

Can you rescue the toys? Classroom activities

Learning Objectives: 1. Can give a short description of a person 2. Can make suggestions using basic, fixed expressions	Skills: Speaking Age/Level: Young Learners / Pre-Intermediate (A2+) and above Completion Time: 45 minutes Resources: Situation cards (1 set per 12 students)
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Warm-up (5 minutes)

Show students the cover of the *Toy Story 2* Pearson Reader and ask them which characters they can see (Woody, Buzz Lightyear, Jessie, Rex, and Hamm). Ask students to name other toys from the *Toy Story* movies and write all the characters on the board, for example: Slinky Dog, Mr Potato Head, Bo-Peep, etc. Model a description of one of the characters:

Woody is a cowboy. He wears blue jeans, a shirt, brown boots and a brown hat. He's Andy's favorite toy. He's very funny and all the toys like him.

Give students two minutes to describe the other characters in pairs. Move around the classroom to support them with any extra vocabulary. In feedback, invite different students to describe each character.

Critical Thinking activity (15 minutes)

Ask students what they can remember from the stories about the adventures the toys have. Then, read out the following situation and elicit ideas from the students about how the toys could solve the problem:

Andy is playing in the garden with Woody. When it's time for lunch, Andy comes inside to eat and leaves Woody in the garden. It looks like it's going to rain and Woody is outdoors. The other toys are in the bedroom and they can see Woody outside. How can they rescue him?

As students provide ideas, ask follow-up questions to encourage them to extend their answers.

They could go out the window. *How will they climb down from the window to the floor? What will they use?*

They can go through the house into the garden. *What if Andy sees them? How can they open the door to the garden?*

Write some key language of making suggestions on the board for students to use in the next stage: *Why don't we...? Let's... We can...*

Next, divide the class into groups of three students. Tell the students you're going to give them a card with a situation on.

They have to imagine they are the toys - how could they solve the problem? As students discuss the situation, move around the classroom to provide them with language and to ask follow-up questions.

After two minutes, have groups swap situation cards. Continue until each group has discussed each situation.

Get feedback as a class for their ideas to solve each problem.

Preparation for the Role Play (15 minutes)

Have students work in the same small groups as before and tell them to write a short role play about one of the situations, with each student playing a character from the *Toy Story* series.

Move around the room as students are writing their dialogues to provide support with language. When they are ready, have students practice their role plays and provide feedback on pronunciation.

Presentation (10 minutes)

Have each group of students act out their role play to the class. Provide feedback on the creativity of their ideas and their use of language.

Follow-up activity

Students can draw a storyboard of the situation and how they solved the problem and include short phrases from their roleplay. You can display their storyboards around the classroom.

Role Play Situation Cards

<p style="text-align: center;">Situation 1</p> <p>Andy's dad comes to the bedroom to find something. He steps on Rex and hurts his foot. He's angry Andy's toys are on the floor and he puts Rex on a high shelf.</p> <p>Rex doesn't like being on the shelf and he's scared.</p> <p>How can the toys help Rex to get down?</p>	<p style="text-align: center;">Situation 2</p> <p>Hamm the Piggy Bank is sitting on the sofa. When he jumps off the sofa, he falls over and all the money he had inside goes under the sofa.</p> <p>The space between the sofa and the floor is very small.</p> <p>How can the toys get the coins from under the sofa?</p>
<p style="text-align: center;">Situation 3</p> <p>Andy is eating chewing gum. When it's time for lunch, he doesn't put his chewing gum in the bin. He puts it on the desk in his bedroom.</p> <p>The green aliens find the chewing gum and five of them get stuck together.</p> <p>How can the toys unstick the aliens and clean them up?</p>	<p style="text-align: center;">Situation 4</p> <p>Mr Potato Head has lost some of his parts. He can't find his hat, his ears, his nose or his shoes. He's very unhappy.</p> <p>What can the toys use to make new things for Mr Potato Head? How can they stick the things to him?</p>