

# Unit 2

## Making Movies

### Objectives

**By the end of the unit, students will:**

- Identify movie vocabulary.
- Talk about past events.
- Sequence information in a reading text.



### Vocabulary

**Movies 1:** movie studio, director, cameraman, scene, cartoon, producer, movie star, script

**Movies 2:** personal assistant, makeup artist, sound engineer, microphone, "Positions, please!," "Action!," "Cut!"

### Skills

**Listening:** Listen for and identify people and elements involved in making movies.

**Speaking:** Ask and answer questions about making movies.  
Talk about past events.

**Reading:** Read a fiction text: *Ivan's Movie*.  
Identify the main idea and specific information in the text.

**Writing:** Sequence events.  
Write about a movie.



### Grammar

**Simple past affirmative:** I talked to a movie star. The director waved at me! She sat in the office. They ate pizza.

### It's Our World Socio-emotional Education

#### Expressing Feelings and Ideas

This activity will allow students to realize the importance of expressing themselves. Students should be aware that every single person has a different point of view or opinion, and that they should be tolerant about others' feelings as well. Expressing their own feelings and opinions can lead to a better understanding with others. In this unit, students will make a storyboard that will be shared with the class. This activity can be used to encourage students to feel free to express themselves.



## Teacher Workshop

### Teaching with Technology

There are free websites that allow students to create their own movies using cell phone photos or videos. Using these websites, students can create a movie. They can select photos, upload them, and write a sentence in English for each photo and show their movies in class.

### Teaching with Games

**Game:** Snap!

**Materials:** card stock, scissors

Make pairs of cards with matching words and pictures, to practice new vocabulary items. Shuffle the cards together to make one set. Students place the cards face down and take turns turning over two cards at a time. The goal of the game is to find matching pairs. When a student finds a matching pair, he or she says *Snap!* The student with the most pairs is the winner.

### Classroom Management

To organize students in groups, the quickest way is to have pairs of students turn around and face the pair behind them to make a group of four. If you want to mix students, you can give each student a number: one, two, three, or four. Tell all number fours to go to one corner, all the threes to go to another corner, and so on.

For project work, put students into set groups that they will always be in for project lessons.

### Engaging the Class

Explain to students that they should not make a lot of noise in class. A fun way to show this is to whisper a number from one to five to

each student. Tell students they have to find other students with the same number without talking, for which they can gesture, point, or draw something on a piece of paper.

Tell students that if they are making too much noise, you will do a special signal, such as raising your hand. When students see this, they must stop talking for a moment, and then they can resume talking quietly.

### How to Use the Different Components

**Workbook:** Use the Workbook for extra practice, homework, or to level up students that require more practice.

**Flashcards:** In turns, have groups of students take the odd one out from the flashcards set. Then share and compare the selections as a class. Use the It's Our World flashcard to encourage students to share occasions when they talked about their feelings and ideas with others.

#### Teacher's Digital Component

- *Class Planner:* Read the Class Planner beforehand and use it to plan the unit's contents.
- *Poster:* Display the poster in the classroom and have students talk about what other elements from Picture A they could change in Picture B, and share their ideas in groups
- *Assessment Pack:* Have students complete the unit's final exam after you finish the last lesson or the Review page. For global assessment, the pack also offers a mid-term exam and an end-of-the-year exam.

**Student's Digital Component and Happy Campers and The Inks app:** Have students practice all the skills by completing the interactive activities.



## Lesson 1

**Aim:** Identify people and processes involved in making movies.

**Vocabulary:** movie studio, director, cameraman, scene, cartoon, producer, movie star, script

**Materials:** Audio Tracks 07 and 08

# Unit 2

## Making Movies

Lesson 1

Vocabulary A-Z



1 Listen. Then echo.



movie studio



director



cameraman



scene



cartoon



producer



movie star



script



2 Listen and underline.



### Making Movies

I like the theater! I also like TV!  
But movies on the big screen  
Are what I like to see!

I visited a **a)** studio / theater.  
It was great to see!  
I talked to a **b)** movie star / producer.  
The director waved at me!

I read a **c)** movie script / cartoon.  
There were exciting scenes!  
The **d)** cameraman / director filmed me  
For the big screen!

I like the theater! I also like TV!  
But movies on the big screen  
Are what I like to see!



3 Sing: *Making Movies*.



## Start the Class

Play the Shark Game (see Page 29) with the names of a few famous movies, movie characters, or movie stars, for example, *Inside Out*, *Coco*, *Emma Watson*, etc.



### 1 Listen. Then echo.



Have students look at the pictures. Then have them identify the pictures in L1. Make sure students understand exactly what each picture represents. You may need to explain the difference between a director and a producer.

Tell students to listen to the words while they read them at the same time. Play Track 07. Then tell students to repeat the words. Play Track 07 again.

Divide the class into rows. Say one of the new words and have a row repeat the word, then the next row, and so on. This should mimic a real echo. Continue with all of the new vocabulary words.



### 2 Listen and underline.



To prepare students for the listening activity, have them point to the pictures in Activity 1 and say the new words they can remember.

Tell students they are going to listen to a song about making movies. Have them listen and follow the song lyrics in their books. Play Track 08. Tell students that you are going to play the audio again, and this time they should listen and underline the correct words in lines 4, 6, 8, and 10.

Review the answers by playing Track 08 again with pauses for students to check that they have underlined the correct words.

**Try this!** In pairs, tell students to choose four words from the word puzzle from the Workbook (Page 14) and write a correct sentence using those words. They can add any other words they need. Have pairs read their sentences out loud. Ask the rest of the class if the sentence is correct, and if not, have students correct it.



### 3 Sing: *Making Movies*.



Tell students they are going to listen to “Making Movies” again. Play Track 08 and have students listen to the song and read the lyrics. Play Track 08 again and have the class sing along.

## Finish the Class



Write these scrambled words on the board: *mesiavtor*, *ortecidr*. Have students race to unscramble the words. Elicit the answers *movie star*, *director*. Then ask the class whether they would rather be movie stars or directors. Ask volunteers to give reasons.



Page 28 can be completed as extra practice.

## Lesson 2

**Aim:** Talk about making movies using past tense verbs.

**Grammar:** I talked to a movie star. The director waved at me!

### Lesson 2

### Grammar



#### 1 Look at the Focus box. Complete.

- a) I talked to the director. (talk)
- b) He showed me a scene. (show)
- c) I visited a movie studio. (visit)
- d) Regular verbs add -ed to form the past.

#### Focus

I **talked** to a movie star.  
The director **waved** at me!

#### 2 Unscramble.

- a) the / talked / cameraman / They / to

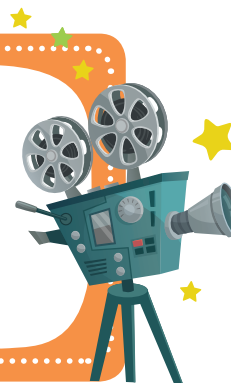
They talked to the cameraman

- b) movie / I / the / watched

I watched the movie

- c) a / filmed / He / scene

He filmed a scene



#### 3 Choose and write sentences in the past.

talk wave film dance

- a) The director \_\_\_\_\_ (Students' own answers.)
- b) The cameraman \_\_\_\_\_ (Students' own answers.)
- c) The movie star \_\_\_\_\_ (Students' own answers.)
- d) I \_\_\_\_\_ (Students' own answers.)

#### 4 Share your sentences.

The director waved at me.



The movie star danced very well!



## Start the Class



Play Charades with the class. Use regular verbs (*talk, show, watch, film, wave*) from the lesson. Choose different students to mime each verb.

### 1 Look at the Focus box. Complete.



Tell students they are going to discover grammar. Ask students to find the verbs in the song from the previous lesson. Ask students if the song is mostly about the present, the future, or the past. Elicit *the past*. Refer students to the Focus box and have two volunteers read the sentences out loud. Then ask them to complete the exercise using the verbs in parentheses in past form (adding *-ed*). Check answers with the class. While checking, review pronunciation of *-ed* endings. Write these sounds as headings on the board and one example under each heading:

/d/	/t/	/ɪd/
<i>climbed</i>	<i>watched</i>	<i>visited</i>

Say other regular past tense verbs students know. Ask them to repeat and say which column on the board they belong to, for example, *liked* (/d/), *played* (/d/), *started* (/ɪd/), *walked* (/t/).

### 2 Unscramble.



Tell students to look at the example. Ask a volunteer to read it out loud. Remind students of the correct pronunciation. Then have students order and write the sentences in their books. Tell them to compare their answers with a partner. Then have volunteers read their sentences for the whole class to check.

### 3 Choose and write sentences in the past.



Tell students to read the verbs in the word box. Mime each of the verbs to elicit their meaning. Review the correct pronunciation of the verbs in past tense. Pair up students to choose the verb that makes sense in each sentence and then use it in the past form adding other words to complete them. Monitor the activity to help them with vocabulary.

### 4 Share your sentences.



Tell students they are going to share their sentences. Tell them to stand up and mingle around sharing their sentences orally with different students. Encourage students to share their sentences conversationally without reading them. Monitor the activity to make sure they follow the instructions. Encourage them to share their sentences with many classmates. Ask them to sit down and check some sentences with the class.

## Finish the Class



Round up the grammar of the lesson. Ask students some examples of sentences using different verbs. For example, *The director talked to the actor*. Write some verbs on the board as prompts.



Page 29 can be completed as extra practice.

## Lesson 3

**Aim:** Identify more movie-related vocabulary.

**Vocabulary:** personal assistant, makeup artist, sound engineer, microphone, “Positions, please!,” “Action!,” “Cut!”

**Materials:** Audio Tracks 09 and 10, a set of Snap! cards for each group

**Aim:** Identify more movie-related vocabulary.

**Vocabulary:** personal assistant, makeup artist, sound engineer, microphone, “Positions, please!,” “Action!,” “Cut!”

**Materials:** Audio Tracks 09 and 10, a set of Snap! cards for each group

**Aim:** Identify more movie-related vocabulary.

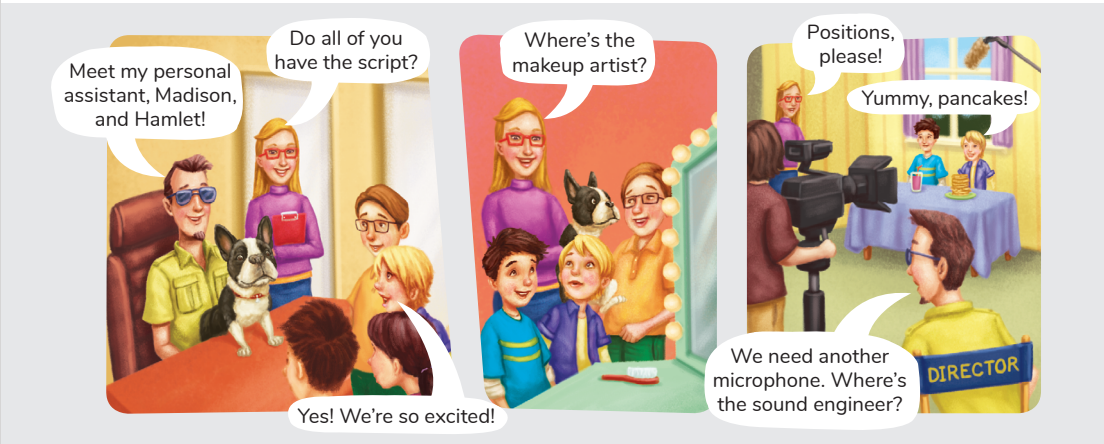
**Vocabulary:** personal assistant, makeup artist, sound engineer, microphone, “Positions, please!,” “Action!,” “Cut!”

**Materials:** Audio Tracks 09 and 10, a set of Snap! cards for each group

## Lesson 3 Vocabulary in Context A-Z


## Lesson 3 Vocabulary in Context

**1** Look. Why did Patty and Adam feel sick?




 09  **2** Read and listen.

 10  **3** Listen and write. Then say.

-  10

3 Listen and write. Then say.

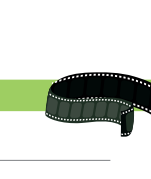


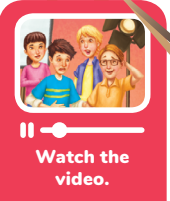
a) \_\_\_\_\_ Where's the makeup  
\_\_\_\_\_ artist \_\_\_\_\_ ?

b) \_\_\_\_\_ The director says: *Positions, please!*  
\_\_\_\_\_ *Action! and Cut* \_\_\_\_\_ !

c) \_\_\_\_\_ The sound engineer has  
\_\_\_\_\_ a microphone \_\_\_\_\_ .

d) \_\_\_\_\_ She is his personal  
\_\_\_\_\_ assistant \_\_\_\_\_ .





Watch the video.

## Start the Class

Point to each character and have students identify them (*Zac, the director; Madison, his personal assistant; Hamlet, Madison's dog; Jason; Sue; Patty; Adam*).

### 1 Look. Why did Patty and Adam feel sick?

Tell students to look at the pictures in the comic strip and ask them why they think Patty and Adam feel sick. Accept students' ideas, and tell them they are going to discover the answer in the next activity.

### 2 Read and listen.

Tell students to read the comic strip while they listen to the track. Play Track 09. Elicit the answer to the question in Activity 1 *Patty ate six pancakes and Adam drank three smoothies*. Play Track 09 again while students read along.

Ask *Whose job is to help the director?* Elicit *Madison's*. Ask *What does a makeup artist do?* Elicit *Put makeup on actors*. Ask *What does the director say when he wants filming to stop?* Elicit *Cut!* Write the new vocabulary on the board and drill its pronunciation.

**Mixed Abilities** Make your own set of Snap! cards and use it at any point during this lesson to introduce the new vocabulary words to support visual learners or to allow fast finishers to play a memory game by matching words with pictures.

### 3 Listen and write. Then say.

Tell students they will hear sentences and write what they hear. Play Track 10. Play Track 10 again for students to complete the sentences. Tell the class that they are going to hear the audio again and will repeat the sentences. Play Track 10 again and monitor students' pronunciation. Have volunteers write the sentences on the board for the class to check.

## Dictation Transcript

- Where's the makeup artist?
- The director says: *Positions, please! Action!* and *Cut!*
- The sound engineer has a microphone.
- She is his personal assistant.

**Try this!** Have students work in pairs. Students select their three favorite new words from the lesson and dictate them to their partners. They then listen and check each other's spelling in their books.

## Finish the Class

Put students into groups of four to six. Prepare a set of Snap! cards (see Page 35) for each group with illustrations of the following: a personal assistant, a makeup artist, a sound engineer, a megaphone and the word *Action!*, a microphone, a notepad, and a makeup brush. To keep a pair they turn over, students have to say a correct sentence, for example, *A makeup artist uses a brush*.

If possible, use the Student's Digital Component to watch the video.

Page 30 can be completed as extra practice.

Use the Flashcards for Unit 2.

## Lesson 4

**Aim:** Talk about the past using irregular verbs.

**Grammar:** She sat in the office. They ate pizza.

**Materials:** Cheer 02 and Audio Track 09

### Lesson 4 Grammar in Context

09 Listen again.



2 Write past tense verbs.

- a) meet met
- c) sit sat
- e) drink drank
- g) take took

- b) do did
- d) eat ate
- f) feel felt

3 Write what you did yesterday.

- a) (Students' own answers.)  
\_\_\_\_\_
- b) (Students' own answers.)  
\_\_\_\_\_
- c) (Students' own answers.)  
\_\_\_\_\_
- d) (Students' own answers.)  
\_\_\_\_\_

4 Talk about what you did.







## Grammar in Context



CHEER 02 »

### Start the Class



Write the text of the cheer on the board. Play Cheer 02. Tell students to listen to and read the cheer. Play Cheer 02 again and have students say the cheer. Divide the class in sections or rows. Have each section or row do an action as they are saying the cheer, for example, *Row 1 stands up and sits down, row 2 turns around, and row 3 claps to the rhythm.*

#### Cheer Transcript

Happy Campers listen here!  
Now it's time to do a cheer!  
Ready? OK!  
We ate, we drank! We felt fine!  
We took a trip and had a good time!

Tell students you are going to talk about “The Happy Campers” comic strip and they have to correct you if you make any mistakes. When they hear incorrect information, they should raise their hands. You will then ask them to give the correct information. Say *The Happy Campers were in a movie theater. They were with the director and Madison, the movie star. They needed a microphone, so they called the makeup artist. Jason and Sue ate pancakes.*



### 1 Listen again.



Tell students they are going to listen to the comic strip again. Tell them to read along as they listen. Play Track 09. Then play Track 09 again and have students underline all the past tense verbs in the comic strip.



### 2 Write past tense verbs.



Have students look at the verbs they underlined in frame 5 of the comic strip. Ask *Are the verbs in the past or the present tense?* Elicit *the past*. Remind students that in English, there are regular and irregular verbs. Ask them the rule for making regular past tense verbs. Elicit *add -ed*. Ask whether the verbs in frame 5 are regular or irregular. Elicit *irregular*.

Tell students to look at the present verbs in Activity 2 and write their past tense form. Have students give their answers for the class to check.



### 3 Write what you did yesterday.



Tell students briefly what you did yesterday. You can write some of the sentences on the board. Use verbs from this lesson. Then ask them to write what they did yesterday. As they are writing, walk around the classroom to help them with vocabulary. If necessary, explain that the verbs must be in past tense as the actions happened in the past. Keep in mind that some students may use regular verbs; do not correct them but encourage them to use irregular verbs.



### 4 Talk about what you did.



Pair students to talk about what they did yesterday. Walk around to monitor the activity. Then have some students share what they did yesterday. You can ask *Who drank orange juice yesterday? Who took some photos? Who ate an apple?* Etc.

## Finish the Class



Ask students to think about a family member or friend and write two sentences about what this person did yesterday. *My father drank his coffee. My mother felt happy,* etc. Have some students share their sentences. You can use these sentences as exit cards. Each student gives their two sentences to you as they leave the classroom.



Page 31 can be completed as extra practice.

## Lesson 5

**Aim:** Read a fiction text to practice unit language.

**Vocabulary:** movie, actor, cameraman, studio, director, producer, cell phone

**Materials:** Audio Track 11

### Lesson 5

### Reading

**1** Look. What does Ivan need to make his movie?

actors

a movie studio

a movie camera

a script

a cell phone



**2** Read and listen.

### Ivan's Movie

Ivan really loved movies. He liked watching them, and he wanted to be a director and a cameraman someday. He secretly liked the idea of being a famous actor, too. He made a lot of funny and interesting videos of his family and his friends at school. One day, his teacher gave the class a project: Teach the class how to do something new.



That evening, Ivan sat in his room for a long time thinking about his project. He watched movies and read some books to get ideas. He got his notebook and pens. He walked around. Then he had an idea! He was an expert cell phone movie director! "I can teach everyone how to make a movie—with a cell phone!" Ivan said.

"First, think of an idea for your movie. Then write the script. Think about where you want to film, and what actors and costumes you need. Then film your movie. Finally, edit the movie on your computer. Cut!"

Ivan's movie was a great success. He was the cameraman, the director, and the star of his own movie!





## Reading



### Start the Class



Ask students to review vocabulary from Lessons 1 and 3. Give them a time limit of two minutes. Ask students to close their books and remember as many words as they can about making movies and write a list in their notebooks. After two minutes, ask them to count how many words they have. Choose the student with the most words to read his or her list slowly. Then allow students some time to go back to the lessons and find words they didn't write.

#### 1 Look. What does Ivan need to make his movie?



Tell the class they are going to read a text about a boy named Ivan and a movie that he makes. Have them read the list of possible things Ivan needs to make his movie. In pairs, have students discuss and underline the things they think Ivan needs. Discuss answers with the class. Ask if students can think of any other things needed to make a home movie. Elicit or suggest *costumes* and *computer*. Say that there are several ways of making movies, and students will discover how Ivan made his movie in Activity 2.



#### 2 Read and listen.



Tell students to read along the text as they listen. Play Track 11. Ask students to listen for what Ivan needed to make his movie (*cell phone, script, actors, costumes, computer*), and play Track 11 again.

Play Track 11 again, then ask questions to check understanding, such as *Did Ivan want to be a producer? What project did Ivan's teacher give the class? Who starred in Ivan's movie?*

Put students into groups of three. Assign a paragraph of the text to each student, and have them read the text in their groups. Walk around the classroom to check pronunciation and help as needed.

**Try this!** Write the following descriptions of what people do on a movie set on the left-hand side of the board:

*Read, memorize, and act out the script.*

*Tell the actors what to do.*

*Look after costs and find the director.*

*Put the microphones in the correct place.*

*Help the director.*

*Put makeup on the actors' faces.*

*Film the scenes.*

Say each function and then ask students to say who does this (*actor / movie star, director, producer, sound engineer, personal assistant, makeup artist, cameraman*). Each time, ask a volunteer to come to the board and write the name of the job next to the description.



### Finish the Class



Have students look at the text again and choose one sentence they like. Tell students to memorize the sentences they choose. Put students into groups of four to six. Have each student tell the rest of the group his or her sentence. Then ask students to race to stand in line in the order in which the sentences appear in the story. If two students have chosen the same sentence, they should stand next to one another instead of in line. Ask the first group to say their sentences in order, and ask the rest of the class to check that the order is correct, if it is not correct, ask the next group to say their sentences.

## Lesson 6

**Aim:** Read for specific information and sequence events. Write about a movie.

**Materials:** Audio Track 11

### Lesson 6

### Writing



**1** Listen again to *Ivan's Movie*.

**2**

Write the steps to make a movie in order.

edit the movie  
film the movie

write the script  
choose the place

think of an idea  
choose the actors

- a) think of an idea
- c) choose the place
- e) film the movie

- b) write the script
- d) choose the actors
- f) edit the movie

**3**

Complete the notes about your movie.

**4**

Write about your movie.

### Notes

What is it about?

(Students' own answers.)

Who are the characters?

(children, adults, animals, etc.)

(Students' own answers.)

Where does the story happen?

(at home, at school, etc.)

(Students' own answers.)

What happens?

(Students' own answers.)



(Students' own answers.)



## Start the Class



Review the text from Lesson 5 by making true and false statements about it and having students say *True!* or *False!* Ask students to correct the false statements; for example, *Ivan secretly liked the idea of being a sound engineer. False! Ivan secretly liked the idea of being a famous actor.*



### 1 Listen again to *Ivan's Movie*.



Tell students they are going to listen to “Ivan’s Movie” again. Ask them to listen for what Ivan did when he was thinking about how to make his movie (*sat in his room, watched movies, read a book, got his notebook and pens, walked around*). Play Track 11. Ask students to share some of the things Ivan thought about until every idea is mentioned.

**Try this!** Have students work in groups. Tell the groups to prepare a list of their three favorite movies. Have each group share their list with the rest of the class. Write all the movies students suggest on the board. Take a vote to discover the class’s favorite movie.



### 2 Write the steps to make a movie in order.



Ask a volunteer to read the directions. Have students read the steps in the word box. Then have them work in pairs to write the steps in the correct order. Ask volunteer students to say the steps in order. Ask the rest of the class if they agree.

### 3 Complete the notes about your movie.



Tell students they are going to think about a movie they want to make and to write notes about it. Have them look at the questions and make sure they understand what information they need to provide.

Have students work individually. Give them some time to think and make notes about their movies. Walk around the classroom to monitor

and help as much as necessary. Encourage students who find it difficult to come up with ideas by making suggestions and providing guidance.

### 4 Write about your movie.



Tell students they are going to write a paragraph about their movies using their notes from Activity 3. Give students time to write their paragraphs. Encourage them to read their work when they have finished and correct any mistakes they find. Then have students work in pairs. Have them read each other’s paragraphs. Ask students to check for errors and provide their partner with two opinions: something they really like about the movie, and an idea to make the movie more interesting. Allow time for students to revise their paragraphs if they want to. Have as many students as possible read their paragraphs to the class.

## Finish the Class



Discuss the class’s favorite movie. Ask students to share anything they know about the movie, such as the story, where it is set, who the director is, and the names of characters or actors in the movie. Ask students to find out for homework more information about the movie or similar information about their own favorite movies.



# It's Our World

**Aim:** Make a storyboard about a movie. Express feelings and opinions using the storyboard.

**Materials:** construction paper, colored pencils, markers or crayons, Unit 2 flashcard

## 1 Write about your favorite movie.

Ask students to read what information they need to write about their favorite movie, and make sure they understand every word. Allow them some time to write.

## 2 Talk about your favorite movies.

Form groups of three, and ask them to discuss their favorite movies. Encourage them to share their feelings and opinions, and to respect what their classmates express. Walk around the classroom and monitor.

## 3 Prepare a storyboard of a movie you liked.

Explain that a movie storyboard consists of the main scenes in a movie placed in order.

Refer students to the movie storyboard in their books to model the activity. Have them discuss the scenes they are planning to include in their movie storyboards. Give them time to be creative.

## 4 Share your movie storyboard with the class.

Have each group present their movie storyboard. Encourage them to share their feelings and



opinions about the movie they chose and the scenes they included. Make sure every student speaks.



Talk about a movie you like so you can share your feelings and opinions with the class, for example, *I felt sad when Bambi's mother was killed* (feeling). *Hunting should not be allowed* (opinion). Elicit some examples of feelings and opinions they have about a movie. Ask *Do you*

*share your feelings and opinions with others?* Have volunteers answer the question. Encourage the class to express their feelings and opinions in an environment of empathy and respect. You can use the It's Our World Unit 2 flashcard to present this subject.



# Review

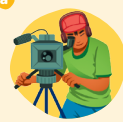
**Aim:** Review language from Unit 2.

**Vocabulary:** movie studio, director, cameraman, scene, cartoon, producer, movie star, script, personal assistant, makeup artist, sound engineer, microphone, "Positions, please!," "Action!," "Cut!"


**Grammar:** I talked to a movie star. The director waved at me! She sat in the office.

Review


**1 Underline.** / 6




cameraman / script




movie studio / producer




cameraman / script



movie studio / producer



director / script



movie star / cartoon

**2 Choose and complete with past tense verbs.** / 5

talk    drink    sit    meet    take

a) They sat under a tree and ate their sandwiches.

b) The director talked to us and gave us instructions.

c) The cameraman drank water in the studio.

d) We took the dog for a walk.

e) He met the producer at the studio.

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## 2 Choose and complete with past tense verbs.

Put students into pairs. Have them take turns saying one of the verbs in the word box for their partners to say the same verb in the past tense. Then have students work individually to read the sentences and complete them with one of the verbs from the word box in the past tense. Have students compare their answers with a partner, and then check answers with the class.

**Try this!** Have students work in pairs. Each student chooses five new words from the unit. They take turns acting out the words for their partners. Have a few pairs of students share their words with the rest of the class.

5 min

## 1 Underline.

Tell students to look at the pictures. Then have them underline the correct vocabulary word for each item. Have students compare their answers with a partner.



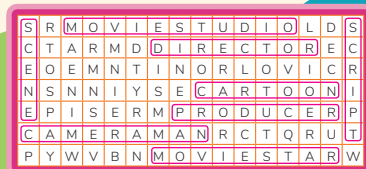
## Extra Practice

### 1 Find and circle eight movie words. Then write.

Tell students to work in pairs to find and circle the eight movie words in the word puzzle. Check answers by having volunteers point to and say one of the words in the puzzle. Then invite them to use the words they found to label the pictures. Check answers with the class.

### Extra Practice Lesson 1 A-Z

#### 1 Find and circle eight movie words. Then write.



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### 1 Choose and complete with past tense verbs.

Tell students to read the verbs in the word box. Have students work in pairs to choose the correct verb from the box and write the past tense verb to complete the sentences. Tell them they can refer to the Reminder box for help.

### 2 Write the past tense verbs.

Tell students to work individually to write the past tense of the verbs. Check answers with the class.

### 3 Write sentences with the verbs in Activity 2.

Tell students to work individually to write their sentences with the past tense verbs they wrote in Activity 2. Check answers with the class.

### Extra Practice Lesson 2

#### 1 Choose and complete with past tense verbs.

talk walk play watch

#### Reminder

I talked to a movie star.  
The director waved at me!

- We walked in the park yesterday.
- I talked to the movie star about the script.
- We watched a soccer game on TV.
- They played volleyball on Saturday.

#### 2 Write the past tense verbs.

- visit visited
- like liked
- dance danced
- walk walked



#### 3 Write sentences with the verbs in Activity 2.

- (Students' own answers.)
- (Students' own answers.)
- (Students' own answers.)
- (Students' own answers.)

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## Extra Practice Lesson 3 A-Z

### 1 Complete the speech bubbles.



### 2 Answer the questions. Then match.

- Who helps a director?  
personal assistant
- Who works with microphones?  
sound engineer
- Who puts makeup on the actors?  
makeup artist
- Who says "Action!"?  
director



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### 1 Complete the speech bubbles.

Have a volunteer read the directions. Then have students complete the speech bubbles individually. Check answers with the class.

### 2 Answer the questions. Then match.

Tell students to answer the questions, then look at the pictures, and match them with the correct answer. Have volunteers share their answers with the class.

## Extra Practice Lesson 4

### 1 Find six past tense verbs. Then write.



**Reminder**  
She sat in the office.  
They ate pizza.



- sit sat
- eat ate
- meet met
- drink drank
- feel felt
- take took

### 2 Complete the sentences with verbs from Activity 1.

- The director sat in his chair and shouted, "Action!"
- We met the actors in the show.
- He ate a sandwich and drank a smoothie for lunch.
- I took my dog for a walk.
- She felt sick.

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### 1 Find six past tense verbs. Then write.

Have students work in pairs to find the six past tense verbs in the word puzzle. Then have them write the verbs in their books. Tell students to point to the verbs in the puzzle, then write the verbs on the board for the class to check.

### 2 Complete the sentences with verbs from Activity 1.

Ask students to look at the list of verbs they wrote in Activity 1, and then choose the correct verbs to complete the sentences. Have them compare their answers with a partner. Then check answers with the class.