

The Sixth Sense

ESL Lesson Package

The Sixth Sense 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. (START 00:00:00 END 00:32:55)
7. As the students watch the movie, have them complete **Who Says It**. Also give the students the **Who is it?** to complete and reference. (page 5 and page 9)
8. Have the students complete the **Listening Close** section once you reach that part of the movie. (page 10)
9. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 11)
10. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 13)

Day Three

11. If you assigned vocabulary sentences to the students, give 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 12)
14. Watch Part Two of the movie. (START 00:32:55 END 01:04:31) Pause at the appropriate time in the film to have them complete the **Listening Close**. (page 16-19) Pause at the appropriate time in the film to have them complete **Back Talk**. (page 20)
15. After they watch Part Two of the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 15)
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 37-40)
17. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 22)

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 37-40)
20. Have the students complete the **Self-Test** for Part Three. (page 21)
21. Watch Part Three of the movie. (START 01:04:31 END 01:42:20) Pause at the appropriate time in the film to have them complete the **Listening Close** and **What Happens Next?** activities. (page 24-25)
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 25)

24. Complete the **Story Scramble** in class (pages 34-36) 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 25)
27. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce all the vocabulary you have covered. (pages 37-40)
28. Assign the two **Crossword Puzzles** for homework. (pages 26-28)

Day Six

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 37-40)
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.

Malcolm

Cole

Mr. Cunningham

Lynn

Tommy

Sean

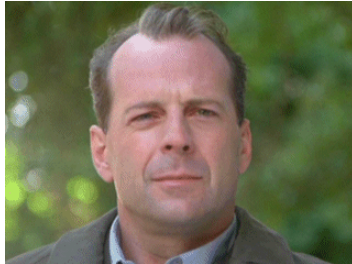
Anna

Vincent





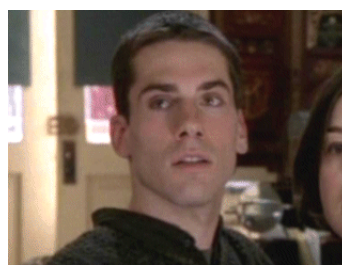












Self Test – Vocabulary Preview - Part One

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. "People used to hide out in churches, they would claim sanctuary."
 - a. a boring place
 - b. a safe place
 - c. a scary place

2. "Is he your best buddy?"
 - a. actor
 - b. gardener
 - c. friend

3. "Finally, someone is recognizing the sacrifices you've made."
 - a. things you give up to make improvements
 - b. goals and dreams
 - c. beautiful paintings

4. "I was picked first for kick ball teams at recess."
 - a. park
 - b. break time at school
 - c. gym

5. "Improve the quality of life for countless children and their families."
 - a. a very large amount
 - b. hopeless
 - c. uneducated

6. "He got hurt in the neck by another man with a screwdriver."
 - a. gun
 - b. tool used to turn screws
 - c. long sharp knife

7. "How much does a fine frame like that cost?"
 - a. old camera that takes large photos
 - b. protective material around a picture
 - c. large mirror

The Sixth Sense – Part One

Characters

<i>Malcolm</i>	A child psychologist.
<i>Anna</i>	Malcolm's wife.
<i>Vincent Grey</i>	Malcolm's former patient who breaks into his house.
<i>Cole</i>	A troubled 9-year-old boy.
<i>Lynn</i>	Cole's mother.

Conversation Questions

1. Do you believe in ghosts? Why or why not?
2. Ghost stories exist all over the world. What ghost stories do you know? Why do you think people are interested in ghost stories, books, movies, and television shows?
3. The character Malcolm is so dedicated to his job that he thinks about it all the time. Do you know anyone who is like this? Do you think that this is a healthy way to be? Why or why not?
4. Bullying is a problem at many schools today. What are some solutions? If you were a teacher at a school with this problem what would you do? Explain.
5. When someone is having problems, he can talk about his feelings with a psychologist. Why is it helpful to talk about feelings? Who is better at talking about feelings, women or men? Why do you think this is?

Slang Expressions

Your teacher will explain what these expressions mean:

"put...second"

"have a gift"

"keep track of time"

"you seem kind of down"

"went with it"

"deal with..."

Mix-and-Match

Match the following words to their definitions.

- | | |
|-----------------------------|-----------------------------------------------------------------------------------|
| 1. frame (n) ___ | a. something given up in order to achieve a goal |
| 2. residence (n) ___ | b. a large container used for liquids |
| 3. psychology (n) ___ | c. a vulgar word that means “nonsense” or “stupid” |
| 4. sacrifice (n) ___ | d. a multi-color arc formed in the sky by sunlight and rain |
| 5. cursed (adj) ___ | e. present an honor or gift |
| 6. soggy (adj) ___ | f. very sympathetic |
| 7. bit (n) ___ | g. place where people collect money from cars on highways |
| 8. recess (n) ___ | h. protective and decorative material that surrounds a picture |
| 9. rainbow (n) ___ | i. a person who is admired for the things they have done to help society |
| 10. mannerism (n) ___ | j. understanding someone’s thoughts without normal communication |
| 11. countless (adj) ___ | k. the study of mental functions and behaviors |
| 12. bestow (v) ___ | l. to improve or make something better such as a sickness |
| 13. jug (n) ___ | m. a way of acting or doing something as a habit |
| 14. hero (n) ___ | n. afflicted with something negative, to have a terrible problem you can’t change |
| 15. cope (v) ___ | o. a tool used to turn screws |
| 16. freak (n) ___ | p. a person who isn’t normal |
| 17. compassionate (adj) ___ | q. a small rehearsed performance |
| 18. cure (v) ___ | r. mental process that makes spontaneous connections to images or words |
| 19. anxiety (n) ___ | s. a very large amount |
| 20. sanctuary (n) ___ | t. a private house or apartment |
| 21. mind reading (n) ___ | u. a safe place |
| 22. screwdriver (n) ___ | v. nervous and uneasy feeling |
| 23. bullshit (slang) ___ | w. a break time at school |
| 24. tollbooth (n) ___ | x. a friend |
| 25. free associate (n) ___ | y. very wet |
| 26. buddy (n) ___ | z. to deal with and accept something difficult |

Who says it?

"You have a gift that teaches children how to be strong."

"I would not like it in a mug. I would not like it in a jug."

"Do you know me, hero? Don't you even remember your own patients?"

"You told me I was having trouble coping with my parents' divorce."

"I do remember you. Quiet, very smart, compassionate, unusually compassionate."

"We were supposed to meet today, but I missed our appointment. I'm sorry."

"I draw people smiling, dogs running, rainbows. They don't have meetings about rainbows."

"Hey, your Cocoa Puffs are getting soggy."

"Hey freak. How'd you like that arm around the shoulder bit?"

"I was picked first for kickball at recess."

"It's a mind reading game. Here's how it works."

"They're both so similar. The same mannerisms, same expressions, same things hanging over their heads."

"Happy anniversary."

"She doesn't look at me like everybody else and I don't want her to."

"Have you ever done any free association writing?"

"I don't want to be scared anymore."

Cole: I walk this way to school with Tommy Tammisimo.

Malcolm: Is he your best _____?

Cole: He _____ me.

Malcolm: Do you hate him?

Cole : No.

Malcolm: Did your mom _____ that up?

Cole : Yes.

Malcolm: Did you ever talk to your mom about how _____ are with Tommy?

Cole: I don't tell her things.

Malcolm: Why not?

Cole: Cause she doesn't _____ at me like everybody else and I don't want her to. I don't want her to know.

Malcolm: To know what?

Cole: That I'm a _____.

Malcolm: Hey, you are not a freak. Okay? Don't you believe anybody that tries to _____ you of that. That's _____. You don't have to go through your life believing that. Okay? Come on.

Cole: You said the "s" word.

Malcolm: Yeah, I know. _____.

Comprehension Questions

1. Who breaks into Malcolm and Anna's house? What is his relationship to Malcolm? Why is he in the house?
2. Where does Malcolm meet Cole? What does Cole do there?
3. When Cole plays the mind reading game with Malcolm, he tells a story about getting in trouble at school. What did he get in trouble for? What does he do so he doesn't get in trouble again?
4. Malcolm and Anna have a troubled relationship. What are some of the problems they have?
5. When Cole is walking with Malcolm, he tells him there's a reason he doesn't tell his mother things. What is it?
6. Malcolm asks Cole to think about what he wants to get out their time together. What does Cole say?