

16 Let's film that!

Unit profile

Vocabulary: Film
Reading: Marty's blog
Grammar: Reported speech
Vocabulary: Reporting verbs
Listening: Discussing a film
Speaking: Describing a picture (2)

Warmer

Put students into teams and ask them to choose one person to write. Set a three-minute time limit for them to make a list of as many of the following as they can: film stars, directors, live shows, e.g. *X Factor*, animated films and soundtracks. The team with the longest list wins. Take a class vote to see which person and show is the most popular.

Your profile

Nominate stronger students to give detailed answers to the questions as a model. Put students into pairs to compare information. Monitor and help students communicate their ideas. Encourage them to move the conversation forward by responding to each other's ideas. Bring the class together and ask students to talk about their experiences.

VOCABULARY Film

- Put students into mixed-ability pairs. Direct them to the photos and ask them to answer the questions. Monitor and encourage stronger students to share their opinions and to invite their partner to do the same. Bring the class together and nominate individuals to say who or what the adverts show and to talk about each picture or person in turn.

Answers

- Students' own answers.
- Steven Spielberg, a film director

- Put students into pairs to match the sentences to the photos. Suggest they guess the meaning of any new vocabulary at this stage, as they will look more closely at it in the Extension activity. Check answers.

Extension activity

Students use their dictionaries to write definitions for each of the words and phrases in blue in exercise 2. Put them into pairs to take turns to read their definitions for their partner to guess the word or phrase. In whole-class feedback, read each of the words and phrases, eliciting a definition for each one.

Answers

1 a 2 d 3 e 4 b 5 c 6 f

- Do the first item as a class before students continue in pairs. Ask them to find the words *directed* and *acted* in exercise 2 to help them understand the difference in meaning before deciding on their answers. Monitor and help as necessary before checking answers, encouraging stronger students to explain why their chosen answer is correct.

Answers

1 act 2 comes out 3 live 4 recording 5 director
 6 performance

- ▶ 2.08 Tell students they will hear three people talking about different films. Advise them to listen carefully to everything the speaker says before making their choice, as a speaker may mention one or more of the elements in the options before making a final statement. Play the recording twice, pausing after each speaker. Check answers and elicit which words helped students match the speaker to the film.

Audioscript

- Oh, look what's on at the Showhouse Cinema! Everyone says this is a really good film. Anna George acts in it, and according to all the reviews she gives a really good performance. I can't remember the director's name, but I know he's one of the big names – everyone's heard of him! I know you usually prefer animated films, but I'm sure you'll like this. What do you think? Shall we go and see it? It's really easy to get to the Showhouse. There's a direct train from Central Station.
- This film looks good. I don't know the film-maker who directed it – I think it's his first film. I usually prefer films with live actors, but this looks quite interesting. They've got some quite famous actors doing the voices, and there are some good songs in it – I've heard a few of the recordings. The reviews all say that the animations are amazing, so I definitely want to go and see it. Do you want to come with me?
- Do you want to go and see this? It's just come out. I'm not sure who the director is – I don't think it's anyone well-known, but the film still sounds good. It was filmed in Ireland, so there's some amazing scenery in it. But the story is the best part and the fact that my favourite actor appears in it – you know, the one who won that TV competition? He's got the lead role, so I'm sure it'll be a great film. Why don't we go and see it together?

Answers

1 c 2 a 3 b

- ▶ 2.08 Play the recording again for students to answer the question. Invite students to tell the class about which film they'd like to see.

- 6 Model the activity by giving the class your own responses to a few of the topics. Monitor and make suggestions as students complete the sentences individually. Put them into pairs to compare their ideas, and monitor and encourage students to have short conversations about each of the topics.

Mixed ability

For exercise 6, ask weaker students to choose just three sentences. Stronger students can complete all of the sentences.

READING

Tell students they are going to read about a park in Australia with high rope treetop courses. On these courses, people can go on the 'giant flying fox' (where you are attached to a rope 18 metres above the ground and you travel along it at high speeds) and play the 'barrel game' (where you crawl through barrels, suspended high above the ground). Ask for a show of hands to find out who would like to do a treetop course.

- 1 Tell students to read Marty's profile and to say what they think he might be like. Give them the following adjectives to choose from, if necessary: *adventurous, serious, fun, sociable, creative*.
- 2 Give students a short time limit to answer the questions. Tell them to raise their hands when they have found the answers, and check answers when most students have their hands up.

Answers

Larrumby Wildlife Park; a treetop course

- 3 Set a short time limit for students to read the blog. Put them into pairs to discuss their answers. Check answers.

Answers

Yes. His new camera worked really well.

- 4 Monitor as students answer the questions. Check answers. Make a note of any use of reported speech, but don't correct mistakes at this stage.

Answers

- 1 director, main cameraman and leading actor
- 2 if she was scared
- 3 the safety instructions
- 4 He was travelling so fast he couldn't hear or see anything.
- 5 press the Like button
- 6 surfing

- 5 Put students into small groups to discuss the questions. Monitor and join in with the discussions, giving positive feedback for good or interesting ideas. Bring the class together and invite or nominate students to tell the class about their opinions and experiences.

Word profile

Ask students to read the sentences and then set the exercise on page 136. Check answers and then tell students to write sentences of their own using each of the phrases with *direct*.

Answers

- 1 direct
- 2 direct
- 3 direct
- 4 direct
- 5 directed
- 6 directed
- 7 direct

Talking points

Put students into pairs to discuss the question and tell them to make a note of their partner's answers. Monitor and encourage them to give detailed answers. Ask students to tell the class about their partner's opinion.

Cooler

Tell students that they are going to help Marty make his next short film *Surfers' Delight*. Put them into groups of four and ask them to discuss where they will film it, what device they will use to film it, what will happen in the film and what difficulties they will face. Ask each group to nominate a spokesperson to report back to the class.

GRAMMAR Reported speech

Books closed. Invite two or three students to tell the class the last thing somebody said to them. Model by giving your own response, e.g. *My students told me they had done their homework*. Monitor for the use of tenses and *say* and *tell*. Do not over-correct for accuracy at this stage.

- 1 Do the first item as a class and then ask students to continue individually. Nominate individuals to give answers.

Answers

- 1 b
- 2 a
- 3 c
- 4 d

- 2 Put students into mixed-ability pairs to do the exercise. Tell them to look at the sentences in exercise 1 to help them complete the rules. Check answers.

Answers


- 1 change
- 2 back in the past
- 3 pronouns
- 4 would

→ Grammar reference Student's Book page 160

- 3 Ask students to complete the sentences individually. Monitor and help by guiding students back to the appropriate rule as necessary. Check answers.

Answers

- 1 liked
- 2 was making
- 3 had made
- 4 had made
- 5 would make
- 6 could


- 4  **2.09** Ask students what their favourite things are. Tell them they will hear a person named Sally talk about her favourite thing. Play the recording. Ask a student to say what they think the item is.

Audioscript

My favourite thing is quite new. I bought it last year. Mum gave me some money for it and I saved up the rest. I use it to text and to look things up on the internet. I've already sent thirty texts! It's silver and I love it. I can't imagine my life without it!

Answer

a mobile phone

- 5  **2.10** Read the instructions to the class. Ask students to complete the spaces individually and then to compare their answers with a partner. Play the recording for them to check their answers before confirming them with the class.

Audioscript

Sally said it was quite new. She said she had bought it last year. She said that her mum had given her some money for it and that she had saved up the rest. She said she used it to text and to look things up on the internet. She said she had already sent thirty texts. She said it was silver and she loved it. She said she couldn't imagine her life without it. It's her phone!

Answers

1 was 2 her 3 had saved 4 had already sent 5 loved
6 couldn't

- 6 Do the first item on the board as a class, before students continue individually. Remind them to review the rules in exercise 2. Allow students to compare their ideas with a partner before checking as a class.

Answers

1 My dad said he had really enjoyed the performance.
2 Anna's mum said she was making her favourite dinner.
3 Maria said her parents hadn't visited England.
4 Paul said it was his first trip on an aeroplane.
5 Tom said he would do his homework after dinner.
6 Jason told his friends he could ride his bike with no hands.

- 7 Model the activity by talking for 30 seconds about one of the topics. Ask students to make notes on one of the topics so they are prepared to talk for 30 seconds, and monitor and help with ideas if necessary. Put students into same-ability pairs and tell them to make notes on what their partner says.
- 8 Give students two minutes to reread their notes. Invite or nominate them to report what their partner has said to the class. Cover all the points in exercise 7. Tell the class to listen and check for accuracy.

Corpus challenge

Write the sentence on the board. Ask students to identify the reporting verb (*told*). Ask if the verb is in the present or past (*past*). Ask a student to say what changes are made to the verbs and to correct the sentence. See if the class agrees before feeding back.

Answer

I told him (that) if he was late, I'd wait for him.

VOCABULARY Reporting verbs

- 1 Ask students to read the sentences and guess the meaning of the reporting verbs. They can use their dictionaries to help. Put them into mixed-ability pairs to make two more sentences for each of the verbs. Monitor and check for accuracy and invite students to share their examples.
- 2 Read the reporting verbs in the box and check meaning, i.e. *demand* (ask for something in a way that shows you do not expect to be refused), *explain* (make something easy to understand by giving details), *suggest* (express an idea for someone to consider). Read the example with the class before students continue individually. Check answers.

Answers

1 explain 2 insist 3 suggest 4 demand


- 3 Read the example with the class. Monitor and help as students continue in mixed-ability pairs. Nominate individuals to read the reported statements and see if the class agrees before confirming.

Answers

1 explained; could 2 insisted; wanted 3 suggested; visited
4 demanded; gave

LISTENING

- 1 Ask students if they have read any of *The Hunger Games* books or seen any of the films. Which version did they prefer? Read the questions and ask students to share their opinions with the class.

- 2  **2.11** Read the instructions and ask students to identify key words in the sentence (*disappointed, film*). Play the recording. Ask students to give answers and say what they heard to help them decide if the sentence was correct. Encourage them to use reported speech.

Audioscript

Aysha: Wow, that was such a great film! I love action films.

Henry: So do I, but this one wasn't as good as I'd expected. When I read the book, I couldn't put it down, but I never felt that excitement during the film.

Aysha: Hmm, I know what you mean, though sometimes it works the other way, like last week's film.

Answer

Correct. Henry said the story was different to the book. It wasn't as good as he thought it was going to be and the book was more exciting.

● Prepare for Preliminary for Schools

Listening Part 4

Task description

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 are correct or incorrect. Students hear the recording twice.

Tip

Tell students to read the questions before they listen and underline important words. This will help them focus and pay attention to the information they hear.

- 3** ● **2.12** Ask students to read the sentences and underline key words to guide their listening, e.g. 2 *both*, *watched*, *same* 3 *enjoyed*, *last week* 4 *Aysha*, *film*, *better*, *book* 5 *agree*, *directors*, *have*, *experience* 6 *Henry*, *adventure film*, *next week*. Play the recording for students to do the exercise. Allow them to compare their answers with a partner and give them the option of listening again. As you check answers, elicit what the speakers actually said.

Aysha: Wow, that was such a great film! I love action films.

Henry: So do I, but this one wasn't as good as I'd expected. When I read the book, I couldn't put it down, but I never felt that excitement during the film.

Aysha: Hmm, I know what you mean, though sometimes it works the other way, like last week's film.

Henry: Which one was that? I don't remember.

Aysha: That's because you weren't able to come to film club that day, were you! Your mum wanted you to go shopping with her, remember?

Henry: Oh yeah, to get trousers for school. Boring! ... But you were saying that *that* film was better than the book?

Aysha: It was, yeah. The book is set in India and I didn't really know anything about India when I read it. I found that a bit hard. You can try to imagine what another country is like while you're reading, but a film really brings the places to life.

Henry: That's true, but with characters it can be a problem too. I was shocked when a crime series I'd read and enjoyed was made for TV. The detective looked nothing like my picture of him. He was bald, for a start!

Aysha: How funny. Maybe someone didn't read the books carefully enough? I think it's important for film-makers to prepare in that way, you know, get some background knowledge.

Henry: So that they really know what they're talking about, right? ... Well, what about next week's film club? Are we going?

Aysha: Hmm, I'm not sure, what did you say the film was about?

Henry: My favourite – a scary movie! Whooo! It's about those kids, and the house and then they see something ... So, what do you think?

Aysha: [sigh] OK, see you there.

Henry: Great!

Answers

Refer to the underlined parts of the audioscript above.

- 2 B. Aysha says that Henry couldn't go because he had to go shopping.
- 3 A. Aysha says a film really brings the places to life.
- 4 B. He says the detective looked nothing like his picture of him.
- 5 A. They agree that directors should have some experience.
- 6 B. Henry insists on seeing a horror film.

SPEAKING Describing a picture (2)

- 1 Put students into pairs to discuss the photo. Monitor and help with ideas if necessary.
- 2 ● **2.13** Read the instructions. Put students into pairs to compare their ideas to what Marcus says. Invite two or three students to report their ideas to the class.

Audioscript

Examiner: Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people waiting. Marcus, here is your photograph. Please tell us what you can see in your photograph.

Marcus: In my picture, I can see lots of people. It looks like they are making a film. I can see cameras and other things for making films. There is something that is used for the sound, but I don't know what it's called. The people are waiting because everything has to be ready. Some people are wearing coats and there's a man wearing a hat. It might be cold, but I'm not sure. In the background there are lots of actors. They are ready for the film. But they aren't the leading actors, but sometimes a film has extra people to make the scene look real. I think the film is about a war because I can see soldiers. I don't like films about wars and so I don't watch them. I like comedy films, or computer animated films like *Toy Story*. That's my favourite film.

- 3 ● **2.13** Tell students to read the *Prepare* box and to study the phrases in each section. Write each of the section titles on the board. Ask students to close their books and give them five minutes to work in pairs to write the phrases from memory. Play the recording again for students to tick the phrases they hear. Check answers.

Answers

Describing what you can see: I can see ..., In the background there are ...

Making guesses: It looks like they are ..., It might be ..., I think it's ...

When you don't know the word: I don't know what it's called.

- 4** ● Put students into pairs and ask them to decide who is A and who is B. Tell students they will describe a picture to their partner. Direct them to page 131 and ask them to read the instructions. Give students two minutes to make notes to prepare, and monitor and help as necessary. Ask them to take turns to describe their pictures and time each turn.

- 5** Ask students to write the questions individually. They should check in pairs before you feed back as a class. Check that students are using question forms correctly.

Possible answers

What kinds of entertainment do you like?

Do you prefer watching films at home or going to the cinema?

What is the most popular form of entertainment in your country?

- 6** ● **2.14** Read the instructions and play the recording for students to listen for the questions. Check answers.

Audioscript

Marcus: So what kind of entertainment do you like?

Alex: Well, I really like films. I watch a lot of films. I watch films at home on my computer or on the TV with my family. What about you? Do you like watching films?

Marcus: I do! I love watching films. I really like American action films. I think they are really interesting.

Alex: So do I, but I also like films from my country.

Marcus: What kind of films are there in your country?

Alex: Films about love! Haha! Lots of people really enjoy those films. What other entertainment do you have in your country? Do you have the circus?

Marcus: Yes, but I don't like that, especially with animals.

Alex: I don't like that either. It's not nice. What about ...

Answers

Six questions: So what kind of entertainment do you like? What about you? Do you like watching films? What kind of films are there in your country? What other entertainment do you have in your country? Do you have the circus?

● Prepare for Preliminary for Schools Speaking Parts 3 and 4

Task description

Speaking Part 3 tests students' ability to organise language while speaking on their own for a long turn. They are given a photo to describe and should talk about it for about one minute, demonstrating their range of grammar and vocabulary.

Speaking Part 4 is a discussion between the students on the topic of the Part 3 photographs, which lasts for three minutes.

Tip

Tell students that it is not important to agree with the other student during the discussion. In fact, if they disagree, they will probably show a better range of language! They should use phrases like *I don't think that's true because ...*, *perhaps there's another reason, though ...*, etc.

→ See Exam Profile 5, Student's Book page 129

- 7** ● Give students about five minutes to make notes to answer the questions. Put them into same-ability pairs to discuss the questions. Monitor and give positive feedback for interesting ideas. Invite students to feed back any interesting reasons their partner gave in answer to any of the questions.

Cooler

Students write five sentences with the reporting verb *say*, similar to those in Vocabulary exercise 2 on page 92. They swap with a partner and rewrite the sentences using different reporting verbs. Share some ideas as a class.

Project

Students prepare a mini presentation on one of these topics: *My favourite book*; *My favourite film*; or *Book or film, which is best?* Tell them to use the internet to research the following information: director, main actors and storyline. They should also say why they like it. In the following class, put students into small groups to give their presentations. Their presentations could be published on the class blog, if you have one.

Teacher's resources

Student's Book

Grammar reference and practice page 160

Vocabulary list page 142

Video

Let's film that

Speaking Part 3

Workbook

Unit 16, page 64

Go online for

- Pronunciation
- Progress test
- Achievement test
- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks