

# **Ratatouille**

## **A Lesson Plan for the ESL Classroom**

# Ratatouille 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 7) 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. (Start 00:00:00 End 00:35:21)
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. (page 5 and page 8)
8. Have the students complete the **Listening Close** section once you reach that part of the movie. (page 9)
9. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 9)
10. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 11)

## 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 10)
14. Watch Part Two of the movie. (Start 00:35:21 End 01:11:00) Pause at the appropriate time in the film to have them complete the **Listening Close**. (page 14-17)
15. After they watch Part Two of the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 13)
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 36-39)
17. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 19)

## 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 36-39)
20. Have the students complete the **Self-Test** for Part Three. (page 18)
21. Watch Part Three of the movie. (Start 01:11:00 End 01:43:00) Pause at the appropriate time in the film to have them complete the **Listening Close** and **What Happens Next?** activities. (page 21)
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 22)
24. Complete the **Story Scramble** in class (pages 32-34) 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 22)
27. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce all the vocabulary you have covered. (pages 36-39)
28. Assign the two **Crossword Puzzles** for homework. (pages 23-24)

## Day Six

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 36-39)
30. Mark the **Crossword Puzzles** in class.
31. Return **What Happens Next?** homework, and discuss 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.

*Remy*

*Horst*

*Skinner*

*Emile*

*Colette*

*Alfredo Linguini*

*Django*

*Auguste Gusteau*

*Anton Ego*



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\_\_\_\_\_

## 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. apparent:
  - a. a mystery
  - b. obvious
  - c. true
  
2. “ Our reputation is hanging by a thread as it is.”
  - a. doing badly, about to fail
  - b. staying the same as always
  - c. doing well, about to have great success
  
3. “You’re fired!”
  - a. the best
  - b. no longer employed
  - c. on fire
  
4. “Each flavor was totally unique.”
  - a. the same as everything else
  - b. delicious
  - c. one of a kind
  
5. “He’s ruining the soup.”
  - a. destroying
  - b. chewing
  - c. smelling
  
6. “You don’t have the guts.”
  - a. intestines and stomach
  - b. delicious food
  - c. courage
  
7. “He’s stolen food and hit the road.”
  - a. left
  - b. stayed
  - c. ate

# Ratatouille – Part One

## Characters

<i>Remy</i>	A rat who loves food and cooking
<i>Emile</i>	Remy's brother
<i>Alfredo Linguini</i>	A young man who can't cook
<i>Auguste Gusteau</i>	A famous chef who has a restaurant
<i>Skinner</i>	The head chef at Gusteau's restaurant

## Conversation Questions

1. What would your dream job be? Why? Is this the same job that your parents would like you to have? What would your parents like you to do for a living?
2. Would you pursue something you were passionate about even if your family didn't approve? Why or why not?
3. Do you think that animals have inner lives, thoughts and ambitions? What makes you think so? Should animals have rights? If so, what rights should they have?
4. What's your favorite food? Why? What's your best recipe? If you were trying to impress someone, what dish would you make?

## Slang Expressions

Your teacher will explain what these expressions mean:

"you have a gift"

"be myself"

"you don't have the guts"

"hanging by a thread"

"rise and shine"

"hit the road "

"you are what you eat"

## Mix-and-Match

Match the following words to their definitions.

- |                         |                                      |
|-------------------------|--------------------------------------|
| 1. dispute (n)___       | a. visible or obvious                |
| 2. cuisine (n) ___      | b. to leave, usually in an emergency |
| 3. apparent (adj)___    | c. below                             |
| 4. thief (n)___         | d. to care for or hold dear          |
| 5. unique (adj)___      | e. destroy                           |
| 6. excessive (adj)___   | f. depressed, having crushed spirits |
| 7. broken-hearted (adj) | g. a disagreement or argument        |
| ___                     | h. one's work or occupation          |
| 8. evacuate (v)___      |                                      |

- |                           |   |
|---------------------------|---|
| 9. guts (n)___            | i. humble, without pride                      |
| 10. underneath (adj)___   | j. be aware and focused                       |
| 11. gourmet (adj)___      | k. one of a kind or the only one in existence |
| 12. ruin (v)___           | l. more than necessary                        |
| 13. fire (adj)___         | m. the manner of preparing food               |
| 14. cherish (v)___        | n. something that tastes very good            |
| 15. harsh (adj)___        | o. slang for courage                          |
| 16. career (n)___         | p. unrelated                                  |
| 17. pay attention (v) ___ | q. ingredients used to add flavor in cooking  |
| 18. spices (n)___         | r. stern                                      |
| 19. modest (adj)___       | s. to end an employee's job                   |
| 20. delicious (adj)___    | t. a person who steals                        |
| 21. irrelevant (adj)___   | u. a high level of cooking                    |

### Who says it?

Write the name of the character beside his quote:

"I was feeling pretty good about my gift, until Dad gave me a job."

"If you are what you eat, then I only want to eat the good stuff."

"If Dad sees you walking like that, he's not going to like it."

"Wait, wait, wait ... you read?"

"Come on. Paddle son. Come on. Reach for it!"

"If you focus on what you've left behind, you will never be able to see what lies ahead. Now go up and look around!"

"I can't believe it. A real gourmet kitchen, and I get to watch."

"What can I do? I am a figment of your imagination."

"What are you blathering about?"

"You will make the soup again, and this time, I'll be paying attention."

"They'd close us down! Our reputation is hanging by a thread as it is."

"Did you nod? Have you been nodding? You understand me? So I'm not crazy!"

"Morning little Chef. Rise and shine ... oh no."

"He's stolen food and hit the road!"

*Emile:* Why are you walking like that?

*Remy:* I don't want to constantly have to wash my \_\_\_\_\_. Did you ever think about how we walk on the same paws that we \_\_\_\_\_ food with? You ever think about what we put into our mouths?

*Emile:* All the time.

*Remy:* When I eat I don't want to \_\_\_\_\_ everywhere my paws have been.

*Emile:* Well, \_\_\_\_\_ ahead, but if Dad sees you walking like that, he's not going to like it.

*Remy:* What have you got there? You found cheese? And not just any cheese, Tomme de Chevre de pays. That would go beautifully with my \_\_\_\_\_. And... this rosemary. This rosemary with maybe a few drops from this sweet grass.

*Emile:* Well, throw it on the \_\_\_\_\_ I guess, and then we'll... You know...

*Remy:* We don't want to throw this in with the \_\_\_\_\_. This is special.

*Emile:* But we're supposed to return to the \_\_\_\_\_ before sundown or, you know, Dad's gonna...

*Remy:* Emile! There are possibilities \_\_\_\_\_ here. We've got to cook this. Now, exactly how we cook this is the real question...

## Comprehension Questions

1. When Remy's father learns about Remy's special skill, he gives him a job. What is Remy's skill? What is his job? Does Remy enjoy his job?
2. Why does Remy like to walk on his back legs?
3. What is Gusteau's most cherished belief? What does he always say?
4. Why did Gusteau die?
5. Why does Remy miss the boat? Why is he late leaving the house?
6. Who tells Remy to leave the sewer? What does he find?