Yes Man

ESL Lesson Package
Yes Man 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 **Who is It?** (page 5) and the **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) Explain the **Slang Expressions** (page 7) before you begin watching.

6. Watch Part One of the movie. As the students watch the movie, have them complete **Who Said It**. (page 8 & 9)

7. If there is time, have students complete the **Extra Activity: Listening Close for Part 1** (page 11-14). 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) Assign **What Happens Next?** (page 10)

9. Assign the **Mix-and-Match** exercise (Pt. 2) for homework. (page 16)

**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 (pages 25-26) or complete the **Conversation Questions** in pairs (page 16).

13. Have the students complete the vocabulary **Self-Test** for Part Two. (page 15) Before you begin, make sure students understand the **Slang Expressions** (page 16).

14. Watch Part Two of the movie. Pause at the appropriate time in the film to have them complete the **Listening Close**. (page 18) Have students complete **Who Said It?** (page 17-18) as they watch the film.

15. After the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 19)

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. (pages 47-50)

17. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 22)

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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. If there is time, complete the **Tell the Truth** activity to reinforce idioms vocabulary (pages 29-30) or **Smack!** to reinforce regular vocabulary. (pages 45-46)

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 Exercise**. (page 25) Have students complete **Who Said It?** (pages 22-23) as they watch the film.

22. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 24)

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. (pages 47-50)

24. Assign the two **Crossword Puzzles** as homework. (pages 34-35)
Day Five

25. Collect or correct the Crossword Puzzles homework.

26. Have students complete the Conversation Starters activity. (page 31)

27. Mark the Comprehension Questions for Part w if you have not done so already. (page 24)

28. Complete the Story Scramble activity in class. (page 37)

29. If your students are ready for the challenge, have them complete the Advanced Forbidden activity to reinforce vocabulary from the film. (page 40)

30. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (pages 47-50)
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>Carl</th>
<th>Norman</th>
<th>Nick</th>
<th>Peter</th>
<th>Terrence</th>
<th>Allison</th>
</tr>
</thead>
</table>
Self Test – Vocabulary Preview - Part One
(0:00 – 27:30)

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 soldier on the frontline of finance”:
   a. work
   b. the business of money
   c. war

2. “My designs are going to revolutionize the industry.”:
   a. change a lot
   b. ruin
   c. be big and exciting

3. “Go to the seminar. You won’t regret it.”:
   a. talk; enjoy
   b. meeting for training; feel bad later
   c. meeting; like

4. “I’m going to make a covenant with you.”:
   a. cake
   b. wooden box
   c. a very strong promise

5. “When I’m bald, I will wear a wig.”:
   a. a head covering made of fake or real hair
   b. warm wool cap
   c. fur coat

6. “I’d like to make out with that gorgeous guy / girl.”:
   a. escape
   b. leave quickly
   c. kiss

7. “Don’t drive too fast, or you might crash your car.”:
   a. hit another car or object
   b. run out of gas
   c. get a speeding ticket
Yes Man – Part One
(0:00 – 27:30)

Characters

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carl Allen</td>
<td>A divorced bank employee who says “no” to life</td>
</tr>
<tr>
<td>Peter</td>
<td>Carl’s best friend who is sad that Carl is not the friend he used to be</td>
</tr>
<tr>
<td>Nick</td>
<td>Carl’s friend who has become a “Yes Man”</td>
</tr>
<tr>
<td>Norman</td>
<td>Carl’s boss, a bank manager</td>
</tr>
<tr>
<td>Terrence Bundly</td>
<td>Creator of the “Yes Man” seminar</td>
</tr>
<tr>
<td>Allison</td>
<td>A girl who gives Carl a ride when he needs help</td>
</tr>
</tbody>
</table>

Conversation Questions

1. Do you like to try new things? Are you an adventurous person? Do you think people who take risks in life are happier than people who don’t? Why or why not?

2. The main character, Carl, says no to everything. He’s depressed. Do you know anyone like this? What advice would you give a depressed friend to try to encourage him or her?

3. In the film, a friend who wants Carl to say “yes” to new experiences tells Carl about the many adventures he has had. What is the most adventurous thing you’ve ever done? Has a friend ever persuaded you to do something you regretted later? What was it?

Slang Expressions

Your teacher will explain what these expressions mean:

“to hang up the spurs”                “a dead-end job”                   “to make out”                   get “tied down”
“that sucks”                          something is “really catching on”  “to stick around”
an “open bar”                         “long time no see”                 “love of your life”               “blow your mind”

Mix-and-Match

Match the following words to their definitions.

1. option (n) ___
2. pending (adj) ___
3. engaged (adj) ___
4. figure out (v) ___
5. artificially (adv) ___

a. makes sense, clear
b. to want really badly
c. people who have promised to marry are this
d. undecided, about to happen
e. an informal social gathering, party
6. finance (n) ___
7. promotion (n) ___
8. logical (adj)___
9. admit (v) ___
10. revolutionize (v) ___
11. fall for (v) ___
12. the frontline (n) ___
13. wig (n) ___
14. desperate (adj) ___
15. seminar (n)___
16. regret (v) ___
17. an excuse (n)__
18. a get-together (n)___
19. embrace (v) ___
20. audit (v) ___
21. a covenant (n) ___
22. an opportunity (n) ___
23. crash (v) ___
24. to be at ease (adj) ___
25. helmet (n) ___
26. burn out (v) ___

f. a strong promise, vow

g. to feel bad about something later

h. relaxed or calm about something

i. to solve, to sort out something

j. to say something is true

k. the business of money

l. not naturally, man made or produced

m. to create big change

n. to accept and welcome something

o. a choice, an alternative

p. be deceived or fooled or tricked by

q. part of an army closest to the enemy in battle

r. a meeting or conference with speakers

s. something you say to get out of doing something

t. a cover for the head made of real or fake hair

u. to examine or look at from the outside

v. a chance to do something

w. moving up to the next level, usually at work

x. two things hitting each other

y. stop functioning after excessive work / heat

z. a hard or padded hat that protects your head

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

“Nah, I just got a lot of stuff going on. Some things I got to do, issues pending ... keep me pretty busy.”

“I’m not falling for that Carl. What’s to figure out?”

“You’re a soldier on the frontline of finance.”

“You remember that promotion we were talking about? It’s not going to happen. Tried to fight for you on the phone there ...it was between you and Dimco.”

“I just figured after five years I’d be the logical choice but ... whatever.”

“I’m having a little get-together at my place. It’s a funny hat and/or wig party.”

“I don’t want to sound desperate, but I have no other options left.”

“Carl! Hey! Long time no see.”

“I could’ve. Had a couple offers. Didn’t want to get tied down.”

“Carl, live your life. You won’t regret it.”
“You know what, buddy? You missed my engagement party tonight.”

“You’re going to love this. Terrence is a genius. He’s going to blow your mind all over the goddamn room.”

“When you say yes to things, you embrace the possible.”

“That’s okay, I’m just auditing.”

“We’re going to make a covenant Carl. Do you want to make a covenant?”

“Once you leave this building, every time an opportunity presents itself, no matter what it is, you will say yes.”

“How about letting him burn out your phone battery so you can’t call triple A when you run out of gas?”

“That sucks. That happened to me last week.”

“Nah, in fact I think you should go faster. That way if we crash, at least I’ll die. I just don’t want to be kept alive artificially.”

“I never would’ve guessed that. You seem so at ease on two. Can I have my helmet back now?”

“Yeah, I’m good. Unless you want to stick around and make out.”

**Comprehension Questions**

1. Why does Carl’s friend Peter invite him to the restaurant for drinks?
2. Who does Carl see at the restaurant and why does it make him so upset?
3. Who is Norman? What bad news does he give to Carl?
4. Who is Nick? What has he been doing? Why is he excited about life? What crazy thing does he ask Carl to do?
5. What does Terrence convince Carl to do at the seminar? What does Carl have to do when presented with an opportunity?
6. Carl’s car runs out of gas and he has to walk to a service station. Why did this happen? What are the events that led to this happening?
What Happens Next?

You have just finished watching Part One and Carl has had his first night of saying “yes” to life. What other things do you think Carl will start saying yes to? What will happen if he says “yes” to everything? Write at least three predictions you have for Carl’s future.
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. This is a fun way to complete the partnered listening close because students are curious to see actors speaking the lines that they’ve just mastered.

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.
**Listening Close  7:48 – 9:24**

_Nick:_ Carl! Hey. Long __________ no see!

_Carl:_ Nick Lane? Hey.

_Nick:_ You don’t still __________ at the bank, do you?

_Carl:_ Yeah. Kinda why I’m sitting outside here, eating my lunch, wearing the name tag.

_Nick:_ Huh. You must be __________ this place by now.

_Carl:_ I could have. I had a couple of offers, but I didn’t want to get tied down.

_Nick:_ How’s Stephanie?

_Carl:_ Good! God! She...she’s good. What’ve you been doing?

_Nick:_ Oh, I’ve been all __________ the map, man! I’ve lived! I climbed Mt. Kilamanjaro. I ate bat in Laos. I __________ a cow with a bazooka. I’m not proud of that last one, but I did it, man.

_Carl:_ Wow. Sounds wild.

_Nick:_ Wanna know my __________? I’m a Yes Man. The word yes has changed my life. Here.

_Carl:_ No, thanks. I’m fine.

_Nick:_ Fine! I wipe my ass with __________.

_Carl:_ Wow. Ok.

_Nick:_ You don’t want to __________ here, Carl.

_Carl:_ Yeah, I do.

_Nick:_ No, you don’t. Why don’t you take this rock. __________ it at that bank and shatter the window.

_Carl:_ No thanks.

_Nick:_ Then ask me if I __________ to.

_Carl:_ Do you want to throw that rock at the bank?

_Nick:_ Yes!

_Carl:_ What are you, nuts?

_Nick:_ Go to the __________, Carl. Carl! Live your life! You won’t regret it!