Groundhog Day

ESL Lesson Package
Groundhog Day 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.

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

8. Have the students complete the Listening Close section once you reach that part of the movie. (page 9-10)

9. After the movie, have students complete the Comprehension Questions in pairs or assign the questions for homework. (page 10)

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’ve taken from their homework. This can also be done on the board as a whole-class activity.

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. Pause at the appropriate time in the film to have them complete the **Listening Close** in pairs (page 16) and **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’ve covered so far. (pages 43-46)

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 43-46)

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** and **What Happens Next?** activities. (pages 24-25)

22. Have the students share their responses to **What Happens Next?**; they can do this in partners first and then share answers with the entire class. Collect from the students to mark.

23. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 25)

24. Complete the **Story Scramble** in class (pages 40-41) 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. (page 40)

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 43-46)

28. Assign the two **Crossword Puzzles** for homework. (pages 29-30)

Day Six

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 43-46)

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

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

32. Have students complete **The Story Continues** activity in pairs or groups, and then they can share with the whole class. If you have a lot of time you can also have the students write short plays based on their ideas and perform them for the class. If you have the resources these student plays can be filmed and watched by the class. (page 26)
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>Phil Connors</th>
<th>Rita</th>
<th>Larry</th>
<th>Ned</th>
<th>Punxsutawney Phil</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. “Someday somebody will see me interviewing a groundhog.”:
   a. type of food popular in Texas
   b. an animal that lives underground
   c. a person who is afraid of land

2. “You two run along.”:
   a. have a contest
   b. be good friends
   c. go to the next location

3. “Want to try it again without the sarcasm?”:
   a. a deep, gaping hole
   b. a bitter form of irony, sometimes used for insults
   c. a place where bears hibernate in winter

4. “Will you be checking out today?”:
   a. leaving a hotel
   b. going to a doctor’s appointment
   c. paying for something with a check instead of cash

5. “Did you want to talk about the weather or were you just making chitchat?”:
   a. a small cabin that people stay in when they ski
   b. to chew gum slowly
   c. to talk about something that isn’t important

6. “Rise and shine!”:
   a. wake up and start the day
   b. wash and polish silverware
   c. finish school and go home

7. “If the groundhog sees its shadow, we’ll have six more weeks of winter.”:
   a. tracks an animal leaves in the snow
   b. when someone gets very angry at another person
   c. a dark image that is cast when light is shone on something
Groundhog Day – Part One

Characters

<table>
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<tr>
<th>Name</th>
<th>Description</th>
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<tr>
<td>Phil</td>
<td>A weatherman who relives the same day a lot</td>
</tr>
<tr>
<td>Larry</td>
<td>A cameraman for a news station</td>
</tr>
<tr>
<td>Rita</td>
<td>A producer for a news station</td>
</tr>
<tr>
<td>Ned</td>
<td>Phil’s high school classmate who sells insurance</td>
</tr>
<tr>
<td>Mrs. Lancaster</td>
<td>A woman who runs the hotel where Phil stays</td>
</tr>
</tbody>
</table>

Conversation Questions

1. When someone feels like he’s reliving something a second time, and therefore knows what’s going to happen next, we call that experience déjà vu. Have you ever experienced déjà vu? If so, describe what happened. What was it like? What do you think causes déjà vu? Is déjà vu real, or do people imagine it?

2. Would you like to be immortal (able to live forever)? What would be good about being immortal? What would be bad? How would the world change if everyone were immortal? Would people act differently?

3. Do you believe in fortune telling? Has anyone ever predicted your future? If so, what was the prediction and did the prediction come true?

4. The movie starts with a question: “If you could be anywhere, where would you want to be?” Is there someplace in the world you would rather be? Why? What would you do there? Who would you like to be with?

Slang Expressions

Your teacher will explain what these expressions mean:

“suit yourself”  “racking my brain”  “catch a break”  “run along”  
“sharp as a tack”  “drop you off”  “look out”  “rise and shine”

Mix-and-Match

Match the following words to their definitions.

1. weatherman (n) __________
2. close call (n) __________
3. prima donna (n) __________
4. fleabag (n) __________
5. blizzard (n) __________
6. chapped (adj) __________

a. a very dirty, cheap, and bad hotel
b. something that is big and extraordinary
c. a pancake
d. the funny part of a joke
e. a person who predicts if it is going to be hot or cold, rainy or sunny…
7. moisture (n)  f. when something isn’t able to move
8. doozy (n)  g. a big snow or ice storm
9. shadow (n)  h. when a car moves to the side of a road and stops
10. déjà vu (n)  i. when something bad almost happens
11. punch line (n)  j. dry skin
12. relive (v)  k. an opportunity or risk
13. moron (n)  l. a dark image cast by something being lit
14. stuck (v)  m. a person who is spoiled, temperamental and demanding
15. flapjack (n)  n. liquid, usually water
16. hang on (v)  o. secure yourself before a big movement
17. pull over (v)  p. repeat something again in your life
18. chance (n)  q. the feeling of having experienced something in the past, which is happening again in the present
19. sarcasm (n)  r. a person who isn’t intelligent
20. check out (v)  s. another way to say “dress warmly”
21. chitchat (n)  t. casual conversation to pass the time
22. groundhog (n)  u. a famous person, usually an actor or rock star
23. bundle up (v)  v. person who helps organize tv shows or movies
24. galoshes (n)  w. mean-spirited humour that makes fun of others
25. sausage (n)  x. a fancy hot dog
26. producer (n)  y. another word for rubber boots
27. celebrity(n)  z. when you pay your bill and leave a hotel
aa. a fat rodent that digs tunnels underground

Who Said It? Write the name of the character beside his quote:

“Bundle up warm of course, but I think you can leave your galoshes at home.”

“He wrinkles up his little nose. He sees his shadow or he doesn’t see it. It’s nice people like it.”

“You know, people like blood sausage too. People are morons.”

“I hate this place. I stayed here two years ago. I was miserable. It’s a fleabag.”

“The big question on everyone’s lips … on their chapped lips … on their chapped lips … ”

“Did you want to talk about the weather or were you just making chitchat?”

“Will you be checking out today Mr. Connors?”

“I dated your sister Mary Pat a couple times until you told me not to anymore … well?”

“The master? Punxsutawney Phil, the world’s most famous weatherman, the groundhog.”
“Okay … Want to try it again, without the sarcasm?”

“Prima donnas.”

“I don’t know Phil. Perhaps it’s that giant blizzard we’re not supposed to get.”

“I make the weather. All of this moisture coming up out of the gulf is going to push off to the East.”

“Don’t you have some kind of a line that you keep open for emergencies? Or for celebrities? I’m both! I’m a celebrity in an emergency.”

“Okay campers, rise and shine! And don’t forget your booties cause it’s cold out there!”

“Huh-hoh! Bing again! You are sharp as a tack today.”

“Okay, I’m waiting for the punch line.”

“I’m racking my brain, but I can’t imagine why you’d make this up.”

“Hey, who else could go for some flapjacks right now?”

**Listening Close**

Listen to the dialogue and fill in the blanks:

*Rita:* Tell me why you’re too sick to work, and it better be good.

*Phil:* I’m ______________ the same day over and over. Groundhog Day. Today.

*Rita:* Okay. I’m waiting for the ______________ line.

*Phil:* No. Really. This is the third time. It’s like yesterday never happened.

*Rita:* I am racking my ______________, but I can’t even begin to imagine why you’d make up something like this.

*Phil:* I’m not making it up. I am asking you for help!

*Rita:* Okay. What do you want me to do?

*Phil:* I don’t know! You’re a producer, ______________ __________ with something.

*Rita:* You want my advice? I think you should get your head ______________ if you expect me to believe a stupid story like that Phil.

*Customer:* Phil? Like the groundhog Phil?
Phil: Yeah. Like the groundhog Phil.

Customer: Look out for your __________ there, pal.

Phil: ___________, your bus is leaving.

Larry: You guys ready? We better get going if we’re going to stay ahead of the weather.

Rita: Let’s talk back in Pittsburgh.

Phil: I’m not going back to Pittsburgh.

Rita: Why not?

Phil: Because of the ________________.

Rita: I thought you said that was going to ________________ Altoona.

Phil: Yeah, I know that’s what I said.

Rita: I think you need help.

Phil: That’s what I’ve been ________________, Rita. I need help.

Comprehension Questions

1. Does Phil want to go to Punxatawney? Why or why not?
2. Why can’t Phil, Rita and Larry go back to Pittsburg?
3. How does Phil realize he is reliving the same day? What odd things does he notice?
4. Is Phil a pleasant person? Why or why not?
5. What different professionals does Phil see about his problems?
6. Why was Phil arrested?
Rita: Tell me why you’re too sick to work, and it better be good.

Phil: I’m reliving the same day over and over. Groundhog Day. Today.

Rita: Okay. I’m waiting for the punch line.

Phil: No. Really. This is the third time. It’s like yesterday never happened.

Rita: I am racking my brain, but I can’t even begin to imagine why you’d make up something like this.

Phil: I’m not making it up. I am asking you for help!

Rita: Okay. What do you want me to do?

Phil: I don’t know! You’re a producer, come up with something.

Rita: You want my advice? I think you should get your head examined if you expect me to believe a stupid story like that Phil.

Customer: Phil? Like the groundhog Phil?

Phil: Yeah. Like the groundhog Phil.

Customer: Look out for your shadow there, pal.

Phil: Morons, your bus is leaving.

Larry: You guys ready? We better get going if we’re going to stay ahead of the weather.

Rita: Let’s talk back in Pittsburgh.

Phil: I’m not going back to Pittsburgh.

Rita: Why not?

Phil: Because of the blizzard.

Rita: I thought you said that was going to hit Altoona.

Phil: Yeah, I know that’s what I said.

Rita: I think you need help.

Phil: That’s what I’ve been saying, Rita. I need help.