Inside Out

ESL Lesson Package
# Inside Out 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 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. (Start 00:00:00 End 00:30:13)

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

8. Have the students complete the **Listening Close** section once you reach that part of the movie. (page 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 12)

## 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 have taken from their homework, this can also be done on the board as a whole class.

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 11)

14. Watch Part Two of the movie. (Start 00:30:13 End 01:00:06) Pause at the appropriate time in the film to have them complete the **Listening Close** (pages 14-18) and **Back Talk** (page 21)

15. After they watch Part Two of the movie, have students complete the **Comprehension Questions** in pairs or assign the questions for homework. (page 13)

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 so far. (pages 39-42)

17. Assign the **Mix-and-Match** vocabulary exercise (Pt. 3) for homework. (page 23)

**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 39-42)

20. Have the students complete the **Self-Test** for Part Three. (page 22)

21. Watch Part Three of the movie. (Start 01:00:06 End 01:32:40) Pause at the appropriate time in the film to have them complete the **Listening Close** and **What Happens Next?** activities. (page 25)

22. Have the students share their responses to **What Happens Next?** They can do this in partners first and then the entire class or in small groups, each group then choosing one to share with the entire class. Collect from the students.

23. Have students complete the **Comprehension Questions** in pairs or assign them for homework. (page 26)

24. Complete the **Story Scramble** in class (pages 35-37) or use it as a warm-up the next day before mark **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. (pages 35-37)

26. Mark the **Comprehension Questions** for Part 3 if you have not done so already. (page 26)

27. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce all the vocabulary you have covered. (pages 39-42)

28. Assign the two **Crossword Puzzles** for homework. (pages 27-28)

Day Six

29. Choose a supplementary activity (Hot Seat, Typhoon, Murder, etc.) to reinforce the vocabulary you have covered. (page 39-42)

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

31. Return **What Happens Next?** homework, and discuss in class.
**Who Is It?**

**Instructions:** Write the name of each character under his or her picture.

<table>
<thead>
<tr>
<th>Sadness</th>
<th>Disgust</th>
<th>Riley’s Dad</th>
<th>Riley</th>
<th>Joy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bing Bong</td>
<td>Riley’s Mom</td>
<td>Anger</td>
<td>Fear</td>
<td></td>
</tr>
</tbody>
</table>
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. “This is Disgust. She basically keeps Riley from being poisoned, physically and socially.”
   a. to cause someone to die or to become ill with the use of a substance
   b. to sleep very deeply and have many bad dreams
   c. to get lost in a city and become confused and scared

2. “And each core memory powers a different aspect of Riley’s personality.”
   a. something new that you have not seen or experienced before
   b. something remembered from the past
   c. someone’s favorite food and music

3. “Let’s review the top five daydreams.”
   a. a thing that you do everyday
   b. a fantasy you have while awake
   c. a place that you always go

4. “We did not die today. I call that an unqualified success.”
   a. a fantasy
   b. a feeling that is not happy or sad
   c. a goal that has been reached

5. “Well, you can’t argue with Mom.”
   a. play a joke on
   b. hurt
   c. disagree

6. “I keep making mistakes like that. I’m awful.”
   a. errors
   b. farts
   c. photographs

7. “How about you read some mind manuals?”
   a. fictional stories
   b. books of instructions
   c. children’s books
Inside Out – Part One

Characters

- **Riley**: A young girl who moves with her family from Minnesota to San Francisco
- **Joy**: The emotion that makes Riley happy
- **Sadness**: The emotion that makes Riley sad
- **Bing Bong**: Riley’s imaginary friend

Conversation Questions

1. Are you generally a happy person or a sad person? What kinds of things make you happy or sad?

2. What was the role of imagination in your life when you were a child? Did you role-play with friends? Did you have an imaginary friend of your own? What are your favorite memories from childhood?

3. Riley has personality islands (like “hockey” and “friendship”). If you had personality islands, what would they be? Why are these things important in your life?

4. Riley has a hard time because her family moves to a new city. Has there ever been a difficult change in your life? What was it? What did you do to deal with it? How would you deal with a difficult change if it happened now?

Slang Expressions

Your teacher will explain what these expressions mean:

- “under a lot of pressure”
- “lucky dog”
- “a pager turner”
- “off days”
- “put your foot down”
- “a breakdown”
- “step on it”
Match the following words to their definitions.

1. curse (n) __
2. dangerous (adj) __
3. caution (n) __
4. poison (v) __
5. wonder (v) __
6. headquarters (n) __
7. personality (n) __
8. core (adj) __
9. memory (n) __
10. goofball (n) __
11. mistake (n) __
12. shivery (adj) __
13. brag (v) __
14. unqualified (adj) __
15. success (n) __
16. long-term (adj) __
17. manual (n) __
18. argue (v) __
19. score (n) __
20. daydream (n) __
21. gag (v) __
22. rabies (n) __
23. stall (v) __
24. realize (v) __
25. disaster (n) __
26. opportunity (n) __

a. not having the skills, knowledge, or experience needed to do a particular job or activity
b. a chance for something good to happen
c. an insulting word used to express anger
d. to talk in a way that shows too much satisfaction in yourself or your abilities
e. something remembered from the past
f. characteristics and ways of behaving that make a person different from others
g. to fight about something using words
h. to be interested in knowing something
i. to shake as a result of being cold, frightened, or excited
j. imagining something when awake
k. a silly person
l. numbers that show which team is winning
m. care taken to avoid danger or mistakes
n. a disease carried by dogs, cats, and other animals, that can be spread to humans who are bit by an animal with the disease
o. a main office or place where decisions are made by leaders
p. a book of instructions, especially for operating a machine or learning a skill
q. happening over a long period of time
r. a misfortune, a setback, a failure
s. an error or wrong judgment about something
t. to become aware of something
u. to cause someone to die or to become ill by using a harmful substance
v. to stop making progress
w. to choke
x. likely to cause injury
y. the opposite of failure
z. describes something central, very important

Who says it?

Write the name of the character beside each quote:

“Do you ever look at someone and wonder...what is going on inside their head?”

Okay, caution. There is a dangerous smell people.”

“This is Disgust. She basically keeps Riley from being poisoned, physically and socially.”

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"Goofball Island is my personal favorite."

"We did not die today! I call that an unqualified success."

"Let’s review the top 5 daydreams."

"Hey, it’s nothing our butterfly curtains couldn’t fix. I read somewhere that an empty room is an opportunity."

"You’re kidding. Alright. Stall for me, I’ll be right there."

"Sadness. You nearly touched a core memory and when you touch them, we can’t change them back."

"How about you read some mind manuals?"

"I keep making mistakes like that. I’m awful."

"The smell alone is enough to make her gag."

"We should lock the door and scream that curse word we know. It’s a good one!"
**Listening Close**

Anger: I'll tell you what it is. This ______ has been a bust.

Fear: That's what I've been telling you guys. There are at least ______ - ______ things for Riley to be scared of right now.

Disgust: The smell alone is enough to make her ________.

Anger: I can't believe Mom and Dad moved us here!

Joy: Look, I get it. You guys have concerns. But we've been through worse. Tell you what, let's make a list of all the things Riley should be ________ about.

Anger: Fine. Let's see. This ________ stinks. Our room stinks.

Disgust: ________ is weird here.

Sadness: Our ________ are back home.

Fear: And all our stuff is in the missing ________.

Joy: Oh, come on. It could be worse.

Disgust: Yeah, Joy. We could be lying on a ________ floor, in a bag.

**Comprehension Questions**

1. What are the feelings that live in Riley's head?
2. What are the different islands that represent important parts of Riley's personality?
3. Where do Riley and her family live before they move? How do she and her family move? Where is Riley's new home?
4. When Riley and her mom went to eat pizza what was the only topping the restaurant had?
5. Why do Joy and Sadness disagree? What happens to them? Where do they go?
6. Where does Joy make Sadness stand on the first day of school? Why does she do this?