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3A Vocabulary

Films and TV programmes

LESSON SUMMARY

Vocabulary: Films and TV programmes; adjectives to describe films and TV programmes; aspects of films

Listening: Four film excerpts; four dialogues about films

Grammar: Omitting the article when making general comments

Speaking: Discussing films types; a film and TV quiz

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and omit exercise 3. Exercise 7 can be done for homework.

LEAD-IN 2–3 MINUTES

- Ask:
How often do you go to the cinema?
What was the last film you saw?
What type of film was it?
Who was in it?
- Elicit a few answers.

Exercise 1 page 30

- Focus attention on the photos and ask students to name the films and TV programmes and the people in them. If they do not know the answers, write them on the board.

KEY

- A** Daniel Craig playing James Bond in a Bond film
B Chris Hemsworth playing Thor in a Thor or Avengers film
C Gru and the orphans in *Despicable Me*
D Alyson Hannigan and Neil Patrick Harris playing Lily and Barney in *How I Met Your Mother*

Exercise 2 1.25 page 30

- Go through the words together and check their meanings and pronunciation.
- Students match the words with the photos in exercise 1.
- Check answers as a class.

KEY

- A** action film **B** fantasy film **C** animation **D** sitcom

Transcript

See Student's Book, page 30.

Exercise 3 1.26 page 30

- Play the recording for students to match the excerpts with the films and TV programmes.
- Check answers as a class.

KEY

- 1** western **2** period drama **3** horror film
4 science fiction film **5** game show **6** news bulletin

Transcript

- 1 **Doc** What you doing in this town, Jud?
Jud It's my home town, Doc. I can come here if I want, can't I?
Doc I think you should stay away. It's a dangerous town – for people like you. Get on your horse and ride.
- 2 **Ann** Good day, sir.
Joseph Good day, Miss Willerby. Did you and your sisters enjoy the dance?
Ann I assume you are referring to the ball at Lord Blackstone's palace.
Joseph Indeed.
Ann I'm sorry to say that I did not enjoy it. As for my sisters, you must ask them yourself. Good day, sir!
- 3 **Boy** Suzie? Is that you?
Suzie It's me.
Boy But I thought ... I thought you died.
Suzie Hold my hand.
Boy It's so cold.
Suzie Come with me!
Boy Argh! Let go! Let go of my hand!
- 4 **Woman** Ship's computer, what is that planet?
Computer Zircon 5.
Woman Is it inhabited?
Computer Yes, but the inhabitants are primitive. They have no advanced technology.
Woman Activate shields! Their technology seems pretty advanced to me!
- 5 **Host** So, here comes your first question. Remember, this is for £20. What is the past form of the verb 'run'? ... OK, let's try it another way. Today, I run. Yesterday, I ...
Man Walked?
Host No, I'm sorry. I can't give you that.
- 6 Good evening. Two more factories in Scotland are to close, with the loss of nearly a thousand jobs. Is the government doing enough? And in sport, Chelsea lose four-nil to Manchester United. But first, the president of the United ...

Extension

With a **stronger class**, students work in pairs to write their own dialogues for different kinds of film or TV programmes and act them out in front of the class. The others must guess the type of film or TV programme.

Exercise 4 page 30

- Ask: *Who likes horror films / reality shows / comedies etc.?* Elicit answers and the reasons why students like them.
- Go through the adjectives together and elicit or pre-teach their meaning. Practise the pronunciation.
- Students discuss the film and TV programme types in pairs, using the adjectives to describe them.
- Ask a few students to share their ideas with the class.

Exercise 5 1.27 page 30

- Play the recording for students to make notes.
- Check answers as a class.

KEY

- 1 They agree. 2 They disagree. 3 They disagree.
4 They agree.

Transcript

- 1 **Boy** What did you think of that?
Girl It was OK. The ending was quite moving.
B I know. I was crying at an animated film. How embarrassing!
G Me too. Oh well ...
B Animations don't usually make me laugh, but there were some really funny scenes.
G Yes. Like the one on the boat. I loved that!
B So did I.
- 2 **Girl** Did you like that?
Boy No, I didn't! And I usually enjoy thrillers.
G Oh, why didn't you like it?
B I found the plot really confusing. It just didn't make sense.
G Well, it did – in a way. I know what you mean, but it didn't bother me. I thought the story was interesting.
B I didn't understand it.
G And it was amazing to look at. The special effects were spectacular.
B I suppose so. But I'm just not very interested in special effects.
- 3 **Boy** Did you enjoy that?
Girl Yes, I loved it. The acting was totally convincing.
B It was a bit boring though. I mean, not much happened.
G What do you mean? Lots of things happened. They argued, they fell in love, they split up ...
B Maybe I just don't like romantic comedies.
G Why not? Because there are no car chases? This film had so many other things to offer. I'm amazed you didn't like it. I'm not a fan of romantic comedies, but I found the characters really interesting.
B I just found it ... boring. Sorry!
- 4 **Boy** Well ... What did you think?
Girl I was terrified!
B Yes, you screamed when that teacher came back to life.
G Did I? How embarrassing! The soundtrack was really cool.
B I know. I want to buy it.
G The script was really unnatural in places, though.
B Horror films always have unnatural scripts.
G I know. Still, it was really good.
B Yeah!

Extra activity

- Play the recording again and ask students to note which words or phrases helped them choose their answers.
- (Possible answers)
1 I know. Me too. So did I.
2 I suppose so. But ...
3 What do you mean? Why not? I'm amazed you ... Sorry!
4 I know.

Exercise 6 1.27 page 30

- Before you play the recording again, go through the aspects of films, checking their meaning and pronunciation.
- With a **stronger class**, ask students to guess the missing words before they listen.
- Play the recording for students to complete the sentences or check their guesses.
- Check answers as a class.

KEY

- 1 ending 2 scenes 3 plot 4 special effects
5 acting 6 characters 7 soundtrack 8 script

Transcript

See exercise 5.

Exercise 7 page 31

- Go through the *Recycle!* box together. Then ask students to read the sentences in exercise 6 again and find two examples of a general comment without the definite article.
- Check answers as a class.

KEY

Animations don't usually make me laugh.
I'm not a fan of romantic comedies.

Exercise 8 page 31

- In pairs, students take turns to give their opinions of a film they saw recently.
- With a stronger class**, ask students to agree or disagree with each other as part of their discussion.

Exercise 9 page 31

- Students complete the quiz words.
- Check answers as a class.
- In pairs or groups, students do the quiz, taking turns to ask the questions.
- Check quiz answers as a class. The pair or group with the highest score wins.

KEY

Round 1 1 soap opera 2 reality show 3 talent shows

Round 2 1 characters 2 fantasy films 3 animation

Round 3 1a animation 1b musical 1c horror film

1d thriller 2 action films 3 romantic comedies

See Student's Book, page 31.

Extra activity: Fast finishers

Fast finishers write two more questions to add to the quiz. When the rest of the class have finished doing exercise 10, they can take turns to ask their questions.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about films and TV programmes. I can use vocabulary for types of film and TV programmes, adjectives to describe them and aspects of films as part of my discussion.*

3B Grammar

Quantity

LESSON SUMMARY

Speaking: Discussing different types of video games; a description of a video game setting

Reading: A text about a video game

Grammar: Quantifiers

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercise 7 as a written task for homework, omitting exercise 8.

LEAD-IN 2-3 MINUTES

- Ask:
How often do you play video games?
How many video games do you own?
What do your parents think about you playing video games?
- Elicit responses.

Exercise 1 page 32

- Go through the types of video games together and check their meanings and pronunciation.
- In pairs, students discuss which video games they prefer and think of examples for each type. They can also say if they do not like any of the games and give reasons.
- Ask a few students to share their ideas with the class.

Exercise 2 page 32

- Students read the text. Then ask:
Does the game sound interesting?
Are you surprised to hear that there is a game like this?
Does anyone not like the game? Why not?
- Elicit answers. Then check any unknown vocabulary.

Culture note: Anno 2070

Anno 2070 is the fifth in the series of Anno games. It was developed by Related Designs and Ubisoft Blue Byte and was released in 2011.

Exercise 3 page 32

- Go through the *Learn this!* box together. With a **weaker class**, ask students for an example of an uncountable and a countable noun from the text.
- Ask students to find the examples of *some* and *any* in the text and complete the rules in the box.
- Check answers as a class.

KEY

some some important differences; some hobbies

any any countries or continents; any coal or oil; any food; any special missions

a some **b** any

Exercise 4 page 32

- Students complete the sentences with *some* or *any*.
- Check answers as a class.

KEY

1 any 2 some 3 some 4 some 5 any 6 any

Extra activity: Fast finishers

- Write six nouns on the board, e.g. *video games, teenagers, cities, time, water, money*.
- Ask **fast finishers** to write as many sentences and questions with *some* and *any* and the nouns on the board as they can.

Exercise 5 page 32

- Go through the phrases together and check meanings.
- Ask students to find the phrases in the text in exercise 2 and to make a note of the nouns that follow them. With a **weaker class**, elicit the nouns and ask if they are countable or uncountable.
- Students complete the *Learn this!* box.
- Check answers as a class.

KEY

a few conflicts; **a little** time; **a lot of** islands; **How many** cities; **How much** energy; **not many** trees or plants; **not much** pollution

a not much, **a little** **b** not many, **a few**

e a lot of **f** how much, how many

Extension

In pairs, students take turns to ask and answer questions about each other's possessions, using quantifiers, e.g. 'How many books have you got in your bag?' 'I've got a few books in my bag.'
'How much homework have you got tonight?' 'I've got a lot of homework.'

For further practice of quantifiers:

Grammar Builder 3B page 128

- 1 **1** any **2** any **3** some **4** some **5** some
 6 some **7** some **8** any **9** some **10** some
- 2 **1** a little **2** a few **3** a little **4** a few **5** a little
 6 a few **7** a little **8** a few
- 3 **1** many **2** much **3** many **4** much **5** much
 6 many
- 4 **1** How much **2** much **3** a few **4** many
 5 How many **6** a little **7** any

Exercise 6 1.28 page 32

- Go through the *Look out!* box together. Ask students to think of contexts where *many* and *much* are used in affirmative sentences (e.g. on the news, in a newspaper article, in a formal letter).
- Students read the dialogue. Then ask: *Is this a formal or informal context?* (informal)
- Students read the dialogue again and do the exercise.
- Play the recording again for students to check their answers.
- Check answers as a class. Then ask: *How often do you have this type of conversation with your parents?*

KEY

1 some **2** any **3** much **4** some **5** many **6** much
7 a few **8** a few **9** any **10** a little **11** a lot of **12** any

Transcript

See Student's Book, page 32.

Exercise 7 page 32

- Go through the instruction together and make sure students understand what they have to do.
- In pairs, students prepare their descriptions. Monitor and help with grammar and vocabulary where necessary.

Exercise 8 page 32

- Each pair present their description to the class.
- The class vote for the best description.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about films and TV programmes. I can use vocabulary for types of films and TV programmes, adjectives to describe them and aspects of films as part of my discussion.*

3C Listening and speaking

Advertising

LESSON SUMMARY

Speaking: A quiz about slogans; discussing advertising

Exam topic: Getting clues about a listening text from instructions and questions

Listening: An advert about bread; four dialogues about advertising and products

Project: Writing and performing your own TV advert

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and do exercise 4 as a whole class activity, spending no more than two minutes on it. Exercise 9 can be set for homework and the adverts performed in the next lesson.

LEAD-IN 2-3 MINUTES

- Write *advertisement* and *slogan* on the board. Elicit or pre-teach their meanings. Point out that *advertisement* can be shortened to *advert* or *ad*.
- Ask:
What's your favourite advert?
What product does it sell?
Why do you like it?
Does it have a slogan? Is the slogan right for the product? Are slogans important in advertising?
- Elicit answers.

Exercise 1 page 33

- In pairs, students match the slogans with the products.
- With a **weaker class**, ask students to look for words in the slogans which link to the products, e.g. *driving – car*.
- Check answers as a class. Students then discuss which slogan is the best. Elicit their opinions and reasons.

KEY

1 b **2** f **3** h **4** a **5** d **6** e **7** g **8** c

Culture notes

- *The ultimate driving machine* is the slogan for BMW cars.
- *Because I'm worth it* is the slogan of the cosmetics company L'Oreal, and its skin and hair products.
- *Finger lickin' good* is the slogan for the fast food restaurant chain KFC.
- *Just do it* is the slogan for the sports company Nike.
- *Don't leave home without it* is the slogan for American Express credit cards, charge cards and travellers' cheques.
- *It's good to talk* is the slogan for BT, a multinational telecommunications services company.
- *Melts in your mouth, not in your hands* is the slogan for Galaxy Minstrels, milk chocolate buttons.
- *Think different* is the slogan for the information technology company, Apple Inc.

Exercise 2 page 33

- Go through the strategy together and ask: *What do the advertisers want the public to do?* (buy the product)
- Tell students they are going to listen to an advert for bread. Then ask: *What kind of language do you use when you want someone to do something?*

KEY

e

Exercise 3 1.29 page 33

- Play the recording for students to listen and complete the phrases in their notebooks.
- With a **weaker class**, pause after each phrase.
- Check answers as a class.

KEY

1 Why not try 2 It's perfect 3 Ask for 4 Start

Transcript

Mum Your toast's ready!

Boy But I hate brown bread!

M Just try it.

B Do I have to? OK, just one bite ... Mmm! Not bad. It tastes like white bread!

M I know. But it's 100% organic wholemeal.

B Really? Well, it tastes great!

Voice-over Do you want the goodness of brown bread but the taste of white bread? Why not try Hathaway's new organic bread? It's baked from 100% wholemeal flour, with a delicious natural taste. It's perfect for sandwiches and toast. And it gives kids the energy they need for a busy day. Ask for Hathaway's organic wholemeal – a delicious and convenient food for all the family. Start the day with Hathaway.

Exercise 4 page 33

- In pairs, students discuss the questions. If they have difficulty with question 3, elicit popular slogans in the students' language as a comparison.
- Check answers as a class. Ask students how we know the advert is directed at adults. (It focuses on the fact that the bread is wholemeal and organic; this is not something children are interested in.)

KEY

2 adults 3 Start the day with Hathaway.

Exercise 5 page 33

- Students read the situations 1–4. Then ask them *what clues about the recording they get from the situations and what kind of language they are going to hear.*
- They then match the language types in exercise 2 to the situations. More than one answer may be possible.
- Check answers as a class.

KEY

1 d 2 a/e 3 c 4 b

Exercise 6 1.30 page 33

- Go through the instructions together and make sure students understand what they have to do. Students read the sentences before they listen.
- Play the recording for students to write their answers.
- Check answers as a class.

KEY

1 B 2 D 3 A 4 E

Transcript

1 **Man** So, how did it go?

Woman Not very well. For a start, I arrived late.

M Oh no! Why?

W My taxi broke down. Can you believe it?

M How awful! That's really bad luck.

W So I had to run to the interview. I looked a mess when I arrived!

M How annoying!

W And I answered the questions really badly.

M Maybe you did OK. It's difficult to know ...

W Not this time.

M But you're great at your job.

W Thanks ... but I'm disappointed because I did badly in the interview! It's a shame. Good jobs in advertising are very hard to find.

M Well, never mind. You'll get another chance. Sometimes, when one door closes, another opens ...

2 **Satnav** At the traffic lights, go straight on.

Man Traffic lights? What traffic lights? There aren't any traffic lights!

S Turn left.

M Oh, OK.

S Turn right.

M Right? You said left!

S In fifty metres, turn right.

M Fifty metres, fifty metres. But there isn't a road! This is so confusing!

S Turn right now.

M How can I turn right when there isn't a road? How can I? I don't understand!

S Error. You have followed an incorrect route. Recalculating ...

M This is impossible. I'm exhausted. I'm turning the satnav off.

S Goodbye.

3 **Executive** So this is the slogan for the new online advert – *Yoga holidays. Put your feet up.* And the picture shows a woman standing on her head in a yoga position.

Client 1 Mmm.

E Do you see? It's a play on words. Put your feet up ... as in, relax. But her feet are in the air. I'm really happy with that slogan.

C1 Hmm. I'm not very keen on it. She looks a bit uncomfortable to me. Have you got any other ideas?
E Well, we thought of a few others – but we rejected them. Some were inappropriate – others were just a bit boring.

Client 2 Can you tell us what they were?

E Yes, of course. Our first idea was just *Yoga: learn to relax*.

C1 Ooh, I like that. I don't think it's boring. It's clear, it's simple.

C2 I think you're right. It's perfect.

E Don't you think the new one is more amusing?

C1 No, definitely not.

E Well, of course, it's your decision ...

4 Shop assistant Hello. Can I help you?

Man Yes, I bought this games console here last week and it doesn't work.

SA Oh, I'm sorry about that. So, what's the problem with it?

M I'm not very satisfied with the sound quality. There's a strange noise when I turn it on. Like this: BEEEEEP.

SA Can I hear?

M Yes. Listen.

SA Oooh, that's an unbearable noise, isn't it?

M Pardon?

SA I said, that's an unbearable noise. Can you switch it off?

M I can't hear you. I'll switch it off.

SA Maybe you can phone the manufacturer. They usually have a customer help desk ...

M I don't want to phone anybody. I want my money back!

SA I'm afraid we don't give refunds.

M That's shocking. You have to give a refund if the product doesn't work. I know my rights! Now, can I have my money back? Or do I need to speak to the manager?

SA I'll get the manager.

Exercise 7 1.30 page 33

- Play the recording again for students to complete the adjectives.
- Check answers as a class.

KEY

1 annoying 2 disappointed 3 confusing 4 exhausted
 5 boring 6 amusing 7 satisfied 8 shocking

Transcript

See exercise 6.

Extra activity

Ask students to answer the questions about the situations using the adjectives, e.g.

What is annoying in situation 1?

Why is the satnav so confusing in situation 2?

Why does the advertising executive think the slogan is boring in situation 3?

What does the customer think is shocking in situation 4?

Extension

- With a **stronger class**, ask students:
Would you like to work in advertising? Why / Why not?
Have you ever complained about a product in a shop?
What happened?
- Students discuss the questions in pairs. Encourage them to use *-ed* and *-ing* adjectives in their discussion.
- Ask a few students to share their ideas with the class.

Exercise 8 page 33

- Students discuss the questions in pairs.
- Ask a few pairs to share their ideas with the class.

Exercise 9 page 33

- Go through the instructions together and make sure students understand what they have to do. Monitor and help with grammar and vocabulary where necessary.
- Students perform their finished adverts for the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand television advertisements. I can use instructions and questions to guess the content of a listening text. I can write and perform my own TV advert.*

3D Grammar

must, mustn't and needn't / don't have to

LESSON SUMMARY

Listening: A conversation on a TV game show

Grammar: *must, mustn't and needn't / don't have to*

Writing: Rules about mobile phones at school

Speaking: Describing and guessing a game show

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and set exercises 5 and 6 for homework. Exercise 7 can be done in the next lesson.

LEAD-IN 2-3 MINUTES

- Ask students to call out as many types of TV programme and film as they can remember. Make sure you elicit *game show*.
- Check that students can spell and pronounce the words.

Exercise 1 page 34

- Focus attention on the photo. Then students discuss the questions.
- Check answers as a class.

KEY

(Possible answers)

The game show is *Who Wants to be a Millionaire?*

The contestant has to pick the right answer. When they get an answer right the money goes up. For help, they can phone a friend, ask the audience or delete two wrong options.

The correct answer is option C.

Exercise 2 1.31 page 34

- Ask students to read the dialogue. Then go through the modal verbs in bold and elicit their meaning.
- Play the recording for students to choose the answers.
- Check answers as a class.

KEY

1 **must** 2 **needn't** 3 **must** 4 **don't have to**
 5 **don't have to**

Transcript

See Student's Book, page 34.

Exercise 3 page 34

- With a **weaker class**, write the following sentences on the board:
I have to do my homework.
He has to help his grandpa.
She doesn't have to do any homework.
You must leave now.
She must answer the question correctly.
They mustn't make so much noise.
We needn't call a taxi.
You needn't worry about it.
- Underline the main verbs in the sentences and ask what they have in common. (They are all in the base form without *to*.) Ask which modals take the third person 's'. (*have to / has to*) Point out that *must / mustn't* and *needn't* never take the third person 's'.
- Go through the *Learn this!* box together. Students then complete the rules.
- Check answers as a class.

KEY

1 must 2 needn't 3 don't have to 4 mustn't

For further practice of *must*, *mustn't* and *needn't / don't have to*: Grammar Builder 3D page 128

5 1 must 2 must 3 mustn't 4 mustn't
5 must 6 mustn't

6 1 needn't 2 must 3 needn't 4 mustn't
5 must 6 mustn't

7 1 have to wear 2 must eat 3 have to drive
4 must stop 5 must phone 6 have to take
7 must take 8 has to get up

Exercise 4 page 34

- Ask:
Do you bring a mobile phone into school?
Do you choose to bring one, or do your parents want you to have one?
How is a mobile phone useful during the school day?
- Go through the phrases together and ask students to write sentences using *must*, *mustn't* and *needn't*. Monitor and check that they are using correct grammar.
- Students compare their sentences in pairs. Do any students disagree about what the rules are?

KEY

(Possible answers)

We must leave them in our bags.

We must turn off our mobiles at the start of the lesson.

We mustn't put them on our desk during lessons.

We needn't / must keep them on silent all day.

We mustn't send texts during lessons.

We needn't / must give them to the teacher at the beginning of the lesson.

Exercise 5 page 34

- Go through the *Look out!* box together.
- Write more sentences on the board to show the difference between *must* and *have to* and *mustn't* and *don't have to*:
I must do my homework. (I want to be a good student.)
I have to do my homework. (My teacher gave me ten English exercises to do!)
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 We have to wear school uniform. 3 You mustn't talk in the exam. 4 I mustn't be late. 5 You must listen to me. 6 We have to study maths at school. 7 You don't have to write the answer. 8 Jake must revise hard for his exams.

Extra activity: Fact finishers

- On small pieces of paper, write different locations and events, e.g. swimming pool, library, concert, birthday party, school, cinema.
- Put the pieces of paper in a bag. **Fast finishers** then take turns to pick a piece of paper and make two sentences about the event or location using modal verbs, e.g. *In a library you mustn't talk but you don't have to read anything.*

Exercise 6 page 34

- Students think of a game show they know well and make notes about the rules.
- In pairs, students take turns to describe the rules to their partner. Their partner guesses the game show. Monitor and help with grammar and vocabulary where necessary.

Exercise 7 page 34

- Ask a few students to read out the rules of their game to the class.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can talk about prohibition and necessity. I can describe the rules of a game show and talk about school rules.*

3E Word Skills

Negative adjective prefixes

LESSON SUMMARY

Reading: Comments about illegal downloading

Vocabulary: Negative prefixes

Exam topic: Finding synonyms and antonyms in a dictionary

Speaking: Discussing whether it is acceptable to download things illegally

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than three minutes on exercise 2. Exercises 6 and 7 can be set as written activities for homework.

LEAD-IN 2-3 MINUTES

- Write the following on the board:
 - Jenny wants to see the new Tom Cruise film but she doesn't want to pay to see it at the cinema. Instead she downloads it for free on her dad's computer.*
 - Simon hasn't revised for his history exam. He plans to sit next to a friend and copy his answers.*
- Ask: *What do you think about these people's actions?* Elicit responses, and if possible, elicit adjectives with negative prefixes, e.g. *illegal, dishonest, unfair*.

Exercise 1 page 35

- Focus attention on the photos and ask what they mean.

KEY

(Possible answer) They are warning people not to download or copy films, music, etc. **illegally**.

Exercise 2 page 35

- Students read the views and discuss the questions.
- Check answers as a class.

KEY

Not a problem Hannah **As serious as other crimes** Samantha

Exercise 3 page 35

- Go through the *Learn this!* box together.
- Students then look for the opposites of the adjectives.
- Check answers as a class.

KEY

acceptable unacceptable dependent independent
fair unfair honest dishonest legal illegal
likely unlikely surprising unsurprising visible invisible

Language note: Negative prefixes

- There are no definite rules about which prefix can be used to form a negative adjective. However, *ir-* is used with some adjectives beginning with *r*, *il-* is used with some adjectives beginning with *l*, and *im-* is used with some adjectives beginning with *b*, *m*, and *p*.
- Students should look for the root adjective in a learner's dictionary, which gives information about prefixes.

Exercise 4 page 35

- Go through the strategy together. Then ask students if they have ever used a learner's dictionary in this way before.
- Students read the dictionary entry and find the synonym and antonym of *loyal*. Ask them how they are indicated.

KEY

synonym faithful; SYN antonym disloyal; OPP

Exercise 5 page 35

- Look at the example together. Then ask: *How can you find the correct word in the dictionary?* (Look up *tidy* and then look for its antonym: *untidy*.)
- Students rewrite the sentences.
- Check answers as a class.

KEY

2 That answer is incorrect. 3 It's unkind to tease your little sister. 4 He was very impolite to me! 5 Don't use that old microwave. It's unsafe. 6 I'm dissatisfied with my exam results. 7 That story is unbelievable. 8 This exercise is impossible!

Exercise 6 page 35

- Students complete the sentences.
- Check answers as a class, checking pronunciation of the adjectives.

KEY

1 illegible 2 dishonest 3 irresponsible 4 impatient
5 illegal 6 impossible

Extra activity: Fast finishers

Ask **fast finishers** to write more sentences using the adjectives with negative prefixes from exercises 5 and 6.

Exercise 7 page 35

- In pairs, students take turns to ask and answer the questions. With a **stronger class**, students give reasons to support their answers, e.g. *I think teenagers are responsible. They can make good decisions and take control of their lives.*

Exercise 8 page 35

- Refer students back to the opinions in exercise 2. Tell them to make notes about the opinions and if they agree with them.
- Students discuss the opinions. Monitor and help with grammar and vocabulary where necessary.

Extra activity

Call out adjectives that have been used in the lesson. Students raise their hands to add the correct prefix and then make a sentence with the negative adjective.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can form and use adjectives with negative prefixes. I can use negative adjectives to give my opinion on illegal downloading.*

3F Reading

Video games and health

LESSON SUMMARY

Speaking: Finding out who spends the most time in front of a screen

Reading: An article about the health effects of video games on children

Vocabulary: Collocations

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than two minutes on exercise 1. Exercises 6 and 7 can be set for homework.

LEAD-IN 2-3 MINUTES

- Ask: *Did you play video games last night? What did you play?*
- Give students a minute to brainstorm as many words as they can linked to video games.
- Elicit students' ideas and write them on the board.

Exercise 1 page 36

- Go through the headlines together. Check the meaning and pronunciation of *obesity* /ə(ʊ)'bi:siti/ and *depression* /di'preʃ(ə)n/.
- Ask: *Do you believe these headlines? Why / Why not?* Students discuss if video games are bad for their health.

Exercise 2 page 36

- Focus attention on the title of the text. Ask: *Are you surprised by this?*
How are video games good for your health? What examples do you think the text will give?
In pairs, students brainstorm ideas without looking at the text. Allow one minute for this.
- Elicit ideas and write them on the board.
- Students read the text and find the names of video games.
- Check answers as a class. Refer back to the students' predictions about the text and tick any correct guesses.

KEY

Three games are mentioned: *Angry Birds, Minecraft, Farmville*

Exercise 3 page 37

- Go through the strategy together. Then tell students to read the text again and briefly summarize each paragraph, e.g. Paragraph 2: combat games improve mental skills, thinking in 3D
- Students read the questions and decide which one covers the whole text. They then look for the relevant sentences for the other questions.

KEY

Question 5 is about the whole text.

1 lines 1–6 2 lines 11–16 3 lines 21–23 4 lines 37–42

Exercise 4 page 37

- Students answer the questions.
- Check answers as a class.

KEY

1 d 2 a 3 c 4 b 5 c

Exercise 5 page 37

- Students can discuss the question in pairs or small groups.
- Ask a few students to share their ideas with the class.

Extra activity

- Ask students to think about other video games that might help young people develop skills mentioned in the text, giving reasons for their answers.
- Students discuss in pairs or small groups.
- Ask a few students to share their ideas with the class.

Exercise 6 page 37

- Ask students to scan the text and find the verb in the text. They then complete the collocations.
- Check answers as a class.

KEY

1 have 2 express 3 cause 4 provide 5 do 6 get
7 use 8 take part in 9 make

Exercise 7 page 37

- Students read the text again and answer the questions. With a **stronger class**, encourage students to answer using their own words as far as possible.
- Check answers as a class.

KEY

1 They think they are bad.
2 mental skills, such as thinking about objects in 3D
3 They can prevent people from feeling anxious.
4 role-playing games / RPGs
5 huge online games like *Minecraft* and *Farmville*

Exercise 8 page 37

- Students form questions using *How much* and *How many*.
- With a **weaker class**, ask students which phrase is used with countable nouns and which is used with uncountable nouns. They can also write the questions in their notebooks before they begin the speaking activity.
- Students take turns to ask and answer the questions.
- Ask students to summarize their partner's answers and to decide who spends more time in front of a screen.

KEY

1 How many 2 How much 3 How many
4 How many 5 How many 6 How much

Extra activity: Fast finishers

Write anagrams on the board of the highlighted words in the text for **fast finishers** to solve, e.g. *saumes* (assume).

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can understand a text about video games and their health effects. I can decide which multiple choice questions are about the whole of a text or part of one. I can give my opinion on the health effects of video games.*

3G Speaking

Reaching an agreement

LESSON SUMMARY

Speaking: Describing films by their genre and expressing a preference; deciding with a group of friends which film to see

Exam topic: Using time effectively to think in English before a speaking activity

Listening: An exam candidate's choice of film and her reasons for this

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief, spend no more than two minutes on exercise 1 and omit exercise 5.

LEAD-IN 2-3 MINUTES

- Revise film and TV genres and adjectives to describe films and TV programmes. You could say the word in the students' language and elicit its translation in English. Alternatively, play Hangman to revise the words.
- Ask:
Which films are on in cinemas at the moment?
What genres are they?
What adjectives describe them?
- Elicit students' answers.

Exercise 1 page 38

- Focus attention on the film posters and elicit their genres. Ask students to give reasons why they prefer a particular genre.

KEY

1 a horror film 2 a romantic comedy 3 a period drama

Exercise 2 page 38

- Go through the strategy and the task together.
- Ask students to look at the posters again and to think of sentences with one adjective and one noun for each film. Elicit nouns and adjectives that describe the film of their choice, e.g.
Horror film: adjectives: frightening, scary, gripping, violent; nouns: death, blood, violence
Romantic comedy: adjectives: moving, unrealistic, embarrassing, funny; nouns: kisses, dates, arguments
Period drama: adjectives: interesting, moving, convincing, spectacular, boring, confusing; nouns: castles, old-fashioned clothes, long dialogues, old-fashioned language
- Students think in English how they will express their ideas. Give some example sentences as a guide, e.g.
I want to see the period drama because I love the beautiful costumes they wear. I'm sure the story will be interesting. I don't want to see the horror movie because I hate violence. I also don't like anything scary!
- Students work in pairs and practise a conversation.
- Ask a few pairs to act out their conversations for the class.

Exercise 3 1.33 page 38

- Ask students to read the questions.
- Play the recording for students to listen and answer the questions.
- Check answers as a class.

KEY

1a 1 b 2 c 3 3 the cinema at 6.30
4 she doesn't get on very well with Donna
5 Yes. They decide to invite Tom.

Transcript

Examiner So, which film shall we see? I quite fancy the romantic comedy. They're usually very funny and I think it'll be easy to follow.

Student Sorry, but I'm not a big fan of romantic comedies. The stories are always so silly! I'd prefer the horror film. As you can see in the poster, someone is trying to escape and it looks really exciting.

E Oh, I don't agree. I'm not keen on scary films.

S Oh, OK. What about the period drama?

E Yes, I quite like them.

S Shall we settle on that, then? It starts at seven. What time shall we meet up?

E I can come to your house at six, if you like, and we can take the bus into town.

S I'll already be in town so I'd rather meet at the cinema. Let's meet there at 6.15.

E 6.15 is a bit too early. What about 6.30?

S OK. 6.30.

E That's agreed then. Shall we invite anyone else? I think Donna likes period dramas.

S To be honest, I don't get on very well with Donna. Can we invite someone else?

E How about Tom?

S Yes, that's a great idea. I'll text him and see if he wants to come.

Exercise 4 page 38

- Students complete the phrases.
- Check answers as a class.

KEY

1 fancy 2 fan 3 keen 4 stand 5 rather 6 prefer
7 better 8 settle 9 agree 10 agreed 11 idea

Extension: Fast finishers

- Ask **fast finishers** to write sentences using the phrases in exercise 4 to explain their choice of a film, e.g. *I'd prefer the romantic comedy tonight because I think the horror will be too violent.*
- Students write as many sentences as they can.

For further practice of expressing likes and dislikes: Vocabulary Builder 3G page 118

1 1 on 2 in 3 of 4 – 5 about 6 for 7 about
8 for

Exercise 5 1.33 page 38

- Play the recording again for students to check their answers and write the phrases they hear.
- Check answers as a class.

KEY

I quite fancy ... I'm not a big fan of ... I'd prefer ...
 I'm not keen on ... Shall we settle on ...
 I'd rather ... That's agreed then. That's a great idea.

Transcript

See exercise 3.

Exercise 6 page 38

- Go through the instructions together and make sure students understand what they have to do.
- Ask students to complete the chart with their own ideas. They should make sure that they both agree on each item.
- Monitor and help where necessary.

Exercise 7 page 38

- Students practise their dialogues in pairs. Remind them to use the key phrases from exercise 4.
- Students perform their dialogues for the class.

Extension

Students convert one of the arguments into a conversation. One student justifies a choice and the other gives his or her reasons for rejecting it. The conversation must end with both students agreeing.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can discuss and agree on an activity and use phrases for expressing likes and dislikes, expressing a preference and reaching an agreement.*

3H Writing**An informal letter****LESSON SUMMARY**

Reading: Analysing an informal letter

Speaking: Making invitations for different activities

Writing: An informal letter

SHORTCUT

- To do the lesson in 30 minutes, keep the lead-in brief and spend no more than one minute on exercise 1. Exercise 9 can be set for homework.

LEAD-IN 2-3 MINUTES

- Write the following on the board and ask students to complete the sentences with vocabulary for aspects of films:
One of my favourite ... in the film 'Romeo and Juliet' is Juliet's nurse. (characters)
I don't understand the ... of the film. Too many things are happening at the same time. (plot)
The film has a great ... – some fantastic bands play on it. (soundtrack)
The ... in 'The King's Speech' was fantastic. Colin Firth was wonderful as the king. (acting)
The ... in 'Gravity' are very realistic. You really believe that the characters are floating in space. (special effects)

The film's ... is terrible. The actors never say anything interesting! (script)
In the opening ... of the romantic comedy, boy meets girl. (scene)

Exercise 1 page 39

- Focus attention on the photo and ask students what they know about the film and its actors. Ask: *What genre is it? Would you like to see it? Why / Why not?*

KEY

The film is *Iron Man 3*. The actor is Robert Downey Jr.

Culture note: Iron Man 3

Iron Man 3 is a superhero film directed by Shane Black and stars Robert Downey Junior and Gwyneth Paltrow. It is the third in a series of films based on the Marvel comics superhero Iron Man. Iron Man is born when American billionaire and brilliant engineer Tony Stark is kidnapped and seriously injured. He is forced by his captors to invent a weapon of mass destruction. Instead he creates a suit of armour that will not only save his life and allow him to escape, but will also enable him to help save the world.

Exercise 2 page 39

- Books closed, say: *You are going to write a letter to a friend, describing a film you saw recently. What aspects of the film will you describe in your letter? The plot? The script? The special effects? What do you normally do after a film?*
- Elicit students' ideas and write them on the board.
- Refer students to the task and the letter and ask them to do the task.
- Check answers as a class.

KEY

- 1 I went to see a great film in 3D at the cinema last weekend – 'Iron Man 3'. I went with my friend Paddy ...
- 2 The special effects are amazing and it also has a clever plot with lots of twists. There are some funny lines in the script too.
- 3 After the film, we met some other friends at a noodle bar in town.
- 4 Do you fancy going to the cinema next week?

Exercise 3 page 39

- Students read the letter again and find the extra information about each element.
- Check answers as a class.

KEY

They provide extra information.

- 1 ... because he loves the Iron Man films.
- 2 It isn't a new film, but it was definitely worth seeing again.
- 3 It was fun but I didn't really like the food. It was very spicy!
- 4 They're having a season of action films, including all the Batman series.

Exercise 4 page 39

- Students find the film aspects Andy mentions.
- Check answers as a class.

KEY

plot, script, special effects

Exercise 5 page 39

- Go through the strategy together.
- Students then read the letter again and answer the questions.
- Check answers as a class.

KEY

1 Thanks for your letter; Sorry I didn't reply sooner. 2 five
3 no 4 didn't, isn't, They're 5 I'd better go now.

Language note: *How are things?*

How are things? is a very informal way of asking how a person is. You would use this language with an equal but perhaps not with an older relative or a person you do not know very well.

Exercise 6 page 39

- Students read the *Learn this!* box and add Andy's phrase.
- Check the answer as a class. Ask: *What form is the verb after 'Do you fancy ...?' (-ing form)*

KEY

Do you fancy

Exercise 7 page 39

- Ask a few students to make an invitation using the phrases in exercise 6 and the activities.
- Focus attention on the second speech bubble, which gives different ways of accepting or declining an invitation. With a **stronger class**, pre-teach or elicit more responses, e.g. *Why not? That would be lovely. I'd love to, but ...*
- In pairs, students take turns to make invitations and respond.

Extension: Fast finishers

- Ask **fast finishers** to think of four more activities each and practise making invitations in pairs using the phrases in exercise 6.

For further practice of social activities, go to: Vocabulary Builder 3H page 118

3 1 go out for 2 go 3 go to 4 watch
5 play 6 go for

Extra activity

- Ask students to think about the different aspects of a film they have seen recently and make short notes about it, using the aspects in exercise 4 as a guide. They should try to include adjectives from Lesson 3A where possible.
- Students work in pairs and take turns to ask questions about the film their partner has seen, e.g. *What did you think of the script? What was the soundtrack like? How was the ending? Was the acting good?*
- Ask a few students to tell the class about the film their partner saw.

Exercise 8 page 39

- Students use the prompts as a guide and write their letter. They should use the writing strategy to plan their letter.

Exercise 9 page 39

- Students use their notes to write their letter.
- Make sure students go through the checklist when they have finished the first draft of their letter and make any changes necessary.

Lesson outcome

- If you are using the Classroom Presentation Tool, first do the lesson closer to review what has been covered in this lesson.
- Ask students: *What have you learned today? What can you do now?* and elicit answers: *I can write an informal letter. I describe the different aspects of a film and give additional information using informal language.*