

# 14 Watch it, read it

## Unit profile

**Vocabulary:** TV, films and literature  
**Reading:** A blog post  
**Grammar:** Relative clauses  
**Vocabulary:** Easily confused words  
**Listening:** Going to the cinema  
**Speaking:** Reaching agreement

## Warmer

Write *TV shows*, *Films* and *Books* on the board as headings. Put students into small groups to brainstorm different types of each one, e.g. news, sport (TV), action, comedy (films), novels, science fiction (books). Some types will fit more than one category. Invite a group for each heading to come and write their list on the board. Elicit any other types from the class. Ask students to tell their group about the types of each category they like best. Share some ideas as a class.

## Your profile


Model the activity by briefly telling the class about the films, books and TV shows you like. Ask students to read the three questions and write down their answers on a piece of paper. Tell them to write one or two sentences for each question, e.g. *I like thrillers because you don't know what's going to happen next. They're exciting!*

Collect in the papers (they should not put their name on them) and hand them out around the class. Students then walk around the classroom and try to find the person whose paper they have. They should ask each question to as many people as they can. When they find their person, they write the person's name on the paper. When everyone has found their person, or after a certain time limit, ask students to sit down. Invite four or five students to tell the class about their person.

## VOCABULARY TV, films and literature

- 1 Ask students to look at the types of TV shows, films and novels in the box and compare them to the lists on the board. Drill pronunciation.

Put students into pairs to match the words to the pictures. Check answers but do not confirm them at this point. The TV show which isn't in the photos is a soap opera.

- 2  **2.09** Play the recording for students to check their answers. Pause after each one for them to identify the words and pictures.

Elicit which types are specific to each category (TV show: chat show, soap opera. TV show and film: documentary, action film, animated film, comedy. The others can be TV shows, films or novels).

## Audioscript

**Narrator: a**

If you like thrillers, you'll love *Jack Ryan: Shadow Recruit*. Jack Ryan is a new spy who is sent to Moscow on a secret job. There's lots of great action and a brilliant ending back in New York. It's really exciting.

**Narrator: b**

*Bean: The Ultimate Disaster Movie* is a brilliant comedy. Mr Bean travels to Hollywood and all kinds of strange things happen. It was such a laugh!

**Narrator: c**

I just loved reading *Romeo and Juliet*. It's such a sad love story. I read the book at school and now I can't wait to see a film of the story too.

**Narrator: d**

*Murder on the Orient Express* is a really old film, but it's still worth seeing. It's a murder mystery about a trip on a train across Europe. One person dies, but who is the murderer? I love the way that Hercule Poirot always finds out in the end.

**Narrator: e**

I watched a really good documentary on TV last night. It was about meerkats in Africa. They're amazing animals. I love the way that they work together to help each other.

**Narrator: f**

*X-Men: Days of Future Past* is one of my favourite science fiction films. I love all the characters, especially Wolverine. Hugh Jackman is such a brilliant actor! Anyway, in the film, Wolverine is sent back to the past and it's all very exciting.

**Narrator: g**

I watched *Lincoln* last night. It's a really interesting historical drama. I learnt a lot about the history of the United States.

**Narrator: h**

*Raiders of the Lost Ark* is a brilliant action film. The chases are amazing and there are some great special effects. I know it's a really old film now, but Harrison Ford was such a good action movie actor when he was younger.

**Narrator: i**

Some chat shows are boring, but I like it when they have famous actors or comedians on. They're often quite funny guests. Chat shows usually have a guest singer or band too, which I really like.

**Narrator: j**

Some people think that animated films are only for young kids, but that's not true. *Monsters University* is really cool, for example. People of any age would enjoy it.

**Narrator: k**

My brother loves horror films, but I think they're too scary. I watched *Piranha* in 3D with him and I couldn't sleep for a week!

I think soap operas are really interesting because they show real life situations. My favourite is *Hollyoaks*, as it follows the lives of normal young people like me, so I can really understand the characters.

## Answers

**b** comedy **c** love film/story **d** murder mystery  
**e** documentary **f** science fiction film/story  
**g** historical drama **h** action film **i** chat show  
**j** animated film **k** horror film/story  
 (*Hollyoaks* is a soap opera.)

- 3** Ask students to read the definitions and explain that they each match one of the words in exercise 1.

Students complete the exercise in pairs. Nominate a student to read out one of the completed sentences and name another student to read out the next sentence. Continue until all the sentences have been read out.

### Answers

- 1** documentary **2** thriller **3** soap opera  
**4** science fiction film/story **5** historical drama **6** chat show

- 4** Ask two students to demonstrate the activity by reading out the example conversation. Set a short time limit for them to complete the exercise in pairs.

Call out each word from the box in exercise 1 and invite students to give their examples.

- 5** Look at each phrase and provide examples of your own, using facial expression and intonation to demonstrate their meanings.

Put students into groups of three. They should write down numbers 1–6 on separate pieces of paper. They shuffle these and place them face down. Students take turns to pick up a number and answer the corresponding question. Encourage them to say what they like or dislike about the books and films they discuss.

Ask each group to choose a spokesperson to tell the class about their group's likes and dislikes.

## READING

- 1** Elicit who is in the photo (Matt) and what students remember about him (he likes watching films in his free time). Ask them to read Matt's profile and discuss the question in pairs. Feed back as a class.

### Possible answer

He is interested in films and the film industry.

- 2** Ask students to discuss the question in small groups. Invite different groups to share their ideas with the class.

- 3** Ask students to read Matt's post to check their answers to exercise 2.

Put students into small groups to discuss his questions and provide some ideas. Monitor and join in with the discussions, giving positive feedback for interesting ideas.

Invite groups to share their ideas with the class.

### Answers

What do you do in a film club?; Are they easy to set up?; Do you need a special room?

- 4** Set a short time limit for students to complete the exercise individually. Allow them to compare their ideas with a partner. Check answers.

### Answers

Yes, they do.

- 5** Ask students to read the comments again more carefully, and to answer the questions. Encourage them to do this individually before comparing answers with a partner.

You may need to explain *support* (help) and *consider* (think carefully about something you might do).

Invite different pairs to give the answers.

### Answers

- 1** Phil **2** Jenny **3** Phil **4** Liz **5** Steve **6** Liz **7** Steve  
**8** Jenny

- 6** Give students a few minutes to decide in pairs what they think the highlighted words mean. Invite them to share their ideas and then give each pair one of the words and ask them to write a definition. Monitor and help as they are working. Ask different pairs to read out their definitions for the class to guess the word.

Then ask students to read and complete the sentences. Check answers.

### Answers

- 1** refreshments **2** ceremony **3** set up **4** director  
**5** belong to

## Talking points

Give students time to read the questions and think of some ideas before holding a whole-class discussion. Encourage them to give reasons for their opinions. Discuss any clubs your school has, and what students enjoy about them. Alternatively, ask them what kind of clubs they would like the school to have.

## EP Word profile

Ask students to read the three sentences and decide which part of speech the three words are (verb; adjective; adverb). Elicit the noun form (*hope*).

Put students into pairs to write a sentence using each of the words. Share some ideas as a class.

Monitor as students complete the exercises on page 126. Check answers.

### Answers

- 1** **1** Hopefully **2** hope **3** hopeless **4** hopes **5** hopeful  
**6** hope

## GRAMMAR Relative clauses

- 1** Books closed. Tell the class a short story. Remind them to listen carefully because you will ask them some questions about it. Say 'Once upon a time, there was a boy who lived in a forest which was deep and dark. It was a place where magical things happened: magical things that the boy made happen ...'

Ask 'Who is the story about?', 'Where did he live?', 'What happened in the forest?' and 'What kinds of things do you think the boy did?'

Then write the story on the board leaving gaps for the relative pronouns. Read out the story, pausing for students to call out the pronouns. Ask them to look at the relative pronouns and think about what they mean.

Books open. Tell students to read the sentences and complete the rules in pairs. Invite different students to read out the completed sentences.

→ Grammar reference Student's Book page 151

### Answers

a which b who; that c where

- 2 Tell students to look at the title and ask whether they have read or seen the film of *Frankenstein*. Ask 'What type of book/film is it? What happens in the story?' Encourage students who have read the story or seen the film to tell the class about it.

Ask students to read the text quickly and say how readers felt about the story (they were shocked).

Students work in pairs to select the correct options. Read the story aloud by asking students to take turns reading out a sentence. Tell the class to decide whether the options chosen are correct and why / why not.

Find out if students who haven't read the book or seen the film would like to and why / why not.

### Answers

1 that 2 who 3 that 4 who 5 who 6 where 7 that 8 which

- 3 Explain that relative pronouns can be used to join sentences together, to make writing flow better. Tell students to look at the example. Ask which word from the two sentences is replaced by the relative pronoun (the pronoun *She*).

Put students into mixed-ability pairs to complete the exercise. Monitor and help as they are working. Invite different students to read out their completed sentences.

Ask which word is missing from the original two sentences and why (to avoid repetition).

You could ask students about some of the sentences, e.g. 'Have you ever read any Philip Pullman books?'

### Answers

- 1 Jane Lynch is a funny actor who is in *Glee*.
- 2 This is a great book which Philip Pullman wrote.
- 3 There's a new bookshop where you can buy English books.
- 4 Angelina Jolie is a Hollywood star who has appeared in lots of great films.
- 5 Anthony Horowitz is an English novelist who wrote the *Alex Rider* series.
- 6 This is a brilliant film which/that I watched last week.

## Corpus challenge

Ask students to read the sentence, written by a student. Ask them to look at the sentence and elicit which relative pronoun is used and what the subject of the sentence is (*visitors*).

Tell them that there is one mistake in the sentence. Ask them to work in pairs to decide what the mistake is. Invite a student to say what the mistake is and why it is wrong (the relative pronoun is missing). Ask another student to correct the mistake.

### Answer

There are a lot of visitors who visit the waterfall.

- 4 Divide the class into 'A' and 'B' students. Tell them that they are going to make sentences to describe a person, place or thing using relative clauses.

Students turn to the relevant page and write their sentences. Monitor and help as they are working.

Pair 'A' and 'B' students. They take turns to read out their sentences for their partner to guess. Invite different students to read out their sentences for the class to guess.

### Mixed ability

To provide extra practice for weaker students, and consolidation for stronger students, write five sentences on the board with an incorrect pronoun, e.g. *That's the place who I grew up (where)*. *Messi is a footballer when plays for Barcelona (who)*. *This is the jacket what I bought last week (which/that)*. *Paris is the city what I want to visit most (that/which)*. Put students into mixed-ability pairs to correct the pronouns.

## VOCABULARY Easily confused words

- 1 Tell students to read the sentences and look at the words in italics. Ask what they notice about the words (their spellings and meanings are different but the pronunciation is similar). Explain that words which look different but are pronounced in exactly the same way are called homophones, e.g. *advise* /əd'vaɪz/ and *advice* /əd'vaɪs/ are not homophones, but *whether* /'weðər/ and *weather* /'weðər/ are.

Put students into pairs to choose the correct options. Invite different students to read out the sentences and say whether the correct word is the first one or the second one.

Tell students to look at the words which they didn't choose and discuss their meanings in pairs. Feed back as a class.

Elicit which pairs of words are homophones (they're/their, whether/weather). Drill pronunciation for those which are different.

### Answers

- 1 Their 2 passed 3 advise 4 accept 5 loose 6 weather

- 2** Tell students that some other words do not look or sound similar, but sometimes cause problems for people whose first language is not English.

Monitor and help as students complete the exercise in pairs. Invite different students to read out the completed sentences.

Elicit the meanings of the other words. Find out if there are any words that students often confuse (e.g. *Tuesday* and *Thursday*, *chicken* and *kitchen*).

### Extension activity

Play noughts and crosses. Draw a grid of nine squares on the board. Number them 1 to 9. Divide the class into two groups and call them team A and team B.

Call out the numbers in a random order and, for each number, write a pair of words from the lists below on the board. Ask students whether they are pronounced the same or differently. Each team should elect a person to say the words (make sure this changes each time so that more students get a turn). The first team to answer the question correctly wins a point. Erase the number in the square and write A or B according to who won the point.

The winning team is the first to make a row of their team's letter (horizontally, vertically or diagonally). Possible homophones: *they're/their/there*, *wear/where*, *whether/weather*, *Who's/Whose*, *eight/ate*, *knows/nose*, *knew/new*, *for/four*, *here/hear*, *to/too/two*, *see/sea*, *meet/meat*, *right/write*, *sun/son*, *by/buy*

Possible non-homophones: *where/were*, *advise/advice*, *loose/lose*, *now/know*, *dessert/desert*, *war/far*

### Answers


- 1 borrow 2 realise 3 library 4 story 5 remember  
6 sensible

## LISTENING

- 1** Remind students that we use the present continuous to describe photos. Put them into pairs to discuss the questions. Share some ideas as a class.

### Answers

- 1 They're watching a 3D film. We know because they're wearing 3D glasses.  
2 and 3 Students' own answers.

- 2**  **2.10** Ask students to look at the titles and guess which types of film they match.

Play the recording for them to check their answers.

### Audioscript

**Ali:** We haven't been to the cinema for ages, have we?

**Jess:** That's true. I wonder what's on next week? Let's have a look when we get home.

**Jess:** Oh, look! Long Live the King is on. I've read a review of that. It's a historical drama about life in England in the eighteenth century. I love films like that!

**Ali:** Are you serious? I'm not a big fan of historical dramas. They're boring. What else is there?

**Jess:** There's Moscow. I don't know much about it, but it says here that it's an action film.

**Ali:** Matt saw it last week. He didn't like it, did he? He said it was terrible!

**Jess:** Oh, I don't know! You choose!

**Ali:** Mm ... What about After Dark?

**Jess:** Ooh, it isn't a horror film, is it?

**Ali:** Yes, it is.

**Jess:** I'm not really into horror films. You know that!

**Ali:** Oh, yeah. And you have to be 18 to see it anyway.

**Jess:** Shall we watch Silly Money then? It's a comedy.

**Ali:** That sounds good. I love comedies.

**Jess:** Me too. It's on at ... four thirty, seven fifteen and ten thirty.

**Ali:** Mm, ten thirty's too late.



**Jess:** Yes. Let's go at seven fifteen. Can we book the tickets online?

**Ali:** I think so. My mum's booked tickets online for my sister before. I'll ask her to do it for us.

**Jess:** Great. I can't wait.

### Answers

- 1 b 2 c 3 d 4 a

- 3**  **2.10**  **Preliminary** Listening Part 4 tests students' ability to listen for detailed information, and to identify the speakers' attitudes and opinions. They listen to an informal conversation and say whether six sentences about the recording are correct or incorrect. Students hear the recording twice.

Tell students that they are going to listen to the conversation again and decide whether the statements are correct or incorrect.

Set a short time limit for them to read the statements and see if they can remember the information from what they have already heard.

Play the recording for them to check their answers. Invite different students to say whether each statement is correct or incorrect, and why.


Play the recording again for students to correct the incorrect sentences.

### Answers

- 1 Correct 2 Incorrect. He hasn't been to the cinema for ages.  
3 Incorrect. Matt saw it last week. 4 Correct  
5 Incorrect. They agree to go at 7.15.



## SPEAKING Reaching agreement

- 1 Ask students to look at the text and say where they think it is from (a film guide). Ask students to tell their partner which of the films they would most like to see and why. Share ideas as a class.
- 2  2.11 Play the recording for students to find out which film the friends decide to watch. Allow them to compare their answer with a partner before checking as a class.

### Audioscript

**Girl 1:** So, what shall we watch for our movie night?  
What about *Planet Alpha*?

**Girl 2:** Mm, I'm not sure. I don't really like science fiction films.  
I don't think it'll be very good. It looks too violent for me.

**Girl 1:** Hmm. How about *Superdog*?

**Girl 2:** I'm not really a fan of animated films, and I'm not sure about this one. It's for younger kids really, don't you think? But I guess it's a possibility. What else is there?

**Girl 1:** OK. Well, I don't really want to see *Watching You*.  
It sounds too scary to me.

**Girl 2:** I agree. I really don't like thrillers because I just want to relax when I watch a film. Do you think *Jerry's Vacation* sounds good?

**Girl 1:** Yeah, I think it might be funny.

**Girl 2:** OK, so let's decide. It's between *Superdog* and *Jerry's Vacation*.


**Girl 1:** Well, I'd prefer to watch *Jerry's Vacation*.

**Girl 2:** OK. I think we're both happy with that.

**Girl 1:** Yes, that's a good choice. Let's download it.

### Answers

*Jerry's Vacation*

- 3  2.11 Write *Reaching agreement* on the board. Elicit phrases which are used to agree with other people and write them on the board.  
  
Tell students to read the phrases in the *Prepare* box and compare their ideas.  
  
Play the recording again for them to make a note of the phrases they hear. Check answers.

### Answers

It looks ...; It sounds ...; because ...; Let's decide;  
I think we're both happy with that; Yes, that's a good choice

- 4 Brainstorm a list of films which are currently on at the cinema. Write them on the board, and invite different students to briefly describe what kind of film each one is.  
  
Ask students to work with a new partner and to choose four of the films on the board. They should talk about the films and reach agreement about which one they will watch. Monitor and join in with the discussions.  
  
Invite different pairs to have a conversation in front of the class. Ask the class to listen for the phrases for reaching agreement.

### Extension activity

Brainstorm other activities that people might reach agreement about, e.g. what to do at the weekend or what to have for lunch. Put students into new pairs and ask them to make suggestions about what to do in three different situations, and then discuss their ideas in order to reach agreement. Remind them to use the phrases from the *Prepare* box.

### Cooler

Divide the class into teams of four. Tell each team to choose one person to be the 'pointer'.  
  
Divide the board into two sections (left and right). Write a pair of easily confused words from Vocabulary exercise 1 on page 82 on the board in large letters. Then read out the sentences from exercise 1 in a random order. Ask students to decide in their teams which word you have said. Tell them that they must reach agreement.  
  
The 'pointer' must then come and point to the correct word on the board. Award a point for each correct answer.

### Project

Ask students what they remember about the story of *Frankenstein*. Then ask them to call out the titles of their favourite books and films. Write them on the board.  
  
Put students into small groups and tell them to choose a book or film that they haven't read or seen.  
  
Tell them to use the internet to find out more information about the book or film. Ask them to find out about the author/director, main characters, the plot/storyline and when it was written/made. They should make some brief notes about each point (make sure they don't copy the information they find directly).  
  
They should put the information into a sensible order and practise what each person is going to tell the class about. Remind them to make the information as interesting as possible, and to include some relative pronouns (one or two per person).  
  
In the following class, students tell the class about their research. Ask the class if they would like to read the book or watch the film based on the information they have heard.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 151  
Vocabulary list page 134

#### Workbook

Unit 14, page 56

#### Go online for

- Pronunciation
- Progress test
- Corpus tasks