

Good Will Hunting

ESL Lesson Package

“Good Will Hunting” 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.
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 Said It**. (page 8-9)
7. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 9)
8. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 16)

Day Three

9. 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.
10. 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.
11. Have the students complete the **Conversation Starters** activity. (page 37-38)

12. Have the students complete the vocabulary **Self-Test** for Part Two. (page 15)
13. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close**. (page 18-20)
14. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 21)
15. 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 46-49)
16. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 23)

Day Four

17. Mark the **Mix-and-Match** Homework. If you assigned **Comprehension Questions** for homework, mark those in class as well.
18. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 46-49)
19. Complete **Conversation Starters**. (page 34)
20. Have the students complete the **Self-Test** for Part Three. (page 22)
21. Watch Part Three of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close Exercise**. (page 26-28)
22. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 30)
23. Complete the **Story Scramble** in class (page 41-42) or use it as a warm-up the next day before marking **Comprehension Questions** (if you assigned them for homework).
24. Assign **What Happens Next?** for homework. (page 30)

Day Five

25. Collect **What Happens Next?** homework.
26. Complete the **Story Sort** in class if you did not use it yesterday.

27. Mark the **Comprehension Questions** for Part 3 if you have not done so already. (page 29)
28. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 46-49)
29. Assign the two **Crossword Puzzles** for homework. (page 30-32)

Day Six

30. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 46-49)
31. Return **What Happens Next?** homework.
32. Mark the **Crossword Puzzles** in class.

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.

Will Hunting

Chuckie Sullivan

Dr. Sean McGuire

Morgan O'Mally

Prof. Gerald Lambeau

Billy McBride

Skylar



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. “The business partners agreed. It was an auspicious first meeting.”
 - a. boring; too long
 - b. favorable; a sign of future success
 - c. interesting, but very complicated

2. lowly:
 - a. humble
 - b. short
 - c. quiet

3. “I’ll put your sandwich on layaway.”
 - a. means the same as “throw away”
 - b. a hot plate that keeps food from getting cold
 - c. buying something by making a series of payments

4. “When you think about it, it’s just as arbitrary as drinking coffee.”
 - a. based on random choice
 - b. logical
 - c. unhealthy, bad for your bones

5. “I can’t give you his name unless you have a complaint.”
 - a. ticket with a number on it
 - b. an expression of dissatisfaction
 - c. a flattering compliment

6. “I don’t recall anyone who matched that description.”
 - a. remember
 - b. forget
 - c. ignore

7. “I’ve spoken with the judge and he’s agreed to release you under my supervision.”
 - a. control
 - b. assistance
 - c. concentration

Good Will Hunting – Part One

[00:00:00-00:27:55]

Characters

<i>Will Hunting</i>	A 20-year-old genius, a janitor at MIT
<i>Chuckie Sullivan</i>	Will's best friend, a construction worker
<i>Morgan O'Mally</i>	Will and Chuckie's friend
<i>Billy McBride</i>	Will and Chuckie's friend
<i>Professor Lambeau</i>	A Mathematics professor at MIT
<i>Skylar</i>	A British student at Harvard University
<i>Dr. Sean McGuire</i>	A Psychology professor at Bunker Hill Community College

Conversation Questions

1. The main character in the film, Will, seems uninterested in his future. Do you have goals or dreams? What are they? Where do you see yourself in 5, 10, 25 years?
2. In the movie, Will solves a difficult math problem but hides his achievement. Have you ever done something good/worthy/impressive and kept it a secret? If so, why did you hide what you did? Is it better to be modest about your achievements or to tell others about them? Why?
3. Do you think education is overpriced? How important is a college degree? Is self-education (courses you take online or books you read) as good as going to college/university? Is a university degree worth what it costs? Why or why not?
4. Will and Chuckie are best friends. Who is your best friend? Is it important for best friends to have equal skills, intelligence, or wealth? Should they be interested in the same things? Why or why not?

Slang Expressions

Your teacher will explain what these expressions mean:

"canned"

"bouncing" or "a bouncer"

"shot in the dark"

"crowding the plate"

"Sounds like a hoot."

"double burger"

"wicked smart"

"How do you like them apples?"

Mix-and-Match

Match the following words to their definitions.

- | | |
|---------------------------|---|
| 1. recall (v)___ | a. based on random choice |
| 2. auspicious (adj)___ | b. control |
| 3. survey course (n)___ | c. indictment; a court meeting |
| 4. canned (v)___ | d. humble |
| 5. recess (n)___ | e. a good time |
| 6. leniency (n)___ | f. despicable |
| 7. hoot (n)___ | g. use someone's work (thoughts) as your own |
| 8. arraignment (n)___ | h. a break between classes at school |
| 9. arbitrary (adj)___ | i. an expression of dissatisfaction |
| 10. shot in the dark___ | j. remember |
| 11. supervision (n)___ | k. audience |
| 12. spectators (n)___ | l. an introductory class |
| 13. layaway (n)___ | m. fired |
| 14. plagiarize (v)___ | n. a hopeful attempt |
| 15. complaint (n)___ | o. favorable; a sign of future success |
| 16. lowly (adj)___ | p. mercy |
| 17. obnoxious (adj)___ | q. a system of securing a purchase by making payments incrementally |
| 18. demo team (n)___ | r. money you pay to get out of jail |
| 19. take-out (adj)___ | s. what a bouncer does – throwing troublemakers out of nightclubs or bars |
| 20. bouncing (v)___ | t. slang for a group that demolishes things |
| 21. genius (n)___ | u. a restaurant that serves take-out food to people in their cars (also an adjective) |
| 22. drive through (n)___ | v. a very smart person |
| 23. bail (n)___ | w. describes food you take from a restaurant instead of eating in (also a noun) |
| 24. line of credit (n)___ | x. a preapproved loan given to a customer |

Who says it?

Write the name of the character beside his quote:

"The person to do so will not only be in my good graces, but go on to fame and fortune by having their accomplishment recorded and their name printed in the auspicious M.I.T. Tech."

"Casey's bouncing up at a bar at Harvard next week. We should go up there."

"Morgan, I'm not going to Kelly's just cause you like the take-out girl. It's fifteen minutes out of our way."

"I think you should establish a good line of credit."

"Is this my imagination, or has my class grown considerably?"

"Well, I'm sorry to disappoint my spectators, but it seems there will be no unmasking here today."

"And there is a problem on the board right now that took us more than two years to prove. So let this be said. The gauntlet has been throw down."

"Hey, when's the arraignment?"

"My uncle can probably get you on the demo team."

"I like it here. It doesn't mean cause I go here I'm a genius."

"Were you gonna plagiarize the whole thing for us, do you have any thoughts of your own on this matter?"

"Yeah, but I will have a degree ... you'll be serving my kids fries at a drive-through on our way to a skiing trip."

"My boy's wicked smart."

"Well, I've got to go. Gotta get up early and waste some more money on my overpriced education."

"Well I got her number! How do you like them apples?"

"Motion to dismiss is denied. Fifty thousand dollar bail."

"Well actually, this is uh, this is just a shot in the dark, but uh, there's no chance that you're pre-law, is there?"

"Sounds like a real hoot."

"Alright, I'll do the math. I'm not going to meet with any fucking therapist."

Comprehension Questions

1. What have you learned about Will's past? Has he had a good upbringing? What is life like now? What is his job?
2. Why is Professor Lambeau looking for Will?
3. What happens at the bar when Will meets Skylar?
4. Why does Will get arrested?
5. What is the court's arrangement for Will? Under what conditions can Will avoid jail?

Extra Activity 1 for Part One

“Back Talk” Instructions:

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: [00:08:55-00:12:25]

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:**

Will and his friends are at a Little League baseball game, sitting in the bleachers. They are drinking what is probably beer out of brown paper bags and yelling at the players. They talk about a couple watching the game and then decide to get food at a fast-food restaurant. Chuckie is driving the car, handing food out to everyone. He refuses to give Morgan his food and instead puts it on the dashboard. They have an argument that ends when Chuckie throws the sandwich at Morgan.

[Students change places with their partners.]

Will sees some guys walking and says something. Chuckie slows down to look. He backs up the car and Will and Billy get out of the car. Chuckie says something angry to Morgan, points outside, and then gets out of the car. Will punches someone walking on the basketball court. Everyone starts fighting. Will is on top of someone, punching him unconscious. Will's friends pull him off the man he's hitting. The police come and grab Will. He hits one of them, and they wrestle him to the ground and handcuff his hands behind his back.

[End scene.]

Extra Activity 2 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 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 choose 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 the blanks. The second time they can fill them in. 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 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/wipeboard, 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 aloud to the class.

Extra Activity 2 for Part One – Student A

Listening Close

[00:17:16-00:18:16]

Clark (a Harvard student at the bar): What _____ did you say that was?

Chuckie: History.

Clark: Just "history?" It must have been a _____ course then...

Chuckie: Yeah it was, it was surveys... You should check it out – it's a good course. It's a good class...

Clark: How'd you _____ that course?

Chuckie: You know... frankly, I found the class, you know, rather elementary.

Clark: Elementary? You know I don't _____ that it was. I remember that class – it was just between _____ and lunch.

Skylar: Clark, why don't you go away?!

Clark: Why don't you _____? I am just having fun with my new _____, that's all!

Chuckie: Wait, are we gonna have a problem? I don't understand...

Clark: No, no, no! There's no problem here. I was just hoping you might give me some insight into the _____ of the market economy in the southern colonies. My contention is that prior to the Revolutionary _____ the economic modalities especially in the southern colonies could most aptly be _____ as agrarian pre-capitalist and...

Will [interrupts]: Of course that's your contention. You're a first year grad student.

Extra Activity 2 for Part One – Student B

Listening Close

Clark (a Harvard student at the bar): What class did you say that was?

Chuckie: _____.

Clark: Just "history?" It must have been a survey course then...

Chuckie: Yeah it was, it was _____... You should _____ it out – it's a good course. It's a good _____...

Clark: How'd you like that course?

Chuckie: You know... _____, I found the class, you know, rather _____.

Clark: Elementary? You know I don't doubt that it was. I remember that class – it was just between recess and lunch.

Skylar: Clark, why don't you go away?!

Clark: Why don't you relax? I am just having fun with my new friend, that's all!

Chuckie: Wait, are we gonna have a _____? I don't _____...

Clark: No, no, no! There's no problem here. I was just hoping you might give me some insight into the evolution of the market economy in the southern colonies. My contention is that prior to the Revolutionary War the economic modalities especially in the southern colonies could most aptly be characterized as agrarian pre-capitalist and...

Will [interrupts]: Of course that's your _____. You're a first year _____ student.

