

Minority Report

ESL Lesson Package

Minority Report Sample Lesson Plan

Note: The following is only an example. Instructors should feel free to add or remove activities as needed. This movie is quite long and activities could easily last an additional two days.

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 students to write ten sentences using ten different words from the list of new vocabulary.

Day Two (0:00 – 29:44)

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. Discuss the **Characters** and **Slang** Expressions with the students. Then split the students into two's or three's and have them discuss the **Conversation Questions** for Part One. (page 7)
6. Watch Part 1 of the movie. As the students watch, complete **Who Said It.** (page 8-9)
7. If you wish to do the **Extra Activity: Listening Close**, pause the movie at the correct time (22:08 – 23:09) and prepare students for the activity. (page 10)
8. Complete the **Comprehension Questions** when students have finished watching this section of the movie. (page 12)
9. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 14) If you wish, you can ask them to write ten sentences using ten different words from the new vocabulary list.

Day Three (29:45 – 1:05:10)

10. If you assigned vocabulary sentences to the students, collect them or have students work in pairs to mark their homework.
11. Mark the **Mix-and-Match** vocabulary homework in class. If you

assigned the **Comprehension Questions** for homework, you will need to mark these as well.

12. Have the students complete the **Memory Match** activity to reinforce vocabulary covered in part 1 of the movie. (pages 31-32)
13. Have the students complete the vocabulary **Self-Test** for Part Two. (page 13)
14. Discuss the **Slang Expressions** and then begin Part 2 of the movie. Have students complete the **Who Said It?** activity as they watch. (page 15)
15. If there is time, pause at the appropriate time in the film to have students complete the **Extra Activity: Back Talk**. (page 17)
16. If there is time, have students complete the **Extra Activity: Listening Close for Part 2** (page 19-21). Pause the film at the appropriate time.
17. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 18)
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. (pages 48-51)
19. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 23)

Day Four (1:05:11 – 1:37:40)

20. Mark the **Mix-and-Match** homework. If you assigned **Comprehension Questions** for homework, mark those in class as well.
21. Complete **Conversation Starters** to reinforce vocabulary from parts 2 & 3 of the movie. (pages 33-34)
22. Have the students complete the **Self-Test** for Part Three. (page 22)
23. Discuss the **Slang Expressions** (page 23) and have students complete **Who Said It?** for Part 3 (page 24)
24. Pause to complete the **Listening Close Activity** at the appropriate time. (page 25)
25. Complete the **Comprehension Questions**, or assign them for homework. (page 25)

26. Assign the **Mix-and-Match** vocabulary exercise (Pt. 4) for homework. (page 26)

Day Five (1:37:41 – end)

27. Mark the **Mix-and-Match** homework. If you assigned **Comprehension Questions** for homework, mark those in class as well.
28. Complete **Smack!** to reinforce the vocabulary and give students speaking practice. (pages 38-39)
29. Discuss the **Slang Expressions** (page 27) and have students complete **Who Said It?** for Part 3 (page 27-28)
30. Pause the film in the final minutes to complete the **Listening Close Activity**. (page 29)
31. Complete **What Would You Do?** (page 29) and **Short Story vs Movie Extra** if there is time. (page 30)
32. Complete the **Comprehension Questions**, or assign them for homework. (page 29)
33. Assign the two **Crossword Puzzles** for homework. (page 35-36)

Day Six

34. Complete **Forbidden** (pages 43-47) to reinforce vocabulary for the entire film.
35. Complete the **Story Scramble** in class if you did not use it yesterday. (pages 40-41)
36. Mark the **Crossword Puzzles** in class and any other homework you may have assigned.
37. If there is time, choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (pages 48-51)

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.

Agatha

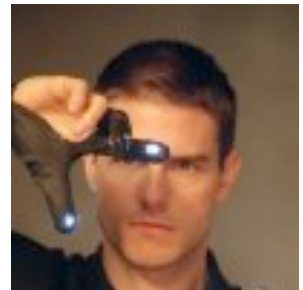
Lara

John Anderton

Danny Witwer

Iris Hineman

Lamar Burgess





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. “Wardens are present. Are you ready to validate?”
 - a. authenticate, confirm, support
 - b. disagree with, argue
 - c. watch, observe, judge

2. “It seems like you were left out of the loop on this one.”
 - a. not asked to give advice
 - b. not included in the conversation
 - c. not tied into the story

3. “The red ones are a crime of passion. There’s rarely any premeditation anymore.”
 - a. sometimes; planning
 - b. not very often; planning
 - c. not very often; praying

4. “If there’s a flaw in the system, I’m going to find it.”
 - a. interruption
 - b. problem
 - c. tear

5. “He’s scrubbing the image. Trying to find any details to give us a location.”
 - a. cleaning up, wiping down, clarifying
 - b. washing
 - c. coloring

6. “That’s just an echo – a little Pre-Cog déjà vu if you will.”
 - a. a reversal that’s part of a complicated Olympic dive
 - b. a repetition caused by sound bouncing off a surface
 - c. the French word for “hiccup”

7. The police are trying to capture the thief.
 - a. to see
 - b. to hug
 - c. to catch

Minority Report – Part One

(0:00 – 29:44)

Characters

<i>John Anderton</i>	Police Chief of Pre-Crime Department
<i>Lamar Burgess</i>	Director of Washington, D.C. Pre-Crime Program
<i>Agatha</i>	Female “pre-cog”
<i>Lara</i>	John’s ex-wife
<i>Dr. Iris Hineman</i>	Inventor of the “Pre-Cogs”
<i>Danny Witwer</i>	Agent from the U.S. Department of Justice
<i>Gordon Fletcher</i>	Pre-Crime officer who works with Anderton
<i>Knott</i>	Pre-Crime officer who works the computers
<i>Gideon</i>	Officer in charge of keeping the halo-ed prisoners

Conversation Questions

1. Imagine you’re considering murdering someone but haven’t committed the crime yet. Do you think you should be held responsible? Why? What if you’ve already bought a gun to commit murder but haven’t used it yet? Should you be held responsible then? Why or why not?
2. In general, do you think there is less crime now than when your parents were your age? Why is this? In the next twenty to fifty years, do you think there will be more crime or less? Is the world becoming safer? Explain your answer.
3. Do you think there will be automated cars that won’t require drivers in the future? Will this be good or bad? Why? What is your opinion of “smart” advertising software that sells you products based on what you’ve purchased before? Do you want companies to know your purchase habits? Why or why not?

Slang Expressions

Your teacher will explain what these expressions mean:

“You’ve been left out of the loop.”

“play hookey”

“don’t bust my balls”

“They’re a little fuzzy on that.”

“Bingo!”

“open house”

Mix-and-Match

Match the following words to their definitions.

1. blind (n)___
 2. strict (adj)___
 3. homicide (n)___
 4. remote (adj)___
 5. validate (v)___
 6. capture (v)___
 7. time horizon (n)___
 8. scrub (v)___
 9. pronounced (v)___
 10. rarely (adv)___
 11. premeditation (n)___
 12. merry-go-round (n)___
 13. a mandate (n)___
 14. a halo (n)___
 15. fractured (v)___
 16. an echo (n)___
 17. to be epidemic (adj)___
 18. a flaw (n)___
 19. warrant (n)___
 20. clarity (n)___
 21. bloodshed (n)___
 22. perimeter (n)___
 23. cop (n)___
 24. tamper (v)___
 25. temple (n)___
- a. not often, very infrequently
 - b. very far away, usually nothing around
 - c. widespread, wide-ranging
 - d. cleaning, wiping, clarifying
 - e. a circular shape on/above the head
 - f. carousel, a spinning carnival ride
 - g. cannot see, has no vision in eyes
 - h. catch, to have a hold of
 - i. window of time before the clock runs out
 - j. ability to see things clearly
 - k. murder, killing another person
 - l. order, command, instruction
 - m. said, announced, articulated
 - n. a document that allows police to do something related to the administration of justice
 - o. error, fault, or defect
 - p. cracked, broken, split
 - q. forceful and strong with the rules
 - r. a repeat of sound
 - s. planning, laid out thought ahead
 - t. to confirm, support, or authenticate
 - u. killing or wounding of people
 - v. a place of worship
 - w. a defended boundary protecting a space
 - x. another word for "police officer"
 - y. to interfere with

Who Said It?

Write the name of the character beside his or her quote:

"Red ball. Double homicide. One male. One female. Killer's white, mid-forties."

"The twins are a little fuzzy on that so we'll need confirmation."

"You know how blind I am without them."

"Set up a perimeter and tell them we're en route."

"You know I was thinking maybe I'd play hookey, stay home today."

"I would love to. I have an open house ... at the Ressler place."

"What he's doing now we call scrubbing the image. Looking for clues as to where the murder is going to happen."

"Victims are pronounced here. Killers here."

"Show a cop on horseback."

"They call it a red ball. With crimes of passion there's no premeditation so they show up late."

"Merry-go-round. It's a park!"

"Mr. Marks. By mandate of the District of Columbia Pre-Crime Division I'm placing you under arrest for the future murder of Sarah Marks and Donald Dubin ..."

"That's just an echo, pre-cog deja vu if you will. The really bad ones, the pre-cogs see them over and over again."

"Just six years ago the homicide rate in this country had reached epidemic proportions. It seemed that only a miracle could stop the bloodshed."

"Just need a little clarity."

"C'mon, c'mon, don't bust my balls."

"Cops aren't allowed inside the temple."

"We keep strict separation so that no one can be accused of tampering."

"I have a warrant in my pocket that says different."

"I'm here as his representative, which means you're now operating under my supervision. Seems you've been left out of the loop John."

"If there's a flaw, it's human. It always is."

Listen to the dialogue and fill in the blanks:

Gordon Fletcher: When the Pre-Cogs declare a _____ and a killer, their name is embedded in the grain of wood. And since each piece is unique, the shape and grain is unique, the _____ and grain is impossible to forge.

Danny Witwer: I'm sure you all _____ the legalistic drawback to Pre-Crime methodology.

Officer: Here we go again!

Danny Witwer: Look, I'm not with the ACLU on this, Jeff. But let's not kid ourselves – we are arresting individuals who have _____ no law.

Knott: But they will!

Gordon Fletcher: The commission of the _____ itself is absolute metaphysics. The Pre-Cogs see the future and they're never wrong.

Danny Witwer: But it's not the _____ if you stop it. Isn't that a fundamental paradox?

John Anderton: Yes it is. We talk about predetermination which happens all the time. (rolls ball) Why'd you _____ that?

Danny Witwer: Because it was going to _____.

John Anderton: You're certain?

Danny Witwer: Yeah.

John Anderton: But it didn't fall. You caught it. The fact that you _____ it from happening doesn't change the fact that it was going to happen.

Danny Witwer: Do you ever get any false/positives? Someone who intends to kill his _____ or his wife, but they never go through with it? How do the Pre-Cogs tell the difference?

John Anderton: The Pre-Cogs don't see what you _____ to do. Only what you will do.

Answer Key (22:08 – 23:09)

Listening Close

Gordon Fletcher: When the Pre-Cogs declare a victim and a killer, their name is embedded in the grain of wood. And since each piece is unique, the shape and grain is unique, the shape and grain is impossible to forge.

Danny Witwer: I'm sure you all understand the legalistic drawback to Pre-Crime methodology.

Officer: Here we go again!

Danny Witwer: Look, I'm not with the ACLU on this, Jeff. But let's not kid ourselves – we are arresting individuals who have broken no law.

Knott: But they will!

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Danny Witwer: But it's not the future if you stop it. Isn't that a fundamental paradox?

John Anderton: Yes it is. We talk about predetermination which happens all the time. (rolls ball) Why'd you catch that?

Danny Witwer: Because it was going to fall.

John Anderton: You're certain?

Danny Witwer: Yeah.

John Anderton: But it didn't fall. You caught it. The fact that you prevented it from happening doesn't change the fact that it was going to happen.

Danny Witwer: Do you ever get any false/positives? Someone who intends to kill his boss or his wife, but they never go through with it? How do the Pre-Cogs tell the difference?

John Anderton: The Pre-Cogs don't see what you intend to do. Only what you will do.

Comprehension Questions

1. What does the Pre-Crime unit do?
2. What does it mean if a ball is red?
3. Why is John an ideal person to work in Pre-Crime? What bad thing happened to him that made him especially eager to prevent criminal acts?
4. Who sent Danny Witwer to check on the Pre-Crime unit? What is he looking for?
5. Why does John run in dark alleys at night? What problem does he have?
6. Are the police officers in Pre-Crime allowed into the “temple” where the pre-cogs float? What is the explanation that John gives to Danny Witworth?
7. Name three things that will be different in the future, according to the movie.

