Back to the Future

ESL Lesson Package
Back to the Future 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.

7. As the students watch the movie, have them complete Who Said It? (page 8-9). Also give the students the Who is it? (page 5) to complete and reference.

8. Have the students complete Listening Close (pages 10-13) and Back Talk (page 14) when you reach those points in the movie.

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 16)

Day Three

11. 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 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 15)

14. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close**. (pages 18-19)

15. After they watch Part Two of the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 20)

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 42-45)

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 42-50)

20. Have the students complete the **Self-Test** for Part Three. (page 21)

21. Watch Part Three of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close** (pages 24-27) and **What Happens Next?** (page 28) activities. (Note: **What Happens Next?** should be completed *immediately* after the **Listening Close**.)

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. Watch the rest of Part Three.

23. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 28)

24. Complete the **Story Scramble** in class (pages 39-41) or use it as a warm-up the next day before marking **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 Three if you have not done so already. (page 28)

27. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce all the vocabulary you have covered. (pages 42-45)

28. Assign the two **Crossword Puzzles** for homework. (pages 29-31)

Day Six

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 42-45)

30. Mark the **Crossword Puzzles** in class.

31. Return **What Happens Next?** homework.
**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.

<table>
<thead>
<tr>
<th>Marty</th>
<th>Lorraine</th>
<th>George</th>
<th>Doc</th>
<th>Jennifer</th>
<th>Biff</th>
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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. “You’re a slacker.”
   a. lazy person
   b. hard-working person
   c. boring person

2. “Don’t be so gullible McFly.”
   a. uneducated
   b. angry
   c. easily persuaded to believe something

3. "You better not hook up to the amplifier.”
   a. an electronic device used to help a person eat
   b. an electronic device used to make an electric signal stronger
   c. an electronic device used to take pictures

4. “Tardy slip for you, Miss Parker.”
   a. invitation
   b. late
   c. news

5. "Marty, one rejection isn’t the end of the world.”
   a. bad test score
   b. accident
   c. refusal

6. “As far as he’s concerned the trip was instantaneous.”
   a. something that happens in an instant
   b. something that happens within ten years
   c. something that never happens

7. "It’s already mutated to human form.”
   a. dressed up as
   b. thought about
   c. changed
Back to the Future – Part One

Characters

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
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<tbody>
<tr>
<td>Marty</td>
<td>A high school student who travels in time</td>
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<tr>
<td>Doc</td>
<td>A scientist who builds a time machine</td>
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<tr>
<td>Lorraine</td>
<td>Marty’s mother</td>
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<tr>
<td>George</td>
<td>Marty’s father</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Marty’s girlfriend</td>
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<tr>
<td>Biff</td>
<td>George’s boss</td>
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Conversation Questions

1. In the movie, Marty’s mother meets his father because of a car accident. How did your parents meet each other? How did you meet your last girlfriend or boyfriend?

2. This movie takes place in 1985. How has fashion and music changed since then? How has technology changed (TVs, phones, computers, cars)? How have people changed? Is anything else different?

3. Would you rather live in 1955, 1985, or now? If you could travel to any time in history, when would you travel to? Why?

4. If you could change one thing in your past, what would it be? How do you think this would affect your life today? What would be different?

5. How are your parents (and other people their age) different from you and your friends? How do you think they are the same? Do they have different beliefs or attitudes than you?

Slang Expressions

Your teacher will explain what these expressions mean:

“put your mind to it”
“drop him a line”
“watch your mouth”
“get out of town”
“look me up”
“your old man”
“freak out”
“rip off”
Mix-and-Match

Match the following words to their definitions.

1. plutonium (n) __
2. breakthrough (n) __
3. overload (v) __
4. amplifier (n) __
5. nutcase (n) __
6. slacker (n) __
7. blind spot (n) __
8. butthead (n) __
9. confrontation (n) __
10. aggravation (n) __
11. jailbird (n) __
12. pout (v) __
13. mutate (v) __
14. disintegrate (v) __
15. instantaneous (adj) __
16. heavy-duty (adj) __
17. sucker (n) __
18. precisely (adv) __
19. inventory (n) __
20. time machine (n) __
21. rejection (n) __
22. respectable (adj) __
23. gullible (adj) __
24. supervisor (n) __
25. tardy (adj) __

a. late
b. something bad that is made worse
c. to break into small parts
d. a sudden, dramatic and important discovery
e. to put too large of a demand on something
f. a list of all the things in a building or other container
g. refusal
h. area where a person cannot see
i. something society believes is good
j. insult meaning a stupid person
k. to hold your lips out, showing you are annoyed or sad
l. an object that allows a person or thing to travel through time
m. a chemical used as fuel in nuclear reactors
n. to change, sometimes a biological change, such as DNA
o. exactly
p. to put too large of a demand on something
q. informal way to refer to a person or thing
r. easily persuaded to believe something
s. a person who has been in prison
t. lazy person
u. a boss or manager
v. strong
w. something that happens in an instant
x. a hostile meeting between two opposing people
y. crazy person

Who Said It?

Write the name of the character beside each quote:

“I just don’t think I can take that kind of rejection. Jesus, I’m beginning to sound like my old man.”

“Her’s just trying to keep you respectable.”

“I can’t believe you loaned me a car, without telling me it had a blind spot.”

“What are you looking at, butthead?”
“I’m afraid I’m not very good at confrontations.”

“You’re better off not having to worry about all the aggravation and headaches of playing at that dance.”

“I’m not your answering service ... while you were outside pouting over the car, Jennifer Parker called you twice.”

“When I was your age I never chased a boy, or called a boy, or sat in a parked car with a boy.”

“Your father kissed me for the very first time on that dance floor. It was then I realized I was going to spend the rest of my life with him.”

“Calm down, Marty, I didn’t disintegrate anything.”

“Are you telling me that this sucker is nuclear?”

“You don’t just walk into a store and ask for plutonium.”

“It’s already mutated into human form! Shoot it!”

Comprehension Questions

1. Why is Marty late to school?

2. How does Marty’s Dad (George) help his supervisor (Biff)? What happens to George’s car?

3. How did Marty’s parents meet? Where did they first kiss?

4. How far into the future does Einstein go?
Extra Activity 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 happens in the scene you will be showing them. You might opt 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 their blanks. The second time they can fill in blanks. The third time, they can double-check answers or fill in any blanks 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 it 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 / whiteboard 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 them aloud to the class.
Extra Activity for Part One – Student A

Listening Close

Biff: I can’t believe you’d _________ me your car without telling me it had a blind spot. I could’ve been killed.

George: Now, Biff, now I never noticed that the car had any blind spot before when I would drive it. Hi son.

Biff: What, are you blind Mcfly? It’s there. How else do explain that _________ out there?

George: Biff, can I... Can I assume that your insurance is going to pay for the damage?

Biff: My ____________? It’s your car. Your insurance should pay for it. I want to know who’s going to pay for this. I spilled ____________ all over it when that car smashed into me. Who’s going to pay my cleaning bill? And, and, where’s my reports?

George: Ahhh... Well, I haven’t finished those up yet, but I figured since they weren’t due until...

Biff: Hello? Hello? Anybody ____________? Think McFly. Think. I’ve got to have time to get them retyped. Do you ____________ what would happen if handed in my reports in your handwriting? I’ll get fired. You wouldn’t want that to happen, would you? Would you?

George: Of course not, Biff. Now I wouldn’t want that to happen. Now look, I’ll finish those reports on up tonight and I’ll run them on over first thing tomorrow, all right?

Biff: Not too early. I sleep in Saturday. McFly, your shoe is untied. Don’t be so _________ McFly. Got the place fixed up nice, though, McFly. I have your car towed all the way to your house and all you got for me is light beer?
**Listening Close**

**Biff:** I can’t believe you’d loan me your car without telling me it had a blind spot. I could’ve been killed.

**George:** Now, Biff, now I never noticed that the car had any ______________ before when I would drive it.

Hi son.

**Biff:** What, are you blind Mcfly? It’s there. How else do explain that wreck out there?

**George:** Biff, can I... Can I assume that your ________________ is going to pay for the damage?

**Biff:** My insurance? It’s your car. Your insurance should pay for it. I want to know who’s going to pay for this. I spilled beer all over it when that car smashed into me. Who’s going to pay my cleaning bill? And, and, where’s my reports?

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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.

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:

The scene starts after Marty arrives at the mall on his skateboard. He takes off his headphones and skates towards the truck in the parking lot. [Turn off sound]

[Watch the film: 00:18:28 - 00:21:47]

*Marty pets the dog’s head. The truck lowers a ramp. A car drives out of the back of the truck. The car is covered in gadgets. A professor in a lab coat, Doc, steps out of the car and steam pours out of the door. Marty videotapes Doc speaking. They put the dog in the car with a stopwatch. Doc closes the car door and controls the vehicle with a remote control. Doc points the car toward them and makes it speed up with the remote control. The back wheels of the car spin and they start to smoke. Doc releases the car and it drives towards Doc and Marty. Doc grabs Marty’s arm to keep him from running away as the car speeds towards them.*

[Pause film. Students switch. Watch film: 00:21:47- 00:24:25]

*The car sparks and disappears in front of Doc and Marty, leaving a trail of flames. Doc puts his arms up in the air and jumps. He’s happy. Marty tries to pick up the license plate. He drops it. Doc takes notes. He is excited and talking with Marty. Marty looks stunned. Doc pushes Marty out of the way. There’s a big flash and the car reappears speeding and comes to a stop. The car is steaming, covered in ice, and shooting out smoke. Doc opens the car door and the dog is happy in the front seat. Doc pets the dog and sees that the time on its stopwatch is a minute different than his. The dog runs back into the delivery truck.*