because they didn’t catch anything that day.”:
  - a. happy or excited
  - b. sad or depressed
  - c. embarrassed
  
7. “A long time ago an inventor lived in that mansion.”:
  - a. little house
  - b. a large and fancy house
  - c. an apartment

# Edward Scissorhands – Part One

## Characters

<i>Peg</i>	A housewife who sells Avon products
<i>Edward</i>	A man who has scissors for hands
<i>Bill</i>	Peg's husband, a bowling champion
<i>Kim</i>	Peg and Bill's daughter, a high school senior
<i>Jim</i>	Kim's boyfriend

## Conversation Questions

1. What makes you different from other people? What makes you the same? If you could be the same as all of your classmates would you want this? Why or why not?
2. Does a person's family change who she becomes as an adult? Explain your answer.
3. How do people learn the difference between right and wrong? Why do you think people have different beliefs about what is right or wrong?
4. What memory do you think of often? Why is it an important memory?

## Slang Expressions

Your teacher will explain what these expressions mean:

"don't be alarmed"

"all in a tizzy"

"at the crack of dawn"

## Mix-and-Match

Match the following words to their definitions.

- |                        |  |
|------------------------|--|
| 1. scissors (n) ___    | a. something affected by disease                                     |
| 2. glum (adj) ___      | b. a book that gives information on a subject                        |
| 3. loony (adj) ___     | c. crazy   |
| 4. snuggle (v) ___     | d. a device that makes a sound to signal people inside a house       |
| 5. haunted (adj) ___   | e. a game in which a ball is rolled down an aisle to knock down pins |
| 6. doorbell (n) ___    | f. lived in by a ghost   |
| 7. pale (adj) ___      | g. a tool with two blades that cut things                            |
| 8. lonely (adj) ___    | h. sad, without other people   |
| 9. mansion (n) ___     |  |
| 10. harmless (adj) ___ |  |
| 11. infection (n) ___  |  |

12. bowling (v) \_\_\_

13. scar (n) \_\_\_

14. conceal (v) \_\_\_

15. blend (v) \_\_\_

16. handbook (n) \_\_\_

i. a mark left on skin after an injury

j. move into a warm comfortable position

k. feeling sad

l. not able to hurt

m. a very light color

n. to hide

o. a large and fancy house

p. to mix things

### Who Said It?

Write the name of the character beside his quote:

"A long time ago...an inventor lived in that mansion."

"Avon calling!"

"Don't go."

"Don't be alarmed. That's just the phone."

"But I just want to consult the big Avon handbook before doing anything."

"So what have you been doing with yourself up there in that big old place? I bet the view must be spectacular."

"Hey, can I bring him to show-and-tell on Monday?"

"I know things feel strange, but soon you'll feel right at home."

"The light concealing cream goes on first, then you blend and blend and blend."

"Dad... Look!"

## Extra Activity for Part One

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### **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 character “A” and “B”.

You can then prepare the students for the listening close by setting the context – describe briefly what happens 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 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 should not show each other their sheets, but their partner can verbally correct them if they think 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.

An alternative to the above is to split the entire class into “A” and “B” students rather than into pairs. The A’s and B’s can then check their answers together, in a large group, before you pair A’s and B’s into couples.

A good follow up exercise could be having each pair of students make a sentence using one of the slang expressions. They can then write them on the blackboard / whiteboard and have the rest of the class check them for accuracy. Or, have student pairs make their own short dialogue using 2-3 slang expressions and then get them to read them aloud to the class.

**Listening Close**

*Grandmother:* Snuggle in, sweetie! It's cold out there.

*Granddaughter:* Why is it snowing, Grandma? Where does it come from?

*Grandmother:* Oh, that's a long \_\_\_\_\_, sweetheart.

*Granddaughter:* I want to hear.

*Grandmother:* Oh, not tonight. Go to \_\_\_\_\_.

*Granddaughter:* I'm not sleepy. Tell me, please.

*Grandmother:* Well, all right. Let's see. I guess it would have to start with \_\_\_\_\_!

*Granddaughter:* Scissors?

*Grandmother:* Well, there are all kinds of scissors. And once there was even a man who had scissors for \_\_\_\_\_.

*Granddaughter:* A man?

*Grandmother:* \_\_\_\_\_.

*Granddaughter:* Hands scissors?

*Grandmother:* No, scissor hands. You know the mansion on top of the \_\_\_\_\_?

*Granddaughter:* It's haunted.

*Grandmother:* Well. A long time ago an inventor lived in that mansion. He made many things, I suppose. He also created a \_\_\_\_\_. He gave him insides, a heart, a brain, everything. Well, almost everything. You see the inventor was very old. He died before he got to finish the man he invented. So the man was left by himself, incomplete and all alone.

*Granddaughter:* He didn't have a name?

*Grandmother:* Of course he had a \_\_\_\_\_. His name was Edward.

## Extra Activity for Part One – Character B

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### Listening Close

*Grandmother:* Snuggle in, sweetie! It's cold out there.

*Granddaughter:* Why is it \_\_\_\_\_, Grandma? Where does it come from?

*Grandmother:* Oh, that's a long story, sweetheart.

*Granddaughter:* I want to hear.

*Grandmother:* Oh, not tonight. Go to sleep.

*Granddaughter:* I'm not sleepy. Tell me, \_\_\_\_\_.

*Grandmother:* Well, all right. Let's see. I guess it would have to start with scissors!

*Granddaughter:* \_\_\_\_\_?

*Grandmother:* Well, there are all kinds of scissors. And once there was even a man who had scissors for hands.

*Granddaughter:* A \_\_\_\_\_?

*Grandmother:* Yes.

*Granddaughter:* \_\_\_\_\_ scissors?

*Grandmother:* No, scissor hands. You know the mansion on top of the mountain?

*Granddaughter:* It's \_\_\_\_\_.

*Grandmother:* Well. A long time ago an inventor lived in that mansion. He made many things, I suppose. He also created a man. He gave him insides, a heart, a brain, everything. Well, almost everything. You see, the inventor was very old. He died before he got to finish the man he invented. So the man was left by himself, incomplete and all alone.

*Granddaughter:* He didn't have a \_\_\_\_\_?

*Grandmother:* Of course he had a name. His name was Edward.

## Listening Close

*Grandmother:* Snuggle in, sweetie! It's cold out there.

*Granddaughter:* Why is it snowing, Grandma? Where does it come from?

*Grandmother:* Oh, that's a long story, sweetheart.

*Granddaughter:* I want to hear.

*Grandmother:* Oh, not tonight. Go to sleep.

*Granddaughter:* I'm not sleepy. Tell me, please.

*Grandmother:* Well, all right. Let's see. I guess it would have to start with scissors!

*Granddaughter:* Scissors?

*Grandmother:* Well, there are all kinds of scissors. And once there was even a man who had scissors for hands.

*Granddaughter:* A man?

*Grandmother:* Yes.

*Granddaughter:* Hands scissors?

*Grandmother:* No, scissor hands. You know the mansion on top of the mountain?

*Granddaughter:* It's haunted.

*Grandmother:* Well. A long time ago an inventor lived in that mansion. He made many things, I suppose. He also created a man. He gave him insides, a heart, a brain, everything. Well, almost everything. You see, the inventor was very old. He died before he got to finish the man he invented. So the man was left by himself, incomplete and all alone.

*Granddaughter:* He didn't have a name?

*Grandmother:* Of course he had a name. His name was Edward.

## Comprehension Questions

1. Do people in the neighborhood want to buy Avon products from Peg?
2. What do Peg's neighbors do when they first see Edward in Peg's car?
3. What kind of bed does Kim have? What is inside her mattress?
4. What does Edward do to Peg and Bill's bushes? What kind of animal does he make out of the first bush? What does he make out of the second bush?

## Grammar Focus

Write the past tense of each of the following irregular verbs:

go    went  
see    \_\_\_\_\_  
ring    \_\_\_\_\_  
take    \_\_\_\_\_  
have    \_\_\_\_\_  
hear    \_\_\_\_\_  
think    \_\_\_\_\_

Use the verbs from the exercise above in quotes from the movie:

1. He went right down that way, sir.
2. I \_\_\_\_\_ you were dead.
3. She \_\_\_\_\_ my doorbell at the crack of dawn.
4. I happened to be up so I \_\_\_\_\_ all this noise.
5. Then she showed me the back room where she \_\_\_\_\_ off all her clothes.
6. We \_\_\_\_\_ the coolest show-and-tell today.
7. I just \_\_\_\_\_ this strange guy drive in with Peg.

Write sentences about the movie using the verbs.

1. \_\_\_\_\_ Peg *went* to the mansion on the hill.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Self Test - Vocabulary Preview - Part Two

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

1. "What time does the barbeque begin?":
  - a. a car race
  - b. a party with grilled meat
  - c. a television show
  
2. "It's just a nick.":
  - a. a song
  - b. a bird
  - c. a small cut
  
3. "There's nothing to be upset about.":
  - a. unhappy, disappointed, worried
  - b. happy, excited, joyful
  - c. sleeping
  
4. "Don't let anyone tell you you've got a handicap.":
  - a. a computer brain
  - b. a condition that restricts a person's ability
  - c. a bad attitude
  
5. "Edward cut it. Isn't it wild?":
  - a. uncontrolled
  - b. small
  - c. bad
  
6. "It was just a little shock.":
  - a. a loud sound
  - b. a storm
  - c. to feel immediate surprise or injure from electricity
  
7. "She just had her kitchen completely redone.":
  - a. covered in plastic
  - b. burned
  - c. done again or differently

# Edward Scissorhands – Part Two

## Slang Expressions

Your teacher will explain what these expressions mean:

“shame on you”

“knock it off”

“oh my goodness”

“scared half to death”

“figure of speech”

## Mix-and-Match

Match the following words to their definitions.

- |                           |  |
|---------------------------|--|
| 1. barbecue (n) ___       | a. to cut something quickly                                |
| 2. snip (v) ___           | b. exactly   |
| 3. tempt (v) ___          | c. unhappy, disappointed, worried                          |
| 4. nick (n) ___           | d. to feel surprise or pain from electricity               |
| 5. ambrosia (n) ___       | e. feeling of pity for other’s problems                    |
| 6. shock (v) ___          | f. an activity, students display objects and describe them |
| 7. prosthetic (adj) ___   | g. food that is pleasing to smell and taste                |
| 8. literally (adv) ___    | h. polite behavior   |
| 9. etiquette (n) ___      | i. a business for hairdressing and cosmetic treatments     |
| 10. cosmetics (n) ___     | j. an artificial body part                                 |
| 11. exceptional (adj) ___ | k. a party with grilled meat                               |
| 12. handicap (adj) ___    | l. a condition that limits a person’s ability              |
| 13. beauty parlor (n) ___ | m. products that make a person’s appearance better         |
| 14. green thumb (n) ___   | n. a drink made from lemon juice, sugar and water          |
| 15. upset (adj) ___       | o. to attract someone to do something that is wrong        |
| 16. sympathy (n) ___      | p. a talent for growing plants                             |
| 17. wild (adj) ___        | q. to do something again                                   |
| 18. lemonade (n) ___      | r. a small cut   |
| 19. show-and-tell (n) ___ | s. not typical   |
| 20. redone (v) ___        | t. uncontrolled  |

## Who Said It?

Write the name of the character beside each quote:

“Oh, Bill, it's us!”

“I noticed that you have not tasted any of the ambrosia salad, that I made especially for you.”

"It is so easy to commit embarrassing blunders, but etiquette tells us just what is expected of us and guards us from all humiliation and discomfort."

"There's somebody in my room! Go look! Look!"

"Edward's come to live with us. There is nothing to be upset about."

"Why does he have to stay here?"

"They're the sharpest things in the world. They can hack through anything."

"My father has his own room for his stuff to make sure I can't get any use of it."

"Edward cut it. Isn't it wild?"

"And then she showed me the back room where she took all of her clothes off."

"Oh, Edward. Why ever did you do this? Y'know, damn those tv programs."

## Comprehension Questions

1. Where was Edward made? Who made him?
2. What does Kim do when she finds Edward in her room? What does Edward do? What does Bill give Edward to help him relax?
3. Why does Edward get sick when Joyce offers him lemonade?
4. Where does Kevin bring Edward? What trick does Edward do when he's there?
5. What does Jim want Edward to do? Why does he get Kim to ask Edward?

## Grammar Focus

In the movie, the grandmother is tells a story about the legend of Edward. This type of story is called a fairytale. Write your own fairytale in the past tense with the following verbs:

***tempt***

***think***

***see***

***hear***

***have***

Write at least 8 sentences. A lot of fairytales start with the phrase: "Once upon a time..."

## Extra Activity for Part Two

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### 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 character “A” and “B”.

You can then prepare the students for the listening close by setting the context – describe briefly what happens 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 they missed.

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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.

An alternative to the above is to split the entire class into “A” and “B” students rather than into pairs. The A’s and B’s can then check their answers together, in a large group, before you pair A’s and B’s into couples.

A good follow up exercise could be having each pair of students make a sentence using one of the slang expressions. They can then write them on the blackboard / whiteboard and have the rest of the class check them for accuracy. Or, have student pairs make their own short dialogue using 2-3 slang expressions and then get them to read them aloud to the class.

### Listening Close

*Peg:* Now, you stay in Kevin's room \_\_\_\_\_ and tomorrow we'll fix your room right up.

*Kim:* Why did you have to bring him here?

*Peg:* Oh honey, I couldn't have left him up there all \_\_\_\_\_. You'd have done the same thing.

*Kim:* Why does he have to stay here?

*Peg:* Oh my goodness, Kim, I'm surprised at you. He can't help the way he is. Have a little sympathy.

*Kim:* I do have sympathy.

*Peg:* Well then, let's just say a little greeting. Just come downstairs, shake the man's \_\_\_\_\_.

*Kim:* Shake his hand?

*Peg:* Well, not literally. Goodness, you \_\_\_\_\_ him half to death!

*Kim:* I scared him to death?

## Extra Activity for Part Two – Character B

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### Listening Close

*Peg:* Now, you stay in Kevin's room tonight and tomorrow we'll fix your room right up.

*Kim:* Why did you have to bring him \_\_\_\_\_?

*Peg:* Oh honey, I couldn't have left him up there all alone. You'd have done the same thing.

*Kim:* \_\_\_\_\_ does he have to stay here?

*Peg:* Oh my goodness, Kim, I'm surprised at you. He can't help the way he is. Have a little sympathy.

*Kim:* I do have sympathy.

*Peg:* Well then, let's just say a little greeting. Just come downstairs, shake the man's hand.

*Kim:* Shake his \_\_\_\_\_?

*Peg:* Well, not literally. Goodness, you scared him half to death!

*Kim:* I \_\_\_\_\_ him to death?

### Listening Close

*Peg:* Now, you stay in Kevin's room tonight and tomorrow we'll fix your room right up.

*Kim:* Why did you have to bring him here?

*Peg:* Oh honey, I couldn't have left him up there all alone. You'd have done the same thing.

*Kim:* Why does he have to stay here?

*Peg:* Oh my goodness, Kim, I'm surprised at you. He can't help the way he is. Have a little sympathy.

*Kim:* I do have sympathy.

*Peg:* Well then, let's just say a little greeting. Just come downstairs, shake the man's hand.

*Kim:* Shake his hand?

*Peg:* Well, not literally. Goodness, you scared him half to death!

*Kim:* I scared him to death?

## Extra Activity for Part Two

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### Back Talk

[01:03:38 - 01:08:22]

With an even-numbered class, assign each student to either group A or group B. Have Group A face the screen first, and Group B sit with their back to it. Each student should sit back-to-back with a partner in the opposite group.

Prepare the students by providing some background context. If they've been watching the movie attentively, not much description will be required, but you might want to give a brief overview of what led up to this scene.

Before showing the scene, turn off the sound. When you play the film (silently), Group A should describe the scene to their partner in Group B. Stop the film clip halfway through and have the students switch: Group A now faces away from the screen, while Group B views the clip.

Watch the film: **01:03:38 - 01:08:22.**

When the scene is over, tell each pair of students to write down what happened in chronological order. When they are done, you can have the pairs compare results with other students in small group format.

After students have read their descriptions aloud, play the clip again, this time with sound, so that the students can match their answers to the actual movie scene.

#### **\*Summary of "Back Talk" Scene for Teachers:**

The scene begins after the scene of Jim and Kim walking down the street Jim says "Don't you want us to have our own van?" **[turn off the sound]**

*It is night. A van pulls up and people run out of it. Edward uses his scissors to break into the house. Jim hides his photo. Edward breaks into an important room and the door is closed behind him. The shutters on the windows close automatically. Jim and everyone else run away. Edward can't open the door with his hands. **[Students switch.]***

*Kim fights leaving, but Jim picks her up and puts her in the van. They drive away. Three police cars arrive at the house. Edward hears the police and the door unlocks. Edward walks out of the house towards the police. He holds up his scissor hands. The police point their guns at Edward because they think his scissors are a weapon. Neighbors calm the police down. Edward is handcuffed. Peg and Bill go to see Edward in jail. Edward looks very sad. Edward goes to court.*

## Self Test – Vocabulary Preview - Part Three

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

1. “Call a doctor, he skewered Kim.”:
  - a. to run over with a car
  - b. to make a hole with a metal rod
  - c. to bite
  
2. “All along I felt in my gut there was something wrong with him.”:
  - a. stomach
  - b. brain
  - c. arm
  
3. “What do you say in your defense?”:
  - a. to wish for the worst
  - b. a justification
  - c. head
  
4. “It’s just a scratch.”:
  - a. a cloud
  - b. a mark with something sharp
  - c. a small animal
  
5. “Are you nuts?”:
  - a. mad, angry
  - b. happy, joyful
  - c. insane, crazy
  
6. “You find a suitcase full of money.”:
  - a. a small square bag
  - b. a cage
  - c. a large car
  
7. “I didn’t think what could happen to him, or to us, or to the neighborhood.”:
  - a. a community in a town
  - b. young people
  - c. pets

# Edward Scissorhands – Part Three

## Slang Expressions

Your teacher will explain what these expressions mean:

“simmer down”

“think things through”

“for goodness sake”

## Mix-and-Match

Match the following words to their definitions.

- |                         |  |
|-------------------------|--|
| 1. sweetheart (n) ___   | a. to arrive                                     |
| 2. drapes (n) ___       | b. to mark with something sharp                  |
| 3. defense (n) ___      | c. stomach                                       |
| 4. suitcase (n) ___     | d. a person with physical abnormalities          |
| 5. loved ones (n) ___   | e. a community                                   |
| 6. neighborhood (n) ___ | f. long curtains                                 |
| 7. freak (n) ___        | g. to make a hole with a metal rod               |
| 8. nuts (adj) ___       | h. crazy   |
| 9. demon (n) ___        | i. a square bag with a handle                    |
| 10. puke (v) ___        | j. a loveable person                             |
| 11. show up (v) ___     | k. a justification                               |
| 12. waltz in (v) ___    | l. an evil spirit                                |
| 13. scratch (v) ___     | m. family and friends                            |
| 14. gut (n) ___         | n. to enter into to a place in a carefree manner |
| 15. skewer (v) ___      | o. a stupid person                               |
| 16. dope (n) ___        | p. to vomit                                      |

**Who Said It?**

Write the name of the character beside the quote:

"I tried to make Jim go back, but you can't make Jim do anything."

"I knew it was Jim's house."

"We had the coolest show-and-tell today."

"Call a doctor. He skewered Kim."

"Jim, I don't love you any more. I just want you to go, OK? Just go!"

"Hold me."

"Kevin's all right! It was just the tiniest scratch!"

"Did I hurt Kevin?"

"Hey, I said stay away from her!"

"They killed each other. You can see for yourselves. See?"

### Listening Close

*Bill:* Well we're going to try to help you find a way you can replace the drapes and the towels, but our confidence in you, Edward is not going to be so \_\_\_\_\_ to replace.

*Kim:* Dad.

*Bill:* OK. A little ethics. You're walking down the street. You find a \_\_\_\_\_ full of money. There's nobody around. No human person is in evidence. What do you do? A: You keep the money. B: You use it to buy gifts for your friends and your loved ones. C: You give it to the poor. D: You turn it in to the police.

*Kim:* Dad, this is really stupid.

*Peg:* Kim!

*Kevin:* I'd keep the \_\_\_\_\_.

*Peg:* Simmer down.

*Bill:* Edward?

*Kim:* Hey, how about after \_\_\_\_\_ we go down to the bowling alley? That'd be fun.

*Peg:* You're not seeing Jim tonight?

*Kim:* \_\_\_\_\_.

*Kevin:* You know, we had the coolest show-and-tell today. This kid brought in a box of baby possums. Ten, maybe twelve. Totally naked. No hair at all.

*Peg:* Honey this is fascinating but I don't think your father is finished yet.

*Bill:* Thank you, dear. Edward, we're waiting

*Edward:* \_\_\_\_\_ it to my loved ones?

*Peg:* Oh, Edward, it does seem that that's what you should do, but it's not.

*Kevin:* You dope, everybody knows you're supposed to give it to the \_\_\_\_\_.

*Bill:* Good thinking, Kevin.

*Kim:* Well, think about it, you guys. I mean, that's the nicer thing to do. That's what I would do.

*Bill:* We're not trying to confuse him more, we're trying to make things a little bit easier for him, so let's cut the comedy for a little while, alright.

*Kim:* I am being serious, Dad. It's a much nicer thing to do.

*Bill:* Well we're not talking nice. We're talking \_\_\_\_\_ and wrong.

*Kim:* Shut up!

*Peg:* Oh, goodness sake! No wonder poor Edward can't learn right from wrong, living in this \_\_\_\_\_!

## Listening Close

*Bill:* Well we're going to try to help you find a way you can replace the drapes and the towels, but our confidence in you, Edward is not going to be so easy to replace.

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*Kim:* Dad, this is really stupid.

*Peg:* Kim!

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*Bill:* Edward?

*Kim:* Hey, how about after dinner we go down to the bowling alley? That'd be fun.

*Peg:* You're not seeing Jim tonight?

*Kim:* No.

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*Edward:* Give it to my loved ones?

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*Kim:* Shut up!

*Peg:* Oh, goodness sake! No wonder poor Edward can't learn right from wrong, living in this family!

## What Happens Next?

You finished the listening close exercise. What do you think will happen afterwards? Will Edward learn what is right and wrong? Kim is defends Edward. How will their relationship change? Write 5 sentences about what will happen next in the movie.

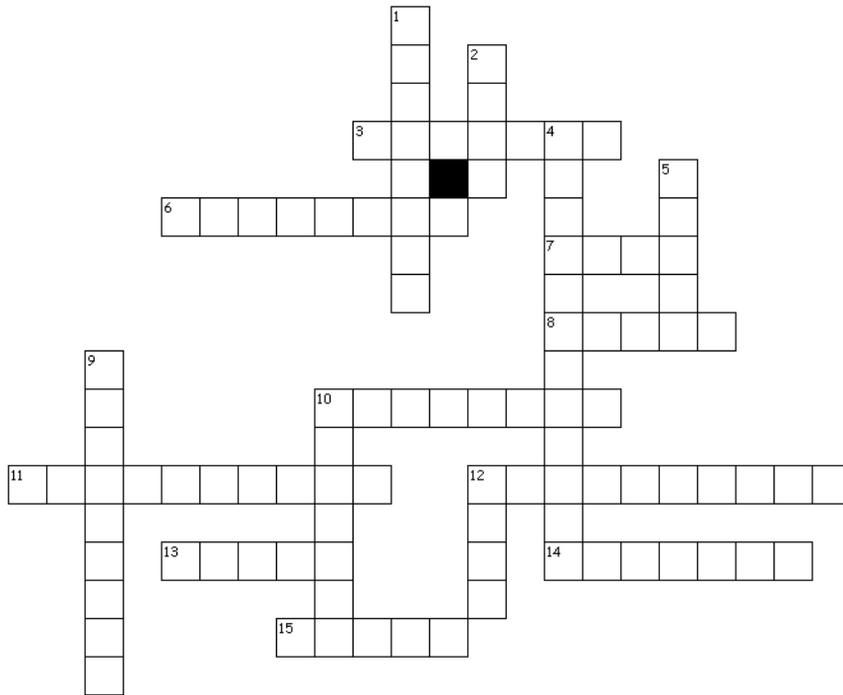
## Comprehension Questions

1. When Jim convinced Kim that they should steal his father's things, what did he tell her they should do with the money they got? Do you think this is what he meant to do all along?
2. What does Edward do after Kim leaves with Jim?
3. Bill asks Edward what he'd do if he found a suitcase full of money. What is his answer? Does he say he'd give it to the police; keep it; or give it to the people he loves? Which answer do you think is the best?
4. Why does Edward tackle Kevin? What happens when he does this? What does Edward do to Kevin?
5. What happens to Jim at the end of the movie?

# Puzzles

Note: This activity include vocabulary from Parts 1-3.

## Edward Scissorhands Vocabulary Crossword



### Down

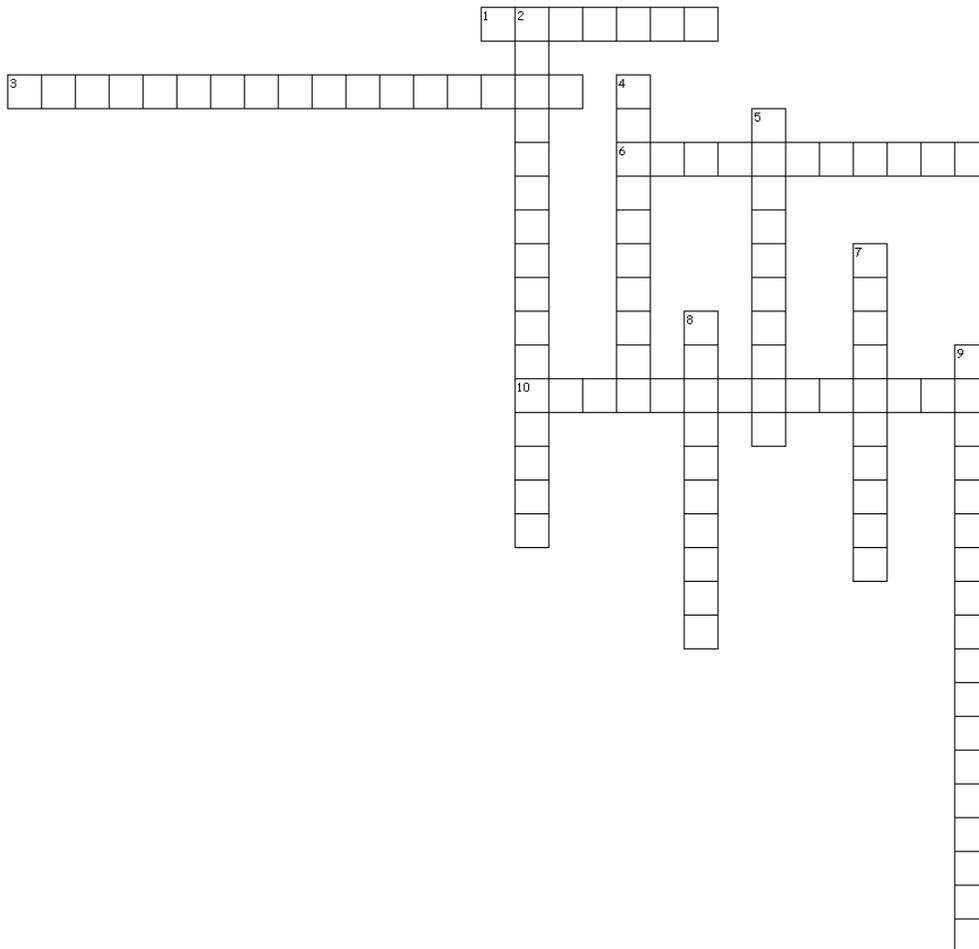
- 1 a drink made from lemon juice, sugar and water
- 2 very light in color
- 4 a community within a town
- 5 an evil spirit
- 9 something affected by disease
- 10 to mark with a sharp object
- 12 to vomit

### Across

- 3 a game in which a ball is rolled down an aisle to knock down pins
- 6 a condition that restricts a person's ability
- 7 sad or depressed
- 8 to mix or merge things
- 10 a tool with two blades used to cut
- 11 a term of endearment for a lovable person
- 12 an artificial body part
- 13 unhappy, disappointed, worried
- 14 a justification
- 15 to feel immediate injure or surprise from electricity

# Edward Scissorhands Idioms Crossword

Note: This activity includes idioms from Parts 1-3.



## Across

- 1 to enter easily and carefree
- 3 extremely surprised and afraid
- 6 excited and interested in something new
- 10 when words are used for effect not their literal meaning

## Down

- 2 very early in the morning
- 4 scolding someone for being bad
- 5 stop doing something annoying
- 7 be calm
- 8 a talent for making plants grow
- 9 think about something

## ANSWER KEYS

### Title Vocabulary Crossword

#### Across

3. bowling
6. handicap
7. glum
8. blend
10. scissors
11. sweetheart
12. prosthetic
13. upset
14. defense
15. shock

#### Down

1. lemonade
2. pale
4. neighborhood
5. demon
9. infection
10. scratch
12. puke

### Idioms Crossword

#### Across

1. waltz in
3. scared half to death
6. all in a tizzy
10. figure of speech

#### Down

2. at the crack of dawn
4. shame on you
5. knock it off
7. simmer down
8. green thumb
9. think things through

# Conversation Starters

*Note: This activity includes vocabulary from Parts 1 & 2.*

**Instructions:** Cut the questions into strips. Give each student a question. They can then walk around the room, mingling, and ask each other questions. When two students have finished asking each other their questions, they swap papers and go talk to someone else.

Alternatively, students can be seated in small groups. They then take turns drawing the questions from a pile and asking classmates a question.



An **inventor** makes inventions. What do you think was the best invention in history? What is the worst invention? Why?



What **handicap** would be worse – being unable to hear, to see, or to taste? Explain your choice.



If you could bring one thing to class for **show-and-tell**, what would it be? Why?



When have you felt most **lonely**? Why did you feel **lonely**? What did you do to make yourself feel better?



What is the best story you have heard about something that is **haunted**? Do you believe in ghosts? Why or why not?



Do you have any **scars**? If yes, how did you get them? What happened? Do you like your **scar(s)**? Why or why not?





Describe three ways you make yourself feel better when you feel **glum**.



In the movie Peg says that she is 'as **harmless** as cherry pie.' What are 5 other things that are **harmless**?



Explain three rules of **etiquette** that describe what you should do if you visit someone else's house for dinner.



People drink **lemonade** in the summer. What are three drinks that you have when it's hot? What are three drinks you have when it's cold?



Do you have a **green thumb**? Do you grow vegetables or flowers? Do you think it's okay to use chemicals to grow plants to eat? Why or why not?



**Ambrosia** means 'food of the gods' in Greek and Roman mythology, the word describes foods that smell and taste good. What foods do you think taste and smell the best? If you made **ambrosia** salad, what would you put in it?



Describe something you can do that's **exceptional**. Or, describe something **exceptional** that you always wished you could do.



Have you ever made your parents or friends **upset**? Have they made you **upset**? Explain what happened.



-----

Have you ever been **bowling**? Did you enjoy it? Why or why not? If you don't like bowling, what's your favorite game to play with friends?

-----

Would you like to live in a **mansion**, an apartment, or a cabin in the woods? Describe your dream home. What would it have inside? Where would it be?

-----



# Forbidden

*Note: This activity uses vocabulary from Parts 1 & 2.*

**Instructions:** Split the class into two teams. Give each student a vocabulary card. Tell them not to show it to anyone else.

Students come one-at-a-time to the front of the class and try to explain the vocabulary words on their cards. They can't use the target words. These words are "forbidden."

Each student has about a minute to describe all the words on her card while her team guesses (you can adjust the allotted time depending on the students' level). During this time, the opposing team observes. When time is up, the team that has been watching gets a chance to guess the words their rivals didn't get. Each correct word equals one point.

Be sure to give the students a few moments to mentally prepare before they're asked to perform in front of the class.



snuggle  
doorbell  
all in a tizzy  
snip



tempt  
exceptional  
knock it off  
scar

handicap  
blend  
to be yourself  
shame on you

bowling  
barbecue  
the crack of dawn  
pale

don't be alarmed  
lonely  
green thumb  
harmless

loony  
prosthetic  
mansion  
glum

redone  
shock  
infection  
upset

figure of speech  
haunted  
lemonade  
conceal

barge in  
nick  
literally  
AVON

waltz in  
scissors  
cosmetics  
sympathy

handbook  
center of attention  
wild  
show-and-tell

beauty parlor  
go crazy  
ambrosia  
rack my brain

# Memory Match

*Note: This activity uses vocabulary from parts 1-3.*

**Instructions:** Place students in groups of four. Give each group of students a set of cards. The students place the cards face down on the table in a random pattern. Students then take turns turning two cards over at a time. If the two cards are synonyms, the student keeps the pair of cards and takes another turn. If the two cards do not match, then the student should put the cards back, face down on the table.

At the end of the game, the student with the most pairs of cards wins.

## Target Words

## Definition Words



conceal



hide

mansion

large, fancy house

blend

mix

loony

crazy

harmless

doesn't cause problems

scar

mark on the skin

glum

sad, depressed

freak

act wild

prosthetic

artificial body part

upset

disappointed

 cosmetics	makeup
drape	 arrange cloth
etiquette	polite behavior
nick	small cut
exceptional	unusual
humiliation	to be ashamed
sympathy	pity
redone	do again

# Smack!

*Note: This activity includes vocabulary from Parts 1 & 2.*

**Instructions:** Cut out the words so that there is one word on each card. Students play this game in pairs. Each student starts with 8-10 cards. One student has the “target” words, and the other has the “definition” words. The students then count to three in unison and quickly “smack” a random card down on the table. If the cards match, the first student to place his or her hand on the cards gets to keep them. The process is then repeated. If two cards do not match, the students leave them on the table until they have finished with the rest of their cards. When the students have used up the cards in their hands, they pick up the cards on the table and begin again. Eventually, all of the cards will be matched. At the end of the game, the student with the most pairs wins.

## Target Words

## Definition Words



mansion



large, fancy house

conceal

hide

loony

crazy

harmless

doesn't cause problems

glum

sad, depressed

scar

mark on the skin

blend

mix

lonely

sad, without friends

pale

light in color

haunted

frequented by a ghost

# Story Scramble

**Instructions:** Cut the paper into strips. Each strip of paper should have one sentence on it. Organize students into pairs and give each pair a set of paper strips. The students must then remember what happened in the movie and arrange the sentences in the correct order.



Edward cuts Peg and Bill's bushes into a dinosaur and a family.



Edward goes to a new hair salon with Joyce.



Kim kisses Edward.



Edward makes an ice sculpture and Kim dances in the ice flakes that fall like snow.



Kim tells everyone that Edward is dead.



Peg brings Edward home with her.



Kim comes home and sees Edward in her bed.



Kevin takes Edward to show-and-tell.



Kim apologizes to Edward.



Edward drinks 'lemonade' with Bill.



Edward saves Kevin.



Peg and Edward appear on a talk show.



Grandmother finishes story.



Grandmother starts story about why it snows.



Edward kills Jim.



Edward gives dogs haircuts.



Edward is arrested.



## **STORY SCRAMBLE ANSWER KEY**

---

Grandmother starts story about why it snows.

Peg brings Edward home with her.

Edward cuts Peg and Bill's bushes into a dinosaur and a family.

Kim comes home and sees Edward in her bed.

Edward drinks 'lemonade' with Bill.

Kevin takes Edward to show-and-tell.

Edward gives dogs haircuts.

Peg and Edward appear on a talk show.

Edward goes to a new hair salon with Joyce.

Edward is arrested.

Kim apologizes to Edward.

Edward makes an ice sculpture. Kim dances in the ice flakes.

Edward saves Kevin.

Edward kills Jim.

Kim kisses Edward.

Kim tells everyone that Edward is dead.

Grandmother finishes story.

# Appendix A

## Other Activities to Reinforce Movie Vocabulary:

---

### Typhoon

- The teacher draws a grid on the board consisting of five rows and five columns. The teacher holds a duplicate grid in her hand (that the students can't see) in which each of the squares in the grid is given a point value of 1, 2, 3, or 4 points with the exception of five. It doesn't matter where these five squares are located within the grid. Pick any random five. These five squares without a numerical value are "typhoon" squares and should be labeled with a "T".
- The class is split into two teams. The teacher gives a vocabulary definition and the first student to correctly identify the target word is permitted to choose one of the squares on the board. If a student chooses a square worth 4 points, her team earns 4 points, if she chooses one worth 3 points, her team is awarded 3 points, and so on .... However, if the student chooses a "typhoon" square, her team loses ALL of the points that it has earned up until that point in the game.
- The team with the most points at the end of the game wins.

### Hot Seat

- The class is split into two teams. A member from each team comes to the front of the class. The two students sit side-by-side, with their backs to the board and facing the class. The teacher stands behind the students at the front of the class and writes a vocabulary word on the board. (This word is hidden from the seated couple but visible to the rest of the class.) Students in the "audience" call out the definition of the target word but they cannot spell or say the word. The two students at the front must call out answers. The first one to guess the word and use it correctly in a sentence earns a point for his or her team. The process is then repeated with a different pair of students. This game can get loud!

### Backwards Hot Seat

- As with Hotseat, divide the class into two teams. One student from each team comes to the front of the class where the teacher shows them a target vocabulary word. The students then go back to their teams and provide a definition of the word. The first team to guess the word correctly earns a point for their team.

## Sentence Relays

- (This works best in classes of up to 15 students.) Students are split into teams of three. Each team is given a piece of paper with six sentences on it. (In the interest of fairness, each team uses the same sentences, but you should present them in a different order on each team's paper to avoid having them eavesdrop on one another during the activity. This might sound confusing but it'll make sense later.) One student on each team is assigned the role of **reader**. Another student is the **runner** and the third is the **writer**.
- The reader sits on one side of the room. He or she has the paper with the sentences on it. The reader holds a book or paper over the sentences so that he can only see one of them. The reader then reads a sentence, or a portion of a sentence, to the runner. The runner then runs across the room and recites what they can remember to the writer, who records what the runner says. The runner goes back-and-forth between the reader and the writer until the sentence is finished. At this point, the students change roles and the reader becomes the runner, the runner becomes the writer, and the writer becomes the reader. Then the process is repeated with the next sentence, until all of the sentences are finished. Once a group of students has completed their sentences, have them sit down as a group and check their sentences for spelling and grammar errors.
- The first group of students to finish their sentences (with the least amount of mistakes) wins the activity!
- This is an excellent game because it emphasizes all of the key language skills – writing, reading, listening, and pronunciation/speaking. It is also a high-energy game that perks students up if they're bored or listless!

## Murder

- This activity works best with smaller classes of 8-12 students. You will need to have a die. Split the students into pairs. Number each pair or allow them to provide a name for their team. Write the numbers or names on the board. Under each name or number, draw three lines. Each line constitutes a "life".
- The teacher stands at the front of the room and calls out definitions or synonyms for target words. The first pair of students to call out the correct answer is given the die to roll. Depending on the number the pair rolls, the following happens:
  - 1 – the pair loses one of their own lives
  - 2 – the pair loses two of their own lives
  - 3 – the pair gains an additional life
  - 4 – the pair takes one life from another team (their choice)
  - 5 – the pair takes two lives from another team (their choice)
  - 6 – the pair "kills" another team, taking all their lives

If a team is “killed”, the students on that team can still continue to play. However, they cannot take lives from other teams until they roll a “3” and resurrect themselves by earning one life.

- The game continues until one team is left standing. If time is limited, the teacher can choose to play an arbitrary number of rounds. The team with the most lives left when play is stopped wins.

### **Word Scramble**

- This activity works well as a quick review of words learned in a previous lesson. Write 4-8 target words on the board, mixing them up so that the letters are out of sequence. Ex. "cklab" for "black".
- Have the students work in pairs, with each team racing the rest of the class to see who finishes unscrambling all of the words first. If you want to make the activity more challenging, have the students write a sentence using each of the words they unscramble. In this version of the game, a pair of students doesn't earn a point for a word they have unscrambled unless the sentence is correct.

### **Pictionary / Charades**

- Divide the class into two teams. A student from each team comes to the front of the class. Show the two students a target vocabulary word (but do not allow the rest of the class to see it). The two students can then choose to draw or act out the word. No spelling or speaking is allowed. The students in the audience then try to guess the target word. The first team to guess correctly earns one point. The team with the most points at the end of play wins.
- If you wish to make this activity more challenging, the team that guesses the target word must use it correctly in a sentence before they can earn a second point. If a team doesn't form a correct sentence, you can give the other team a chance to poach a point by allowing them to make a sentence.

### **Speed Sentences**

- You'll need a die to play this game. Divide the class into groups of two or three. Have the students stand at the blackboard in their groups and give each team an equal amount of space to write in. Choose one student from each team to be the “writer”.
- When you are ready to begin the game, roll the die and call out the number that is rolled. This will determine the minimum number of words the students must

use when they write their sentences. For example, if a “5” is rolled, the students must write sentences containing five or more words.

- Once the minimum number of words in a sentence has been established, call out a random vocabulary word. The students must then work with their teams to use the word correctly in a sentence. The first team to finish their sentence calls out “done” and the teacher can then check the sentence for accuracy. Award points for first, second, third, etc. in descending value (25, 20, 25, etc.). If a team writes an incorrect sentence, do not grant them any points. When you have finished awarding points for all of the teams, have the students erase their sentences and pick a different student to act as the “writer”.
- After a pre-determined number of rounds, the team with the most points wins.
- Note: Be prepared for the students to become quite boisterous, especially when they are clamoring to have their sentences checked.

### **Bingo**

- Write ten target words on the blackboard. Each student picks five words from the list and writes them on a piece of paper. The instructor then chooses a random word from the list and provides a definition of the word, taking care not to use the word itself. If a student thinks she has the word that the teacher has defined, the student underlines or circles the word. The first student to underline all of her words shouts “BINGO”.
- Play one or two additional rounds to extend the game.

### **Questions and Answers**

- This activity is excellent for testing whether or not students have a good grasp of the vocabulary. Write two word lists on the board. Divide the class into two groups – group A and group B - and assign each group a list. The students from that group then write questions using the words from their list. Once they’ve completed their questions, pair A students with B students and have them exchange their lists of questions. The students write responses to the questions, making sure to use the target words in their answers. When they are finished, they can hand the questions and their answers back to the original student who then checks the answers.

Ex. “grapefruit” What is bigger, a grapefruit or a grape?  
A grapefruit is bigger than a grape.

# Appendix B

## Answer Keys:

---

Who is it?

*Bill*   *Peg*   *Kim*   *Joyce*   *Kevin*   *Edward*   *Jim*



*Peg*



*Joyce*



*Kim*



*Jim*



*Bill*



*Kevin*



*Edward*

## Part One Slang Expressions

1. "All in a tizzy" : This describes a state of excitement or worry. For example, "He's all in a tizzy because he's getting married next week."
2. "At the crack of dawn" : Very early in the morning, when the sun first rises over the horizon. For example, "The farmer got up at the crack of dawn to milk the cows."
3. "Don't be alarmed": This is a common expression and doesn't really qualify as slang. It means "don't be scared or startled" and is meant to comfort the person it is directed towards. For example, "Don't be alarmed by my dog Brutus, he's not as scary as he sounds. He doesn't bite."

## Part One Self Test

1. B
2. B
3. A
4. C
5. C
6. B
7. B

## Part One Mix and Match

1. scissors (n) g
2. glum (adj) k
3. loony (adj) c
4. snuggle (v) j
5. haunted (adj) f
6. doorbell (n) d
7. pale (adj) m
8. lonely (adj) h
9. mansion (n) o
10. harmless (adj) l
11. infection (n) a
12. bowling (v) e
13. scar (n) i
14. conceal (v) n
15. blend (v) p
16. handbook (n) b

## Part One Who Said It?

"A long time ago...an inventor lived in that mansion." **Grandmother**

"Avon calling!" **Peg**

"Don't go." **Edward**

"Don't be alarmed. That's just the phone." **Peg**

"But I just want to consult the big Avon handbook before doing anything." **Peg**

"So what have you been doing with yourself up there in that big old place? I bet the view must be spectacular." **Bill**

"Hey, can I bring him to show-and-tell on Monday?" **Kevin**

"I know things feel strange, but soon you'll feel right at home." **Peg**

"The light concealing cream goes on first, then you blend and blend and blend." **Peg**

"Dad... Look!" **Kevin**

## Part One Comprehension Questions

1. Do people in the neighborhood want to buy Avon products from Peg?  
**No they don't.**
2. What do Peg's neighbors do when they see Edward in Peg's car?  
**They start gossiping with one another. They call each other on the phone and meet to talk about the mysterious stranger.**
3. What kind of bed does Kim have? What is inside her mattress?  
**Kim has a waterbed. The mattress is full of water, and when Edward pokes the mattress with his hand, it springs a leak.**
4. What does Edward do to Peg and Bill's bushes? What kind of animal does he make out of the first bush? What does he make out of the second bush?  
**Edward trims the Peg and Bill's bushes. He sculpts the first bush into the shape of a dinosaur and the second so that it looks like the family.**

---

## Part Two Slang Expressions

1. "Shame on you": This means the same as, "You should be ashamed." For example, "Timmy, why did you put gum in your sister's hair? Shame on you. That was a terrible thing to do."
2. "Oh my goodness": A mild expression that indicates a wide range of emotions -- wonder, surprise, shock, pleasure. For example, "Oh my goodness, I've never seen anyone eat so many pancakes so quickly!" or "Oh my goodness, that foot rub feels good!" or "Oh my goodness, the spider in my bed frightened me!"
3. "Knock it off": This means the same as "stop it." For example, when the students were talking during the exam, the teacher said, "Knock it off or I'm going to give everyone a zero on the test!"
4. "Scared half to death": A common expression that is not really considered slang. It conveys that someone was very frightened. For example, "Oh my god Olga! You scared me half to death when you screamed! Why did you do that?"
5. "Figure of speech": This is often used to say that something is a common expression but should not be taken too literally. For example, "Don't worry Petra, it's not really raining cats and dogs. That's just a figure of speech. It's raining heavily, but no cats or dogs are falling from the sky."

## Part Two Self Test

1. B
2. C
3. A
4. B
5. A
6. C
7. C

## Part Two Self Mix and Match

1. barbecue (n)   k
2. snip (v)   a
3. tempt (v)   o
4. nick (n)   r
5. ambrosia (n)   g
6. shock (v)   d
7. prosthetic (adj)   j

8. literally (adv)   b
9. etiquette (n)   h
10. cosmetics (n)   m
11. exceptional (adj)  s
12. handicap (adj)   l
13. beauty parlor (n)   i
14. green thumb (n)   p
15. upset (adj)   c
16. sympathy (n)   e
17. wild (adj)   t
18. lemonade (n)   n
19. show-and-tell (n)   f
20. redone (v)   q

### **Part Two Who Said It?**

"Oh, Bill, it's us!" **Peg**

"I noticed that you have not tasted any of the ambrosia salad, that I made especially for you." **Joyce**

"It is so easy to commit embarrassing blunders, but etiquette tells us just what is expected of us and guards us from all humiliation and discomfort." **Inventor**

"There's somebody in my room! Go look! Look!" **Kim**

"Edward's come to live with us. There is nothing to be upset about." **Peg**

"Why does he have to stay here?" **Kim**

"They're the sharpest things in the world. They can hack through anything." **Kevin**

"My father has his own room for his stuff to make sure I can't use it." **Jim**

"Edward cut it. Isn't it wild?" **Peg**

"And then she showed me the back room where she took all her clothes off." **Edward**

"Oh, Edward. Why ever did you do this? Y'know, damn those tv programs." **Peg**

### **Part Two Comprehension Questions**

1. Where was Edward made? Who made him?  
**Edward was made in the mansion. An inventor made Edward.**

2. What does Kim do when she finds Edward in her room? What does Edward do? What does Bill give Edward to help him relax?  
**When Kim and Edward meet, they scare each other. Kim screams and runs out of the room. Edward punctures the waterbed. Bill gives Edward liquor to help him relax.**
  4. Why does Edward get sick when Joyce offers him lemonade?  
**Edward vomits when Joyce offers him lemonade because he's hung over. Bill gave Edward alcohol and told him it was lemonade.**
  5. Where does Kevin bring Edward? What trick does Edward do when he's there?  
**Kevin brings Edward to his school for show-and-tell. Edward cuts a chain of dolls out of red paper.**
  6. What does Jim want Edward to do? Why does he get Kim to ask Edward?  
**Jim wants Edward to help him break into his own house. He gets Kim to ask because he knows that Edward will do anything for Kim.**
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### **Part Three Slang Expressions**

1. "Simmer down": This means the same as "calm down." For example, "Okay, okay, simmer down, we're not going to be able to negotiate if you keep swearing at me."
2. "For goodness sake": This is often used to express mild annoyance. For example, "Oh for goodness sake Sally, would you please stop cracking your knuckles when I'm trying to do my homework. I find it very distracting."
3. "Think things through": An expression that is used to describe calm, methodical, reasoning. It is often used to encourage someone to think clearly. For example, "Gabriel, lets stop panicking. We're lost, but if we can get out of the rain and think things through, I'm sure we can come up with a solution."

### **Part Three Self Test**

1. B
2. A
3. B
4. B
5. C
6. A
7. A

### Part Three Mix and Match

1. sweetheart (n)  j
2. drapes (n)  f
3. defense (n)  k
4. suitcase (n)  i
5. loved ones (n)  m
6. neighborhood (n)  e
7. freak (n)  d
8. nuts (adj)  h
9. demon (n)  l
10. puke (v)  p
11. show up (v)  a
12. waltz in (v)  n
13. scratch (v)  b
14. gut (n)  c
15. skewer (v)  g
16. dope (n)  o

### Part Three Who Said It?

"I tried to make Jim go back, but you can't make Jim do anything." **Kim**

"I knew it was Jim's house." **Edward**

"We had the coolest show-and-tell today." **Kevin**

"Call a doctor. He skewered Kim." **Jim**

"Jim, I don't love you any more. I just want you to go, OK? Just go!" **Kim**

"Hold me." **Kim**

"Kevin's all right! It was just the tiniest scratch!" **Peg**

"Did I hurt Kevin?" **Edward**

"I said stay away from her!" **Jim**

"They killed each other. You can see for yourselves. See?" **Kim**

### Part Three Comprehension Questions

1. When Jim convinced Kim that they should steal his father's things, what was the plan he described? What did Jim say they could do with the stolen property?  
**Jim told Kim that they would steal his father's things, sell them, and buy their own van.**
2. What does Edward do after Kim leaves with Jim?  
**Edward cuts the walls, curtains, and towels.**
3. Bill asks Edward what he'd do if he found a suitcase full of money. What is his answer? Does he say he'd give it to the police; keep it; or give it to the people he loves?  
**Edward says he would give the money to the people he loves.**
4. Why does Edward tackle Kevin? What happens when he does this? What does Edward do to Kevin?  
**Edward tackles Kevin to save him from being run over by the van. When he saves him, he accidentally cuts Kevin with his hands.**
5. What happens to Jim?  
**Edward stabs Jim in the stomach and Jim falls out the window. He dies.**

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