

Unit Objectives

By the end of the unit, students can:

- Identify movie genres.
- Ask and answer questions in the past tense.
- Identify the main idea and specific information in a story.



Student Book

Vocabulary

Types of Movies: action movie, comedy, horror, drama, science fiction, western, documentary, musical

Adjectives: serious, rude, polite, brave, grumpy, silly

Skills

Listening: Listen for specific information.

Speaking: Ask and answer questions about movies. Talk about emotions and conditions.

Reading: Read a fiction text:

Uncle Bob's Jokes.

Identify the main idea and specific information in a text.

Writing: Write about the joke.

Grammar

Who did you go with? When did you go?
 What did you see? Where did you go?
 Was he brave? Yes, he was.
 Were they surprised? No, they weren't.

Creative, Collaborative, and Critical Thinking Competencies

Movie Billboard

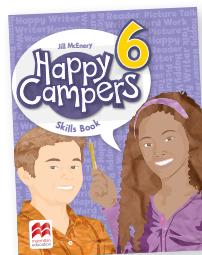
Creativity: Develop self-expression and innovation. Determine how the information in the billboard will be presented in a visual and eye-catching way.

Collaboration: Use communication, negotiation, and problem-solving skills to complete the task. Agree on the type of movie, what to include on the billboard, how to present it effectively, and how each group member will contribute to the final product.

Critical Thinking: Analyze, select, and organize information to create an effective and dramatic final product.



Skills Book



Extra Skills Practice

Speaking and Listening: Ask and answer questions about a picture.

Reading and Writing: Draw conclusions. Write an opinion. Identify multi-syllable words. Recognize spelling patterns. Read clues to identify words.

Teaching with Technology

Ask the class which websites they visit regularly. They may be familiar with many websites that could be useful for class projects. Museum websites are extremely instructive and have information about a wide variety of topics. Students can use these websites to research, create projects, and make posters or presentations. Museum websites are updated regularly and usually have appropriate materials to add to lessons.

Teaching with Games

Words from Words

Write a vocabulary word on the board. Try to choose a longer word with a lot of letters. Put students in pairs or small teams and ask them to make as many words as they can using only the letters in the word. For example, from the word *ringmaster* students could make *ring*, *master*, *name*, *rat*, *me*, *string*, *as*, *sat*, *eat*, *ate*, and so on. The pair or team with the most words wins.

Happy Teacher

During a school year, students will cover a lot of new vocabulary terms. In addition to the My Dictionary section in their notebooks, you could encourage students to review vocabulary frequently by telling them to write new words on small cards and place them in a "Vocab Bag." This can be a plastic bag or any other kind of bag. When students are traveling to school or are at home, they can review the words with a family member or ask a friend to test them. This helps to commit new vocabulary words to memory and also encourages regular study habits.

Happy Class

The dynamics among your students is very important to ensure that learning is fun and motivating. In order to encourage good relationships in class, make a poster with all your students' names on it and display it in your classroom. Explain that when you see or hear a student helping another student without being told to do so, you will place a sticker next to his or her name on the poster. At the end of the school year, count who has the most stickers and reward that student. Rewards could be extra credit, or allow a student to lead a class game.



UNIT 4 Lesson 1

- 1 22 Listen. Then echo.
- 2 23 Listen and number.

- action movie
- comedy
- horror
- drama
- science fiction
- western
- documentary
- musical

Movie Fans



Page 13 The Language Lodge

Lesson 2

- 1 23 Sing: **Movie Fans**.

- 2 Who did you go with?
I went with my friend Sam!
We saw a lovely musical,
We watch them when we can!
- 3 When did you go?
We went on Friday night,
We went to see a horror film,
It gave us such a fright!
- 4 What did you see?
We saw a comedy,
We laughed a lot until we cried,
It was funny to see!
- 1 Where did you go?
We went to Movie City,
A science fiction movie played,
The actress was so pretty!

Look at the Grammar Pass. Complete.

- _____ did you go? Movie City.
- _____ did you eat? Pizza.
- _____ did you go with? David.
- _____ did you go? Yesterday.
- We use *Where, What, When, Who* + _____ in questions about the past.

Ask and answer about the movies.

When did you go to the movies? I went yesterday.

Page 14 The Language Lodge

GRAMMAR PASS

Who did you go with?
When did you go?
What did you see?
Where did you go?

Lesson 1 Vocabulary

Lesson Objective: Identify movie genres.

New Vocabulary: action movie, comedy, horror, drama, science fiction, western, documentary, musical

Materials: Audio Tracks 22 and 23

Start the Class

10 min

Start the class with a quick stretch and ask students *Are you ready to learn?* They should say *Yes!* or *Yes, we are!* If they say it quietly, ask them to repeat louder and more enthusiastically.

Ask students what they like to do in their free time. Tell them that you like to go to the movies by saying *I like going to the movies*. Ask them when they went to the movies last and what movie they saw.

- 1 22 Listen. Then echo.

5 min

Tell students to listen, point to the pictures, and read the words. Play **Track 22**. Then listen and repeat the words. Play **Track 22** again.

Try This!

Play **Track 22** again, but this time stop after each word and ask the class to spell the words aloud.

5 min

- 2 23 Listen and number.

10 min

Ask students to close their books and try to remember all of the types of movies from Activity 1. Have them open their books to check.

Tell students that they are going to listen to a song about going to the movies. Explain that the verses of the song are not in the correct order in their books. Tell them to listen and number the verses in order. Play **Track 23**. Check answers with the class. Then ask students to listen again and raise their hands when they hear a type of movie. Play **Track 23** again. Finally, tell students to read the song as they listen to the song once more, and play **Track 23** again.

- 3 Page 13 The Language Lodge

15 min

Have students flip to The Language Lodge **Page 13**.

1 Write.

Tell students to look at the pictures and label each one with the type of movie it represents. Have them check their answers with a partner.

2 Read and write the movie types.

Tell students to read the descriptions of movie types aloud. Have a volunteer read the first sentence as an example, and have the class guess the movie type. Elicit *western*. Then have students write the movie types in their books. Check answers by asking volunteers to read their answers.

My Dictionary

Tell students to turn to the dictionary section in their notebooks. Ask them to write and illustrate the new vocabulary. If they have seen any of the types of movies, have them write the names of the movies, too.

Finish the Class

5 min

Tell the class that you are going to mime watching a movie, and they have to guess what type of movie it is. For example, mime laughing to elicit *comedy*, mime looking very scared to elicit *horror*, or mime riding a horse to elicit *western*. Ask students to say all of the movie types again and end the class.

UNIT 4 Lesson 1

- 1 Write.
- documentary
 - science fiction
 - drama
 - action movie

2 Read and write the movie types.

- MOVIE REVIEWS
- It's an exciting story about a cowboy! western
 - It's very, very funny! comedy
 - We sang, too! musical
 - There was a monster in a lake! horror

My Dictionary
Add the new words to your dictionary.



Lesson 1

This may also be completed for homework.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.



The **Language Lodge Page 13** may also be completed for homework.

Lesson 2 Grammar

Lesson Objective: Ask and answer questions in the past tense about going to the movies.
New Grammar: Who did you go with? When did you go? What did you see? Where did you go?
Vocabulary Review: action movie, comedy, horror, drama, science fiction, western, documentary, musical
Materials: Audio Track 23

Start the Class

Tell the class get in pairs. Write the beginning letters of the movie types on the board: W, S/F, D, C, M, H, D, A/M. Tell the pairs to write down the movie types as quickly as they can. Ask the first pair to finish to stand up and read their list.

1 23 Sing: Movie Fans.

Tell students they are going to read and listen to the song from Lesson 1 again. Play **Track 23**. Tell students to sing along, and play **Track 23** again.

Ask students to look at the lyrics and find and circle all the *wh-* question words. Write them on the board: *Who, When, What, Where*. Tell students to close their books, and try to say each of the four questions from the lyrics. Then tell students to only sing along with the questions. Play **Track 23** again.

Try This! Play **Track 23** again, but this time ask boys to sing the four questions and girls to sing the rest of the verses. Then have them switch roles.

2 Look at the Grammar Pass. Complete.

Ask students to look at the board and say the question words. Then you will repeat the question words. Ask *Is the song about the present or the past?* Elicit the *past*. Have students look at the Grammar Pass. Ask if they notice the word order of the questions. Have students read and complete the sentences. Check answers with the class.

3 Ask and answer about the movies.

Have two students read the example dialogue aloud. Have students work in pairs to ask and answer questions about going to the movies using the questions from the song. Walk around the classroom and help as needed. Have one pair demonstrate for the rest of the class.

4 Page 14 The Language Lodge

Have students flip to **The Language Lodge Page 14**. Have a volunteer read the Grammar Pass aloud.

1 Choose and complete.
 Have students look at the Grammar Pass. Tell students to use the words in the box to complete the questions. Ask students to check their answers with a partner.

2 Write questions.
 Model the activity by writing *Where/go* on the board and asking students to complete the question in the past tense. Then tell students to write the complete questions in their books, and check their answers with a partner.

Finish the Class

To finish the class, tell students to stand up. Explain that you are going to play a game. They have to do what you say, but they must not copy what you are doing. For example, say *Touch your nose!* while you are touching your ear. Students who copy what you are doing have to sit down. The last student standing is the winner.

Use the **Presentation Kit** for interactive activities in this lesson.

The Language Lodge Page 14 may also be completed for homework.

For additional class time, use **Pages 22 and 23** of the Skills Book. Go to **Page 169** in the *Happy Campers Teacher's Edition* for teacher notes for this lesson. You may also choose to assign these pages as homework.

UNIT 4 Lesson 1

1 22 Listen. Then echo.

2 23 Listen and number.

Movie Fans

3 Page 13 The Language Lodge

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Lesson 2

GRAMMAR PASS

Who did you go with?
 When did you go?
 What did you see?
 Where did you go?

1 23 Sing: Movie Fans.

Who did you go with?
 I went with my friend Sam!
 We saw a lovely musical,
 We watch them when we can!

When did you go?
 We went on Friday night,
 We went to see a horror film,
 It gave us such a fright!
 We saw a comedy,
 We laughed a lot until we cried,
 It was funny to see!

Where did you go?
 We went to Movie City,
 A science fiction movie played,
 The actress was so pretty!

2 Look at the Grammar Pass. Complete.

- Where did you go? Movie City.
- What did you eat? Pizza.
- Who did you go with? David.
- When did you go? Yesterday.
- We use *Where, What, When, Who + did* in questions about the past.

3 Ask and answer about the movies.

When did you go to the movies? I went yesterday.

4 Page 14 The Language Lodge

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Lesson 2

Lesson 2

GRAMMAR PASS

Who did you go with?
 When did you go?
 What did you see?
 Where did you go?

1 Choose and complete.

Where What Who When

- When did you go to the movies? Last weekend.
- Where did you go yesterday? To the park.
- Who did you go with? My cousins.
- What did you do last night? We watched TV.

2 Write questions.

- Where/go? Where did you go ?
- Who/go? Who did you go with ?
- When/go? When did you go ?
- What/see? What did you see ?

14 Student Book Page 33

This may also be completed for homework.

Lesson 3

THE HAPPY CAMPERS

1 Were they inside all day?

2 24 Read and listen.

1 What happened at the lake? Was Hamlet there?

Yes, he was. He ran after a lizard and into the water!

And now Patty is wet and grumpy!

That's not polite, Adam. That's rude!

3 25 Dictation! Listen and write. Then say.

- The girls weren't silly, they were serious.
- The girls were grumpy.
- Who was brave?
- He wasn't rude, he was polite.

4 Page 15 The Language Lodge

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Lesson 4

1 24 Listen again to **The Happy Campers**.

But Hamlet is scared of the water. Was he brave?

He was very brave!

Sounds like a great story for a comedy!

The girls look so serious. Were they scared?

Sue was when the lizard jumped on her head! Silly lizard!

2 Grammar Pass! Write questions.

- Hamlet was there. Was Hamlet there?
- He was brave. _____?
- They were scared. _____?

3 26 Listen and cheer!

Was he brave? Yes, he was!
Were they silly? No, they weren't!

CHEER BOX!

4 Page 16 The Language Lodge

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Lesson 3

1 Match.

- rude
 - serious
 - polite
 - brave
 - grumpy
 - silly
-

2 Complete with words from Activity 1.

- Rita is always happy. She's never grumpy.
- Danny is never rude. He's always polite.
- Terry and Sheila don't do silly things. They're very serious.
- Rob jumped into the lake and helped the boy. He's very brave.

My Dictionary

Add the new words to your dictionary.



This may also be completed for homework.

Lesson 3 Vocabulary in Context

Lesson Objective: Talk about emotions and conditions using past tense verbs.

New Vocabulary: serious, rude, polite, brave, grumpy, silly

Vocabulary Review: action movie, comedy, horror, drama, science fiction, western, documentary, musical

Materials: Audio Tracks 24 and 25, vocabulary flashcards with Lesson 3 emotions, a stuffed toy dog

Start the Class

5 min

Show the stuffed toy dog to the class and say that his name is Hamlet. Tell them that this is your toy, but that you always seem to lose it! Tell them to close their eyes and hide the toy somewhere in the classroom. Tell students to open their eyes. Ask *Where did Hamlet go?* Repeat once or twice.

1 Were they inside all day?

5 min

Tell students to look carefully at the comic strip illustrations, but not to read it yet. Ask *What is the dog's name?* and elicit *Hamlet*. Ask *Where did Hamlet go?* Elicit *In the water*.

2 24 Read and listen.

10 min

Have students read the comic strip as they listen to the audio. Play **Track 24**. Ask the class if their predictions in Activity 1 were correct. Play **Track 24** again, but this time pause after each frame and ask students questions about the comic strip, for example, *Did Hamlet run after a cat? Did he run into the ocean?*

Have students read the dialogue and underline adjectives. Say the words, write them on the board, and have students repeat. Check understanding of the new words by starting sentences and having students complete them with the appropriate word, for example, *I saw a horror movie and I was ... scared!* Tell students that the new words are describing words, or adjectives.

3 25 Dictation! Listen and write. Then say.

10 min

Tell students they will hear sentences and write what they hear. Play the first sentence of **Track 25** and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time

Finish the Class

5 min

Ask a student to come to the board and show them a vocabulary flashcard. Tell him or her to mime the adjective, for example, make a silly face for the word *silly*, for the rest of the class to guess. Repeat with the other flashcards.



Use the **Presentation Kit** for interactive activities in this lesson.



Have students use the **Happy Campers app** for additional practice with the new vocabulary.



The Language Lodge Page 15 may also be completed for homework.

Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about past activities.

New Grammar: Was he brave? Yes, he was. Were they surprised? No, they weren't.

Vocabulary Review: serious, rude, polite, brave, grumpy, silly

Materials: Audio Tracks 24 and 26

Start the Class

Energize students by telling them to keep standing after they come into class. Tell them that they can only sit down when they have said a word that begins with a letter that you say. Then say a letter. The first student to raise his or her hand and say a word beginning with that letter can sit down. Continue until all students are sitting.

1 Listen again to The Happy Campers.

Ask students to tell you what they can remember about the comic strip about Hamlet. Remind them about the lake and try to elicit some of the new vocabulary, for example, *brave*. Tell students they are going to listen to the comic strip again. Play Track 24 and have students read along as they listen.

2 Grammar Pass! Write questions.

Ask volunteers to read the first sentence and example question. Write the question on the board and ask students to notice how the word order changes in the question. Have students write the other questions. Check answers with the class.

Try This!

Make statements and have students ask you how you felt by using one of the new words, for example, *I missed the last bus home. Were you grumpy? I spoke to a police officer. Were you polite?* Then ask students to make statements.

3 Listen and cheer!

Tell students to listen to the cheer and read along in their books. Play Track 26. Tell students to say the

cheer without the audio. Then tell students to clap to the beat, and play Track 26 again. Tell students to tap their feet, and play Track 26 again. Then tell them to clap and tap their feet at the same time. Play Track 26 one last time and see if they can do it!

4 The Language Lodge

Have students flip to The Language Lodge Page 16. Have a volunteer read the Grammar Pass aloud.

1 Choose and complete.

Have students work in pairs. Tell them to use the verbs in the box to complete the sentences. Check answers with the class.

2 Complete.

Ask a student to read the example question. In pairs, have students complete the questions. Check answers with the class.

Finish the Class

Tell students they are going to play Swivel. Have students sit in chairs in groups of three. Tell students that the middle student in each group is going to turn left and then right but not get out of the chair—this is a swivel. Explain that when you clap your hands, the middle student should turn to the left and ask the student next to him or her a question about the past, such as *Were you rude yesterday?* The other student replies with a short answer, such as *No, I wasn't.* When you clap your hands again, tell the middle students to turn to the right and ask another question. Have students switch positions with their group members to change who sits in the middle.

Use the **Presentation Kit** for interactive activities in this lesson.

The **Language Lodge Page 16** may also be completed for homework.

Lesson 3

1 Were they inside all day?

2 Read and listen.



3 Dictation! Listen and write. Then say.

- _____
- _____
- _____?
- _____

4 The Language Lodge

Lesson 4

1 Listen again to The Happy Campers.



2 Grammar Pass! Write questions.

- Hamlet was there. Was Hamlet there ?
- He was brave. Was he brave ?
- They were scared. Were they scared ?

3 Listen and cheer!

Was he brave? Yes, he was!
Were they silly? No, they weren't!

4 The Language Lodge

Lesson 4

Lesson 4

GRAMMAR PASS

Was he brave?
Yes, he was.
Were they surprised?
No, they weren't.

1 Choose and complete.

was were wasn't weren't

- Were you at the lake yesterday?
No, we weren't. We were at the mall.
- Was Tina with you?
Yes, she was.
- Was Jake with you?
No, he wasn't. He was at home all afternoon.
- Were you polite to the director?
Yes, I was.

2 Complete.

- Was he at school yesterday? No, he wasn't.
- Was she polite to the teacher? Yes, she was.
- Were they grumpy last night? No, they weren't.
- Was he cold and wet? Yes, he was.
- Was she silly? Yes, she was.

This may also be completed for homework.

Lesson 5

Lesson 5

1 Who did Uncle Bob send a gift to?

Gary Mom frogs Andrea

2 27 Read and listen.

Uncle Bob's Jokes

Yesterday was Gary's birthday. He got a special gift from Uncle Bob. The gift box had a joke book, a water bottle, and a stone inside. It was an unusual gift, but jokes can be fun!

He opened the book and started reading a joke. It was called "How to Change Stones into Frogs!" It looked interesting. And Uncle Bob gave him all the things he needed to play the joke on his little sister, Andrea.

Gary and Andrea went into the yard. Gary put the stone in the gift box. Then he put the gift box next to the tree. He poured the water over the stone. "Close your eyes and count to 10, Andrea!" Gary said.

"OK!" Andrea said. She was very excited. She closed her eyes and counted to 10. Gary quietly took the stone out of the box, and put in a frog.

"Ready? OK, look!" Gary said. Andrea opened her eyes, and out jumped a big, fat frog. "Wow! A frog! That's amazing!" she said. "Now I'm going to try one of Uncle Bob's jokes!"



Lesson 5 Fiction Reading

Lesson Objectives: Read a fiction text to practice unit language.

Grammar Review: past tense verbs

Materials: Audio **Track 27**, an object wrapped several times in gift wrap or newspaper with a clue written on each layer

Start the Class

5 min

Ask students who their favorite comedians are or which movie or TV stars they think are funny. Tell the class that you think you are funny, and say *I think I'm funny!* Then tell them a simple joke, for example, *What is the best day to go to the beach? Sun-day, of course!* Tell students that they are going to read about a birthday and a joke.

1 Who did Uncle Bob send a gift to?

5 min

Tell students to look at the pictures. Elicit what is happening in each picture and pre-teach important vocabulary, such as *joke book*, *stone*, *frog*. Ask students to predict what the story is about. Write some of their predictions on the board.

Ask a student to read the question. Then have students scan the text to find the answer.

2 27 Read and listen.

20 min

Tell students to read and listen to the story. Play **Track 27**. Ask students if their predictions about the story were correct. Then ask students to tell you what Gary's joke was.

Put students in groups of five. Have students in each group take turns reading one paragraph of the story. Monitor and help with pronunciation and vocabulary.

Try This!

10 min

Have students read the text again, but this time ask a student to read the first sentence, the student next to him or her to read the second sentence, and so on. Continue until students have read the whole story sentence by sentence.

Finish the Class

10 min

Use the object wrapped in paper you prepared before class. For example, if the object is a stuffed toy elephant, the clues you provide could be one of the following: *I am an animal, I have big ears, I am gray, I am very big, or I have a very long nose.* Show the wrapped object to the class, and have students guess what it is. Give the object to a student and have him or her unwrap one layer of paper and read the clue. Tell students to guess what the object is again. Do not tell them if they are correct or not. Continue with other students until the object is completely unwrapped. Congratulate students who guessed correctly.



Use the **Presentation Kit** for interactive activities in this lesson.

Lesson 6 Reading Comprehension / Writing

Lesson Objectives: Identify specific information. Write about the joke.

Grammar Review: *wh-* questions in the past

Materials: Audio Track 27

Start the Class

Play a Chain Memory Game (see Page T 53) with birthday gifts.

Start the game by saying *I got a toy for my birthday.* Go around the class and have students continue the game.

1 27 Listen again to Uncle Bob's Jokes.

Ask students to tell you what they remember about the story in the last lesson.

Tell students to listen to the story again and read along. Play Track 27. Ask if they remembered the details correctly.

2 Answer the questions.

Ask a volunteer to read the questions. Tell students to read the text silently once again. Have students work in pairs to discuss and answer the questions. Once everyone has finished, have students share their answers with the class. Ask the rest of the class if they agree. For each answer, ask students to point to and say the evidence for their answers in the text.

3 Writing Time! Think of the joke that Gary played on Andrea.


Ask a volunteer to read the directions. Then have three students read the questions. Have students complete the questions individually. Then have them compare their answers with a partner. Tell students to share their answers with the class.


4 Write about the joke.

Tell students that they are going to write a paragraph about the joke that Gary played on Andrea. Tell them to use the information from Activity 3 to write their paragraphs. Walk around the classroom to monitor as students work and provide help as needed. When students have finished writing, encourage them to read their work, correct any mistakes, and rewrite a clean version of their paragraphs. Group students into pairs and have them read their paragraphs to each other. Encourage them to help their partners correct any remaining mistakes and to give positive feedback.

Finish the Class

Write a sentence from the story on a piece of paper. Tell students that they are going to play the Telephone Game. The game involves whispering a sentence from one student to the next without shouting or changing the sentence. First, divide the class in two groups and ask students to stand in two lines. Stand behind the lines (farthest away from the board) and show the last two students in each line the paper with the sentence from the story written on it. Tell them to whisper the sentence to the student in front of them, and so on. The students closest to the board will write the sentence they heard on the board. Read the sentence you wrote and ask students if it is exactly the same as the sentences on the board.

 Use the **Presentation Kit** for interactive activities in this lesson.

 For additional class time, use **Pages 24 and 25** of the Skills Book. Go to **Page 170** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

Lesson 6

Lesson 6

1 27 Listen again to Uncle Bob's Jokes.

2 Answer the questions.

1. When was Gary's birthday?

It was yesterday

2. Who sent Gary a gift?

Uncle Bob

3. What was the gift?

A joke book, a water bottle, and a stone

4. Did the stone change into a frog?

No, it didn't

3 Writing Time! Think of the joke that Gary played on Andrea.

1. What joke did he play? "How to Change *Stones* into *Frogs*!"

2. When did he do it?

He did the joke yesterday

3. Where did he do it?

He did it in the yard

4 Write about the joke.

Gary played a joke called *How to Change Stones into Frogs*.
(Students' own answers)



Lesson 7

Lesson 7

ON STAGE!

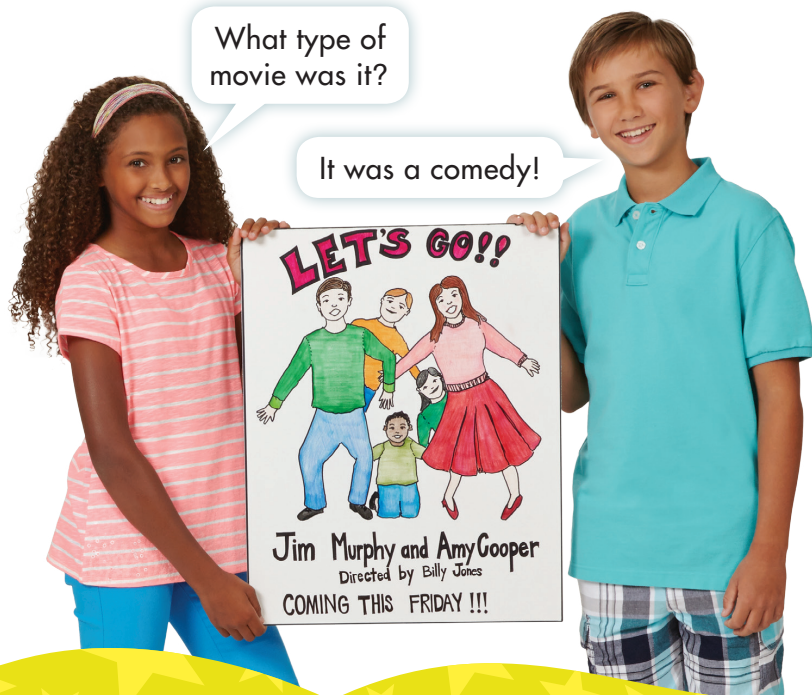
PROJECT:
Movie Billboard

1 Plan a Movie Billboard.

| | |
|-----------------------------|--------------------------|
| What type of movie was it? | (Students' own answers.) |
| Who was in it? | |
| Where was it? | |
| What happened in the movie? | |

2 Prepare a Movie Billboard.

3 On Stage! Present your Movie Billboard to the class.



Lesson 7 Creative, Collaborative, and Critical Thinking Activity

Lesson Objective: Plan, create, and present a Movie Billboard.

Vocabulary Review: action movie, comedy, horror, drama, science fiction, western, documentary, musical

Grammar Review: Who did you go with? When did you go? What did you see? Where did you go?

Materials: an example of a movie billboard, scissors, construction paper, pens, tape, pencils

Start the Class

Show students an example of a movie billboard. If you don't have an actual poster, find one on the Internet and print it. Ask students to look at the poster and identify the type of information it contains, such as a photo or illustration, the title of the movie, the movie stars, the director, and so on. Ask students if they have seen the movie and if they liked it. If they haven't seen it, ask *Would you like to see the movie?*

1 Plan a Movie Billboard.

Tell students that they are going to create their own Movie Billboards. Put them in groups, or ask them to get into their project groups if they have been assigned.

Ask a volunteer to read the questions in Activity 1. Tell groups to discuss and choose the movie they are going to make a Movie Billboard for. When they have chosen a movie, tell students to plan their Movie Billboards by answering the questions about it.

2 Prepare a Movie Billboard.

Ask volunteers to hand out the materials. Tell the groups to use the information from Activity 1 to prepare their billboards. Have them look at the billboard in the photo to give them an idea of what they need to do. Encourage them to decide how they are going to present the information and what each student in the group is going to do. When they have reached a decision, tell them to create their billboards. Monitor their work, particularly to make sure that every student in each of groups is participating equally; offer help and support when necessary.

3 On Stage! Present your Movie Billboard to the class.

Tell students to look at the photo of the girl and boy presenting their Movie Billboard. Tell two students to read the example dialogue.

Have each group take turns to come to the board to present their Movie Billboard. Tell the rest of the class to listen carefully so that they can ask any questions or give opinions at the end. Encourage applause at the end of each presentation.

Display the Movie Billboards around the classroom.

Finish the Class

Keep students in their groups. Tell them to imagine that they can go to one of the movies advertised on the billboards—but not their own! Give them two or three minutes to discuss and decide which movie they want to go to. Then ask each group to tell the class which movie they chose, and why.



Use the **Presentation Kit** for interactive activities in this lesson.

Lesson 8 Review

Lesson Objective: Review language from Unit 4.

Vocabulary Review: action movie, comedy, horror, drama, science fiction, western, documentary, musical, serious, rude, polite, brave, grumpy, silly

Grammar Review: Who did you go with? When did you go? What did you see? Where did you go? Was he brave? Yes, he was. Were they surprised? No, they weren't.

Materials: flashcards with the vocabulary words from Unit 4

Start the Class

Give students one minute to write down as many new vocabulary words from this unit as they can. Ask them to count their words and tell the class. The student with the most words is the winner. Have the winning student write his or her words on the board. Ask the other students to check spelling.

Divide the class into teams of three or four. Say one of the words on the board and ask students to write a correct sentence using the word as quickly as possible. Have them raise their hands as soon as they have written a sentence. Ask a volunteer from that team to read their sentence aloud. If it is correct, the team wins a point.

1 Spelling! Read the clues. Complete the puzzle.

Have students work in pairs. Tell them to look at the puzzle, read the clues, and write the words in the puzzle. To check answers, call out a clue number, such as 1 Down, and a volunteer to say the answer.

2 Write questions.

Ask a volunteer to read the sentences on the right side of the page. Explain to students that they have to write the questions. Model the first one with the class to make sure everyone understands what to do. Then have students work individually to write the questions. Check answers with the class.

Dictate a few similar sentences, but use students' names in order to personalize the activity, for example, (Gabriel) played tennis yesterday. Ask students to ask the question: Did (Gabriel) play tennis yesterday?

Use the **Presentation Kit** for interactive activities in this lesson.

For additional class time, use **Pages 26 and 27** of the Skills Book. Go to **Page 171** in the Happy Campers Teacher's Edition for teacher notes for this lesson. You may also choose to assign these pages as homework.

Lesson 8

Round Up!

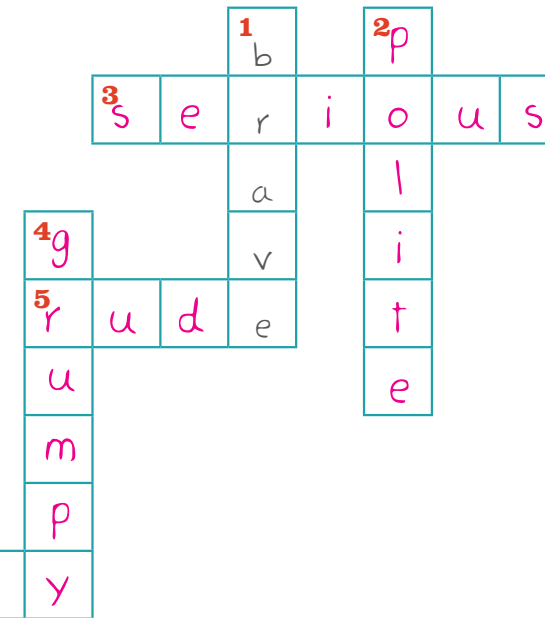
1 Spelling! Read the clues. Complete the puzzle.

↓ Down

- The movie hero was _____.
- Amy says please and thank you. She's _____.
- He's not happy. He's _____.

→ Across

- She looks _____. She's not smiling.
- They're not polite. They're _____.
- The comedy was funny and _____.



2 Write questions.

- _____? I went last Saturday.
- _____? They played soccer.
- _____? He drank soda.
- _____? It was on the table.
- _____? It was a sweatshirt.

3 Word Play! Find and circle the words from Unit 4 on Page 72.