Happy Campers,

HC-SkillsBook-6.indd   1

Sing

help students learn and, most importantly,
and using musical imagery repetition to

The course methodology is centered on

sound-outs, and songs are all part of this

front-loading language presentations

remember new language. Vocabulary

primary series in American English.

course's unique class-building musical

program, also offers

Happy Campers

is a seven-level

Happy Campers

program. To support the language

for Grades 1–6.

• Student Book
• The Language Lodge

For Teachers
• Presentation Kit
• Assessment Pack and Test Generator
• Methodology Handbook
• Visuals Pack
• Happy Actors Pack
• Planners
Skills Book

Happy Campers app

Teacher's Edition

Teacher's Resource Center

Unit 4


Writing:
Write about the joke.

information in a text.

Identify the main idea and specific

Grammar

Who did you go with? When did you go?

The Language Lodge

Reading:
Read a fiction text:
Uncle Bob’s Jokes

Listening: Listen for specific information.

Speaking: Ask and answer questions

about movies. Talk about emotions and

conditions.

Reading: Read a fiction text:

Uncle Bob’s Jokes

Writing: Write about the joke.

Critical Thinking:
Creativity: Develop self-expression and innovation.

Determine how the information in the billboard will

be presented in a visual and eye-catching way.

Collaboration: Use communication, negotiation,

and problem-solving skills to complete the task.

Agree on the type of movie, how to present it effectively, and

how each group member will contribute to the

final product.

Critical Thinking: Analyze, select, and organize

information to create an effective and

dramatic final product.

Creative, Collaborative, and

Critical Thinking Competencies

Movie Billboard

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

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

Skills

Listening: Listen for specific information.

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

Reading: Read a fiction text:
Uncle Bob’s Jokes

Writing: Write about the joke.

Happy Teacher

Happy Class

Teaching with Games

Words from Words

Write a vocabulary word on the board. Try to

choose a longer word with a lot of letters. Put

students in pairs or small teams and ask them to

make as many words as they can using only the

letters in the word. For example, from the word

ringmaster students could make ring, master, name, rat, me, string, as, sat, eat, air, and so on. The pair or team with the most words wins.

Happy Teacher

During a school year, students will cover a lot of

new vocabulary terms. In addition to the

My Dictionary section in their notebooks, you

could encourage students to review vocabulary

frequently by telling them to write new words on

small cards and place them in a “Vocab Bag." This

can be a plastic bag or any other kind of bag. When students are traveling to school or are

at home, they can review the words with a family

member or ask a friend to test them. This helps to

commit new vocabulary words to memory and

also encourages regular study habits.

Happy Class

The dynamics among your students is very

important to ensure that learning is fun and

motivating. In order to encourage good

relationships in class, make a poster with all your

students’ names on it and display it in your

classroom. Explain that when you see or hear a

student helping another student without being told
to do so, you will place a sticker next to his or her

name on the poster. At the end of the school year,
count who has the most stickers and reward that

student. Rewards could be extra credit, or allow a student to

teach a class game.
Lesson 1 Vocabulary

Lesson Objective: Identify movie genres.

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

Materials: Audio Tracks 22 and 23

Start the Class

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

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

1 Listen. Then echo.

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

2 Listen and number.

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

Tell students that they are going to listen to a song about going to the movies. Explain that the verses of the song are not in the correct order in their books.

Tell them to listen and number the verses in order. Play Track 23. Check answers with the class. Then ask students to listen again and raise their hands when they hear a type of movie. Play Track 23 again. Finally, tell students to read the song as they listen to the song once more, and play Track 23 again.

Finish the Class

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

This may also be completed for homework.
Lesson 2 Grammar

Lesson Objective: Ask and answer questions in the past tense about going to the movies.

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

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

Materials: Audio Track 23

Start the Class

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

Ask and answer about the movies.

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

Ask and answer about the movies.

Tell students to look at the lyrics and find and circle all the question words. Then you will repeat the question words. Ask students to look at the board and say the question words. Write them on the board: all the wh-words. Then you will repeat the question words. Ask students to look at the lyrics and find and circle all the question words. Then you will repeat the question words. Have students look at the board and say the question words. Write them on the board: all the wh-words.

Look at the Grammar Pass. Complete.

Ask students to look at the board and say the question words. Then you will repeat the question words. Ask Is the song is about the present or the past? Elicit the past. Have students flip to the Grammar Pass. Ask if they notice the word order of the questions. Have past. Ask students to look at the Grammar Pass. Ask Elicit? Is the song about the present or the past?

Ask and answer about the movies.

Model the activity by writing Where/see We saw a comedy. Where/see We went to see a horror film. When/go We went on Friday night. Ask students to write the complete questions in their books, and check their answers with a partner.

Finish the Class

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

Hands-On Activity: Movie Types Game

Pair students up. Write the beginning letters of the movie types on the board: W, S, F, D, C, M, H, D, A/M. Ask students to do the activity in groups. Have students work in pairs to ask and answer questions about going to the movies using the question words. Walk around the classroom and check their answers with a partner.

Follow-up: Review the question words. Ask students to write questions. Have students work in pairs to ask and answer questions about going to the movies using the question words. Check their answers with a partner.

Try This!

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

Listening Activity: Movie Types Game

Pair students up. Write the beginning letters of the movie types on the board: W, S, F, D, C, M, H, D, A/M. Ask students to do the activity in groups. Have students work in pairs to ask and answer questions about going to the movies using the question words. Walk around the classroom and check their answers with a partner.

Follow-up: Review the question words. Ask students to write questions. Have students work in pairs to ask and answer questions about going to the movies using the question words. Check their answers with a partner.

Activity 1: Vocabulary Review

Pair students up. Write the beginning letters of the movie types on the board: W, S, F, D, C, M, H, D, A/M. Ask students to do the activity in groups. Have students work in pairs to ask and answer questions about going to the movies using the question words. Walk around the classroom and check their answers with a partner.

Follow-up: Review the question words. Ask students to write questions. Have students work in pairs to ask and answer questions about going to the movies using the question words. Check their answers with a partner.

Activity 2: Vocabulary Review

Pair students up. Write the beginning letters of the movie types on the board: W, S, F, D, C, M, H, D, A/M. Ask students to do the activity in groups. Have students work in pairs to ask and answer questions about going to the movies using the question words. Walk around the classroom and check their answers with a partner.

Follow-up: Review the question words. Ask students to write questions. Have students work in pairs to ask and answer questions about going to the movies using the question words. Check their answers with a partner.

Activity 3: Vocabulary Review

Pair students up. Write the beginning letters of the movie types on the board: W, S, F, D, C, M, H, D, A/M. Ask students to do the activity in groups. Have students work in pairs to ask and answer questions about going to the movies using the question words. Walk around the classroom and check their answers with a partner.

Follow-up: Review the question words. Ask students to write questions. Have students work in pairs to ask and answer questions about going to the movies using the question words. Check their answers with a partner.

Activity 4: Vocabulary Review

Pair students up. Write the beginning letters of the movie types on the board: W, S, F, D, C, M, H, D, A/M. Ask students to do the activity in groups. Have students work in pairs to ask and answer questions about going to the movies using the question words. Walk around the classroom and check their answers with a partner.

Follow-up: Review the question words. Ask students to write questions. Have students work in pairs to ask and answer questions about going to the movies using the question words. Check their answers with a partner.
Lesson 4

Write questions.

Choose and complete.

1. Where/Who/When
did you go yesterday?

2. Where/Who/When
did you go to the movies?

3. Who/What/Where
did you do last night?

4. Who/What/Where
did you go with?

Lesson 3

Grammar Pass!

Write sentences.

Match.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

Match.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

Dictation: listen and write. Then say.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

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

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

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

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

Start the Class

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

We were they inside all day?

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

Did they inside all day?

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

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

Tell students that the new words are describing words, or adjectives.

Dictation! Listen and write! Then say.

Tell students they will hear sentences and write what they hear. Play the first sentence of Track 25 and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time, they will say the sentences after they hear them. Play Track 25 again and monitor student pronunciation.

Have students look at the pictures, then match the words to the pictures. Have them check answers with a partner, then check answers with the class.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. He wasn’t rude, he was polite.

5. It was a big surprise.

6. We watched TV.

Complete with words from Activity 1.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

My Dictionary

Add the new words to your dictionary.

Finish the Class

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

My Dictionary

Tell students to look at the sentences. Have students complete the sentences in their books. Check answers by asking the class to read the complete sentences together.

Dictation! Listen and write! Then say.

Tell students to turn to the dictionary section in their notebooks. Have them write the new adjectives and draw a picture to illustrate the meaning of each one.

Vocabulary Review:

New Vocabulary:

Talk about emotions and conditions using past tense verbs.

Lesson Objective:

Lesson 3 Vocabulary in Context

Lesson 3

Grammar Pass!

Write sentences.

Match.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

Dictation: listen and write. Then say.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

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

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

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

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

Start the Class

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

We were they inside all day?

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

Did they inside all day?

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

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

Tell students that the new words are describing words, or adjectives.

Dictation! Listen and write! Then say.

Tell students they will hear sentences and write what they hear. Play the first sentence of Track 25 and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time, they will say the sentences after they hear them. Play Track 25 again and monitor student pronunciation.

Have students look at the pictures, then match the words to the pictures. Have them check answers with a partner, then check answers with the class.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. He wasn’t rude, he was polite.

Complete with words from Activity 1.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

My Dictionary

Add the new words to your dictionary.

Finish the Class

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

My Dictionary

Tell students to look at the sentences. Have students complete the sentences in their books. Check answers by asking the class to read the complete sentences together.

Dictation! Listen and write! Then say.

Tell students they will hear sentences and write what they hear. Play the first sentence of Track 25 and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time, they will say the sentences after they hear them. Play Track 25 again and monitor student pronunciation.

Have students look at the pictures, then match the words to the pictures. Have them check answers with a partner, then check answers with the class.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. He wasn’t rude, he was polite.

Complete with words from Activity 1.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

Dictation! Listen and write! Then say.

Tell students they will hear sentences and write what they hear. Play the first sentence of Track 25 and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time, they will say the sentences after they hear them. Play Track 25 again and monitor student pronunciation.

Have students look at the pictures, then match the words to the pictures. Have them check answers with a partner, then check answers with the class.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. He wasn’t rude, he was polite.

Complete with words from Activity 1.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

Dictation! Listen and write! Then say.

Tell students they will hear sentences and write what they hear. Play the first sentence of Track 25 and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time, they will say the sentences after they hear them. Play Track 25 again and monitor student pronunciation.

Have students look at the pictures, then match the words to the pictures. Have them check answers with a partner, then check answers with the class.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. He wasn’t rude, he was polite.

Complete with words from Activity 1.

1. The girls weren’t silly, they were serious.

2. The girls were grumpy.

3. Who was brave?

4. We watched TV.

5. He wasn’t rude, he was polite.

6. It was a big surprise.

Dictation! Listen and write! Then say.

Tell students they will hear sentences and write what they hear. Play the first sentence of Track 25 and pause the audio to allow students time to write. Repeat with the other sentences. Tell the class that they are going to hear the audio again and this time, they will say the sentences after they hear them. Play Track 25 again and monitor student pronunciation.
Lesson 4 Grammar in Context

Lesson Objective: Ask and answer questions about past activities.
New Grammar: Were he brave? Yes, he was. Were they surprised? No, they weren’t.

Materials: Audio Tracks 24 and 26

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

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

2. Grammar Pass! Write questions.
Ask volunteers to read the first sentence and example question. Write the question on the board and ask students to notice how the word order changes in the question. Write the question on the board and ask students to notice how the word order changes in the question. Have students write the other questions. Have a volunteer read the Grammar Pass aloud.

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

4. Listen and cheer!
Tell students they are going to play Swivel. Have all students are sitting.

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

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

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

2. Grammar Pass! Write questions.
Ask volunteers to read the first sentence and example question. Write the question on the board and ask students to notice how the word order changes in the question. Write the question on the board and ask students to notice how the word order changes in the question. Have students write the other questions. Have a volunteer read the Grammar Pass aloud.

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

4. Listen and cheer!
Tell students they are going to play Swivel. Have all students are sitting.
Lesson 5 Fiction Reading

Lesson Objectives: Read a fiction text to practice unit language.
Grammar Review: past tense verbs
Materials: Audio Track 27, an object wrapped several times in gift wrap or newspaper with a clue written on each layer

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

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

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

Who did Uncle Bob send a gift to?

Gary
Mom
Frogs
Andrea

Read and listen.

Uncle Bob’s Jokes

Yesterday was Gary’s birthday. He got a special gift from Uncle Bob. The gift box had a joke book, a water bottle, and a stone inside. It was an unusual gift, but jokes can be fun! He opened the book and started reading a joke. It was called “How to Change Stones into Frogs!” It looked interesting. And Uncle Bob gave him all the things he needed to play the joke on his little sister, Andrea.

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

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

“Ready? OK, look!” Gary said. Andrea opened her eyes, and out jumped a big, fat frog. “Wow! A frog! That’s amazing!” she said. “Now I’m going to try one of Uncle Bob’s jokes!”
Lesson 6

Lesson 6 Reading Comprehension / Writing

Lesson Objectives: Identify specific information. Write about the joke.
Grammar Review: wh- questions in the past
Materials: Audio Track 27

Start the Class

Play a Chain Memory Game (see Page T 53) with birthday gifts. Start the game by saying I got a toy for my birthday, Go around the class and have students continue the game.

1. Listen again to Uncle Bob's Jokes.

Ask students to tell you what they remember about the story in the last lesson. Tell students to listen to the story again and read along. Play Track 27. Ask if they remembered the details correctly.

2. Answer the questions.

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

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

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

4. Write about the joke.

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

Finish the Class

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

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

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

4. Did the stone change into a frog?

4. Did the stone change into a frog?

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

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

4. Did the stone change into a frog?

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

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

4. Did the stone change into a frog?
Lesson 7 Creative, Collaborative, and Critical Thinking Activity

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

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

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

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

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

Plan a Movie Billboard.
Tell students that they are going to create their own Movie Billboards. Put them in groups, or ask them to get into their project groups if they have been assigned. Ask a volunteer to read the questions in Activity 1. Tell groups to discuss and choose the movie they are going to make a Movie Billboard for. When they have chosen a movie, tell students to plan their Movie Billboards by answering the questions about it.

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

On Stage! Present your Movie Billboard to the class.
Tell students to look at the photo of the girl and boy presenting their Movie Billboard. Tell two students to read the example dialogue. Have each group take turns to come to the board to present their Movie Billboard. Tell the rest of the class to listen carefully so that they can ask any questions or give opinions at the end. Encourage applause at the end of each presentation.

Display the Movie Billboards around the classroom.

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

Lesson 7

ON STAGE!
PROJECT: Movie Billboard

1. Plan a Movie Billboard.
   - What type of movie was it?
   - Who was in it?
   - Where was it?
   - What happened in the movie?

2. Prepare a Movie Billboard.
   - What type of movie was it?
   - It was a comedy!

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

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

By 2014-11-12 3:16 PM
Lesson 8 Review

Lesson Objective: Review language from Unit 4.
Vocabulary Review: action movie, comedy, horror, drama, science fiction, western, documentary, musical, serious, rude, polite, brave, grumpy, silly
Grammar Review: Who did you go with? When did you go? What did you see? Where were you? Was he brave? Was he was? Were they surprised? No, they weren’t.
Materials: flashcards with the vocabulary words from Unit 4

Start the Class

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

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

Write questions.

Ask a volunteer to read the sentences on the right side of the page. Explain to students that they have to write the questions. Model the first one with the class and ask students to write the questions. Have students work in pairs to make sure everyone understands what to do. Then have students check the words they found with a partner.

Try this!

Write the letters from each of the new vocabulary words from Unit 4 randomly all over the board. Have students work in pairs, use the letters to make as many words from the unit as possible. Ask each pair to say how many words they have and to spell them out. The pair with the most words wins.

Finish the Class

Ask a student to come to the board and show him or her a vocabulary flashcard. Have the student mime the word for the other students to guess. Have as many students mime as time allows.

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

Have students turn to Page 72 and tell them to find and circle the movie and adjective vocabulary words from Unit 4. Then have students check the words they found with a partner.

Spelling! Read the clues. Complete the puzzle.

On Stage!

Plan

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