

**Vocabulary:** Types of film; Adjectives to describe films

**Grammar:** Present simple; Adverbs of frequency; Present continuous

**Speaking:** Making suggestions

**Writing:** A film review

## VOCABULARY Types of film

I can talk about different types of film.

1 1.1 Match the words in the box with the films in the online film store. Listen, check and repeat.

action film    animated film    comedy    documentary    drama    fantasy film  
historical film    horror film    musical    science-fiction film

The screenshot shows a film store interface with a teal header containing the word 'FILMSTORE' and navigation buttons for 'Home', 'Films', 'TV Shows', and 'My List'. Below the header is a 'Recently watched' section with a 'See All' link. Ten movie posters are displayed in a grid, each with a small orange circle containing a number from 1 to 10 in the top left corner. The posters are: 1. 'GOOD DOG!' (a dog in a uniform), 2. 'A Year in Antarctica' (penguins), 3. 'DRIVE FASTER' (a car), 4. 'HARRY THE HIPPO' (a hippo), 5. 'FOREST' (a dark forest scene), 6. 'SING' (musicians on stage), 7. 'ALIEN PLANET' (a red planet landscape), 8. 'The Dragon Prince' (a dragon), 9. 'A Spy in Moscow' (a man in a trench coat), 10. 'The Last Pharaoh' (a woman in a white dress).

2 Work in pairs. Think of examples of each type of film.

*The Incredibles is an animated film.*

3 Match the types of films with the descriptions.

- 1 Don't watch this type of film on your own – it's scary!
- 2 There are lots of songs in this type of film.
- 3 This type of film doesn't use actors. It uses interviews with real people.
- 4 This type of film can be about the future, for example, space travel.
- 5 People laugh when they watch this type of film.
- 6 This type of film uses drawings of people or animals.

4 In pairs, do the questionnaire.

### Film Questionnaire

- 1 What types of film do you like? Why?
- 2 Which don't you like? Why?
- 3 How many films do you watch every month?
- 4 Do you usually watch films at home or at the cinema?
- 5 What's your favourite film? Why?
- 6 Who's your favourite actor?

Now watch the vlog.

**FAST FINISHER**

Write about your partner's answers to the questionnaire.

*Yolanda likes comedies and fantasy films. She ...*

# On screen

# 1

**UNIT 1 OVERVIEW:** The topic of this unit is films and other forms of entertainment. Sts read some opinions about whether films are better than books and listen to a radio programme about 4D cinema. They read a webpage advertising local entertainment and learn how to make and respond to suggestions. They then read an article about the animated *Wallace and Gromit* films and they also watch a vlog about making a short film and a culture video about a film crew.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Types of film; Adjectives to describe films	Present simple; Adverbs and expressions of frequency; Present continuous; Present simple and present continuous	Contractions	Understanding different opinions in a forum	Listening for key words	Making and responding to suggestions	A film review

## VOCABULARY Types of film

Sts learn the names for types of film. They confirm understanding by matching the types of films to descriptions and thinking of examples of each type of film. They personalize the vocabulary by doing a questionnaire on the types of films they like.

### Vocabulary

Types of film (*action film, animated film, comedy, documentary, drama, fantasy film, historical film, horror film, musical, science-fiction film*)

### Vlog

loan: *Making a movie*

### WARMER

Ask: *Is there a cinema in your town or city? Do you prefer to see films at the cinema or at home? Why? What films do you like?* Use these questions to revise expressions for likes and dislikes, and to see what words for film types students already know.

- 1 1.1 Read through the words in the box and elicit or teach the meanings. Sts match the words to the pictures. Play the audio track. Sts listen and check their answers. Play the audio again for sts to repeat the words.

### Answers

- |                 |                        |
|-----------------|------------------------|
| 1 comedy        | 6 musical              |
| 2 documentary   | 7 science-fiction film |
| 3 action film   | 8 fantasy              |
| 4 animated film | 9 drama                |
| 5 horror film   | 10 historical film     |

- 2 Put sts into pairs to think of an example of each type of film. Elicit examples of each type of film. To practise more speaking, ask questions about some of the popular films that sts mention, e.g. *Who likes this film? What's the best part?*

- 3 Ask sts to read the descriptions and match each one with a type of film. Allow students to compare their answers in pairs, then check with the class and check that students understand all the vocabulary in the definitions.

### Answers

- |               |                        |
|---------------|------------------------|
| 1 horror film | 4 science-fiction film |
| 2 musical     | 5 comedy               |
| 3 documentary | 6 animated film        |

- 4 Put sts into pairs to do the questionnaire. Ask them to note down their partner's answers. Ask some students to tell the class something about their partner.

### Vlog

This lesson features an optional vlog in which a vlogger talks about a film he is making. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 285 and 303.

### FAST FINISHER

Sts who finish early can practise vocabulary for film types further. They write sentences about their partner's answers to the questionnaire. Weaker sts could work in pairs to practise the vocabulary. They take turns to point to the films in the pictures. Their partner says the correct word.

### V Vocabulary practice: WB p.6

Sts will find more practice for vocabulary for types of film here. Set these exercises for homework.

### LS Language summary: Unit 1 SB p.127



# Films or books?

## READING

I can understand different opinions in a forum.

1 1.2 Read and listen to the forum. Copy the table and complete it with the names.

Who prefers films?	
Who prefers books?	
Who likes films and books?	

YourOpinion.org
Home   Topics   New   Create Discussion   Log in

## ARE FILMS BETTER THAN BOOKS?

Do you prefer watching films or reading books?  
Click on the buttons and tell us what you think.

Are films better than books?

**Yes**

or

**No**

**48% Say Yes**

**52% Say No**

**Amy** posted 3 minutes ago

My best friend doesn't agree, but I think films are more exciting. Science-fiction films often have amazing music and **special effects** – *Star Wars*, for example. You never get that with books.

**Daniel** posted 12 minutes ago

I like reading more than watching films because with books you get the whole story. **Directors** often cut the little details that make the book special, or sometimes they change the **plot** completely.

**Karl** posted 26 minutes ago

I think books are better because you can take them anywhere. I always read on the bus, for example. OK, you can do that with films on your phone, too, but the screen is really small, so it's harder to enjoy.

**Melissa** posted 42 minutes ago

I love reading and going to the movies. I usually read a book every two weeks and I go to the cinema with my friends at least once a month. Which do I like more? I can't choose, sorry!

**Johnny** posted 1 hour ago

It usually takes me a month to read a book, but I can watch a film in two hours! I love fantasy films such as *The Lord of the Rings*, but the books are really long and impossible to read.

**Laura** posted 1 hour ago

When I read a book, I like imagining what the people and places in the story look like. I'm often disappointed when I see the film. For example, in the *Percy Jackson* films, the **characters** aren't how I imagined at all.

2 Read the forum again and answer the questions. Who ...

- 1 says it's quicker to watch a film?
- 2 creates a picture of the characters in his/her head?
- 3 likes films with special effects?
- 4 often carries a book with him/her?
- 5 says that the story in a film is sometimes different from the book?
- 6 watches films with other people?

3 **Word Power** Complete the sentences with the blue words from the forum.

- 1 Hermione Granger and Ron Weasley are my favourite film ...
- 2 I didn't understand that film. Can you explain the ... ?
- 3 Alfonso Cuarón is a Mexican film ...
- 4 The ... in the new *Avengers* film are amazing.

4 Work in groups. Do you prefer watching films or reading books? Why? Compare your opinions.

5 **FIND OUT** Who wrote *The Lord of the Rings*? How many books are there? How long did it take the author to write the first book?

# Films or books?

## READING

Sts read an online forum discussing whether films are better than books. They focus on understanding different opinions in a forum. They learn to use the present simple and adverbs and expressions of frequency to talk about facts, habits and routines.

### Reading text


An online forum discussing whether films are better than books

### Reading skill

Understanding different opinions in a forum

### WARMER

Ask for a show of hands: *Who reads books?* Ask some of the students who put up their hands additional questions, e.g. *What kinds of book do you read? What's your favourite book? Why?* Ask: *Who never reads books?* Ask some of the students who put up their hands additional questions, e.g. *Why don't you like reading? Do you prefer watching films? Why?*

- 1**  **1.2 Understanding different opinions in a forum** Ask students to look at the title of the forum. Ask: *How many people agree? (48%) How many disagree? (52%).* Ask: *What do you think some of the people might say about films and books?* Elicit a few ideas, and note down language sts use that shows opinions, e.g. *I prefer ... , Films are better because ... , I love books because ...*. Point out that these are ways of showing opinions, and it is useful to understand different opinions when they read an online forum. Ask sts to copy the table into their notebooks. Play the audio for sts to read and listen to the forum and complete the table. Check answers, and elicit the part of the text which gives each person's opinion.

### Answers

Who prefers films? Amy, Johnny  
Who prefers books? Daniel, Karl, Laura  
Who likes films and books? Melissa

- 2** Ask sts to read the forum again and answer the questions. Check answers with the class and elicit the part of the text which confirms each answer.

### Answers

1 Johnny	3 Amy	5 Daniel
2 Laura	4 Karl	6 Melissa

- 3** **Word Power** Point out the blue words in the text. With weaker classes, read out each of the blue words in context and elicit or explain the meaning. Sts then read the sentences and complete them with the correct words. Stronger sts could work in pairs to work out the meanings of the blue words before completing the sentences. Check answers with the class, and check that sts understand all the words.

### Answers

1 characters	3 director
2 plot	4 special effects

- 4** Read out the question, then write on the board the two headings: *Films* and *Books*. Elicit all the opinions from the forum and make notes under the correct heading, e.g. *Films: more exciting, music and special effects*. Allow sts time to think about their own opinions individually, using the ideas on the board and their own ideas. They then work in groups to compare their opinions. Ask some sts to tell the class their opinions and reasons.

## 21st Century skills



### **5** FIND OUT

Set this exercise for homework if you prefer. Sts can find this information out by looking online or by asking other people. The answers to the question are: J.R.R. Tolkien wrote the original *The Lord of the Rings* books. There are three books. It took him around seventeen years to write the first *The Lord of the Rings* book.

### **R** Reading practice: WB p.7

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present simple

**I can** talk about facts, habits and routines.

**Now watch the grammar animation.**

- 1 Read the grammar box. Copy and complete the rules with *regularly* and *true*.

### Affirmative

I/You/We/They often **go** to the cinema.

He/She **prefers** books to films.

### Negative

I/We/You/They **don't talk** about books.

He/She **doesn't agree** with me.

### Questions

**Do you like** reading?

**Does he read** on the bus?

### Short answers

Yes, I **do**. / No, I **don't**.

Yes, he **does**. /  
No, he **doesn't**.

### Rules

We use the present simple to talk about things that are <sup>1</sup>... or that happen <sup>2</sup>...

- 2 Complete the text with the correct form of the verb in brackets.

Film directors often *make* (make) films from books. But sometimes they <sup>1</sup>... (not follow) the original story! For example, in *The Hunger Games*, Peeta <sup>2</sup>... (lose) a leg in the book, but in the film he <sup>3</sup>... (not lose) it!

In one of the *Jurassic Park* films, some men <sup>4</sup>... (take) a T-Rex and its baby to the USA. The T-Rex <sup>5</sup>... (escape) and <sup>6</sup>... (kill) a lot of people. This <sup>7</sup>... (not happen) in the book – the dinosaurs <sup>8</sup>... (not leave) the island!



- 3 Write questions using the present simple.

- your town / have a cinema?
- How often / you / go to the cinema?
- Who / you / go with?
- How much / a ticket / cost?
- you / like horror films?

- 4 Work in pairs. Ask and answer the questions from Exercise 3.

A: *Does your town have a cinema?*

B: *Yes, it does.*

## Adverbs and expressions of frequency

**I can** describe how often I do things.

- 5 Read the grammar box and rules. Then read the posts in the forum on page 10 again and find more adverbs and expressions of frequency.

I'm **often** disappointed.

Directors **sometimes** change the plot.

I go to the cinema **once a month**.

I read a book **every two weeks**.

You **never** get that with books.

### Rules

Adverbs of frequency go after the verb *be*, but before other verbs.

We usually put expressions of frequency like *once a month/ every two weeks* at the end of a sentence.

- 6 Write true sentences about you. Include an adverb or expression of frequency.

My friends and I watch action films.

*My friends and I watch action films every Friday night.*

- I watch horror films in bed.
- I buy a new book from a bookshop or online.
- My parents let me download films from the internet.
- We watch a film in English class.
- I turn my phone off in the cinema.

- 7 Work in pairs or small groups. Discuss your answers.

A: *I often watch horror films in bed.*

B: *Me, too.*

C: *Really? I never watch horror films in bed. They give me bad dreams!*

- 8 **GET CREATIVE** Write a questionnaire for your classmates, for example: *How often do you watch science-fiction films? Do you like horror films: a lot, not much, not at all?* Draw a chart to present the results.

**FUN FACT**



In the famous Hollywood film *The Wizard of Oz*, Dorothy's magic shoes are red. The pair of shoes from the film is worth millions of dollars. But in the original book, the shoes were silver!

### FAST FINISHER

Write a post for the forum on page 10. Give your opinion on the question: *Are films better than books?*



## GRAMMAR Present simple

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Do you like fantasy films?*, including the form and use of the present simple and adverbs and expressions of frequency. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 309 for animation script.

- 1 Read the grammar box about the present simple with sts, then read out the rules and elicit the missing words.

#### Answers

- 1 true                      2 regularly

Write a present simple sentence using *I* on the board, e.g. *I often go to the cinema*. Change *I* to *he* or *she* and elicit the necessary changes: *She often goes to the cinema*. Put a cross by both sentences and elicit the negative forms. Repeat this with one or two more simple sentences, and also elicit the question and answer forms.

Ask questions to check concept.

**Concept check questions:** *I like books – a fact? (yes). I go swimming every day – a routine? (yes). He like books – correct? (no – likes). I not enjoy reading – correct? (no – I don't enjoy). She don't like films – correct? (no – doesn't like).*

- 2 Ask sts to read the text and write the correct verb forms. Check answers with the class, writing the correct verb forms on the board for sts to check their spellings.

#### Answers

- |                |                  |
|----------------|------------------|
| 1 don't follow | 5 escapes        |
| 2 loses        | 6 kills          |
| 3 doesn't lose | 7 doesn't happen |
| 4 take         | 8 don't leave    |

- 3 Read out the first set of prompts and elicit the question. Sts then write the remaining questions. Weaker sts could work in pairs for this. Check answers with the class.

#### Answers

- 1 Does your town have a cinema?
- 2 How often do you go to the cinema?
- 3 Who do you go with?
- 4 How much does a ticket cost?
- 5 Do you like horror films?

- 4 Sts work in pairs to ask and answer the questions. Ask some students questions about their partner, e.g. *How often does (Sam) go to the cinema?*

## Adverbs and expressions of frequency

- 5 Read through the examples and rules with the class and check that sts understand all the adverbs and expressions. They then read the forum again and find more examples.

#### Answers

Science-fiction films **often** have amazing music ...  
Directors **often** cut the little details ...  
I **always** read on the bus ...  
It **usually** takes me more than a month to read ...

Ask questions to check concept.

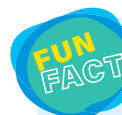
**Concept check questions:** *Tom goes to the cinema every week. Jack goes once a month – Who goes more? (Tom). Ana sometimes goes to the cinema on Saturdays – does she go every Saturday? (no – only sometimes). I read often books – correct? (no – I often read books).*

- 6 Read out the example sentence and elicit one or two more. Sts then work individually to write their sentences.
- 7 Put sts into pairs or groups to discuss their answers. Monitor and help while sts are working and correct any mistakes in a feedback session at the end.

### 21st Century skills

#### 8 GET CREATIVE

Put sts into small groups and explain that they are going to write a questionnaire for their classmates. Monitor and help while they are working and make sure their questions are correct. Divide the class into new groups for sts to ask and answer their questions and note down their classmates' answers. Put them back into their original groups to prepare charts of their results. Monitor and help as necessary. Ask groups in turn to present their charts to the class.



Encourage sts to read this fun fact for pleasure. They might also be interested to know that the actors who played the Cowardly Lion and the Scarecrow wore masks that had to be glued to their faces each day. It took an hour each evening to remove the masks!

#### FAST FINISHER

Sts who finish early can practise the grammar further by writing a post for the forum on page 10, giving their own opinion on whether films are better than books. Weaker sts could work in pairs and write one or two sentences with their opinions.

#### G Grammar practice: WB p.8

Sts will find more practice for the present simple and adverbs and expressions of frequency. Set these exercises for homework.

#### LS Language summary: Unit 1 SB p.127

# Be part of the action!

## VOCABULARY and LISTENING Adjectives to describe films

**I can** listen for key words.

**1** **1.3** Match the adjectives to describe films in the box with the icons. Listen, check and repeat.

boring brilliant confusing enjoyable exciting funny romantic sad scary serious silly terrible



**2** Choose the correct adjective.

- I don't like horror films. They're too *scary* / *terrible* / *enjoyable*.
- The film was *brilliant* / *confusing* / *sad*, I didn't understand it.
- The scene where Mufasa dies in *The Lion King* is very *sad* / *funny* / *enjoyable*.
- It was *an enjoyable* / *an exciting* / *a terrible* film. I give it 1 out of 10.
- Jack and Rose's first kiss in *Titanic* was very *confusing* / *romantic* / *scary*.
- The film was *silly* / *funny* / *boring*. I fell asleep after twenty minutes!
- The actors were very *boring* / *funny* / *sad*. We laughed and laughed!
- We watched a *serious* / *funny* / *romantic* documentary about plastic pollution.



**3** Ask and answer about films that you watched recently.

- A:** *What do you think of the new Star Wars film?*  
**B:** *The special effects are exciting, but the plot is confusing.*

**4** Read the advert. What do you think a 4D cinema is? What happens in a 4D cinema that doesn't happen in a normal cinema?



**5** **1.4** Listen to the radio programme. Which of the experiences in the advert does Adam mention? What does he think about his first time in a 4D cinema?

**6** **1.4** Listen again and answer the questions.

- Where is James Bond when Adam's seat first starts moving?
- What happens to his seat when the cars are driving fast?
- Where is Bond when it starts snowing?
- Why does Adam say, 'Luckily, I'm wearing a coat'?
- What is the weather like in Brazil?
- What can Adam smell?

**7** **THINK CRITICALLY** Why do you think going to the cinema is such a popular thing to do? Why do some people prefer to watch films at home?

**LS** Language summary: Unit 1 SB p. 127

# Be part of the action!

## VOCABULARY and LISTENING

### Adjectives to describe films

Sts listen to a radio programme about 4D cinema and focus on listening for key words. They learn to use the present continuous to talk about actions in progress now, and learn to use the present simple and present continuous correctly.

#### Vocabulary

Adjectives to describe films (*boring, brilliant, confusing, enjoyable, exciting, funny, romantic, sad, scary, serious, silly, terrible*)

#### Listening text


A radio programme about 4D cinema

#### Listening skill

Listening for key words

### WARMER

Put sts into teams. Say the names of some films that sts know, e.g. *The Hunger Games*. As you say each film name, ask: *What type of film is it?* Sts race to say the correct type of film. Then ask: *How can you describe this film? Is it funny? Exciting? Good?* Elicit some adjectives to describe each film you mention, and see what adjectives sts know.

- 1  1.3 Read through the words and elicit or teach the meanings. Put sts into pairs to match the adjectives to the pictures. Play the audio for sts to listen and check the answers. Play the audio again for sts to repeat the words.

#### Answers

1 silly	5 terrible	9 funny
2 scary	6 boring	10 serious
3 romantic	7 confusing	11 brilliant
4 enjoyable	8 exciting	12 sad


- 2 Sts read the sentences and choose the correct adjectives. Check answers.

#### Answers

1 scary	4 a terrible	7 funny
2 confusing	5 romantic	8 serious
3 sad	6 boring	


- 3 Read out the example answer, then ask one or two individual sts what they think of the new *Star Wars* film. Sts then work in pairs to ask and answer questions. Ask some sts to tell the class their opinions about some films they know.

- 4 Focus on the advert and check sts understand all the words. Ask sts to read the advert and discuss the questions in pairs. Elicit their ideas and discuss them as a class, but don't confirm them.

- 5  1.4 Read out the questions, then play the audio for sts to listen and note down the answers. See TG page 274 for audio script. Allow sts to compare their answers in pairs, then check answers.

#### Answers

He experiences a moving seat, snow, air and smells.  
He says that it was a really enjoyable experience.

- 6  1.4 **Listening for key words** Read through the questions with the class and point out that to answer these questions, sts need to listen for some key words. Elicit the key words for each question, e.g. *Where is James Bond when Adam's seat starts moving?* Elicit one or two possible answers for each question, but don't confirm them. Play the audio again for sts to answer the questions. Check answers with the class.

#### Answers

- 1 in his car
- 2 it moves really fast
- 3 high up in the mountains, in France
- 4 because there's cold air in the cinema
- 5 warm and sunny
- 6 oranges and pineapples

## 21st Century skills



- 7  **THINK CRITICALLY**

As a class, brainstorm advantages and disadvantages of going to the cinema and watching films at home, e.g.:


Going to the cinema: more exciting on a big screen, special effects are better

Watching films at home: cheaper, can chat while you watch, can have food

Sts then work in pairs or groups to discuss their ideas.

#### Optional extension

You could ask sts in pairs to think about a film they know and think about how it could work in a 4D cinema. Ask them to think about three effects they would use at key points in the film. Ask pairs in turn to tell the class their ideas.

-  **Vocabulary and listening practice: WB p.9**  
Sts will find more practice for listening, and practice of vocabulary for adjectives to describe films here. Set these exercises for homework.

-  **Language summary: Unit 1 SB p.127**



## GRAMMAR Present continuous

**I can** talk about actions in progress now.

**Now watch the grammar animation.**

- 1 Copy and complete the grammar box with the correct forms of the verb *be*.

### Affirmative

I <sup>1</sup> ... **wearing** a coat.  
He/She's **driving** through Rome.  
You/We/They <sup>2</sup> ... **relaxing**.

### Negative

I'm **not sitting** on a beach.  
He/She <sup>3</sup> ... **moving**.  
You/We/They **aren't talking**.

### Questions

**Am I going** fast?  
**Is it following** us?  
**Are they skiing**?

### Short answers

Yes, I **am**. / No, I <sup>4</sup> ...  
Yes, it <sup>5</sup> ... / No, it **isn't**.  
Yes, they **are**. / No, they <sup>6</sup> ...

- 2 Look at the picture from the film *Mission: Impossible - Fallout*. Complete the description with the correct present continuous form of the verb in brackets.

Ethan Hunt (Tom Cruise) <sup>1</sup> ... (ride) a motorbike through Paris. A lot of police officers <sup>2</sup> ... (follow) him. Three of them <sup>3</sup> ... (ride) motorbikes and the others <sup>4</sup> ... (drive) cars. They <sup>5</sup> ... (go) really fast, but they <sup>6</sup> ... (not go) as fast as Ethan. Ethan <sup>7</sup> ... (wear) a black leather jacket, but he <sup>8</sup> ... (not wear) a helmet. What <sup>9</sup> ... the other people in his team <sup>10</sup> ... (do)? They <sup>11</sup> ... (wait) for him in a boat. Come on, Ethan!



- 3 Write questions using the present continuous. Ask and answer them in pairs.

- What / you / wear / today?
- your teacher / use / a computer?
- it / rain / outside?
- What / your parents / do / today?
- What / you / study / in history?
- you / watch / a good TV series / at the moment?

## 4 PRONUNCIATION Contractions

- 1.5 Listen and repeat.

Full form	Contraction
I am driving.	I'm driving.
She is sitting.	She's sitting.
You are watching.	You're watching.
We are reading.	We're reading.
They are cooking.	They're cooking.

- 5 1.6 Listen and write the sentences in your notebook.

## Present simple and present continuous

**I can** use the present simple and present continuous correctly.

- 6 Read the grammar box. Choose the correct answers to complete the rules.

Present simple	Present continuous
I often <b>ride</b> my bike to school.	He's <b>riding</b> a motorbike through Paris.
It usually <b>snows</b> in winter.	It's <b>snowing</b> in the film.

### Rules

We use the present <sup>1</sup> *continuous / simple* to talk about facts, habits and routines.

We use the present <sup>2</sup> *continuous / simple* to talk about actions in progress now.

- 7 1.7 Complete the phone conversation. Listen and check.

- Ivan:** Hi, Anna. What <sup>1</sup> ... (you / do) at the moment?  
**Anna:** It's movie night! I <sup>2</sup> ... (watch) a film with my family.  
**Ivan:** <sup>3</sup> ... (you / always / watch) a film together on Friday night?  
**Anna:** Yes, we do! My dad <sup>4</sup> ... (download) a new film every week. Then we <sup>5</sup> ... (turn off) the lights and imagine that we're in the cinema!  
**Ivan:** That's a great idea. <sup>6</sup> ... (you / usually / have) popcorn, too?  
**Anna:** Yes – my brother <sup>7</sup> ... (make) some in the kitchen now!  
**Ivan:** Lucky you!  
**Anna:** What about you? What <sup>8</sup> ... (you / do)?  
**Ivan:** I'm at Pat's house. We <sup>9</sup> ... (play) video games and <sup>10</sup> ... (listen) to music.  
**Anna:** Have fun!  
**Ivan:** You, too! Bye!

## FAST FINISHER

Choose a picture in Unit 1. Describe what is happening in the picture.

## GRAMMAR Present continuous

### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Is the alien attacking the hero?*, including form and use of the present continuous and the difference between the present simple and present continuous. Sts will find more practice for reading here. Set these exercises for homework.

- 1 Read the grammar box with sts about the present continuous and elicit the missing forms of *be*. Draw attention to the two different parts of the form of the present continuous: the correct form of *be* and the *-ing* form of the verb. Point out that both parts are necessary: *They are playing* football. NOT *They playing* football or *They are play* football. Check answers.

#### Answers

- |            |                  |          |
|------------|------------------|----------|
| 1 'm / am  | 3 isn't / is not | 5 is     |
| 2 'r / are | 4 'm not         | 6 aren't |

Ask questions to check concept.

**Concept check questions:** *She's listening to music – is this in progress now? (yes). I'm learn English – correct? (no – I'm learning). He enjoying the party – correct? (no – he's enjoying the party). Can you make the sentence negative? (He isn't enjoying the party). Can you make it a question? (Is he enjoying the party?).*

- 2 Focus on the photo and elicit what it shows. Teach the word *motorbike* if necessary. Point out that a description of a picture uses the present continuous because you are describing something that is happening now, in the picture. Sts read the description and complete it with the correct verb forms. Check answers.

#### Answers

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1 is riding     | 5 're going     | 9 are          |
| 2 are following | 6 aren't going  | 10 doing       |
| 3 are riding    | 7 is wearing    | 11 are waiting |
| 4 are driving   | 8 isn't wearing |                |

- 3 Sts could work in pairs to write the questions. Check these with the class, and check that sts understand them all. Sts then ask and answer the questions in pairs. Ask the questions to the class and elicit a few answers for each one.

#### Answers

- What are you wearing today?
- Is your teacher using a computer?
- Is it raining outside?
- What are your parents doing today?
- What are you studying in history?
- Are you watching a good TV series at the moment?

### PRONUNCIATION

- 4 1.5 Point out that in informal situations, we usually use contractions rather than full forms. Play the audio for sts to repeat.
- 5 1.6 Play the audio, pausing after each sentence to allow sts time to write. Allow sts time to check their answers in pairs, then play the audio again for them to listen and check. Check answers.

#### Answers

- |                   |                    |
|-------------------|--------------------|
| 1 We're playing.  | 4 He's skiing.     |
| 2 It's raining.   | 5 They're talking. |
| 3 You're running. | 6 I'm listening.   |

## Present simple and present continuous

- 6 Read the grammar box with sts about the present simple and present continuous. Sts could work in pairs to read the rules and choose the correct words to complete them. Check answers, then ask questions to check concept.

**Concept check questions:** *I listen to music every day – a habit or in progress now? (a habit). Can you make a similar sentence meaning 'in progress now'? (I'm listening to music now). She's playing tennis – a habit or in progress now? (in progress now). Can you make a similar sentence about a habit? (She plays tennis every weekend).*

#### Answers

- |          |              |
|----------|--------------|
| 1 simple | 2 continuous |
|----------|--------------|

- 7 1.7 Sts complete the conversation with the correct verb forms. Allow sts to compare their answers in pairs, then play the audio for them to listen and check.

#### Answers

- |                       |                       |
|-----------------------|-----------------------|
| 1 are you doing       | 6 Do you usually have |
| 2 'm watching         | 7 's making           |
| 3 Do you always watch | 8 are you doing       |
| 4 downloads           | 9 're playing         |
| 5 turn off            | 10 listening          |

### FAST FINISHER

Sts choose a picture in Unit 1 and describe what is happening. They could work individually and write their answers, or work in pairs and do it as a speaking task. Weaker sts could choose a picture and write one or two sentences about what is happening.

#### G Grammar practice: WB p.10

Sts will find more practice for present simple and present continuous here. Set these exercises for homework.

#### LS Language summary: Unit 1 SB p.127

KEEP  
TALKING!

# It sounds scary!

READING and LISTENING

I can find information in an events guide.

About

Latest news

What's on

Events



## WHAT'S ON Our top tips for events in your area

Saturday, 13 October



### The Dark Forest (12+)

A group of teenagers spend the night in the forest. But they aren't alone ...

📍 ABC Cinema 3 p.m.

🎫 Tickets: £9 Under 16s: £7

BUY TICKETS



### Crazy Creatures

Fun animated film for all the family. With the voices of John Rodriguez and Margot Jackson.

📍 Odeon Cinema 3.15 p.m.

🎫 Tickets: £8 Under 16s: £6.50

BUY TICKETS



### Mad about Manga

Explore the history of manga, and dress as your favourite manga character!

📍 Modern Art Gallery

🎫 Free

RESERVE



### Dinosaur World

They walk. They roar. Don't miss this exhibition of life-size moving dinosaurs!

📍 Victoria Museum

🎫 £10 Under 16s: Half price

BUY TICKETS



### Safari in the City

For one day only, enjoy a very special tour of the zoo with TV presenter, Holly Bruce.

📍 City Zoo 10 a.m. and 2 p.m.

🎫 Tickets: £15

SOLD OUT



### Karate Class

Do you want to learn karate? All of our classes are free this week, so come and try it!

📍 Sports Centre 3 p.m. and 5 p.m.  
Monday – Saturday

🎫 Free

RESERVE

**1** Look at the events guide. Do you know any web pages like this for your town or area?

**2** Read the events guide and find answers to these questions.

- 1 How old must you be to see *The Dark Forest*?
- 2 What type of film is *Crazy Creatures*?
- 3 Which events don't cost any money?
- 4 How much is a child's ticket for Dinosaur World?
- 5 At which event can you dress up in special clothes?
- 6 Where can you meet a famous person?
- 7 What time does the afternoon tour of the zoo start?
- 8 How many free karate classes are there?

**3** 1.8 Listen. Which events from the web page do you hear?

**4** 1.8 Listen again and answer the questions.

- 1 Which colour belts is the karate class for?
- 2 What does *yame* mean?
- 3 Where is the noise coming from in *The Dark Forest*?
- 4 Who goes to investigate the noise?
- 5 Where does the snake in the zoo come from?
- 6 How long is the snake?




**KEEP TALKING!**

# It sounds scary!

## READING and LISTENING

Sts read an events guide about what's on in a town or city and discuss any similar guides that they know in their area. They listen to some announcements and conversations to identify the events from the guide and answer detailed questions. They then learn how to make and respond to suggestions. They read and hear a model dialogue and personalize the Useful language by following the steps in the Speaking plan.


### WARMER

Ask: *What's on in your town or city at the moment?* Elicit a few ideas, and ask more questions if necessary to prompt sts, e.g. *What films can you see? Are there any exhibitions at the museum? Are there any festivals or concerts?* Elicit a few answers, then ask: *How do you find out what's on in your town or city?* Elicit some answers, and elicit the idea of a *What's On* website. Tell sts they are going to read an events guide on a *What's On* website.

- 1 Look at the events guide with the class and ask sts if they know any similar webpages in their town or area.
- 2 Read through the questions with the class and check that sts understand everything. Ask them to read the events guide and find the answers. Check answers, eliciting the part of the webpage which confirms each answer.


#### Answers

- 1 twelve years old
- 2 animated
- 3 Mad about Manga, Karate Class
- 4 £5
- 5 Mad about Manga
- 6 Safari in the City
- 7 2.00 p.m.
- 8 12

- 3  1.8 Tell sts they will hear three of the events from the *What's On* website. Tell them they should listen carefully to identify the event that each one is about. Play the audio for sts to listen and note down the events that are mentioned. See TG page 274 for audio script. Check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

- 1 Karate Class
- 2 The Dark Forest
- 3 Safari in the City

- 4  1.8 Allow sts time to read through the questions. Check they understand them all. Play the audio again for them to listen and answer the questions. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

- 1 white and yellow
- 2 stop
- 3 the tall trees
- 4 Tom
- 5 the forests of Central America
- 6 180 cms

## SPEAKING Making and responding to suggestions

I can make and respond to suggestions.

### 1 1.9 Listen and read. Which of the events on page 14 do Alex and Meera decide to go to?

**Alex:** What shall we do this afternoon?

**Meera:** How about going to the cinema? There's a new horror film.

**Alex:** *The Dark Forest*? That sounds scary. I'm not sure. I'd prefer to see *Crazy Creatures*.

**Meera:** Hmm, I don't really like animated films.

**Alex:** Why don't we go to the zoo, then? There's a safari day.

**Meera:** OK, that's fine by me.

**Alex:** Oh, it's sold out already. What about going to the art gallery? There's a manga exhibition, and it's free.

**Meera:** Great idea! I love manga.

**Alex:** OK, let's go!



### 2 1.10 Listen and repeat the Useful language.

#### Useful language

##### Making suggestions

What shall we do this afternoon/tomorrow?

How about / What about ...?

Why don't we ...?

##### Responding

I'm not sure.

That sounds scary/boring/exciting.

I'd prefer to ...

That's fine by me.

### 3 1.11 Copy and complete the dialogue with the words in the box. Listen and check.

about don't exciting going shall to go

**Ana:** What <sup>1</sup> ... we do tomorrow?

**Milo:** How about <sup>2</sup> ... for a bike ride?

**Ana:** I'm not sure. I'd prefer <sup>3</sup> ... to a theme park.

**Milo:** Hmm, that sounds expensive. And I don't really like theme parks. What <sup>4</sup> ... going fishing?

**Ana:** That doesn't sound very <sup>5</sup> ... !

**Milo:** OK. Why <sup>6</sup> ... we go to the beach? We can go swimming and then have lunch there.

**Ana:** Great idea!

### 4 Work in pairs. Make suggestions for what to do tomorrow and make a plan. Follow the steps in the Speaking plan.

#### Speaking plan

##### Prepare

- > Choose some of the events from page 14, or think of your own.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > How can you improve next time?
- > Swap roles and choose new events.

Now play *Keep moving!*

#### FAST FINISHER

Write your own events guide like the one on page 14. Include two or three events or activities in your area.

## SPEAKING Making and responding to suggestions

- 1 1.9 Read out the question and explain to sts that they will hear two people discussing which event to go to. With stronger classes, you could play the dialogue with books closed and ask: *Which of the events from page 14 do Alex and Meera decide to go to?* With weaker classes, you could play the dialogue for sts to listen and read. Check the answer.

### Answer

Mad about Manga

- 2 1.10 Tell sts there are different ways they can make suggestions in English, and different ways they can respond, so they accept the suggestion or reject it. Ask them if they remember, or can see, any in the dialogue in Exercise 1. Read through the Useful language box with the class and check sts understand all the phrases.

Ask questions to check concept.

**Concept check questions:** *I want to go to the cinema – How can I suggest this to my friend? (How about going to the cinema? / Why don't we go to the cinema?). I'm not sure – am I accepting the suggestion? (no). That sounds great – am I accepting? (yes). What else can I say to accept? (That's fine by me). How can I say what I want to do instead? (I'd prefer to ...).*

- 3 1.11 Ask sts to copy the dialogue in their notebooks and complete it using the Useful language from Exercise 2. Allow sts to compare their answers in pairs, then play the audio for them to listen and check. Sts could then practise the dialogue in pairs.

### Answers

1 shall	3 to go	5 exciting
2 going	4 about	6 don't

- 4 Sts follow the steps in the Speaking plan to practise making and responding to suggestions.

## Speaking plan

### Prepare

Sts work in pairs to choose some events or think of their own ideas. You could brainstorm some ideas with the class. They then make notes for their dialogue, using the Useful language in Exercise 2 to help them.

### Speak

Sts decide who will speak first and then practise their dialogue in their pairs. They can practise with, and then without, notes. Monitor and help as necessary. If your sts use smartphones in class, they could record their conversations.

### Reflect

Discuss as a class how sts could improve next time. Encourage them to be honest and open about the things they did well and the things they can do better. If you noticed any typical errors, correct them with the class. Sts swap roles and follow the steps again with a different partner. If they record their conversations, ask them to use this to help them think of how they could improve next time. Ask some sts to perform their conversations for the class if they feel confident.

## Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

## FAST FINISHER

Sts write their own events guide like the one on page 14. Encourage them to use the text on page 14 as a model and include events from their area. They could then work in pairs and have another conversation to make suggestions and decide which event to go to. Weaker sts could write one or two brief descriptions of events in their area for a webpage.

## Speaking practice: WB p.11

Sts will find more practice for making and responding to suggestions here. Set these exercises for homework..

## Language summary: Unit 1 SB p.127



REAL

CULTURE!

## Great British animation

I can compare famous animated characters in the UK with animated characters in my country.

### The World of Wallace and Gromit



Aardman Animations is a British animation company. Its two most famous animated characters are Wallace and Gromit. Wallace is an inventor who invents crazy things, and Gromit is his dog and best friend. Together they have lots of exciting and very funny adventures, but they always find time for a cup of tea!

Aardman's style of animation is unusual. These days, most animation companies use computers to create their characters, but Aardman uses models. So, how exactly do they do it?

First, the animators build a model of the character out of clay. Then, they take a picture of the character with a special camera. Next, the animators move parts of the character, for example, its eyes, its mouth or its fingers, and they take another picture. Finally, they put the pictures together to make a film, and the characters appear to move!



The work is very slow. They take 24 pictures for every second of film, and in a typical day, they create just two to three seconds of film! It can take two years to make a complete film. It's a lot of hard work, but the results are amazing.

The Aardman team have won lots of awards, including several Oscars. Their films are very popular with British people of all ages, and it's a Christmas tradition to watch Wallace and Gromit on TV! People love them because they live an ordinary British life: they drink tea, they like toast and jam, and they live in a typical British house. And people love the funny and imaginative stories, and the incredible animation.



## Great British animation


Sts learn about Aardman Animations, a British company which produces the Wallace and Gromit animated films. They study words to show the order of events and listen to a set of instructions. They then compare cartoons and films in the UK with popular programmes in their own country. This lesson features an optional culture video about a film crew: see SB page 17.

 **WARMER**

Put sts into pairs. Give them two minutes to write the names of as many animated films as they can. Elicit their ideas, then ask: *Do you know how they make animated films?* Elicit what sts know about how different animated films are made.

**BACKGROUND**

The Aardman Animations films have proved extremely popular in Britain with both children and adults. Films made by Aardman Animations include *Chicken Run* (2000), *Wallace and Gromit: The Curse of the Were-Rabbit* (2005), *Flushed Away* (2006), *Shaun the Sheep Movie* (2015), *Early Man* (2018) and *Shaun the Sheep Movie: Farmageddon* (2019).

- 1 Put sts into pairs to look at the pictures and discuss what they know about the characters. Discuss their ideas as a class.
- 2  1.12 Read out the task, then tell sts they are going to read and listen to the text, and they should ignore any words they don't understand for now. Play the audio for sts to read and listen and find three reasons why Wallace and Gromit are popular. Check the answers.

**Answer**

Wallace and Gromit are popular because:

- 1 they live an ordinary British life
- 2 people love the funny and imaginative stories
- 3 the animation is incredible

- 3 Focus on the summary and point out the example mistake that has been corrected. Ask sts to read the summary and correct five more mistakes. They can then read the text again in their own time, or you could play the audio again for them to read and listen. Allow sts to compare their answers in pairs, then check answers with the class.

**Answers**

computers models  
one-year two years  
a taxi-driver an inventor  
coffee tea  
Easter Christmas

- 4 **Word Power** Read out the task, then ask sts to find *First* and *Then* in paragraph 3 of the text. Point out how these words show the order of events. Ask sts to read the rest of this paragraph and find two more words that show the order of events. Check answers, and check that sts understand all the words.

**Answers**

Next, Finally

- 1 Look at the pictures on page 16. Do you know these animated characters? What do you know about them?
- 2 **1.12** Read and listen to the article. Find three reasons why Wallace and Gromit are popular.
- 3 Read the article again. Find and correct five more mistakes in the summary below.  
*American X British ✓*

Aardman Animations is an American animation company. The company uses computers to create the characters. It's a very slow way to work. It takes one year to make a film. Wallace and Gromit are two of Aardman's most famous characters. Wallace is a taxi driver and Gromit is a dog. They love coffee and toast and jam. British people enjoy watching the films at Easter.

- 4 **Word Power** We use words like *first* and *then* to show the order of events. Find two more words in the text that show the order of events.
- 5 Work in pairs. Close your books. Explain to your partner how they make films at Aardman Animations. Then swap roles.  
*First, ... Then, ... Next, ... Finally, ...*
- 6 **1.13** Work in pairs. Read *How to make a cup of tea ... with Wallace and Gromit!* Put the instructions in the correct order. Then listen and check.
- 7 **COMPARE CULTURES** Which cartoons and other animated films and TV shows are popular in your country? Who are your favourite characters? What do you like about them?

 Now watch the culture video.

#### **FAST FINISHER**

Describe your favourite character in a cartoon or animated film.

*One of my favourite characters is SpongeBob SquarePants. He lives underwater in a pineapple.*

How to make a cup of tea ...

with **Wallace**  
and **Gromit!**



You will need ...



a kettle



water



a teabag



a cup



milk



sugar

### Instructions

- a Take the teabag out of the water.
- b Enjoy!
- c Next, add the hot water.
- d First, boil some water in a kettle.
- e Finally, add some milk (and sugar, if you like).
- f Leave the teabag in the water for one or two minutes.
- g Then, put a teabag in a cup.



## REAL CULTURE!

- 5 Sts work in pairs and with their books closed, explain how they make films at Aardman Animations. They swap roles and practise again. Elicit a description from the class.
- 6 **1.3** Point out the instructions at the bottom of page 17, and explain that they are in the wrong order. Read through the *You will need ...* part with the class and check that sts understand all the objects in the pictures. Sts then work in pairs to put the instructions in the correct order. Play the audio for them to listen and check.

### Answers

d, g, c, f, a, e, b

### EXTRA PRACTICE

Put sts into pairs. They take turns to give instructions about another familiar everyday activity, e.g. heating up a pizza, tidying your bedroom, etc. Ask them to try to speak for one minute. If your sts use smartphones in class, they could record their conversations. They can watch their films back and discuss in their pairs how they could improve. If there is time, they could repeat the activity and try to improve.

## 21st Century skills



### 7 COMPARE CULTURES

Put sts into pairs or small groups. Encourage each group to brainstorm ideas for cartoons and animated films and TV shows that are popular in their country. Ask them to discuss who their favourite characters are, and why they like them. Monitor and help while they are working. Ask some pairs or groups to tell the class their ideas. Ask other sts if they agree or disagree, and why.

### Culture video

This lesson features an optional culture video about a film crew. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See *A day on a film set* on TG pages 294 and 306.

### FAST FINISHER

Sts write a description of their favourite character in a cartoon or animated film. Weaker sts could work in pairs and write two or three sentences about a character in a cartoon or animated film that they know.



# My favourite film

## WRITING A film review

I can write a film review.

- 1 Look at the picture. Do you know this film? Discuss in pairs what happens, or what you think happens, in the film.
- 2 Read the film review. What does the reviewer think of the actors in the film?



One of my favourite films is *The Martian*. It's a science-fiction film. I watched it on TV last month and I really enjoyed it.

The film is set in the future. A team of scientists are living and working on Mars. One day, there is a storm. A large piece of metal hits one of the astronauts, Mark Watney, and the other scientists think that he's dead. They decide to leave the planet and return to Earth. However, Mark isn't dead, and when he wakes up, he is alone on Mars. He now needs to find a way to survive and to contact Earth ...

The film is really enjoyable. The actors are excellent, especially Matt Damon as Mark Watney. The plot is simple, but the special effects are amazing and the music is great. The film is quite funny in parts, and the ending is very exciting! In conclusion, I totally recommend it.

by Louise Wilcox

- 3 Look at the **Useful language**. How do you say these expressions in your language?

### Useful language

#### Reviewing a film

One of my favourite films is ...	The special effects are ...
The film is set in ...	The plot is simple/ confusing.
The actors are ...	The ending is exciting/silly.

- 4 Read the **Look!** box. Then look at the end of the review. What type of punctuation do we use after *In conclusion*?

### Look! Writing a conclusion

We often finish a film review with a conclusion: one or more sentences where you give your final opinion about the film. We can use *In conclusion* to introduce our final opinion.

- 5 Match sentences 1–4 and a–e. Use them to write conclusions in your notebook. Include *In conclusion*.

The plot is confusing and the actors are really bad.

*The plot is confusing and the actors are really bad. In conclusion, it's a terrible film.*

- 1 The actors are great and the songs are brilliant.
  - 2 It's really scary and the ending is very imaginative.
  - 3 The actors are good, but the story is boring.
  - 4 It's a love story, but it's also very funny.
- a if you like horror films, this is for you.
  - b I really enjoyed this musical.
  - c it's a great romantic comedy.
  - d it's a terrible film.
  - e there are good things and bad things about this film.
- 6 Write a film review. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- > Choose one of your favourite films.
- > Make notes about the plot.
- > Think about your opinions of the actors, special effects, ending, etc.

#### Write

- > Organize your ideas into paragraphs:
  - The name of the film and when you saw it
  - A short summary of the plot
  - Your conclusion
- > Use the expressions from the **Useful language** box.

#### Check

- > Check your grammar: present simple and present continuous.
- > Check your spelling.

# My favourite film

## WRITING A film review

Sts read a film review of the film *The Martian*. They learn useful language for reviewing a film and study how to write a conclusion. They then follow the steps in the Writing plan to write a film review of a film that they know.

### Writing

A film review

### Useful language

Reviewing a film (*One of my favourite films is ..., The film is set in ..., The actors are ..., The special effects are ..., The plot is simple/confusing, The ending is exciting/silly.*)

### Look!

Writing a conclusion

### WARMER

Ask: *Where can you read reviews of films?* Elicit that you can read them online or in magazines. Ask: *Do you ever read film reviews? What information can you find in them?* If sts read film reviews, ask more questions to find out why they find them useful. If sts don't regularly read film reviews, discuss as a class what information you can find in them (information about the plot, the actors, and an opinion about how good the film is).

- Focus on the picture and read out the name of the film. Use the picture to teach the words *astronaut* and *Mars*. Put sts into pairs to discuss the questions. Discuss their ideas as a class, but don't confirm them.
- Read out the question, then ask sts to read the film review and find the answer. Check the answer, eliciting the part of the review which confirms the answer.

#### Answer

She says that the actors are excellent.

- Read the Useful language box with sts about language for reviewing a film. Ask them how they say these expressions in their first language. You could elicit a few more adjectives to describe the plot (e.g. *complicated, silly*) and the ending (e.g. *happy, sad*).
- Read the Look! box with sts about writing a conclusion. Sts read the conclusion in the film review and notice the punctuation after *In conclusion*. Check the answer with the class.

#### Answer

A comma

Ask questions to check concept.

**Concept check questions:** *Where is the conclusion – at the beginning, in the middle, or at the end? (at the end). What information do we give in the conclusion? (our opinion of the film). What punctuation do we use after 'in conclusion'? (a comma).*

- Point out how the example sentences matches to sentence d, and point out how it is rewritten using *In conclusion*. Ask sts to match the sentences and write them in their notebooks, using *In conclusion*. Check answers with the class.

### Answers

- b: The actors are great and the songs are brilliant. In conclusion, I really enjoyed this musical.
- a: It's really scary and the ending is very imaginative. In conclusion, if you like horror films, this is for you.
- e: The actors are good, but the story is boring. In conclusion, there are good things and bad things about this film.
- c: It's a love story, but it's also very funny. In conclusion, it's a great romantic comedy.

- Ask sts to write a film review about one of their favourite films following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts work as individuals and make notes about one of their favourite films. Monitor while they are working, and help with vocabulary if necessary. Remind them to think about the characters, plot, special effects and ending.

#### Write

Read through the paragraph plan with the class, then refer back to the model film review and show how it follows the paragraph plan. Sts then write their film review following the paragraph plan. Refer them back to the Useful language and the Look! box and encourage them to use them in their reviews. Remind them they can also use the adjectives for describing films from page 12.

#### Check

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Reassure them that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap their film reviews and give feedback on the use of the present simple and present continuous. Remind sts that they should always be positive and encouraging when they give feedback to a partner.

- W Writing practice:** WB p.12  
Sts will find more practice for writing here. Set these exercises for homework.

- W Writing summary:** WB p.84

- E Exams:** Unit 1 SB p.118

- LS Language summary:** Unit 1 SB p.127