

# Photocopiable Resources

## Macmillan Children's Readers Worksheets and Teacher's Notes

### **Contents**

Lights, Camera, Action! Worksheet 1

Lights, Camera, Action! Worksheet 2

Lights, Camera, Action! Worksheet 3

Lights, Camera, Action! Worksheet 4

Worksheets Answer Key

Teacher's Notes

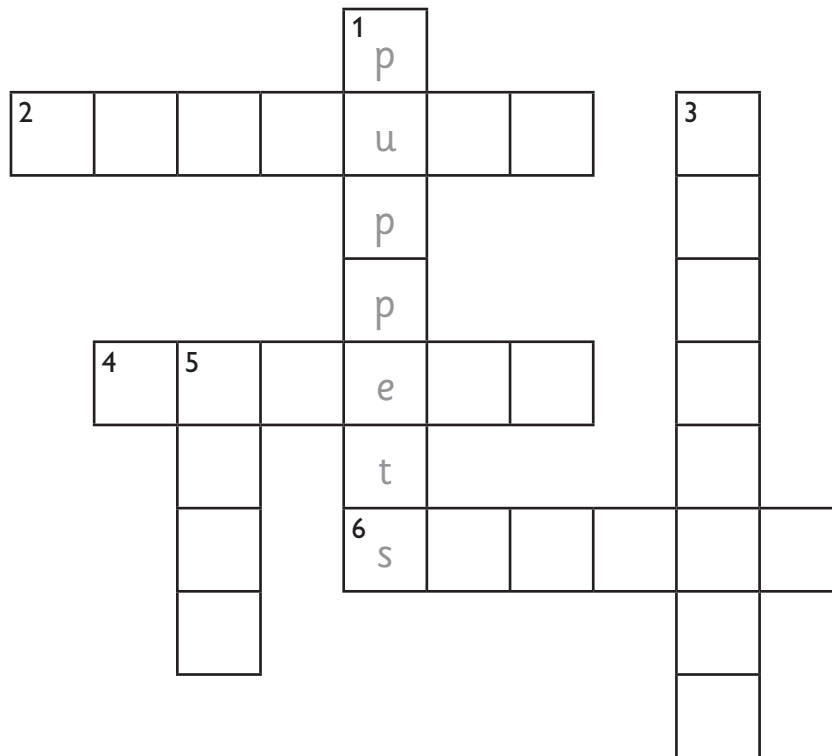
Kerry Powell

Name: \_\_\_\_\_

Class: \_\_\_\_\_

# Lights, Camera, Action! Worksheet 1

## 1 Complete the crossword.



- 1 Some shadow puppets are over two thousand years old.
- 2 That actress is wearing a beautiful \_\_\_\_\_.
- 3 The \_\_\_\_\_ makes a film and tells the actors what to do.
- 4 You watch a film on a cinema or TV \_\_\_\_\_.
- 5 The film \_\_\_\_\_ help to make a film.
- 6 The cameraman \_\_\_\_\_ the actors when they are acting.

## 2 Match the two halves of each sentence.

- |                        |   |
|------------------------|---|
| 1 A scriptwriter       | a help us to imagine a different time or place. |
| 2 Actors and actresses | b use models or pictures on computers.          |
| 3 Costumes             | c rehearse before the cameraman films them.     |
| 4 Stunt people         | d writes the screenplay.                        |
| 5 Animations           | e replace actors to do a dangerous scene.       |

PHOTOCOPIABLE

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Lights, Camera, Action! Worksheet 2

### 1 Answer the questions.



- 1 Look at page 2. Do you like these shadow puppets?  
\_\_\_\_\_
- 2 Look at page 5. Do you think this stunt is dangerous?  
\_\_\_\_\_
- 3 Look at page 6. Do you like the costumes?  
\_\_\_\_\_
- 4 Look at page 7. Do you like films with special effects?  
\_\_\_\_\_
- 5 Look at page 10. Do you like going to the cinema?  
\_\_\_\_\_

### 2 Read *On Location* again. Match the expressions with the same meaning.

- |              |                                    |
|--------------|------------------------------------|
| 1 OK.        | a There's a problem.               |
| 2 I need to! | b It isn't possible.               |
| 3 Oh no!     | c It's fine.                       |
| 4 Wow!       | d It's brilliant.                  |
| 5 No way!    | e It is very important to do this. |

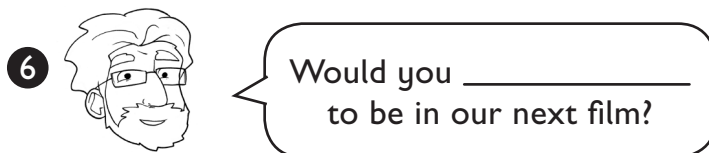
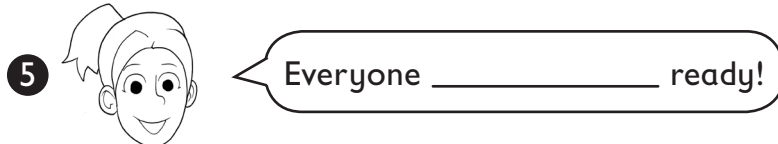
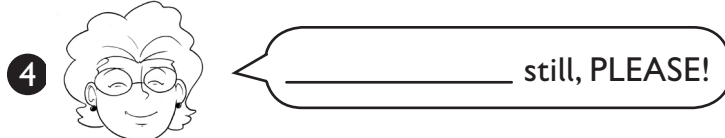
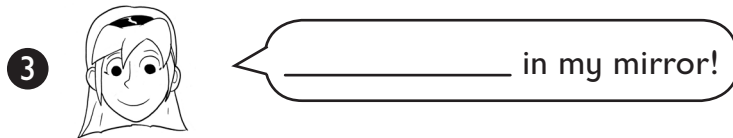
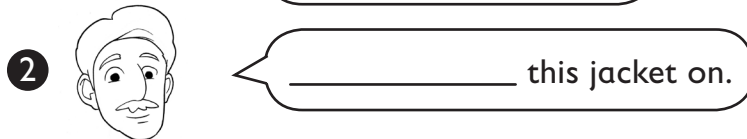
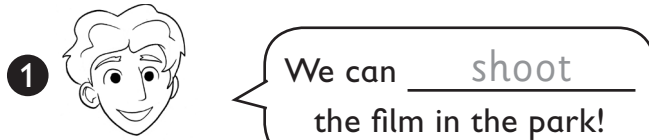
Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Lights, Camera, Action! Worksheet 3

### 1 Complete the speech bubbles.

~~shoot~~ like Look Try Sit get



### 2 Read *On Location* again. The underlined words are incorrect. Write the correct word.

- 1 The children are making a play for the school concert. film
- 2 They decide to shoot the film in the school hall. \_\_\_\_\_
- 3 Charlie's costume is very big. \_\_\_\_\_
- 4 Ben's mobile phone isn't working. \_\_\_\_\_
- 5 An actor comes over to help Ben. \_\_\_\_\_

PHOTOCOPIABLE

Name: \_\_\_\_\_

Class: \_\_\_\_\_

## Lights, Camera, Action! Worksheet 4

1 Read *On Location* again. Circle the correct answers.

- |  |             |             |
|--|-------------|-------------|
| 1 Who helps Charlie with his costume?              | Mrs Hill    | Mr Phillips |
| 2 Whose idea is it to call the film 'On Location'? | Anna's      | Ben's       |
| 3 Who sets up the camera?                          | Charlie     | Ben         |
| 4 Who helps them with a problem?                   | a cameraman | an actor    |
| 5 Who plays Mary-Anne Barlow in 'On Location'?     | Vicky       | Anna        |
| 6 Who thinks the children are very talented?       | a cameraman | Mary-Anne   |

2 Circle the 5 differences. Write the sentences under the correct pictures.

<p><del>There is a small piece of paper.</del> There is a clock on the wall. Anna is holding a pencil. There is a camera in the classroom. The teacher is next to the children.</p>	<p><del>There is a big piece of paper.</del> There are posters on the wall. Anna is holding a ruler. There isn't a camera in the classroom. The teacher isn't next to the children.</p>
---	---



There is a big piece of paper.

---

---

---

---



There is a small piece of paper.

---

---

---

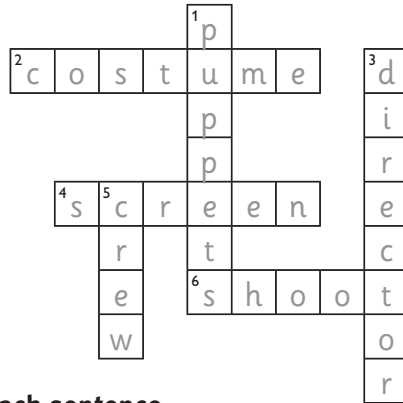
---

# Worksheet Answer Key

## Lights, Camera, Action!

### Worksheet 1

1 Complete the crossword.



2 Match the two halves of each sentence.

1 d, 2 c, 3 a, 4 e, 5 b

### Worksheet 2

1 Answer the questions.

Children's own answers.

2 Read *On Location* again. Match the expressions with the same meaning.

1 c, 2 e, 3 a, 4 d, 5 b

### Worksheet 3

1 Complete the speech bubbles.

1 shoot, 2 Try, 3 Look, 4 Sit, 5 get, 6 like

2 Read *On Location* again. The underlined words are incorrect. Write the correct words.

1 film, 2 park, 3 small, 4 camera, 5 A cameraman

### Worksheet 4

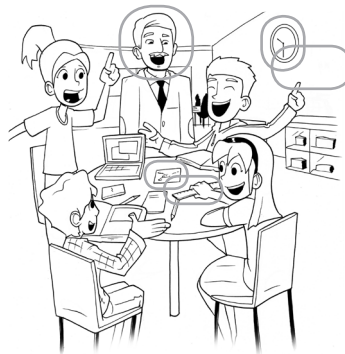
1 Read *On Location* again. Circle the correct answers.

1 Mr Phillips, 2 Anna's, 3 Ben, 4 a cameraman, 5 Anna

2 Circle the 5 differences. Write the sentences under the correct pictures.



There is a big piece of paper.  
There are posters on the wall.  
Anna is holding a pencil.  
There is a camera in the classroom.  
The teacher isn't next to the children.



There is a small piece of paper.  
There is a clock on the wall.  
Anna is holding a ruler.  
There isn't a camera in the classroom.  
The teacher is next to the children.

# Teacher's Notes (1 of 3)

## Lights, Camera, Action!

### Subject links

Drama, Music, Science and Technology

### Before reading

- 1 The topic of the Reader is the cinema, and in particular how films are made. In the children's own language (L1) ask pupils to discuss the subject.
- 2 Write the word 'cinema' on the board. Ask the children to think on their own about the things that they associate with the cinema, e.g. films they have seen, famous actors and actresses, etc. Then ask them to work in small groups and to share their ideas.
- 3 In pairs or groups, ask the children to draw a mind map about the cinema. They should put the word 'cinema' in the centre of their mind map and organize their information into topics such as people in the cinema, film genres, things that you need to make a film, etc. You may like to put the mind maps up on the classroom walls.

### Cover

Ask the children to look at the front cover of the Reader. Ask: *What can you see? Who are the people? What are they doing? Where are they?* Explain the phrase 'Lights, Camera, Action!'

### Contents page

- 1 Ask the children to turn to page 1 in the Reader. Ask: *What is on this page? Are these topics in your mind map?*
- 2 Ask the children where they can find out information about different topics. Ask: *Which page tells us about actors' clothes? Which pages tell us about cinema in different countries? etc.*
- 3 In L1, ask the children if there is anything they would like to know about the cinema. Ask them to write down their questions. Put these questions on the board. Ask the children if they can answer any of them in L1 before they start the Reader.

## The factual section

### Photo description

- 1 Choose a photo from the Reader and introduce the following phrases to indicate things in the photo: *at the top/bottom, on the left/right*.  
Then ask the children to work in pairs. The children choose a photo in the reader and tell their partner about it, using the phrases that they have just learnt. The other child listens and tries to find the photo.
- 2 Ask the children to find a page with two photos and then to compare the photos. You may wish to put the following phrases on the board: *In my photo, there is/are, This photo shows ... , This photo has got ... (people) in it.*

### Using the text

- 1 Put new words and phrases up on a wall to make a 'word wall'. As you go through the Reader, keep adding new words and phrases to the wall.
- 2 Encourage the children to make flash cards of words to do with cinema equipment, people in the cinema, etc. Assign different topics to different groups of children.
- 3 Encourage groups or pairs of children to find out more about the different topics in the Reader, such as make-up, special effects and film festivals, and to present information to the rest of the class. They could present the information in different ways, such as a Powerpoint™ presentation or a poster.
- 4 Go back to the questions that the children wrote when they looked at the contents page. Ask: *Which questions can you answer now?*

## Teacher's Notes (2 of 3)

### The story

#### Before reading

- 1 Look at the title page and ask the children to predict what the story might be about. How might it be linked to the factual pages?
- 2 Ask the children to brainstorm what they would need to make a film at school. Encourage them to look back over the factual pages and Picture Dictionary for ideas.

#### While reading

- 1 As they read, ask children to think of any questions they would like to ask the different characters in the story. Ask them to imagine the characters' answers.
- 2 Ask children what different characters might be thinking or feeling at different points of the story.
- 3 Ask the children to act out or mime scenes from the story.

### After finishing the Reader

#### Project work

- 1 Ask the class to create their own video film (or play, if there is no school camera available).
  - Write the two lines that we read from Anna's screenplay on the board.  
Anna: 'Wait, Sunil! Please don't go.'  
Charlie: 'I need to, Mary. My life is in danger.'
  - In L1, discuss the different contexts where these words might be used. Ask groups of children to write their own one-minute screenplay or play, using these lines as the start.
  - The children then write and perform their scripts. This may involve delegating different tasks to different children, such as asking one member of each group to be the director and one to operate the camera.
  - Work with other teachers in order to help the class produce their play or video film. Encourage children to rehearse before they perform or film their script.
- 2 Ask the children to make a programme leaflet for their film or play, which includes the names of everyone involved, together with a summary of the story.
- 3 Examine real theatre tickets with the class. The children can then design their own tickets for their play.

#### Cross-curricular activities

Explore links to other curriculum areas, such as Art and Craft, Music, Design and IT. Possible cross-curricular activities might include the following:

- designing the scenery for a play
- making and presenting a shadow puppet show
- composing the music or making the sound effects for a film

### Using the picture dictionary

- 1 Encourage pairs of children to play guessing games with the picture dictionary. For example, one child describes the picture and the other guesses the word. The words could be revised through a game of *hangman*.
- 2 The children could produce flashcards for words in the picture dictionary, using the words and their own drawings or photos from the internet.
- 3 The children could use an online crossword-maker program to make their own crosswords, using some of the words from the picture dictionary.

### Using the activities and worksheets

The activities and worksheets focus on vocabulary, spelling and reading comprehension tasks. The children will need to refer back to the Reader.



## Teacher's Notes (3 of 3)

### Activities answer key

#### 1 Find, circle and write the words.

1 actor, 2 subtitles, 3 popcorn, 4 award, 5 cameraman, 6 wig

#### 2 Look at the pictures and complete the sentences.

1 screenplay, 2 costume, 3 make-up, 4 camera

#### 3 Find photos of these things in the book and write the page.

1 (shadow puppets) page 2

2 (stunt people) page 5

3 (special effects) page 7

4 (subtitles) page 9

5 (awards) page 9

6 (the audience) page 10

#### 4 Who says it? Match two sentences to each person.

1 c, 2 a, 3 b, 4 c, 5 a, 6 b

#### 5 Complete the sentences.

1 teacher, 2 actress, 3 cameraman, 4 scriptwriter and director

#### 6 Write and find the secret word.

1 actress, 2 location, 3 puppet, 4 wig, 5 popcorn, 6 stunt

Secret word: action

#### 7 Cross out the wrong word or words in each sentence.

The incorrect answers are:

1 In (The children call the film '*On Location*'.)

2 costumes (First the children think of the *story*.)

3 screenplay (There is a *list* on the school noticeboard.)

4 big (Charlie's jacket is very *small*.)

5 rehearse (The children want to *film* in the park.)

6 can't (The cameraman *can* help the children.)

7 director (Mary-Anne Barlow is a famous *actress*.)

8 excited (She thinks the children are very *talented*.)

#### 8 Colour at the costume below. Draw a picture of a costume from your favourite film. Colour it.

Children's own answers.

#### 9 Tick FOUR things you need to make a film.

a camera, a screenplay, actors, costumes