

Edward Scissorhands

ESL Lesson Package

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 9-11)
9. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 13)
10. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 15)

Day Three

11. 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.
12. 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.

13. Have the students complete the vocabulary **Self-Test** for Part Two. (page 14)
14. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close** (pages 19-20) and **Back Talk** (page 22) sections.
15. After they watch Part Two of the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 17)
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 so far. (pages 47-50)
17. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 24)

Day Four

18. Mark the **Mix-and-Match** Homework. If you assigned **Comprehension Questions** for homework, mark those in class as well and return to students.
19. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (pages 47-50)
20. Have the students complete the **Self-Test** for Part Three. (page 23)
21. 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 26-29)
22. Have the students share their responses to **What Happens Next?**, they can do this in partners first and then the entire class or in small groups, each group then choosing one to share with the entire class. Collect from the students.
23. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 30)
24. Complete the **Story Scramble** in class (pages 43-45) or use it as a warm-up the next day before mark **Comprehension Questions** (if you assigned them for homework).

Day Five

25. 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.
26. Mark the **Comprehension Questions** for Part 3 if you have not done so already. (page 30)
27. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce all the vocabulary you have covered. (pages 47-50)
28. Assign the two **Crossword Puzzles** for homework. (pages 31-32)

Day Six

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (pages 47-50)
30. Mark the **Crossword Puzzles** in class.
31. 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 a warm beverage
 - b. move into a warm comfortable position
 - c. go to the next 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 an animal for food

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. angry
 - 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. 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 neighbors would you want this? Why or why not?
2. How much do you think someone's family and how she is raised affects the person she becomes as an adult?
3. How do people learn the difference between right and wrong? Why do you think people have different ideas about what is right or wrong?
4. What childhood memory do you think of often? Why is it an important memory?

Slang Expressions

Your teacher will explain what these expressions mean:

"tried and true"

"all in a tizzy"

"at the crack of dawn"

"I'll be darned"

"don't be alarmed"

Mix-and-Match

Match the following words to their definitions.

- | | |
|----------------------|--|
| 1. snuggle (v) ___ | a. something affected by disease-causing organisms |
| 2. AVON (n) ___ | b. a tool with two blades used to cut things |
| 3. haunted (adj) ___ | c. to enter without being invited |
| 4. infection (n) ___ | d. a book that gives facts or information on a certain subject |
| 5. pale (adj) ___ | e. to mix or merge things |
| 6. mansion (n) ___ | f. sad, without other people |
| 7. scar (n) ___ | |
| 8. barge in (v) ___ | |

9. loony (adj) ___
10. blend (v) ___
11. bowling (v) ___
12. glum (adj) ___
13. doorbell (n) ___
14. harmless (adj) ___
15. conceal (v) ___
16. lonely (adj) ___
17. handbook (n) ___
18. scissors (n) ___
19. inventor (n) ___
20. lipstick (n) ___
21. show-and-tell (n) ___

- g. a device outside a building used to signal people inside
- h. lived in by a ghost
- i. a large and fancy house
- j. crazy
- k. not able or likely to hurt something
- l. feeling sad or depressed
- m. a makeup company
- n. move into a warm comfortable position
- o. a mark left on skin after a wound
- p. a very light color
- q. to hide
- r. a game in which a ball is rolled down an aisle to knock down pins at the end
- s. when school children bring something to school to discuss in class
- t. a stick of colored makeup that is smeared on the lips
- u. A person who invents 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!"

"Today I've come to show you our exquisite new line of softer colors, in shadows, blushes and lipstick."

"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, I bet the view must be spectacular."

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

"I know things feel a little strange now, 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

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: _____ 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

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 _____.

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

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

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

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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?

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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. Where does Peg meet Edward? When she first meets him, what is her reaction?
3. What do Peg's neighbors do when they first see Edward in Peg's car?
4. What kind of bed does Kim have? What is inside her mattress?
5. 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?