Monsters, Inc.

ESL Lesson Package
Monsters Inc 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 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

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 Says It? (page 8)

7. At the appropriate time, pause the movie and have the students complete the partnered Listening Close. (page 10)

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.

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12. Have the students complete the **Conversation Starters** activity. (page 27)

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 16)

15. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 17)

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 35-38)

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

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### Day Four

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

19. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 35-38)

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**. (page 22)

22. Right after the **Listening Close**, and before continuing the movie, have the students complete the **What Happens Next?** exercise. (p.23) The students can then compare answers or you can collect and mark later.

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

24. Complete the **Story Scramble** in class (page 32) or use it as a warm-up the next day before marking **Comprehension Questions** (if you assigned them for homework).
Day Five

25. Return the **What Happens Next?** exercise if you collected it the previous day.

26. Complete the **Story Scramble** in class if you did not use it yesterday.

27. Mark the **Comprehension Questions** for Part 3 if you have not done so already. (page 23)

28. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 35-38)

29. Assign the two **Crossword Puzzles** for homework. (page 24-25)

Day Six

30. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 35-38)

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

32. Mark the **Crossword Puzzles** 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.

<table>
<thead>
<tr>
<th>Randall</th>
<th>Boo</th>
<th>Mr. Waternoose</th>
<th>Roz</th>
<th>Sulley</th>
<th>Celia</th>
<th>Mikey</th>
</tr>
</thead>
</table>

[Images of characters]
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 have a cold. I coughed up some **phlegm**.”
   a. yellow stuff that grows on teeth
   b. poisonous
   c. mucus, liquid that your body produces

2. “There’s nothing more **toxic** or deadly than a human child.”
   a. poisonous
   b. dangerous, harmful, lethal
   c. describes someone who is strong

3. “I need scarers who are confident, **tenacious**, **tough**, intimidating…”
   a. describes someone formidable
   b. describes someone that never gives up
   c. describes someone who is strong

4. “That heavyweight boxer is **intimidating**.”
   a. describes someone formidable
   b. describes someone that never gives up
   c. describes someone who is strong

5. “The student was **tenacious**. He studied every day until he passed.”
   a. describes someone formidable
   b. describes someone that never gives up
   c. describes someone who is strong

6. “Quiet, you’re making him lose his **focus**!”
   a. a sleep-over party
   b. when someone envies someone else
   c. concentration

7. “She was **jealous** of her brother because he had ice-cream and she didn’t get any.”
   a. a sleep-over party
   b. when someone envies someone else
   c. concentration
Monsters Inc. – Part One

Characters

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mikey</strong></td>
<td>Sulley’s work partner and best friend</td>
</tr>
<tr>
<td><strong>Sulley</strong></td>
<td>the top scarer at Monsters Inc. and Mikey’s friend</td>
</tr>
<tr>
<td><strong>Celia</strong></td>
<td>Mikey’s girlfriend</td>
</tr>
<tr>
<td><strong>Randall</strong></td>
<td>a lizard that can become invisible</td>
</tr>
<tr>
<td><strong>Roz</strong></td>
<td>a secretary at Monsters Inc.</td>
</tr>
<tr>
<td><strong>Boo</strong></td>
<td>a little girl</td>
</tr>
<tr>
<td><strong>Mr. Waternoose</strong></td>
<td>the boss at the scare factory</td>
</tr>
</tbody>
</table>

Conversation Questions

1. Do you believe in monsters or ghosts? What do you think of the reported sightings of the Loch Ness Monster, Bigfoot, and Abominable Snowman? Are there any famous monsters in your country?

2. When you were little, did you think that a monster lived in your closet? What kinds of things were you scared of when you were little? What kinds of things are you scared of now?

3. In the movie, there’s an energy crisis. What are some ways that people in your country conserve energy? What kinds of things do you do everyday to conserve energy?

4. Sulley and Mikey are best friends. Who is your best friend? Describe an argument that you’ve had with your best friend. How did you resolve it?

Slang Expressions

Your teacher will explain what these expressions mean:

“**I’m in the zone today**”  “on the house”

“**going under**”  “**butterball**”

Mix-and-Match

Match the following words to their definitions.

1. phlegm (n)___  a. planned schedule
2. toxic (adj)___  b. a sleep-over party
3. deadly (adj)___ c. expression that means “I’m ready, I will do well”
4. tenacious (adj)__
5. tough (adj)__
6. agenda (n)__
7. intimidating (adj)__
8. wakeup call (n)__
9. jealous (adj)__
10. focus (n)__
11. allergies (n)__
12. I'm in the zone today__
13. slumber party (n)__
14. dumpster (n)__
15. plaque (n)__
16. going under__
17. closet (n)__
18. generation (n)__
19. creep (n)__
d. failing
e. a phone call to make someone stop sleeping
f. a large garbage container
g. when you sneeze or get rashes from being near things like dust, hair, or pollen
h. mucus, liquid that your body produces
i. dangerous, harmful, lethal
j. concentration
k. describes someone that never gives up
l. describes someone who is strong
m. when someone envies someone else
n. describes someone formidable, scary
o. yellow stuff that grows on teeth
p. poisonous
q. where you keep your clothes
r. an unpleasant person, idiot, jerk
s. people born and living around the same time

Who says it? Write the name of the character beside his quote:

“There’s nothing more toxic or deadly than a human child. A single touch could kill you.”

“I need scarers who are confident, tenacious, tough, intimidating . . .”

“What can I say? The camera loves me.”

“Give it a rest, will yah butterball?”

“I hear somebody’s close to breaking the all-time scare record . . . hey, on the house.”

“Get lost you two, you’re making him lose his focus!”

“Googely-bear!”

“I’m in the zone today Sullivan.”

“I’m watching you Watowzki.”

“Hey, may the best monster win.”

“James, this company has been in my family for three generations. I would do anything to keep it from going under.”

“I got smelly garbage or old dumpster.”

“How about wet dog?”

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Comprehension Questions

1. Why are children important to the monsters? Why do they need them?
2. What record is Sulley close to breaking?
3. What do the monsters think would happen if a child touched them?
4. Who is competing with Sulley for the scare record?
5. What happens to a door when children are no longer scared of a monster?
6. What kind of plans does Mikey have for the evening?
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 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 is 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 / wipeboard 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

Mr. Waternoose: An entire scare floor out of commission. What else _______ _________ wrong? Oh, what a day!

Sulley: We’re just going through a rough time sir. Everyone knows you’re going to get us through it.

Mr. Waternoose: Tell that to the board of directors. James, this company _______ _________ in my family for three generations. I would do anything to keep it from ____________ under.

Sulley: Oh, so would I sir.

Mr. Waternoose: Welll … Say! I could _________ your help with something.

Sulley: Anything Sir.

Mr. Waternoose: You see, we’ve _________ some new scare recruits and frankly they’re, they’re, um, uh …

Sulley: Inexperienced?

Mr. Waternoose: Oh, they ___________!

Sulley: Uh-huh.

Mr. Waternoose: I thought maybe you might _______ ______ tomorrow and give them a demonstration. Show them what it takes ______ _________ a top scarer, huh?

Sulley: I’ll start out with the old Waternoose jump-and-growl. Roowrr!

Mr. Waternoose: Ha-ha. Oh yes, now that’s my _______!
Mr. Waternoose: An entire scare floor out of commission. What else can go wrong? Oh, what a day!

Sulley: We’re just _________ through a rough time sir. Everyone knows you ______ _______ to get us through it.

Mr. Waternoose: Tell that to the board of directors. James, this company has been in my family for three generations. I would do anything to keep it from going under.

Sulley: Oh, so ______ I sir.

Mr. Waternoose: Welll ... Say! I could use your help with something.

Sulley: _________ Sir.

Mr. Waternoose: You see, we’ve hired some new scare recruits and frankly they’re, they’re, um, uh ...

Sulley: _________?

Mr. Waternoose: Oh, they stink!

Sulley: Uh-huh.

Mr. Waternoose: I thought maybe you might come by tomorrow and give them a demonstration. Show them what it takes to be a top scarer, huh?

Sulley: I’ll ______ _______ with the old Waternoose jump-and-growl. Roowwr!

Mr. Waternoose: Ha-ha. Oh yes, now that’s my boy!
Listening Close

**Mr. Waternoose:** An entire scare floor out of commission. What else can go wrong? Oh, what a day!

**Sulley:** We’re just going through a rough time sir. Everyone knows you’re going to get us through it.

**Mr. Waternoose:** Tell that to the board of directors. James, this company has been in my family for three generations. I would do anything to keep it from going under.

**Sulley:** Oh, so would I sir.

**Mr. Waternoose:** Welll … Say! I could use your help with something.

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**Mr. Waternoose:** Oh, they stink!

**Sulley:** Uh-huh.

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**Mr. Waternoose:** Ha-ha. Oh yes, now that’s my boy!