Catch Me If You Can

ESL Lesson Package
Catch Me If You Can 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 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. As the students watch the movie, have them complete Who Said It. (page 9)

7. If there is time, have students complete the Extra Activity: Listening Close for Part 1 (page 10). Pause the film at the appropriate time.

8. After the movie, have students complete the Comprehension Questions in pairs or assign the questions for homework. (page 9)

9. Assign the Mix-and-Match exercise (Pt. 2) for homework. (page 15)

Day Three

10. 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.

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. (page 35)
13. Have the students complete the vocabulary **Self-Test** for Part Two. (page 14)

14. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close**. (page 17) Have students complete **Who Said It?** (page 16) as they watch the film.

15. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 18)

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. (page 58)

17. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 21)

**Day Four**

18. Mark the **Mix-and-Match** Homework. If you assigned **Comprehension Questions** for homework, mark those in class as well.

19. Complete the **Tell the Truth** activity to reinforce vocabulary. (page 37)

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

21. Watch Part Three of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close Exercise**. (page 24) Have students complete **Who Said It?** (page 21) as they watch the film.

22. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 22-23)

23. 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. (page 58)

24. Assign **What Happens Next**? (page 22) and **Mix-and-Match** vocabulary exercise (Pt. 4) for homework. (page 28)

**Day Five**

25. Collect **What Happens Next**? homework. Mark the **Mix-and-Match** Homework in class. If you assigned **Comprehension Questions** for homework, mark those in class as well.
26. Have students complete the **Conversation Starters** activity. (page 39)

27. Have the students complete the **Self-Test** for Part Four. (page 28)

28. Watch Part Four of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close Exercise**. (page 30) Have students complete **Who Said It?** (page 29-30) as they watch the film.

29. If there is time, complete the **Extra Activity for Part 4: Listening Close**. (page 33-34)

30. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 31)

31. Assign the two **Crossword Puzzles** for homework. (page 41)

---

**Day Six**

32. Mark the **Crossword Puzzles** in class. Return **What Happens Next?** homework.

33. Mark the **Comprehension Questions** for Part 4 if you have not done so already. (page 31)

34. Complete the **Story Scramble** activity in class. (page 44)

35. Have the students complete the **Forbidden** or **Advanced Forbidden** activity to reinforce vocabulary from the film. (page 47)

36. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 58)
**Who Is It?**

**Instructions:** Write the name of each character under his or her picture. The names of the characters who do not appear in Part 1 have already been filled in.

<table>
<thead>
<tr>
<th>Frank Abagnale Sr.</th>
<th>Paula Abagnale</th>
<th>Frank Abagnale Jr.</th>
<th>Agent Sean Marsh</th>
<th>Brenda Strong</th>
<th>Roger Strong</th>
<th>Agent Carl Hanratty</th>
<th>Jack Barnes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brenda Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agent Sean Marsh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roger Strong</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© eslmovielesson.com 2012
Self Test – Vocabulary Preview - Part One
(0:00 – 32:50)

Are you ready to watch the movie? Complete the quiz to see if you will understand the vocabulary in Part One of the film.

   a. To use tricks to steal money from someone
   b. To kidnap someone
   c. To pretend to be another person by copying their appearance and character

2. To struggle
   a. To not be able to breathe
   b. To defend yourself against lies
   c. To make a strong effort on a difficult task

3. A cop
   a. A police officer
   b. The person at the bank who deposits checks and gives the customers their money
   c. A lawyer who works for the government

4. To investigate
   a. To be found guilty by a judge
   b. To look for information, often about a crime
   c. To put money into a company in hopes of making the company more successful

5. Fraud
   a. A lie or trick, usually for financial gain
   b. How much time a person must spend in jail for committing a crime
   c. A court’s decision on whether a person is guilty or innocent

6. To put out of business
   a. To break a contract with someone
   b. To be fired
   c. To cause a business to close

7. “I don’t want to hear your story. This is two checks that bounced.”
   a. To sign someone else’s name on a check
   b. When a check is returned because there isn’t enough money in the check writer’s account
   c. To produce fake checks
**Catch Me If You Can – Part One**

*(0:00 – 32:50)*

### Characters

<table>
<thead>
<tr>
<th>Character</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frank Abagnale Jr.</td>
<td>Son of Frank Sr. and Paula</td>
</tr>
<tr>
<td>Frank Abagnale Sr.</td>
<td>Father of Frank Jr. He owns an office supplies store.</td>
</tr>
<tr>
<td>Paula Abagnale</td>
<td>Wife of Frank Sr. and mother of Frank Jr. She is originally from France.</td>
</tr>
<tr>
<td>Agent Carl Hanratty</td>
<td>The FBI agent assigned to Frank Jr.’s case</td>
</tr>
<tr>
<td>Brenda Strong</td>
<td>A nurse at a hospital in Atlanta, Georgia</td>
</tr>
<tr>
<td>Roger Strong</td>
<td>Brenda’s father and a lawyer in the Louisiana Attorney General’s Office</td>
</tr>
<tr>
<td>Jack Barnes</td>
<td>President of the New Rochelle Rotary Club and close family friend of the Abagnale family</td>
</tr>
<tr>
<td>Agent Sean Marsh</td>
<td>Carl Hanratty’s boss at the FBI</td>
</tr>
</tbody>
</table>

### Conversation Questions

1. *Catch Me If You Can* is based on the true story of a famous criminal named Frank Abagnale Jr. Can you think of any other famous criminals you’ve read about in the news? What did they do? Were they caught?

2. The main character, Frank Jr., is an expert liar. Most of the people in the film never realize that Frank is lying to them. From your experience, how can you tell when someone is lying to you? In your opinion, is it ever acceptable to lie to someone? Explain why or why not.

3. In the film, Frank Jr. greatly admires his father Frank Sr. Who is someone you greatly admired when you were a teenager? Why did you admire this person?

4. Frank Jr. is a teenager when he commits most of his crimes. In your opinion, should teenage criminals receive the same punishments as adult criminals? Why or why not?
Slang Expressions
Your teacher will explain what these expressions mean:

“blonde bombshell”
“cop”
“out of business” / “to put out of business”
“to weather the storm”

Mix-and-Match
Match the following words to their definitions.

1. imposter (n)___ a. To say that you might do something bad to another person
2. to impersonate (v)___ b. A style of very thin stripes that are used to decorate clothes
3. to hold responsible (v)___ c. Likely to develop in a successful way
4. to induct (v)___ d. A famous, recognizable building or site
5. to struggle (v)___ e. A line made by pressing or folding
6. to crawl (v)___ f. To make a strong effort on a difficult task
7. pinstripes (n)___ g. A person who tricks others by taking a new identity
8. unresolved (adj)___ h. To begin a legal process against a person or institution for wrongdoing
9. to investigate (v)___ i. To exchange a check for money
10. fraud (n)___ j. An issue that has not been solved or concluded
11. landmark (n)___ k. To consider a person responsible for something
12. to threaten (v)___ l. To study or research something, often when looking for crimes
13. substitute (n)___ m. A lie or trick, usually for financial gain
14. crease (n)___ n. To pretend to be another person by copying their appearance and character
15. to sue (v)___ o. When a bank returns a check because the person doesn’t have enough money in their account to pay for the check
16. custody (n)___ p. A police officer
17. to bounce (a cheque) (v)___ q. To move slowly with your hands and knees on the ground
18. to cash (a cheque) (v)___ r. The state of being under someone else’s care or control
19. promising (adj)___ s. A replacement
t. To make someone a member of a club or organization
Who Said it? Write the name of the character beside his quote:

“If he dies, I am **holding you responsible.**”

“We’ve only seen a handful of deserving gentlemen **inducted** as lifetime members.”

“He struggled so hard, he eventually churned that cream into butter.”

“Even if a **cop** comes and writes you a ticket, you don’t move the car, understood?”

“It’s because the other teams can’t stop staring at those damn **pinstripes.**”

“I’m in their little club.”

“Your son has been pretending to be a **substitute** teacher.”

“If it’s real, where’s the **crease**?”

“I’d be in deep trouble if I lost that.”

“He thinks we should get a lawyer and **sue** the government.”

“You’re not going to tell him… are you?”

“But there are laws. Everything in this country has to be legal. So what we need to do is make some decisions.”

“Just write down a name and this will all be over.”

“I’ve decided to become an airline pilot. I’ve applied to all the big airlines and I have several **promising** interviews lined-up.”

Comprehension Questions

1. How did Frank Sr. and Paula first meet?
2. Why does Frank Sr. get a black suit for Frank Jr.?
3. Why did the Abagnale family have to leave their big house and move in to the small apartment?
4. Why did Frank get in trouble at school?
5. Why did Frank run away from home?
6. Why is Frank kicked out of the hotel in the middle of the night?
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 is happening 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 that they missed.

After completing the Listening Close, you can have the students sit with their partner and each of them read their character’s part (the part they were filling in blanks for) aloud to the other. During this dialogue, they shouldn’t show each other their sheets, but their partner can verbally correct them if she thinks 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.

Instead of the above, if you’d prefer, you can skip showing the scene and have students read the dialogue to each other in pairs. If you opt to complete the partnered listening close this way, make sure students don’t cheat by giving each other the answers. (They’ll often be tempted to spell the target words for their partners.) You can then show the scene and have them check their answers with what the characters actually say on screen. Finally, you can hand out answer keys or read the answers to the class yourself.

Follow Up Exercise Have each pair of students make a sentence using a vocabulary word or expression. They can then write them on the blackboard / wipeboard and have the rest of the class check them for accuracy. Or, have student pairs make their own short dialogue using 2-3 words/expressions and then get them to read them aloud to the class.
Bank Employee: Mr. Abagnale? We don’t usually _______ money to people who have ____________ business with the IRS.

Frank Sr.: That’s a misunderstanding. I hired the wrong guy to do my books. A mistake… I… anyone could make it. I just need you guys to help me weather the storm.

Bank Employee: Sir, you’re being ____________ by the government for tax ________.

Frank Sr.: My store is a landmark in New Rochelle. I have customers all over New York.

Bank Employee: Well, you’re not a _______________ at Chase Manhattan. We don’t know you. I am sure your bank in New Rochelle… they know you, they could help you out.

Frank Sr.: My bank went out of business. Banks like this one put them out of business. Now, I know I made a mistake. I admit that, but these people want blood. They want my store. They’ve threatened to put me in jail.

This is America, right now. I am not a criminal. I am a Medal of Honor winner, a lifetime member of the New Rochelle Rotary Club. All I’m asking is for you to help me beat these guys.

Bank Employee: It’s not a question of winning and losing. It’s a question of ________.

Frank Sr.: You’re the largest bank in the world. Where’s the fun? Where’s the risk?
Extra Activity for Part One – Student B

Listening Close  14:55 - 16:01

Bank Employee: Mr. Abagnale? We don’t usually loan money to people who have unresolved business with the IRS.

Frank Sr.: That’s a misunderstanding. I hired the wrong guy to do my books. A mistake...I...anyone could make it. I just need you guys to help me ______________ ___ ____________.

Bank Employee: Sir, you’re being investigated by the government for tax fraud.

Frank Sr.: My store is a ______________ in New Rochelle. I have customers all over New York.

Bank Employee: Well, you’re not a customer at Chase Manhattan. We don’t know you. I am sure your bank in New Rochelle...they know you, they could help you out.

Frank Sr.: My bank went out of business. Banks like this one _______ them out of business. Now, I know I made a mistake. I admit that, but these people want blood. They want my store. They’ve _______________ to put me in jail.

This is America, right now. I am not a criminal. I am a Medal of Honor winner, a lifetime _____________ of the New Rochelle Rotary Club. All I’m asking is for you to help me beat these guys.

Bank Employee: It’s not a question of winning and losing. It’s a question of risk.
Bank Employee: Mr. Abagnale? We don’t usually loan money to people who have unresolved business with the IRS.

Frank Sr.: That’s a misunderstanding. I hired the wrong guy to do my books. A mistake…I…anyone could make it. I just need you guys to help me weather the storm.

Bank Employee: Sir, you’re being investigated by the government for tax fraud.

Frank Sr.: My store is a landmark in New Rochelle. I have customers all over New York.

Bank Employee: Well, you’re not a customer at Chase Manhattan. We don’t know you. I am sure your bank in New Rochelle…they know you, they could help you out.

Frank Sr.: My bank went out of business. Banks like this one put them out of business. Now, I know I made a mistake. I admit that, but these people want blood. They want my store. They’ve threatened to put me in jail.

This is America, right now. I am not a criminal. I am a Medal of Honor winner, a lifetime member of the New Rochelle Rotary Club. All I’m asking is for you to help me beat these guys.

Bank Employee: It’s not a question of winning and losing. It’s a question of risk.

Frank Sr.: You’re the largest bank in the world. Where’s the fun? Where’s the risk?