

Level 2	
<b>Suitable for:</b>	young learners who have completed up to 100 hours of study in English
<b>Type of English:</b>	American
<b>Headwords:</b>	400
<b>Key words:</b>	10 (see pages 2 and 5 of these Teacher's Notes)
<b>Key grammar:</b>	present continuous with present meaning, negative verb forms, <i>can</i> for ability, positive imperatives, possessive 's.

### Summary of the story

A young boy called Andy has lots of interesting toys. Woody, a sheriff doll, is Andy's favorite toy.

It's Andy's birthday and he is having a party. One of the presents is a new space ranger toy.

Buzz introduces himself to Andy's toys. Woody is angry when Buzz says that he *is* a space ranger.

Buzz wants to show that he is a space ranger and not a toy. He shows the toys that he can fly. Andy's toys want Buzz to stay with them.

In the end Andy becomes good friends with Buzz.

### Summary of the film: *Toy Story*

Andy has lots of toys, but his favorite is Woody, a sheriff doll. Just before the family moves to a new house, Andy has his birthday party. Andy is excited to receive a Buzz Lightyear space ranger toy. Woody is very jealous as Buzz seems to be Andy's new favorite toy. But Buzz doesn't think he is a toy. He thinks that he is a real space ranger!

Woody tries to push Buzz down the side of Andy's desk, but he knocks him out of the bedroom window. This leads to a series of adventures ... Woody and Buzz fight at first, then become good friends. When

Andy's evil neighbor, Sid, finds the toys, they have to work together to escape. Sid ties Buzz to a rocket, but Woody comes to Buzz's rescue.

### Background information

*Toy Story* was released in 1995 and was Pixar's first full-length movie. It was directed by John Lasseter, who also co-wrote the script.

*Toy Story* was the first movie to be made entirely using computers. Drawings, sculptures, etc., were used but only in the development stage of the film.

The movie was nominated for three Academy Awards®, including for the best Original Song, *You've Got a Friend in Me*. John Lasseter received an Academy Special Achievement Award for his work on *Toy Story*.

### Did you know ... ?

Tinny, a musical toy, from the Pixar short film, *Tin Toy*, was the original inspiration for *Toy Story*.

The director of *Toy Story*, John Lasseter, played with a GI Joe doll when he was a boy.

## The characters

**Woody** is a sheriff doll. He is Andy's favorite toy.

**Andy** is a young boy. He has lots of interesting toys.

**Buzz** is a space ranger doll. He is Andy's new toy.

## Topics and themes

**Friendship** At first Woody doesn't want to be friends with Buzz. Ask the students why? Have any students seen the movie? Can they tell you how Woody and Buzz become friends in the end? This can then open a discussion about friendship in general (e.g. welcoming new children to the group, accepting yourself and others, how to be a good friend, etc.).

**Toys** Andy has lots of interesting toys. What about the students? Do they have interesting toys? Which toys are their favorites? Why? Students could draw a picture of their favorite toy in their notebooks and write a sentence or two about it. (See also Activity 3 on page 3 of these Teacher's Notes.)

**Jobs** Woody is a sheriff. Buzz is a kind of astronaut. What other jobs can the students think of? Which ones are sometimes made into toys or dressing-up costumes? (firefighter, police officer, nurse, doctor, etc.) What job would the students like to do when they grow up?

**Birthday celebrations** Andy's birthday party is important in the story. Do the students celebrate their birthdays? How do they celebrate? Do they receive gifts? Do they have / go to birthday parties? What usually happens at a birthday party? (See also Activity 2 on page 3 of these Teacher's Notes.)

**Cowboys** Woody is a cowboy sheriff doll. Ask the students if they know anything about cowboys. What do cowboys wear? What do they do? What does the sheriff do? Do any students have cowboy toys or dressing-up costumes?

## Key words

(see page 5 of these Teacher's Notes for the Key words in context)

badge (n)	present (n)
clever (adj)	sheriff (n)
high (adv)	space ranger (n)
lots of (n)	stay (v)
party (n)	wing (n)

**Space** Buzz is a space ranger. Ask the students what they know about space. How do people travel into space? Can students name any of the planets in our solar system? Do any students have space toys or dressing-up costumes?

**Abilities** Buzz shows the other toys that he can fly. Do the students think that Buzz can really fly? What things can toys do? What things can the students do?

## Notes on the photocopiable activities

**Page 5:** Students could paste the list of Key words into a notebook. You could ask students to learn this vocabulary as homework and then test them on it.

**Pages 6–7:** While-Reading activities, **Activity 1** You could ask students to correct the two false sentences: 1 *Woody is a sheriff.* 3 *Andy's friends bring lots of presents.* **Activity 4** Students cut out the sentences using safety scissors and stick them beneath the relevant picture.

**Pages 8–9:** After-Reading activities, **Activity 1** After the students have copied the sentences under the pictures, they cut them out using safety scissors. They could then paste them into their notebooks in the correct order. **Activity 3** Explain to the students that they should color the characters the same colors as in the book.

## Class Activities (After Reading)

Here are some activities to do with your class after reading *Toy Story*.

### 1. Toys flashcards / guessing game

**Materials:** card; pictures of toys; colored pens; scissors

- Before the session, make some picture flashcards. Draw or paste a picture of a toy on one side of a piece of card and put the word on the other side. Include some toys from the story (*sheriff, space toy, dog, doll, dinosaur, etc.*).
- Present the vocabulary to the students using the flashcards.
- Play a guessing game with the students. Hide one of the flashcards behind your back. Say, for example, *My toy has two eyes, two legs, two eyes, and wears a hat ...*
- The children try to guess which toy you have hidden. Show them the card when they say the correct answer.
- Repeat with the other cards, or let volunteer students choose a card following your example.
- The children could also make their own toy cards and play games with them in pairs or small groups.

### 2. Pass the parcel

**Materials:** pictures of toys on pieces of card; a candy for each student; a small gift (optional); sheets of gift wrap; scotch tape; party music to play during the game

- Before the session make a parcel with the same number of layers as there are students in the group. In each layer include a picture of a toy and a candy. The center of the parcel could contain a small gift (the 'prize' at the end of the game).
- Start playing the music. Tell the students that they are going to play a party game. (Explain the rules if necessary.)

- The students sit in a circle and pass the parcel from one student to the next.
- Stop the music. The student that is holding the parcel when the music stops, opens a layer and takes out the candy and the toy card.
- The student says the name of the toy. If the student can't name the toy, another student can answer (but the first student can keep the candy).
- Continue the game until all the students have opened a layer. (Monitor this carefully as you stop and start the music.) The final layer can contain a small gift as a final prize in addition to the toy card and candy.

### 3. Toys collage

**Materials:** a very large / wide sheet of paper (for the background); sheets of white paper; colored pens or paints; scissors; glue

- Before the session, prepare the background sheet for the collage. Draw / paint a bedroom scene on the sheet (it could look like Andy's bedroom in the story).
- Show the students the background and explain that they are going to paint toys to add to the picture.
- Give some sheets of white paper and colored pens / paints to the students.
- Ask the students to draw / paint one of the toys from the story, or their own favorite toy.
- Give out the scissors and glue. The students cut out their toys and take turns to stick their pictures onto the bedroom scene.

#### 4. Acting out with puppets

**Materials:** popsicle sticks; glue; small pieces of white card; colored pens; scissors

- Before the session, make a stick puppet of Woody and one of Buzz.
  - Draw Woody / Buzz onto white card. Color in the character.
  - Cut out the character and glue it to the top of a popsicle stick.
- Show the puppets to the students. Use them to act out the scene from the story where Woody meets Buzz (pages 6–9 in the book).
- Divide the class into pairs. The students decide who will be Woody, and who will be Buzz.
- Each student makes a stick puppet of their character.
- The students act out the scene in their pairs using the puppets.
- Ask for volunteers to perform the scene in front of the class.

**Key words**

**badge** ..... He is wearing a sheriff's hat and a sheriff's badge. (p. 1)

**clever** ..... The toys think the space ranger is clever. (p. 12)

**high** ..... Buzz is flying high in the room. (p. 10)

**lots of** ..... Andy has lots of interesting toys. (p. 2)

**party** ..... "The room is ready for your party now." (p. 3)

**present** ..... Andy's friends bring lots of presents. (p. 4)

**sheriff** ..... He is wearing a sheriff's hat and a sheriff's badge. (p. 1)

**space ranger** ..... "I'm Buzz. I'm a space ranger." (p. 6)

**stay** ..... "Please stay with us. Is that okay, Woody?" (p. 13)

**wing** ..... Label 5 (p.15)

**While-Reading activities****Activity 1 (pages 1–4)**

Write *yes* or *no*.

- 1 Woody wears a hat and a badge. \_\_\_\_\_
- 2 Woody is a funny animal. \_\_\_\_\_
- 3 Today is Andy's birthday party. \_\_\_\_\_
- 4 Andy's friends bring one big present. \_\_\_\_\_

**Activity 2 (pages 5–7)**

Circle the words.

- 1 Buzz is a **plane** / **car** / **space ranger toy**.
- 2 Buzz says, "**Hello!**" / "**Goodbye!**" to the toys.
- 3 Woody is **happy** / **angry** with Buzz.
- 4 Woody says to Buzz, "You're a **toy** / **space ranger!**"

**Activity 3 (pages 8–13)**

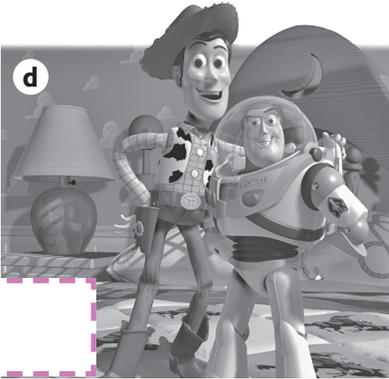
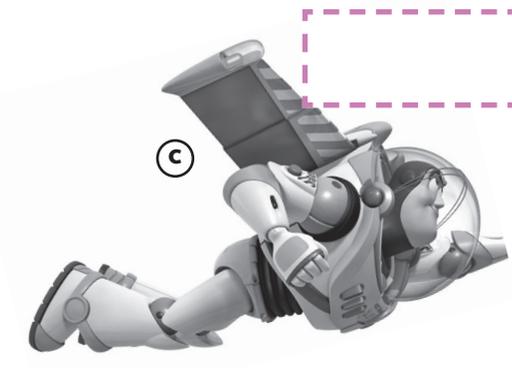
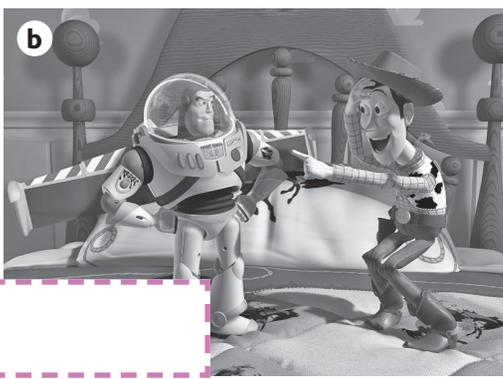
Who says it? Match.

- |                                     |                   |
|-------------------------------------|-------------------|
| 1 You're a toy, not a space ranger. | <b>a</b> Buzz     |
| 2 I'm a space ranger and I can fly. | <b>b</b> the toys |
| 3 Please stay with us.              | <b>c</b> Woody    |

## Activity 4 (pages 1–14)

Match the words to the pictures.

- 1 Woody does not like Buzz. He laughs at him.
- 2 Buzz flies high and he flies fast.
- 3 Now Buzz and Woody are good friends!
- 4 The toys are looking at the space ranger toy.

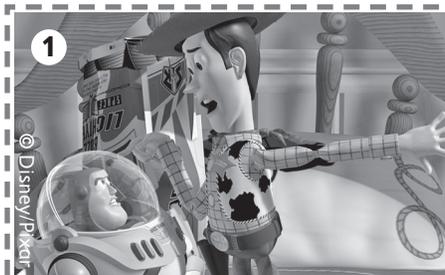


## After-Reading activities

### Activity 1

Copy the sentences under the pictures. Then cut and order the pictures.

- a Buzz flies high over the bed.
- b Woody and Buzz are now good friends!
- c The toys like Buzz. They say, "Please stay with us."
- d Woody is Andy's favorite toy. He is a sheriff.
- e Woody is angry with Buzz. He says, "You're a toy!"
- f Buzz is Andy's new toy. He is a space ranger.



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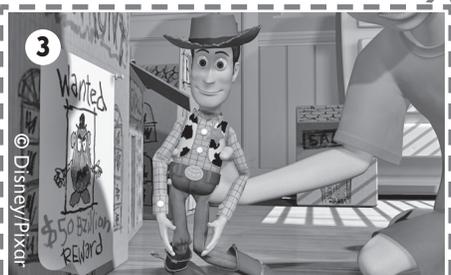


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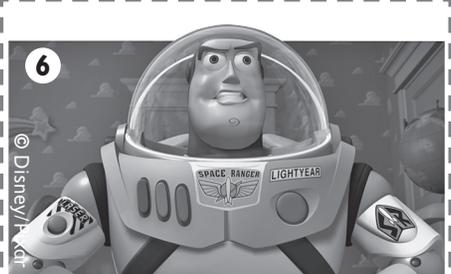


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## Activity 2

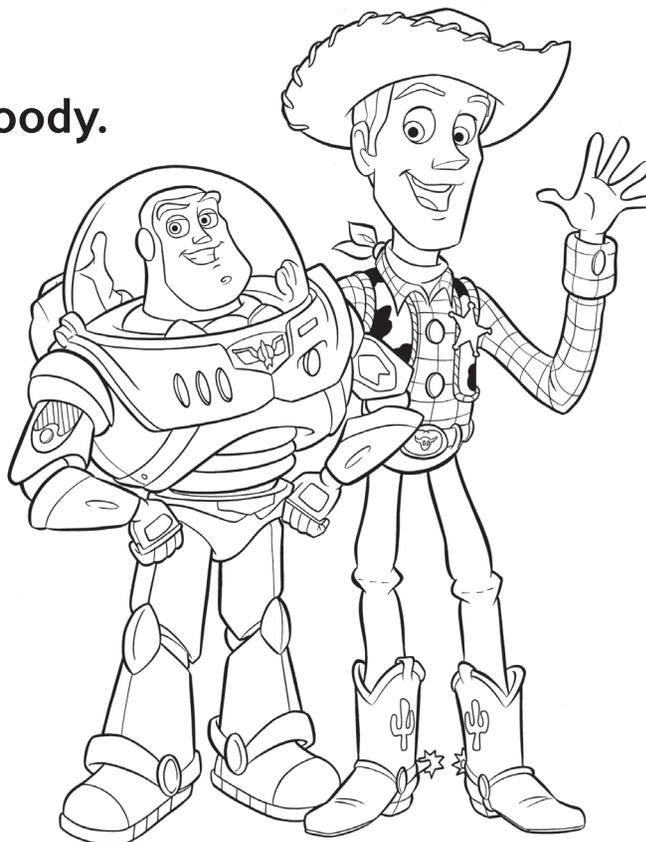
Circle the words.

badge hat sheriff birthday present party

b	a	d	h	a	p	r	e
i	s	h	e	r	i	f	f
p	r	e	s	e	n	t	c
r	m	p	c	z	b	x	d
o	r	a	e	y	a	w	n
b	i	r	t	h	d	a	y
j	s	t	a	a	g	k	m
k	l	y	f	t	e	t	o

## Activity 3

Color Buzz and Woody.



## Answer Key

### In the back of the Reader

#### Before You Read

- 1 Pages 2, 6, 12
- 2 Pages 2, 6, 13
- 3 Pages 2, 6, 13
- 4 Pages 1, 2, 5, 6, 8, 9, 10, 14

#### After You Read

- 1 1 important 2 nice 3 favorite 4 fly  
5 can 6 happy
- 2 1 face 2 leg 3 eye 4 mouth 5 wing 6 arm

### In these Teacher's Notes

#### While-Reading activities

##### Activity 1

- 1 yes 2 no 3 yes 4 no

##### Activity 2

- 1 space ranger toy 2 "Hello!" 3 angry 4 toy

##### Activity 3

- 1 c 2 a 3 b

##### Activity 4

- 1 b 2 c 3 d 4 a

## After-Reading activities

### Activity 1

- 1 e 2 c 3 d 4 b 5 a 6 f

The correct order is: 3, 6, 1, 5, 2, 4

### Activity 2

b	a	d	h	a	p	r	e
i	s	h	e	r	i	f	f
p	r	e	s	e	n	t	c
r	m	p	c	z	b	x	d
o	r	a	e	y	a	w	n
b	i	r	t	h	d	a	y
j	s	t	a	a	g	k	m
k	l	y	f	t	e	t	o