

The Blind Side

ESL Lesson Package

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 (0:00 – 38:50)

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)
7. Pause the movie at the appropriate time and have students complete the **Extra Activity: Listening Close**. (pages 11-14)
8. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 9)
9. If there is time you may want to play **Memory Match** based on vocabulary from part one of the movie. (pages 30-31)
10. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 16)

Day Three (38:51 – 1:22:44)

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.
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.
13. Have the students complete the vocabulary **Self-Test** for Part Two.

(page 15)

14. Watch Part Two of the movie. As you watch, have students complete the **Who Said It?** activity. (page 17)
15. Pause at the appropriate time in the film to have them complete the **Listening Close.** (page 18)
16. After the movie, have students complete the **What Happens Next** writing activity and **Comprehension Questions** in pairs or assign the questions for homework. (page 18-19)
17. 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 42-45)
18. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 21)

Day Four (1:22:45 – end)

19. Mark the **Mix-and-Match** Homework. If you assigned **Comprehension Questions** for homework, mark those in class as well.
20. If there is time, play **Conversation Starters** (pages 28-29) or **Smack!** (pages 37-38) to reinforce the vocabulary you have covered so far.
21. Have the students complete the **Self-Test** for Part Three. (page 20)
22. Watch Part Three of the movie. Have students complete the **Who Said It?** as they watch. (page 22)
23. Pause at the appropriate time in the film to have them complete the **Listening Close Exercise.** (page 24)
24. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 24)
25. Complete the **Story Scramble** in class (pages 39-40) or use it as a warm-up the next day before marking **Comprehension Questions** (if you assigned them for homework).

Day Five

26. Collect or mark homework assigned.
27. Complete the **Story Scramble** in class if you did not use it yesterday.

28. If your students are ready for a challenge, play **Forbidden: Advanced** on pages 32-36 to reinforce vocabulary in the movie.
29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 42-45)
30. Assign the two **Crossword Puzzles** for homework. (page 25)

Day Six

31. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 42-45)
32. Mark the **Crossword Puzzle** 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.

Collins

Mrs. Boswell

Michael

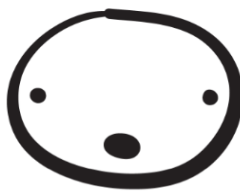
SJ

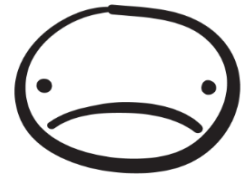
Leigh Anne

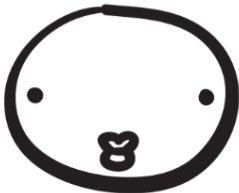
Sean

Coach Cotton



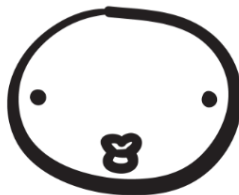






**Insert
pictures
here**





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. I was driving through the intersection when the other car blindsided me.:
 - a. to have one eye which is blind
 - b. to take someone by surprise on a side they can't see you
 - c. to make someone blind
2. You're not a very convincing liar!:
 - a. believable
 - b. tricky
 - c. bad
3. I hollered at my brother, "Don't be such a dork!":
 - a. growled; greedy person
 - b. yelled; idiot
 - c. screamed; winner
4. You're a good student. You absorb information like a sponge!:
 - a. leak
 - b. take in, soak up
 - c. study
5. If you mention something to your friends, you:
 - a. say goodbye
 - b. focus your whole conversation on that topic
 - c. say it in passing
6. American football is a rough sport where players often collide:
 - a. crack their knuckles
 - b. get hurt
 - c. crash into each other
7. "He tested in the 98th percentile for protective instincts." This means:
 - a. he is very protective
 - b. he is not protective at all
 - c. he is able to protect 98 people

The Blind Side – Part One

(0:00 – 38:50)

Characters

Michael	A homeless student who is good at football
Leigh Anne	A mother who feels sorry for Michael
Sean	Leigh Anne's husband
Collins	Leigh Anne and Sean's teenage daughter
SJ	Leigh Anne and Sean's son
Miss Sue	Michael's tutor
Coach Cotton	The high school football coach

Conversation Questions

1. Football is the most popular sport in the USA. What sport is the most popular in your country? Compare your country's national sport to football. How are they different? How are they the same?
2. In the film, the Touhy family is wealthy and Michael is poor. Is there a big difference between the rich and poor people in your home country? Are some people extremely rich and others very poor? What do you think causes this?
3. The Touhys celebrate Thanksgiving with Michael. What holidays do you celebrate with your family? Would you invite a stranger into your home to celebrate holidays?
4. In the film, Michael's science teacher believes that he is capable of learning even though his performance in class is poor. Who was your favorite teacher when you were in school? Describe what you liked about him or her.

Slang Expressions

Your teacher will explain what these expressions mean:

"I've got your back"

"don't get your panties in a wad"

"come along for the ride"

"where you headed?"

don't let it "go to your head"

not "cutting it" in class

Mix-and-Match

Match the following words to their definitions.

1. aptitude test (n) ___
2. collide (v) ___
3. predicament (n) ___

- a. a long, padded piece of furniture for several people to sit on
- b. to plan for, to think something is coming

4. convincing (adj) ___
5. defense (n) ___
6. blindside (v) ___
7. couch (n) ___
8. overpass (n) ___
9. holler (v) ___
10. drop out (v) ___
11. mention (v) ___
12. background (n) ___
13. expect (v) ___
14. dash (n) ___
15. pass away (v) ___
16. notify (v) ___
17. absorb (v) ___
18. wardrobe (n) ___
19. charity (n) ___
20. The Projects (n) ___
21. percentile (n) ___
22. designer (n) ___
23. investigate (v) ___
24. dork (n) ___
25. instincts (n) ___

- c. a difficult or embarrassing situation
- d. government building area where poor live
- e. to quit
- f. able to make someone believe something is true or real
- g. tell, to let someone know something
- h. a group you give money to, less fortunate
- i. test to measure future ability
- j. to take in, absorb, like water and a sponge
- k. yell, give a loud shout
- l. someone who creates areas or spaces
- m. to crash, to hit hard
- n. a flat panel facing the driver of a car or truck
- o. to check out, to look into
- p. to hit someone when they are unaware
- q. percent range scored, like 80-90, etc.
- r. what came before, history
- s. your clothing
- t. to say, to add
- u. bridge allowing one road to pass over another
- v. a polite way of saying 'die'
- w. keeping others away
- x. a stupid, socially awkward person
- y. a natural or intuitive way of acting

Who Said It?

Write the name of the character beside his quote:

"I'm here to investigate your odd predicament."

"What if somebody drops out or moves? Could they get in then?"

"'They' ... you only mentioned one son."

"Big Mike. Sleeps on my couch from time to time. It's a bad deal you know. His Mom's on that crack pipe. He ain't got nobody else. He just want to come along for the ride."

"I tell you, most kids with his background wouldn't come within 200 miles of this place."

"Class, this is Mike Oher and he's new here so I expect you all to make him feel welcome."

"No, listen to me, I'm the designer. My name is on it. Deliver what I ordered, alright? Thank you!"

"The big kid has been here for what ... a month? He's still not cutting it in my class."

"Get your feet off my dash!"

"Do you remember a story in the papers a while back about a man who fell off an overpass?"

"Anyway ... he passed away...Mike, that man was your father. They've been looking for somebody to notify and they found your name in our registry."

"He's been listening all along. It's amazing what he's absorbed. Trust me, he's listening to you too."

"SJ, don't let this go to your head, but I thought you were very convincing in the role of ... um ..."

"Hey, Big Mike. Where you headed?"

"How'd the dork do in the school play?"

"You don't think he'll steal anything, do you?"

"You *have* clothes. And an extra t-shirt in a plastic bag does not a wardrobe make."

"I got your back."

"Big and Tall. You need bigger and taller. Holler if you need me."

"Oh, don't get your panties in a wad."

"Leigh Anne, what is this sudden interest in the projects? Is this another one of your charities?"

"He tested in the 98th percentile in one category.... protective instincts."

Comprehension Questions

1. Is Michael a good student? What basic skill is he very poor at? What did the teachers think of him when he first arrived?
2. Before he met the Touhys, where did Michael sleep? What does Sean Touhy see Michael collecting in the school gym?
3. What does the principal tell Michael about his father?
4. What does Leigh Anne Touhy do to help Michael?
5. Michael scored high on the aptitude test for protective instincts. What are protective