

Going to the Movies

Overview

The children will:

- use critical thinking skills to identify movie types.
- talk about activities they have/haven't done.
- read, understand, and act out a story.
- talk about movie professions.
- ask and answer questions about movies they have/haven't seen.
- find out about how an animated movie is made.
- make a flip-book movie.

Key Vocabulary

Movie genres: action, animation, comedy, fantasy, horror, musical, romance, science fiction

Movie professions: artist, camera operator, composer, designer, director, sound engineer, stylist, writer

Key Grammar

- I've seen (every movie in town).
- We haven't met (Justin Drake).
- Have you seen (*Valley of the Vampires*) yet?
- No, I haven't seen it yet.
Yes, I've already seen it.

Reading Skills

Story: *The House at the End of the Road*

Genre: scary story

Literacy Development

- predict story content from title and pictures
- interpret and personalize the theme of the story
- find words and pictures that make a story scary

Functional Language

- Hey, how about ...ing ... ?
- Cool! What about ... ?
- Yes! This one looks great!

Spelling

Jobs ending in *-er, -or, -ist*

CLIL: Art—How animated movies are made

The children find out how to make an animated movie.



Competency Focus

The children will:



use critical thinking skills to identify movie types. (Lesson 1)

predict the content of a story. (Lesson 3)

identify and talk about professions in the movie industry. (Lesson 5)



apply new grammar to previously learned vocabulary. (Lesson 2)

talk about whether they have seen a movie. (Lesson 6)



work in threes to act out a dialogue. (Lesson 3)

present their flip-book movie to the class. (Lesson 8)



personalize the story by thinking of their own feelings when reading a scary story. (Lesson 4)

evaluate their own progress in the chapter. (Review)



develop cultural understanding by finding out about animation movies. (Lesson 7)

Digital Overview

Presentation Kit

Projectable Student Book, Activity Book, and Reader pages

- Vocabulary Tool 4A: Movie genres
- Vocabulary Tool 4B: Movie professions
- Music Video 4: *We're Making a Movie!*
- Interactive versions of selected SB and AB activities
- Integrated *Audio* and *Answer Key* for all activities

Teacher's Resource Center

Resources for planning, lesson delivery, and homework

- Class Planner Chapter 4
- Worksheets to print out (including notes and answers):
 - Grammar Worksheet 4A: I've seen ... We haven't met ...
 - Grammar Worksheet 4B: Have you seen ... yet?
 - CLIL Graphic Organizer 4
 - Test Chapter 4
- Test Generator
- Literacy Handbook

Student's Resource Center

Resources for consolidation and practice at home

- Interactive Grammar 4A: I've seen ... We haven't met ...
- Interactive Grammar 4B: Have you seen ... yet?
- Vocabulary Tool 4A: Movie genres
- Vocabulary Tool 4B: Movie professions
- Music Video 4: *We're Making a Movie!*

Student's App

Vocabulary games: Movie genres and movie professions

Watch the Music Video



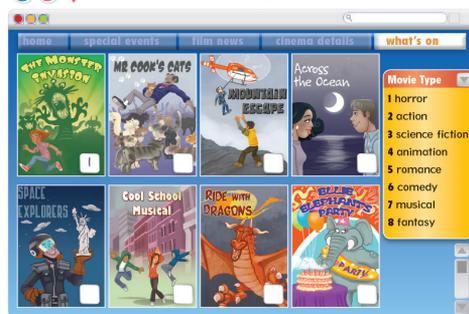
Vocabulary

Lesson objectives: identify and talk about movie genres

Key vocabulary: action, animation, comedy, fantasy, horror, musical, romance, science fiction

Materials: Class CD

1 Listen and number. Then say.



2 Ask and answer.

What type of movie is Space Explorers?

Science fiction.

3 What type of movie do you like? Write a list.

- 1 comedy
2 musical
3 animation

Warmer: I remember

Ask *What was the last movie you saw? Did you like it? What happened?* Elicit responses.

1))) 1.31 Listen and number. Then say.

- Have the children look at the movies on the website. Ask *Which movies would you like to see?*
- Play the CD twice. The children listen and point.
- Then they write the number of the movie type by the correct DVD picture. Elicit answers.
- Say the new words for the children to repeat.

Audioscript

Sara: Dad's taking us to the movies tonight. What movie do you want to see?

Josh: What about *The Monster Invasion*? It's a horror movie about alien monsters. It looks cool!

Sara: I am NOT going to a horror movie. I feel scared. How about *Mr. Cook's Cats*? It's funny. It's a comedy. You'll laugh.

Josh: No. We saw a comedy last week. There's a new action movie on—*Mountain Escape*.

Sara: I don't want to see an action movie. Let's go and see *Across the Ocean*. It's about two people who live on different sides of the world. They fall in love by writing to each other.

Josh: No, not romance! *Space Explorers* sounds good.

Sara: But it's science fiction. I don't like movies about the future and other planets.

Josh: How about *Cool School Musical* then? It's about a group of kids in New York who start their own dance school. It has a lot of songs and dancing.

Sara: Um, I don't like musicals. So how about *Ride with Dragons*?

Josh: But you don't like stories about other planets! *Ride with Dragons* is a fantasy movie about magical animals. They're in another world ...

Dad: I got tickets for *Ellie Elephant's Party*.

Sara: That's an animated movie, Dad!

Josh: Animated movies are for little kids!

Answers

1, 6, 2, 5; 3, 7, 8, 4

2 Ask and answer.

- Read the example question and elicit the answer. Have the children ask and answer about the movies in Activity 1 in pairs.
- Invite children to ask a question for the whole class to answer without looking in their books.

3 What type of movie do you like? Write a list.

- Have a child read the example list. Say your own list, making it clear that you like number 1 most of all.
- Have the children list their three favorite movie types in their notebook. They then compare their lists in small groups and discuss. Elicit responses, along with examples of movies in each category.

Answers

Children's own answers.

Optional activity: Movies

Brainstorm movies titles and write them on the board. Have the children in pairs take turns saying the name of a movie and its type.

Chapter 4 Going to the Movies Lesson 1

1 Write the words.

horror action comedy science fiction
animation romance musical fantasy

1 2 3 4 5 6 7 8

2 Complete the reviews with the correct movie type.

DVD REVIEWS

1 The Runaway Car .....comedy..... You'll laugh at this funny story about a car that comes to life!	4 Faid-a-rama Different foods come to life – they move and talk! A fun-filled movie for all the family!
2 Orbit 3000 Astronauts travel around the galaxy, fighting against dangerous aliens.	5 Frankenstein Comes Back The monster wakes up in 2020 and scares people in a big city.
3 Across the World A boy and a girl in different countries. They meet, they talk, they fall in love!	6 Dance City A small US town comes to life when a school for dance opens. Great music and songs!

3 Choose and categorize the movie types in your notebook.

movie types I like
movie types I don't like

children like them
adults like them
everyone likes them

funny
exciting
other

1 Write the words.

The children label the DVDs with the movie type, using the words supplied. Elicit answers.

Answers

1 horror 2 animation 3 comedy 4 science fiction 5 fantasy
6 romance 7 musical 8 action

2 Complete the reviews with the correct movie type.

The children write the movie types. Elicit answers. Ask which movie they would like to see and why.

Answers

1 comedy 2 science fiction 3 romance 4 animation
5 horror 6 musical

3 Choose and categorize the movie types in your notebook.

Elicit an example for each category listed. Ask *Which categories would you choose?* Elicit ideas, prompting children to give a reason for their choice. The children choose a pair of categories and list the words in their notebook, then compare with a friend.

Answers

Children's own answers.

Cooler: Play "The Chain Game"

Divide the class into groups of six. Model the game. Say *I like horror movies*. Have a child say *The teacher likes horror movies and (e.g.) I like action movies*. The next child repeats the whole sequence, then adds a new detail. Have the children play the game in groups in this way. If a child makes a mistake or cannot think of a detail to add, the chain starts again.

Competency Focus**Think! Critical Thinking**

The children use critical thinking skills to identify movie types by using visual clues and processing the written and spoken forms.

Presentation Kit • Play Vocabulary Tool 4A to pre-teach key vocabulary as an alternative to the critical thinking approach. Use *Slideshow* to introduce the words and *Flash* to test.

- Choose *Hotspots* and the Navigation Pane buttons to access *Audio* and *Answer Key*, and view which activities are interactive.
- **TIP** Most *Audioscripts* appear on the SB page. If they don't, choose the arrow on the *Audio* pop-up to show them.
- **TIP** Choose *Help* at any time to access FAQs on using the materials.

Grammar

Lesson objective: talk about activities they have/haven't done

Key grammar: *I've seen (every movie in town). We haven't met (Justin Drake).*

Secondary language: actor, movie theater, studio

Materials: Class CD; Grammar Worksheet 4A [TRC printout] (optional)

Lesson 2

1 Listen and read. Then complete the chart.

Star Letter This week's star letter is from Aniela Nowak. Aniela is the new girl in 10th Grade at Green Lane High. She is from Poland. She's seen a lot of movies!

Dear Movie Stars Magazine,

I've been to the movie theater 208 times. I love comedy — I've seen 32 comedies. My favorite was *Pet Party*. Animation and action movies are great, too. I've watched 20 animated movies and 25 action movies. I don't like horror movies though. I haven't watched many horror movies — only one! My favorite movies are science-fiction movies. I've watched 10! I often watch them with my brother. We love the actor Justin Drake. We've watched every movie he's made. We've bought all the DVDs. We've visited West Coast Studios, where all his movies are made. We've written to him many times, but we haven't met him. I'd really like to meet him one day!

Aniela



comedy	horror	animation	science fiction	action movies
32				

2 Match for Aniela. Then write for you.

1 I've been to the movie theater 208 times. a but we haven't met him.
 2 I've never liked horror movies. b every movie Justin Drake has made.
 3 We've watched 20 animated movies and 25 action movies. c movie theater 208 times.
 4 We've written to Justin Drake. d horror movies.

I've
 I haven't

3 Talk to a friend about the types of movies you've seen.

I've seen two comedies. I haven't seen any comedies. I've seen a musical.

Grammar Central

I've seen every movie in town. We haven't met Justin Drake.

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Warmer: Play "The Shark Game"



Play the game with *animation* and *fantasy* (see Games Bank p. 222).

1 1.32 Listen and read. Then complete the chart.

- Elicit the name of the magazine. (*Movie Stars Magazine*) Ask *Do you read any magazines? What are they about?*
- Play the CD. The children listen and read along. They complete the chart. Elicit answers.
- Play the CD again. Ask questions, e.g. *Where's Aniela from? (Poland) How many times has Aniela been to the movie theater? (208 times) What's her favorite comedy? (Pet Party) Does she like horror movies? (No, she doesn't.)*

Answers

comedy—32, horror—1, animation—20, science fiction—105, action movies—25

2 Match for Aniela. Then write for you.

- Read the example. Have the children match the sentence halves. Elicit answers.
- Then the children complete the sentences about movies they have/haven't seen. Give an example if necessary.

Answers

1 c 2 d 3 b 4 a

Children's own answers.

Grammar Central

I've seen every movie in town. ...

Have the children look at the patterns. Point out how the present perfect is formed: *the verb to be + the past participle*. (e.g. *I've seen*) Ask *Do we know when she saw the movies? (no)* Elicit that we use the present perfect to talk about past experiences at an unspecified time or things that we have not done yet. Elicit children's experiences, e.g. *I've swum in a lake. I haven't traveled by plane.*, etc.

See also the **Grammar Reference** sections in the Student Book (p. 100) and Activity Book (p. 99) for further explanation and practice.

3 Talk to a friend about the types of movies you've seen.

- Have two children read the example dialogue.
- Divide the class into pairs to talk about movies they have/haven't seen.
- Have children say their sentences aloud for the class. Have a show of hands for each movie using *Who's seen it? Who hasn't seen it?*

Optional activity: What have you done this week?

Say *This week, I've been to the movie theater*. Have the children work in pairs telling each other what they have done this week. Ask children to report to the class what they have done. Write the activities on the board. Have a class vote on which activity is the most popular.

Lesson 2

1 Find, read, and circle.

1 I've seen / I haven't seen a lot of comedies.

2 I've watched / I haven't watched a horror movie.

3 I've met / I haven't met my favorite actor.

4 I've written / I haven't written a story book.

5 I've been / I haven't been to New York.

2 Complete. Use the correct form of the present perfect.

1 be I haven't been to New York before – it's great! 2 visit
a lot of different places. Central Park is fun! 3 watch
the people skating but 4 try it yet!

The stores are great. 5 find a fantastic music store.

6 buy some new CDs of my favorite singer – Lulu Lopez.

3 Write a letter to the movie magazine Super Stars. Use the present perfect.

Dear Super Stars,
I've seen I don't like
I haven't
My favorite star is I
but I

1 Find, read, and circle.

The children look at the pictures and complete the sentences by circling the correct verb form in each pair.

Elicit answers.

Answers

1 I've seen 2 I haven't watched 3 I've met
4 I haven't written 5 I've been

2 Complete. Use the correct form of the present perfect.

The children complete the letter with the correct form of the verbs. Elicit answers.

Answers

1 I haven't been 2 I've visited 3 I've watched 4 I haven't
tried 5 I've found 6 I've bought

3 Write a letter to the movie magazine Super Stars. Use the present perfect.

Read out the prompts in the letter and elicit ideas. The children complete their letter individually. Have children read their letter to the class.

Answers

Children's own answers.

Cooler: Play "Disappearing Words"



Play the game with *horror, action, science fiction, animation, romance, comedy, musical, fantasy* (see Games Bank p. 222).

Competency Focus



Learn

The children develop learning strategies by recognizing and applying language patterns. They show their understanding of previously acquired vocabulary and use it in a new context.

Presentation Kit • Have children write answers to AB Activity 2 on the board using *Pen*, before you use *Answer Key*. Use *Eraser* to clear and repeat with a few different children.

• **TIP** You can move the *Answer Key* pop-up window around the screen to have the activity and the answers side by side.

Teacher's Resource Center • For extra grammar practice, print out Grammar Worksheet 4A.

Student's Resource Center • The children can use Interactive Grammar 4A at home.

Reading: Story Extract

Lesson objectives: make suggestions; predict story content from title and pictures; read the extract from *The House at the End of the Road* (middle)

Functional language: *Hey, how about ...ing ... ? Cool! What about ...? Yes! This one looks great!*

Secondary language: *neighbors, performance, script, spiderwebs, vampire*

Materials: Class CD

Lesson 3
Tell Me a Story

1 Listen and read. Then act out.

Hey, how about watching a movie?

Cool. What about a scary movie?

Yes! This one looks great.

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The House at the End of the Road

1 Hello? Is anyone home?

2 Look! There are candles. I think there are people here.

3 This place looks like something out of a horror movie!

4 We haven't been upstairs yet.

5 I think someone's up there. How about going upstairs? Or are you scared?

6 Tom and Sadie climbed the stairs. There were spiderwebs everywhere.

7 They haven't cleaned this place! Look at all these spiderwebs.

8 Are you scared yet?

9 Not I like scary movies.

2 Look at the story. What kind of story do you think this is?

fantasy ACTION horror
SCIENCE FICTION comedy

Circle the adjectives.

scary new old
nice light dark
funny clean dirty

3 Listen and read. Answer the questions.

1 Why do Tom and Sadie think there are people in the house?

2 Where are Tom and Sadie going?

3 What does Sadie see on the stairs?

4 Who do you think is in the house?

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Warmer: Play "Tic-Tac-Toe"



Play the game using *see, watch, find, like, buy, be, write, visit, meet* (see Games Bank p. 222). To win a square, a child has to ask a *Have you ever ...?* question with the past participle of the verb shown.

Functional language

1))) 1.33 Listen and read. Then act out. 🗣️

- Have the children look at the picture. Ask *What is Felicity holding?* (a movie)
- Play the CD. The children listen and read along.
- Play the CD again, pausing for the children to repeat.
- Divide the class into groups of three. They act out the dialogue. Encourage them to substitute different kinds of movies.

➡️ Before reading

2 Look at the story. What kind of story do you think this is? Circle the adjectives. 🧠

- Have the children read the title of the story and look at the pictures. Ask *What kind of story is it?* Elicit ideas with reasons. (*The extract makes it look like horror.*)
- The children look at the the adjectives and circle the ones which describe the story. Elicit answers.

Answers

scary, old, dark, dirty

3))) 1.34 Listen and read. Answer the questions.

- Play the CD. The children listen and read along.
- Give time for the children to read the questions and write their answers. Play the CD again for them to check.
- Elicit answers.

Answers

1 They think there are people because there are candles in the house. 2 Tom and Sadie are going upstairs. 3 Sadie sees spiderwebs on the stairs.

4 Who do you think is in the house?

- Have the children write who they think is in the house. Elicit ideas including reasons but do not confirm. Say they will have to read the story to find out.

Answers

Children's own answers.

Lesson 3
Tell Me a Story

1 **Unscramble and write. Then act out, changing the underlined word.**

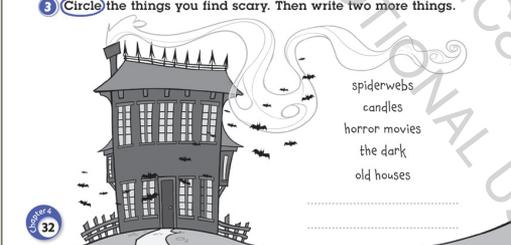
about / a / Hey, / movie? / watching / How / [name].
.....
movie. / Cool. / watch / a / Let's / scary
.....

2 **Read the story in your Student Book. Circle yes or no.**

1 Tom and Sadie are visiting friends. yes / no
2 Tom thinks there are people in the house. yes / no
3 The house is very dirty. yes / no
4 Sadie is scared to go upstairs. yes / no
5 Tom and Sadie have seen people in the house. yes / no

3 **Circle the things you find scary. Then write two more things.**

spiderwebs
candles
horror movies
the dark
old houses
.....
.....



1 Unscramble and write. Then act out, changing the underlined word.

Divide the class into pairs to unscramble and write the lines of dialogue, then act it out, changing the underlined words. Have pairs act out for the class.

Answers

Hey, [name]. How about watching a movie?

Cool. Let's watch a scary movie.

2 Read the story in your Student Book. Circle yes or no.

Read the example and elicit why the answer is no. (*They don't know if there is anyone in the house.*) The children read the Student Book story extract again and circle *yes* or *no* for each sentence. Elicit answers, including the correct versions of the no statements.

Answers

1 no 2 yes 3 yes 4 no 5 no

3 Circle the things you find scary. Then write two more things.

The children circle the things they find scary, and add two more things that they are afraid of. Elicit answers.

Answers

Children's own answers.

Cooler: Free-time activities

Brainstorm things children enjoy doing in their free time, e.g. *watching movies/television, playing computer games/soccer/tennis, visiting friends*, etc. Write these activities on the board as prompts for the children to make up new dialogues along the lines of the one in Activity 1. Have pairs perform their dialogues for the class.

Competency Focus

Collaborate and Communicate

The children act out an authentic dialogue together, putting into practice the functional language.

Think! Critical Thinking

The children apply reading skills (exploiting pictures and text clues) to understand the story.

Presentation Kit • At the end of the lesson, use *Mask* to hide the SB Activity 1 speech bubbles. Elicit the dialogue, uncovering one speech bubble at a time to confirm. Use *Highlighter* on *scary* and elicit Cheng's question with a different adjective.

- To give feedback on AB Activity 3, have a child use *Pen* to circle the things they find scary and then write another item. Elicit who agrees each time with a show of hands. Repeat with children who have different ideas.

The House at the End of the Road



1 There was an old house in Tom and Sadie's neighborhood.

Sadie: I haven't seen lights on in that house before.

Tom: No, it has been empty for years.

Sadie: How about going inside?

Tom: OK. Let's go meet our new neighbors.

2 The back door was unlocked.

3 **Tom:** Ugh! Bats!

4 **Sadie:** Hello? Is anyone home?

Tom: Look! There are candles. I think there are people here.

5 **Tom:** This place looks like something out of a horror movie!

Sadie: We haven't been upstairs yet.

Tom: I think someone's up there. How about going upstairs? Or are you scared?

6 Tom and Sadie climbed the stairs. There were spiderwebs everywhere.

Sadie: They haven't cleaned this place! Look at all these spiderwebs.

Tom: Are you scared yet?

Sadie: No! I like scary movies.

7 **Tom:** Haven't we been this way already? I don't want to get lost.

Sadie: We haven't looked up here yet.

8 Just then, there was a flash of lightning and a boom of thunder.

Sadie: OK, now I'm scared!

Tom: I was scared already!

9 A figure appeared on the stairs above them. He let out a long, terrifying laugh.

Count Cranium: Mwaaaaa-ha-ha-ha-ha. I am Count Cranium. Welcome to my house.

10 **Sadie:** Aaaaaahhhhhh!

Tom: Aaaaaahhhhhh!

11 Sadie and Tom raced down the stairs. At the bottom, Sadie tripped over something and fell.

Sadie: Help! It's got my leg! What is it?

Tom: It isn't the vampire, it's just a wire. Where did that come from?

12 Suddenly, the lights went on.

Director: Cut! Wow, fantastic. What a scream! Who is this?

Tom: What's going on? Where's the vampire?

Sadie: Who are these people?

Director: We're making a movie. I'm the director.

13 **Director:** Has the writer changed the script?

Writer: No, I haven't.

Assistant: What are they doing here?

Tom: I'm sorry, we're exploring.

Sadie: We wanted to meet our new neighbors.

14 **Director:** I think we've found some new stars. Can you write parts for them?

Writer: Sure!

15 The director liked Sadie and Tom's performance.

Director: How about being in our movie? Luckily we haven't finished it yet.

Sadie and Tom: Yes, please!

Director: And I think you've already met Count Cranium ...

16 **Tom:** Hey, you're Mark Major, the famous actor!

Mark: That was an amazing performance! Do you think you can do it again?

Sadie: You haven't seen anything yet!

Lesson objective: read and understand the scary story *The House at the End of the Road* in the Reader
Materials: Class CD; Reader



Warmer: Review the story

Elicit descriptions of the house in the story extract. Then ask *How do Tom and Sadie feel? Would you feel like that if you were in the house?*

Story Summary

Tom and Sadie visit a spooky house in their neighborhood. The more they explore the house, the more scared they become. Then they discover the house is a movie set for a horror movie and both play a part in the movie.

Value: accepting it is OK to be scared sometimes



1.35 While reading

- Have the children look at the pictures in the Reader. Ask *Is the house scary?*
- Play the CD. The children listen and read along. Ask *Is the house haunted? (no)*
- Play the CD again. Ask questions to check comprehension, e.g. *Why do they go inside the house? (to meet their neighbors) Do they see their neighbors? (no) Who do they see upstairs? (Count Cranium) What are the people doing? (They're making a movie.) What does the director suggest? (that Tom and Sadie take part in the movie)*



After reading: Reflect

Ask questions to give the children the opportunity to think about the issues raised by the story, e.g. *Were the children right to go into the house? Is it dangerous to go in strangers' houses? Why were they afraid? Did anything good happen to the children?*

Optional activity: Read with confidence

This activity is fast-paced and lively, and improves the children's speed and confidence in reading. Have the children sit in a circle. Read the first line of the story. Invite children to read a sentence each around the circle. Encourage them to read it loudly, clearly, and with confidence.

Story Time



Showing emotion

The characters in this story experience strong emotions, e.g. fear, surprise, relief, etc. Say some of the lines for the children to repeat and show emotion. For example, *Ugh! Bats!* (Picture 3, in disgust); *I think there are people here.* (Picture 4, whispering in fear); *Mwaaaaa-ha-ha-ha-ha.* *I am Count Cranium.* (Picture 9, in a scary tone), etc.

Reading Strategy

Sentence Combining

The Sentence Combining strategy helps the children improve their writing skills by combining short sentences into a longer, more effective sentences. They need to develop this skill step by step and with structured guidance so that they can apply it in the future when writing longer texts.

For additional explanation and activities, see the Literacy Handbook on the Teacher's Resource Center.

Cooler: That was an amazing performance!

Give an example of an instruction a movie director would give, e.g. *You are very tired. You really want to sleep.*, and have two children act it out at the front of the class. Say *That was an amazing performance!* Repeat with other instructions and different children as the director and actors.

- Presentation Kit** • Use *Mask* to cover the Reader story. Move the black area around to reveal random details and elicit predictions on what will happen. Use *Eraser* to clear *Mask*.
- To practice the technique described in SB Story Time, use *Highlighter* to identify *Ugh! Bats!* in the text of Picture 3 of the Reader story. Have the children practice saying the phrase in disgust. Repeat with other phrases from the story (see Story Time for more ideas).

Reading Comprehension and Critical Literacy

Lesson objectives: identify scary elements in the story; relate the story to personal experiences

Materials: Class CD; Reader

Note: Please ensure that your class has read the Reader story before you do this lesson.

Warmer: Play "Jump the Line"



Play the game with *There was a new house in Tom and Sadie's neighborhood.* (F) *Tom and Sadie went down the stairs.* (F) *There weren't any spiderwebs.* (F) *A friendly monster appeared on the stairs.* (F) *Sadie tripped and fell.* (T) *The lights went out.* (F) *Tom and Sadie became actors in the movie.* (T) (see Games Bank p. 222).

1))) 1.35 Read the story in your Reader.

- Have the children read the story. (Alternatively, play the CD and have them read along.) Elicit whether they were correct in their predictions in Lesson 3 Activity 4.
- Check comprehension by asking *Do Tom and Sadie know who lives in the house?* (no) *Does the story have a happy or a sad ending?* (happy)

2 What happens in real life? What happens in the movie? Write R (real) or M (movie).

- Have the children read the sentences and decide if they happen in real life or in the movie.
- Elicit answers.

Answers

1 R 2 R 3 M 4 M 5 M 6 R 7 R 8 R

Lesson 4

Time to Think

- 1))) Read the story in your Reader.
- 2 What happens in real life? What happens in the movie? Write R (real) or M (movie).

Reading Report

- 1 There is an old house in Tom and Sadie's neighborhood. R
- 2 Tom and Sadie go inside.
- 3 A vampire lives in the house.
- 4 The vampire wants to chase Sadie and Tom.
- 5 There is a flash of lightning.
- 6 The people are making a movie.
- 7 Mark Major is an actor.
- 8 Sadie and Tom get parts in the movie.

3 Draw the poster for Sadie and Tom's movie. Write a caption to describe it.

I Can Read and Write!

Words and pictures can make the person reading a story feel scared. Can you find all the words and pictures in this story that make it scary?

4 Talk about the story.

When were you scared? Why did you feel that way?

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I Can Read and Write!

Have the children look at the story and find scary words (e.g. *empty for years*, *spiderwebs*, *scared*, etc.) and pictures (the count, the children screaming, etc.).

3 Draw the poster for Sadie and Tom's movie. Write a caption to describe it.

- Have the children talk in pairs about Sadie and Tom's movie.
- Then have them draw the movie poster with the title and draw a caption to describe it. Invite children to present their posters to the class.

Answers

Children's own answers.

4 Talk about the story.

- Ask *How did you feel when you were reading the story?* Elicit responses with reasons, asking the class to agree or disagree. Have the children read Jason's question and think about times when they have been scared. Elicit responses with reasons.

Optional activity: Who said that?

Read out dialogue from the story to elicit who said it.

Lesson 4
Time to Think

1 What happened in the scary house? Complete.

A vampire appeared and ...
Tom and Sadie ... saw lights ...
Tom doesn't want ...
They went in ...
They saw ...
Tom thought he heard ...

to get lost
saw lights
laughed
people upstairs
spiderwebs
and saw bats

2 Circle to complete the scary story.

I went into an 1 old / new house. It was 2 light / dark and 3 safe / scary. I heard a 4 strange / soft noise. Then suddenly, there was a 5 terrifying / quiet scream.

3 Imagine you made a scary movie. Write the story in your notebook. Use the Story Builder.

Story Builder

We went into an old house/cave ...	We saw ...
It was dark/scary ...	Then we fell/screamed ...
There were ...	We felt scared/terrified ...

4 Connect to Me
When did you last read a book that scared you? What was scary?
I

33

1 What happened in the scary house? Complete.

The children complete the story summary using the words supplied. Elicit answers.

Answers

saw lights; and saw bats; people upstairs; spiderwebs; to get lost; laughed

2 Circle to complete the scary story.

The children practice the **I Can Read and Write!** feature by circling the correct words to complete the story. Elicit answers.

Answers

1 old 2 dark 3 scary 4 strange 5 terrifying

3 Imagine you made a scary movie. Write the story in your notebook. Use the Story Builder.

Use the **Story Builder** prompts to elicit ideas. The children write a story in their notebook, then swap with a friend to check. Have children read out their story for the class.

Answers

Children's own answers.

4 Connect to Me

Elicit ideas on scary books and why they are scary before the children write their own response. Elicit responses.

Answers

Children's own answers.

Cooler: Browse the posters

Have the children place their Student Book open on their desks. They walk around looking at the posters designed in Activity 3. Ask them to choose their favorite one. Then have a class vote on the top four posters.

Competency Focus

Me: Critical Literacy

The children use critical literacy skills to reflect on the theme of the story and relate it to their personal experience.



Presentation Kit • Display the Reader on the board. Use *Spotlight* to highlight Picture 4. Elicit what happened before and after this. Repeat with pictures 9 and 11.

- For SB **I Can Read and Write!**, children use *Highlighter* to identify scary words and *Pen* to circle scary picture details in the story.
- **TIP** Move the *Answer Key* pop-up window around the screen to have the activity and the answers side by side.
- **TIP** Choose the SB/AB/Reader button in the Navigation Pane to move easily between components.

Vocabulary, Song, and Spelling

Lesson objectives: identify and talk about movie professions; practice spelling words ending *-or*, *-er*, *-ist*

Key vocabulary: *artist, camera operator, composer, designer, director, sound engineer, stylist, writer*

Secondary language: *amazing, mics, special effects*

Materials: Class CD

Lesson 5

1 Listen and find the people. Then complete the song and sing.

We're Making a Movie!

The **writer**... has written a fantastic story.
 The is telling the actors to speak slowly.
 The is on set to help with the clothes.
 The has a lot of songs to compose.

We're making a movie, we're ready to run.
 We're making a movie — oh what fun!

The has built an amazing set.
 The hasn't finished the special effects yet.
 The checks the mics.
 The says, "Turn on the lights!"

We're making a movie, we're ready to run.
 We're making a movie — oh what fun!

2 Talk about your favorite jobs.

3 Write riddles for your friend.

I help the actors with their clothes and hair.
 Answer: **stylist**

4 Listen and say the chant.

Composers and actors have jobs to do.
 Director or stylist — which one is for you?

Spelling Central

Many names of jobs end with *-er*, *-or*, or *-ist*.

43

Warmer: Pre-teach vocabulary

Use the picture in Student Book Activity 1 to pre-teach the vocabulary. Point and say each job twice and have the children repeat. Have them mime each one with you, then mime and repeat, and then mime and say the vocabulary on their own.

1))) 1.36 Listen and find the people. Then complete the song and sing.

- Play the CD. The children listen and find the people.
- Play the CD again. The children listen and complete the song using the words supplied. Elicit answers.
- Play the CD again for the children to sing along.

Answers

writer, director, stylist, composer, designer, artist, sound engineer, camera operator

2 Talk about your favorite jobs.

- Read the example with a child. Give the children time to think about which job from Activity 1 they would like to do and why. They discuss in pairs.
- Have a class vote to find out the most popular job.

3 Write riddles for your friend.

- Read the example. Give the children time to write at least two riddles. Give support.

- In pairs, they take turns saying and solving the riddles. Have children read their riddles to the class.

Answers

Children's own answers.

Spelling Central

Jobs ending in *-er*, *-or*, *-ist*

Say the jobs in the **Spelling Central** box for the children to repeat. Point out that *-er* and *-or* have the same pronunciation at the end of a word.

4))) 1.37 Listen and say the chant.

- Have the children look at the picture. Ask *What can you see?*
- Play the CD. The children listen and read along. Elicit the *-er*, *-or*, and *-ist* jobs.
- Play the CD again, pausing for the children to repeat.

5 Find it!

- Set a time limit for the children to find job words ending *-er*, *-or*, and *-ist* on the page. Elicit answers. Point out the pronunciation difference in *engineer*, which ends *-eer*.

Answers

designer, sound engineer, writer, composer, director, camera operator, 9—actor, artist, stylist

Optional activity: Visualization

Have the children close their eyes and imagine they are on a movie set. Say *You're working on a great movie. What time of the day is it? What can you smell? Who's there working with you? What are they wearing? What are they doing?* Have them open their eyes and share with a friend what they imagined.

Lesson 5

1 Unscramble and write. Then write the letters.

1 tasrit	.....	artist	.....	f	5 geredins	.....
2 porcoems	.....				6 nosud rneieneg	.....
3 yistsl	.....				7 rwiret	.....
4 tedroicr	.....				8 eacirna ropetora	.....

a I've written the songs. b I've finished the story. c I've checked the mics. d I've helped with the clothes.

e I've turned on the lights. f I've drawn the monster. g I've designed the set. h I've talked to the actors.

Spelling Central -or, -er, -ist

2 Complete the puzzle. Find the hidden job.

1	t	e	a	c	h	e	r
2							
3							
4							
5							
6							

1 Works in a school. 2 Tells actors what to do.
3 Takes care of people's teeth. 4 Designs actors' looks.
5 Designs sets for a movie. 6 Stars in a movie.

Hidden job: _____

1 Unscramble and write. Then write the letters.

The children unscramble and write the words. Then they write the letter for each speech bubble by the correct job. Elicit answers.

Answers

1 artist f 2 composer a 3 stylist d 4 director h 5 designer g
6 sound engineer c 7 writer b 8 camera operator e

2 Complete the puzzle. Find the hidden job.

To practice the **Spelling Central** feature, the children read the clues and complete the puzzle. Then they find the hidden job. Elicit answers.

Answers

1 teacher 2 director 3 dentist 4 stylist 5 designer 6 actor
Hidden job: artist

Cooler: Listen and do

Have the children respond with different actions when they hear each job ending, e.g. *-er* clap, *-or* snap their fingers, *-ist* stand up and sit down. Say the movie professions in any order for the children to react. You could add other professions.

Competency Focus**Think! Critical Thinking**

The children use critical thinking skills to identify written and spoken forms of new words, and match each word with its visual representation.

Presentation Kit • Play Vocabulary Tool 4B to pre-teach key vocabulary. Use *Slideshow* to introduce the words and *Find the Pairs* to review.

• For SB Activity 1, choose the karaoke version of Music Video 4 and encourage the children to dance and sing along, using the lyrics on screen. Pause *Video* for the children to continue dancing and singing.

Student's Resource Center • Remind the children to access Music Video 4 at home to practice the song and dance moves.

Grammar and Reading

Lesson objectives: ask and answer questions about movies they have/haven't seen

Key grammar: *Have you seen (Valley of the Vampires) yet? No, I haven't seen it yet. Yes, I've already seen it.*

Secondary language: *Neither have I.*

Materials: Class CD; Grammar Worksheet 4B [TRC printout] (optional); a ball (Cooler)



Lesson 6

1 Listen and read. What's the problem for the children?

We've Already Seen It!

1 Cheng and I are going to the movies on Saturday. Do you want to come?

What are you going to see?

We haven't decided yet.

2 Have you seen Valley of the Vampires yet? It's a horror movie.

No, I haven't seen it yet, but I don't want to go to a horror movie.

3 What about Harry's Amazing Adventures? It's a comedy.

I've already seen it. John Wood is the writer. It's very funny!

4 My cousin says Day in the Sun is good. It's an action movie with great special effects. Have you seen it yet?

Yes, I've already seen it.

5 What about Robo Rat? It looks good, and I haven't seen it yet.

Sorry! We've already seen it.

6 Look! Cool School Musical 2 ... have you seen it yet?

No, I haven't seen that!

Neither have I!

That's because it comes out on Saturday! Sorry!

2 Write movie titles. Read the question and circle the answer.

- Have you seen it yet?
Yes, I've already seen it. / No, I haven't seen it yet.
- Have you seen it yet?
Yes, I've already seen it. / No, I haven't seen it yet.
- Have you seen it yet?
Yes, I've already seen it. / No, I haven't seen it yet.

Grammar Central

Have you seen Valley of the Vampires yet?
No, I haven't seen it yet.
Yes, I've already seen it.

Warmer: Say the next word

))) 1.36

Play the CD, pausing at random points in the song for the children to tell you how the song continues.

1))) 1.38 Listen and read. What's the problem for the children?

- Have the children look at the pictures and ask *In which pictures do the children look worried? (Pictures 2 and 5) Why are they worried?* Elicit ideas. Play the CD and then ask *What's their problem? (It's hard to choose which movie to watch.)*
- Play the CD again. Ask *Who has already seen ... Harry's Amazing Adventures? (Felicity) ... Days in the Sun? (Miguel) ... Robo Rat? (Felicity and Miguel)*
- Elicit which film they decide to go and see. (*Cool School Musical 2*)

Grammar Central

Have you seen Valley of the Vampires yet? ...

Have the children look at the patterns. Ask *Which word do we use for the question and the negative? (yet) Where do we put it? (at the end of the sentence) Which word do we use for the affirmative? (already) Where do we put it? (between have and the verb)* Have children ask questions with *yet* to elicit answers from the class.

See also the **Grammar Reference** sections in the Student Book (p. 100) and Activity Book (p. 99) for further explanation and practice.

AB Answers Activity 2: 1 Have you arrived at school yet? **2** Have you talked to your best friend yet? **3** Have you eaten your lunch yet? **4** Have you finished your test yet? **5** Children's own answer.

2 Write movie titles. Read the question and circle the answer.

- Have the children write movie titles before the questions and circle an answer. Do an example with the class, e.g. *Frozen. Have you seen it yet?* Elicit answers.
- Have children ask and answer their questions in pairs. They can respond *Me, too!* or *Neither have I!* as appropriate. Invite children to ask a question for the class to answer.

Answers

Children's own answers.

Optional activity: A chain

Divide the class into small groups. Ask *Have you seen The Hobbit yet?* Have a child in each group answer *Yes, I've already seen it.* or *No, I haven't seen it yet.* Everyone in the group then asks and answers a question about films in this way.

Lesson 6

1 Circle.

Ben: Have you seen the sharks 1 **already / yet?**

Katy: Yes, we've 2 **already / yet** seen them – they're scary!
But we haven't seen the rays 3 **already / yet**.

Ben: What about the other animals? Have you seen them
4 **already / yet?**

Katy: Well, we've 5 **already / yet** visited the penguin enclosure.
But we haven't seen the dolphins 6 **already / yet**.

2 Complete. Then write answers.

LOOK AT WATCH
SEE VISIT

1 ...Have you visited... the sharks yet?
Yes, I've already visited them.....

2 the starfish yet?
No,
3 the dolphins yet?
Yes,
4 the penguins yet?
No,

3 Your friend is on a school trip. Complete your phone conversation.

Y: Have you visited the lions yet?
F: No, we haven't

Y: Have you seen?
F:

Y:?
F:

35

1 Circle.

The children complete the dialogue by circling *already* or *yet*. Elicit answers.

Answers

1 yet 2 already 3 yet 4 yet 5 already 6 yet

2 Complete. Then write answers.

The children complete the questions and answers. Elicit answers.

Answers

- 1 Have you visited; I've already visited them
- 2 Have you looked at; I haven't looked at them yet.
- 3 Have you watched; I've already watched them.
- 4 Have you seen; I haven't seen them yet.

3 Your friend is on a school trip. Complete your phone conversation.

The children complete the conversation. Divide the class into pairs to practice the conversations. Have pairs say their conversation for the class.

Answers

Children's own answers.

Cooler: Play "Have You ... Yet?"

Divide the class into two teams (A and B), who stand in two rows facing each other. Model the activity. Throw the ball to a child in Team A, and ask a *Have you ... yet?* question, e.g. *Have you read/seen X yet?* The child responds *No, I haven't seen it yet.* or *Yes, I've already seen it.* They then throw the ball to a Team B child and ask another *Have you ... yet?* question. Play continues in this way. Children who make a mistake or who cannot ask/answer are out and sit down. The team with more children standing at the end wins the game.

Competency Focus

Learn

The children develop learning strategies by recognizing and applying language patterns in different contexts.

Presentation Kit • Display the SB page. Use *Highlighter* to show the grammar structures in the Story Central story.

• Use the AB page to give feedback on activities, using the built-in interactive activity or *Answer Key*, as appropriate.

Teacher's Resource Center • For extra grammar practice, print out Grammar Worksheet 4B.

Student's Resource Center • The children can use Interactive Grammar 4B at home.

Chapter 4

105

CLIL Art—How animated movies are made

Lesson objective: find out how to make an animated movie

Materials: Class CD; CLIL Graphic Organizer 4 [TRC printout] (optional)



1 Read. What's a storyboard?

How to Make an Animated Movie
Have you ever wondered how your favorite animation was made? Animated movies can take years to make. There are a lot of different things that need to be done before you can see the finished movie.

 <p>A writer writes a script and a designer draws a storyboard. A storyboard is like a large comic strip and shows the story to everyone working on the movie.</p>	 <p>Before the animation is produced, the voices for the movie are recorded. Today, famous actors are used for the voices of the characters. The recordings are added to the animation later.</p>
 <p>After the voices are recorded, the artists start making the animation. In the past, each frame of the story was hand-painted onto a thin sheet of plastic. There was a lot of painting to do – cartoons have about 24 frames every second!</p>	 <p>Today, animation is made on a computer. Objects can be moved around, from one frame to the next, so the artists don't have to paint as many pictures. When the animation is finished, the voices are added. A composer composes music for the movie, the music is added, and the movie is complete!</p>

2 In what order do these things happen? Number the sentences.

a The artists make the animation on computers.

b The music is added.

c Before the animation is produced, the voices for the movie are recorded.

d A writer writes a script and a designer draws a storyboard.

e The voices are added.

3 Class Vote
Modern animation is better than animation in the past. Why? / Why not?

Find Out More!
What's your favorite animated movie? Find out how it was made.

45

Warmer: Play "Missing Vowels"



Write on the board *There was an old house in Tom and Sadie's neighborhood.*, omitting the vowels. Have children write in the vowels on the board. Repeat with *Just then, there was a flash of lightning and a boom of thunder.*

1 Read. What's a storyboard?

- Elicit what the children can see in the pictures. Ask *What do you think the people are doing?*
- The children read the text. Ask *What's a storyboard?* (a large comic strip that shows the story of the movie) *How long can it take to make an animated movie?* (years) *What are the first two things to do?* (write a script and draw the storyboard) *Who draws the storyboard?* (the designer)

2 In what order do these things happen? Number the sentences.

- Read the example. Have the children number the sentences in the order they happen.
- Elicit answers.

Answers

a 3 b 5 c 2 d 1 e 4

3 Class Vote

- Ask children's opinions about animations. Have them give reasons for preferring modern or old animations before they vote (e.g. *easier and fast to make, better quality, less technology*, etc.).
- Have the class vote. They stand up if they prefer modern animation and they remain seated if they do not. Count the votes.

Find Out More!

Elicit children's favorite animated movies. Ask the children to research how their favorite was made as homework. Suggest appropriate resources, e.g. Internet, library books, etc. The children will need to complete this research before doing the follow-up activity in the Activity Book. (It could be set as homework.)

Optional activity: Animated movie script

Brainstorm different ideas for an animated movie. Ask *Who are the characters? Are they young/old men/women/children? What do they like? Where do they live? What do they want to do? Why is it difficult? How do they solve the problem? How does the story end?* Write the questions on the board as a guide. Divide the class into groups of four. Have each group discuss the answers to the questions and write a short script for an animated movie. Each group then reads their script to the class.

Lesson 7 CLIL

1 Read and circle **true** or **false**.

The History of Animation

People started making animations more than 100 years ago. In traditional animations like *Mickey Mouse*, the artist drew a lot of pictures.

Later, artists started to use computers. *Toy Story*, the first full-length animated movie, came out in 1995. After this, a lot of animation artists used computers. Now, they didn't have to draw all the pictures and could make the animations more exciting.

In stop motion animation, like *Chicken Run*, the artist makes an object, then moves it and photographs it for each frame. You need a lot of pictures – 21,600 to make a 30-minute movie!

1 In traditional animation, the artist uses a computer. true / false
 2 You can make animations with computers. true / false
 3 Stop motion animation uses only pictures. true / false
 4 For a stop motion animation, you need a camera. true / false

2 Use your Student Book research. Choose three animated movies and write about the animation they use.

Find Out More!

uses traditional animation.

What makes cartoons popular around the world? Share your ideas.

36

1 Read and circle **true** or **false**.

The children read the article. They circle true or false for each statement. Elicit answers including the correct versions of the false statements. Ask *What was the first full-length computer-animated movie? (Toy Story) How is a stop motion animation different? (The artist moves an object and photographs it to make this kind of animation.)*

Answers

1 true 2 true 3 false 4 true

2 Use your Student Book research. Choose three animated movies and write about the animation they use.

Divide the class into groups of four. Have the children pool the information learned from their research in the Student Book and the Activity Book. They write about three animated movies and their type of animation individually. Have children talk about the animated movies to the class.

Answers

Children's own answers.

It's My World!

The children discuss in small groups why cartoons are so popular. Elicit ideas.



Cooler: Play "Disappearing Text"



Write a sentence on the board, e.g. *Artists can use computers to draw the pictures for modern animations.* Have the children read it aloud. Erase a word and have the children read the whole sentence again. Continue erasing words until children are saying the sentence without any prompts.

Competency Focus



Act

The children carry out research to find out more about animated movies. This helps them expand their learning and relate it to their world, both inside and outside the classroom.

Presentation Kit • Display the SB page on the board to do Activity 1 point 1, for an alternative "heads-up" introduction to the topic.

• **TIP** Give the children a lot of opportunities to use the digital resources—completing interactive activities, showing answers, writing and drawing on the board, etc. Make a point of encouraging less confident children to participate, because this will help them engage.

Teacher's Resource Center • Print out CLIL Graphic Organizer 4 for the children to use in collating their Find Out More! research.

Project

Lesson objectives: review language from Chapter 4; make and present a flip-book movie

Materials: small sheets of paper, bulldog clips, colored pencils/markers; two game pieces and a coin for each pair



Lesson 8

You need:

- small sheets of paper
- bulldog clips
- colored pencils or markers

Prepare

1 Make a flip-book.





- 1 Decide on the design or character you want to animate. Draw your picture on the first piece of paper. Keep it simple!
- 2 Put your second piece of paper on top of the first piece. Copy the first picture, but one part of the picture is different.
- 3 Draw 8–10 more pages, making a small change to each page.

Showcase

2 Show your flip-book movie!

Clip your flip book together. Hold all the pages in your hand and flip them. Show the class how you've animated your movie!

The title of my animated movie is ...



Ideas Box

The title of my animated movie is ...

What happens is ...

Have you seen my movie yet?

The best flip-book movie I've watched is ...

46

Warmer: Play "Vocabulary Review"



Play the game with *composer, fantasy, romance, designer, sound engineer, comedy, camera operator, musical, stylist, artist* (see Games Bank p. 222).

Prepare

1 Make a flip-book.

- Distribute the materials. Read through the instructions together and ensure the children are clear on what to do.
- Have the children create their character and follow the instructions to create their flip-books. Give support as necessary.

Alternative craft activity

An easier project is for the children to invent an animated character, and draw and write a story about them in a strip cartoon format. They then present their cartoon to the class.

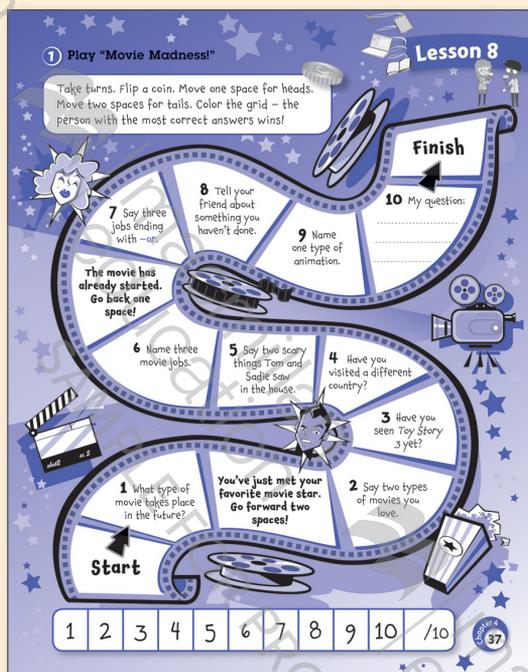
Showcase

2 Show your flip-book movie!

- Divide the class into groups of six. Explain to children that they will now present their flip-book movie to the group, using the **Ideas Box** for support.
- Give the children time to practice, then have them do their presentations.
- Have each group choose one child to present to the class.

Optional activity: Our animation

Divide the class into groups. Each group creates a storyline for an animation, taking turns adding a sentence. Start them off with *It was a dark and stormy night ...* Have groups tell the class their animation storyline.



1 Play "Movie Madness!"

See p. 43 for instructions on how to play the game.

Answers

1 Science fiction **2** Children's own answer. **3** Yes, I have. / No, I haven't. **4** Yes, I have. / No, I haven't. **5** spiderwebs, a vampire **6** any three of: director, writer, camera operator, artist, sound engineer, designer, actor, composer, stylist, etc. **7** actor, director, doctor **8** Children's own answer: I haven't ... yet. **9** any one of: traditional animation, computer animation, stop motion animation **10** Children's own answer.

Cooler: Play "Word Steps"



Write *camera* on the board. Have the children use the last letter to start a new word and form steps, e.g. *camera—artist—time*. Play as a class or in groups, starting with a new word from Chapter 4.

Competency Focus

Collaborate and Communicate



By working together, the children consolidate their understanding of the language learned in a way which they will find fun and engaging. They also demonstrate their ability to work with friends and use interpersonal skills.

Presentation Kit • Research *flip-book movie examples* on the Internet and store links on *Notepad*, to show the children and give them ideas for their own flip-books.

- Use *Hotspot* to enlarge the Prepare pictures, stage by stage, as you talk the class through the activity process.
- Use *Highlighter* to select the first two sentence openings in the Ideas Box for children to complete about their flip-book. Then highlight the final sentence to elicit who in the class has the best flip-book movie.

Language Review

Lesson objective: review language from Chapter 4

Materials: Class CD

Warmer: Play "The Telephone Game"

Play the game with *A figure appeared on the stairs above Tom and Sadie. and Sadie fell at the bottom of the stairs.* (see Games Bank p. 222).

1))) 1.39 Listen and circle for Ben.

- Have the children look at the picture. Ask *What's happening?*
- Give the children time to read the example and sentences. Play the CD twice. They listen and circle the correct words.
- Elicit answers.

Audioscript

Hi, Mom. We're at the movie studios right now. We're doing the tour.

It's really cool. We're at a movie set now. We've watched the actors make an action movie. And the set designer has built a great set. And there are some amazing special effects.

No, don't worry! A meteor hit the house. No, I'm OK. It's not real!

And this is the most amazing thing. I've actually met Peter Jones—he's the director.

No, we haven't been to the amusement park yet. We're going to go there now.

No, I haven't bought you a gift yet. I'm going to stop by the store at the end of the tour.

OK. Bye, Mom. See you later. Yes, I'll stay safe.

Review

1))) Listen and circle for Ben.



- I've watched people make an action movie / a comedy.
- I've seen how they build the set / write the script.
- I've met the director / composer of the movie.
- I haven't been to the amusement park / movie studios yet.
- I haven't bought a movie / gift for Mom yet.

2 Unscramble the questions and write answers for you.

- your / had / Have / yet / ? / you / breakfast
Have you had your breakfast yet? Yes, I've already had it.
- have / already / seen / movies / What / you / ?
.....
- done / homework / Have / your / yet / you / ?
.....
- written / yet / story / Have / a / you / ?
.....

3 Think about Chapter 4. Color and complete for you.

I'm not sure.

OK!

Get it!

My favorite page in Chapter 4 is

Treasure Hunt!
Look back at pages 4 and 5.
Find:
characters who have watched an animation

47

Answers

- 1 an action movie 2 build the set 3 director
4 amusement park 5 gift

2 Unscramble the questions and write answers for you.

- Have the children read the example question and answer.
- They unscramble the questions and write their own answers. Invite pairs of children to read out a question and answer.

Answers

- 1 Have you had your breakfast yet? 2 What movies have you seen already? 3 Have you done your homework yet?
4 Have you written a story yet? Children's own answers.

3 Think about Chapter 4. Color and complete for you.

- Have the children look back at Chapter 4. Elicit their favorite parts. The children then color the circle which represents how they feel about their own progress (self-evaluation).
- Have the children complete the sentence about their favorite page. Elicit responses.

Treasure Hunt!

Have the children look at pp. 4–5, and find characters who have watched an animation. They hold up their Student Book and point to the right place on the page.

Chapter 4 Review

1 Reading and Writing.

Read and circle.

George is talking to his friend Scott.

George: Hi, Scott. How are you?

Scott: a Yes, I am.

b I'm fine, thanks.

c I'm eight.

Example.

1 George: Have you seen the movie *Shark Attack* yet?

Scott: a Yes, I have.

b Yes, I'd like that.

c Yes, I do.

2 George: Have you met your favorite actor?

Scott: a No, I haven't seen it.

b Yes, I've met her.

c Yes, she has.

3 George: Has the composer written the music yet?

Scott: a No, he hasn't.

b Yes, he can.

c No, I haven't.

4 George: Have you finished writing your story yet?

Scott: a No, it isn't.

b Yes, I've already started it.

c No, I haven't finished it yet.

2 Listening.

Listen and check the correct picture.

Example. Which type of movie does Sally like best?



1 Which kind of movie hasn't Jon seen?



2 What hasn't Jenny done yet?



3 What has Rob done?



1 Reading and Writing. Read and circle.

The children read the dialogue and choose the correct response from the three options each time. Check answers.

Answers

1 a 2 b 3 a 4 c

2))) 2.41 Listening. Listen and check (✓) the correct picture.

The children read the questions. Play the CD twice. They listen and check the correct picture in each section.

Check answers.

Answers (Audioscript on p. 223)

1 a 2 a 3 c

Competency Focus



Me: Self-evaluation

The children reflect on the chapter and express their opinions about their own progress. This encourages them to evaluate and make decisions about how they learn and what they need to revisit.

Cooler: He'd be a good director because ...

Ask *What job would your friend be good at on a movie set? Why?* Give the children a minute to think, then elicit ideas with reasons.

Presentation Kit • Use the drop-down Menu to access the AB Review pages.

Teacher's Resource Center • Print out Test Chapter 4 to use at the end of this lesson. The Test Generator also allows you to create customized tests.

• For the CEYL (Cambridge YLE) exam preparation activities on the AB page, choose *Audio* to access the recordings.

Student's App • Encourage the children to play the games on their smartphone/tablet. Have a class vote on which of the three games they played is their favorite.