

GETTING STARTED**What film shall we see?**

1 Listen and read.

Duong: I'm bored. Do you have any plans this evening?

Mai: No ... What shall we do?

Duong: How about seeing a film?

Mai: Good idea! What shall we see?

Duong: Let's take a look at the film section of the paper. It says that *White Sands* is showing at Kim Dong Cinema at 8:00 o'clock tonight.

Mai: It's a horror film. That's too frightening for me.

Duong: OK, they are also showing *Crazy Coconut* at Ngoc Khanh Cinema.

Mai: What kind of film is it?

Duong: It's a romantic comedy.

Mai: What is it about?

Duong: It's about a female professor and a male film star. They get shipwrecked on a deserted island and have to live together. Although the professor hates the film star at first, she falls in love with him in the end.

Mai: Who does it star?

THIS UNIT INCLUDES:**VOCABULARY**

Types of films

-ed and -ing adjectives

PRONUNCIATION

Sounds: /t/, /d/, and /ɪd/

GRAMMAR

Connectors: *although, despite/in spite of, however, and nevertheless*

COMMUNICATION

Talking about favourite films

Asking and answering questions about film posters

Duong: It stars Julia Roberts and Brad Pitt.

Mai: What have critics said about it?

Duong: Most of them say it's very funny and entertaining.

Mai: Hmm. I know. Why don't we decide when we get there?

Duong: OK, good idea!



Objectives

By the end of this unit, Ss can:

- pronounce correctly the *-ed* ending in verbs
- use lexical items related to the topic 'Films'
- know the meaning and how to use *-ing* and *-ed* adjectives
- use *although, despite/ in spite of* to express contrast between two pieces of information in the same sentence
- use *however* and *nevertheless* to express contrast between two sentences
- read for specific information about someone's review of his/ her favourite film
- talk about a film (its plot, main characters, cast, etc.)
- listen for specific information about someone's favourite film star
- write a review of a film

GETTING STARTED

What film shall we see?

Introduction

– Ask Ss to open their books and look at the picture. T can ask, 'Who do you think is in the picture and what are they talking about?'

– Write the unit title on the board 'Films'. Elicit any information Ss know about films by asking about types of film they know, the latest films they have seen, their favourite films and film stars.

– Ask Ss to guess what the picture might show or what the conversation might be about. Let Ss open their books and check their answers.

1 Ask Ss questions about the picture:

E.g. *Where are Duong and Mai? What might be happening to them? What are they doing? What are they talking about?* T can ask Ss to guess what kind of films Duong and Mai would like to see. T can also ask Ss to share any recent experiences going to see a film with their brothers or sisters: 'Have you ever gone to see a film with your brothers/ sisters?', 'When and where?', 'What film did you see then?', 'How did you feel then?'

Play the recording. Ss listen and read. T can play the recording more than once. Pause the recording at the appropriate places if Ss need help with comprehension questions.

1 Read the conversation again and answer the questions.

- What does Duong suggest doing tonight?
 - Watching a TV show.
 - Watching a film.
 - Staying at home.
- Where does Duong find cinema information?
 - In a newspaper.
 - By asking Mai.
 - On the Internet.
- Why doesn't Mai want to see *White Sands*?
 - She doesn't like that type of film.
 - It's not on at the right time.
 - She has seen the film before.
- How do critics feel about *Crazy Coconut*?
 - They all like it.
 - They don't like it.
 - Many of them like it.
- Which film do Mai and Duong decide to watch?
 - White Sands*.
 - Crazy Coconut*.
 - They haven't decided yet.

2 Find the questions in the conversation that ask about *Crazy Coconut*. Then listen, check and repeat the questions.

- Type of film _____
- Actors/Stars _____
- The plot (the story) _____
- Review (critics' opinion about the film) _____



2 Match the types of films with their definitions. Then listen, check and repeat.



Types of film:

- science fiction (sci-fi)
- romantic comedy
- thriller
- comedy
- documentary
- animation
- action
- horror



Definitions:

- A film that tries to make audiences laugh.
- A film that features cartoon characters.
- A film that is set in the future, often featuring science.
- A film that tells an exciting story about murder or crime.
- A film which combines comedy with a love story.
- A film that shows real life events or stories.
- A film in which strange and frightening things happen.
- A film that usually features lots of stunts and fighting.

Are there any other types of films you can add to the list?

3 Think of a film. Fill in the blanks below.

Type of film _____
 Actors/Stars _____
 The plot _____
 Reviews _____

b In pairs, interview each other and try to guess the film.

Example:

A: What kind of film is it?

B: It's an action film.

A: Who does it star?

B: It stars Daniel Craig.

A: What is it about?

B: It's about a spy called 007.

A: Is it *Skyfall*?

B: Yes!

- a** First, have Ss work independently. Then allow them to share answers before discussing as a class.

Key: 1. b 2. a 3. a 4. c 5. c

- b** First, ask Ss not to look at the book and try to remember what questions Mai asks Duong about the film they are going to see. Then let Ss open their books and check their answers.

Key:

- a. What kind of film is it?
- b. Who does it star?
- c. What is it about?
- d. What have critics said about it?

- 2** Have Ss quickly match the types of films with their definitions. Then play the recording for Ss to check their answers, pausing after each phrase and asking them to repeat chorally. Correct their pronunciation if necessary. T can ask for translation to check their understanding. With a stronger class, T may wish to ask some additional questions, e.g. *Do you often see a sci-fi/ horror film...? How often do you see it? ...*

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

- 3a** Have Ss work independently, filling in the blanks with the information of the film they have seen recently. Remind them to use the words and phrases they have learnt in **2** and from the conversation in **1**.
- b** First, model this activity with a more able student. Then ask Ss to work in pairs. T can go around to help weaker Ss. Call on some pairs to practise in front of the class.

A CLOSER LOOK 1

Vocabulary

- 1** The following are adjectives which are often used to describe films. Can you add some more?

boring	entertaining	_____
hilarious	violent	_____
gripping	moving	_____
scary	shocking	_____

Complete the sentences using the adjectives in the list above.

1. *Mr Bean* is a _____ film – I was laughing from beginning to end.
2. *Titanic* is a _____ film. I cried at the end.
3. The film was so _____ that we almost fell asleep.
4. I couldn't take my eyes off the screen because the film was so _____.
5. *Pirates of Southeast Asia* is a _____ documentary. I couldn't believe it!
6. You will be frightened when you see that film. It is a very _____ film.
7. There were too many fights in the action film. It was too _____.
8. You will enjoy the film. It is so _____.

Remember!

-ed and -ing adjectives

We can form adjectives by adding **-ed** and **-ing** endings to some verbs.

Example:

-ed adjectives	-ing adjectives
annoyed	annoying
interested	interesting
disappointed	disappointing

We use **-ed** adjectives to describe someone's feelings.

Example:

The film was long, and I was *bored*.

We use **-ing** adjectives to describe things or people (that cause the feelings).

Example:

The film was long, and *boring*.

- 2** Complete the table with the **-ed** and **-ing** forms of the adjectives.

If a person or thing is	boring	then he/she or it makes you	bored
	interesting		(1) _____
	(2) _____		embarrassed
	(3) _____		excited
	disappointing		(4) _____
	exhausting		(5) _____
	(6) _____		surprised
	confusing		(7) _____
	(8) _____		frightened
	annoying		annoyed

- 3** Choose the correct adjectives.

1. The end of the film was so *moved/moving*.
2. The boy was so *frightened/frightening* by the film that he couldn't sleep last night.
3. Critics were *disappointed/disappointing* at his performance as King Lear.
4. I am *amazed/amazing* that he has won two Oscars for Best Actor.
5. We were *terrified/terrifying* of the ending of that horror film.

- 4a** Work in pairs. Look at the questions below. Tell your partner how you felt, using **-ed** adjectives.

Example:

I felt *terrified* before my last Maths test.

How did you feel ...

1. before your last Maths test?
2. when you watched a gripping film?
3. after you watched a horror film?
4. when you got a bad mark?

- b** Now use **-ing** adjectives to describe these things and experiences in your life.

Example:

The last film I saw was called *Norwegian Wood*. It was really *moving*.

1. the last film you saw on TV, on DVD, or at the cinema
2. an argument with your friends
3. the result of your last English test
4. the last party you attended

A CLOSER LOOK 1

Vocabulary

- 1 First, have Ss work independently. Then, ask them to share their answers with one or more partners. T can ask for translation of some of the adjectives in the list to check their understanding. With a stronger class, T may wish to ask Ss to make some examples with the adjectives they have learnt. If there is enough time, T can ask some Ss to write their answers on the board.

Key: 1. hilarious 2. moving 3. boring 4. gripping
5. shocking 6. scary 7. violent 8. entertaining



Remember

–ed and –ing adjectives

Ask Ss to study the **Remember** box. Draw Ss' attention to the difference in use and meaning between –ed and –ing adjectives by analysing the examples in the **Remember** box. Then ask some more able Ss to give some more examples. Remind Ss that they should use a good dictionary to check their meaning and use.

- 2 Have Ss complete the table individually. Then have some Ss write their answers on the board before checking with the whole class. T can ask for translation of each pair of the adjectives to check their understanding.

Key: 1. interested 2. embarrassing 3. exciting 4. disappointed
5. exhausted 6. surprising 7. confused 8. frightening

- 3 Ask Ss to do the exercise individually and then check with the whole class. When checking, ask Ss to refer to the **Remember** box to make the meanings of the adjectives clearer to them.

Key: 1. moving 2. frightened 3. disappointed 4. amazed 5. terrified

- 4 (a + b) First, model this activity with some more able Ss. Then, ask Ss to work in pairs. T may go around to provide help. Call on some pairs to practise in front of the class.

Pronunciation

/t/, /d/, and /ɪd/

- 5 Listen and repeat the verbs. Pay attention to the sounds /t/, /d/, and /ɪd/ at the end of each verb.

played watched waited danced bored
closed needed walked hated

Now, in pairs put the words in the correct column.

/t/	/d/	/ɪd/

Remember!

-ed endings in verbs are pronounced:

/t/ after an unvoiced consonant

Example: washed; matched

/d/ after a voiced vowel or voiced consonant

Example: filled; stayed

/ɪd/ after the sound /t/ or /d/

Example: wanted; needed

- 6 Work in pairs. Ask and answer questions about the pictures. Then listen to the recording.

Example: cry a lot/laugh a lot

A: He cried a lot, didn't he?

B: No, he didn't. He laughed a lot.



1 paint her room/
brush it



2 wash the TV/
watch it



3 close the window/open it



4 pull their motorbike/
push it

A CLOSER LOOK 2

Grammar

Although, despite/in spite of

We use *although*, *despite/in spite of* to express contrast between two pieces of information in the same sentence. We use *although* before a clause and *despite/in spite of* before a noun or a noun phrase.

Example:

Although he is so young, he performs excellently.

Despite/In spite of being so young, he performs excellently.

Despite/In spite of his young age, he performs excellently.

He is so young, but he performs excellently.

- 1 Complete the sentences. Use *although* + a clause from the box.

they spent a lot of money on the film
few people came to see it
it was a comedy
it is set in modern times
the acting is excellent

Example: Although I watched the film twice, I didn't understand it.

- We enjoyed the film at the Ngoc Khanh Cinema _____.
- _____, it wasn't a big success.
- _____, I don't enjoy the film.
- I didn't find it funny at all _____.
- The film is based on a book that was written twenty years ago _____.

- 2 Complete the sentences, using *although*, *despite/in spite of*. Sometimes, two answers are possible.

- _____ the story of the film was good, I didn't like the acting.
- I went to see the film _____ feeling really tired.
- I really enjoyed the *Water War* _____ most of my friends said it wasn't a very good film.
- _____ careful preparation, they had a lot of difficulties in making the film.
- _____ the film was gripping, Tom slept from beginning to end.

Pronunciation

/t/, /d/, and /ɪd/

- 5 T models the sounds /t/, /d/, and /ɪd/ in different words with the ending *-ed*. Play the recording and ask Ss to listen and repeat the words, paying attention to the sounds /t/, /d/, or /ɪd/ at the end of each word. T can play the recording as many times as necessary. Then, ask Ss to put the words in the correct columns while they listen. Ss compare their answers in pairs. Check with the whole class.

Key:

/t/	/d/	/ɪd/
watched	played	waited
danced	bored	needed
walked	closed	hated



Remember

The pronunciation of -ed endings in verbs.

Ask Ss to look at the rules in the **Remember** box. Tell them the rules of pronunciation of *-ed* endings.

- 6 First, model this activity with a more able student. Then ask Ss to work in pairs. T can go around to provide help. Call on some pairs to practise in front of the class. Ask Ss to listen while T plays the recording. T can pause after each word ending in *-ed* and ask them to repeat chorally. Correct their pronunciation.



Audio script:

- | | |
|---|---|
| 1. She painted her room, didn't she?
No, she brushed it. | 2. They washed the television, didn't they?
No, they watched it. |
| 3. She closed the window, didn't she?
No, she opened it. | 4. They pulled their motorbike, didn't they?
No, they pushed it. |

A CLOSER LOOK 2

Grammar

Although, despite/ in spite of

Ask Ss to study the **Grammar** box. Draw Ss' attention to the meaning and use of *although, despite/ in spite of* by analysing the examples in the **Grammar** box. Then ask some more able Ss to give some more examples.

For **1, 2** and **3**, tell Ss what they should do. Ask Ss to do the grammar exercises individually. Remind them to look back to the **Grammar** box and use a dictionary if necessary. Then have Ss compare answers in pairs before checking with the whole class.

Key:

- | | |
|--|---|
| 1 1. although few people came to see it | 2. Although they spent a lot of money on the film |
| 3. Although the acting is excellent | 4. although it was a comedy |
| 5. although it is set in modern times | |
| 2 1. Although | 2. despite/ in spite of |
| 3. although | 4. Despite/ In spite of |
| | 5. Although |



3 Rewrite these sentences using the words in brackets. Change other words in the sentence if necessary.

1. I don't think Stallone is a very good actor. He was very good in the *Rocky* films. (*although*)
2. Many European film directors have gone to Hollywood to make films. Few have had as much success as Milos Forman. (*although*)
3. They watched films on DVD all night. They had to work the next day. (*despite*)
4. He has performed excellently in many films. He has never won an Oscar for Best Actor. (*although*)
5. The film begins with a terrible disaster. It has a happy ending. (*in spite of*)

however and nevertheless

We also use *however* and *nevertheless* to express contrast between two sentences. We usually use a comma after them.

Example:

He is so young. **However/Nevertheless**, he performs excellently.

4 Complete the sentences using *although*, *despite*, *in spite of*, *however*, or *nevertheless*. Sometimes, two answers are possible.

1. The film didn't receive good reviews from critics. _____, many people went to see it.
2. _____ the silly story, many people enjoyed the film.
3. They spent millions of dollars on making the film. _____, it wasn't as successful as expected.
4. _____ *Jaws* is one of Spielberg's first films, it is one of his best.
5. _____ the film was a bit frightening, I really enjoyed it.

5 Use your own ideas to complete the following sentences. Then compare your sentences with a partner.

1. I don't really like the film although _____.
2. They spent a huge amount of money on the film. However, _____.
3. The film was a great success in spite of _____.
4. The sound in the film is terrible. Nevertheless, _____.
5. Although it is a horror film, _____.
6. Despite his age, _____.



- 3**
1. I don't think Stallone is a very good actor although he was very good in the *Rocky* films.
 2. Although many European film directors have gone to Hollywood to make films, few have had as much success as Milos Forman.
 3. Despite having to work the next day, they watched films on DVD all night.
 4. Although he has performed excellently in many films, he has never won an Oscar for Best Actor.
 5. In spite of beginning with a terrible disaster, the film has a happy ending.

However and nevertheless

Ask Ss to study the **Grammar** box. Draw Ss' attention to the meaning and use of *however* and *nevertheless* by analysing the instruction and example in the **Grammar** box. Then ask some more able Ss to give some more examples.

- 4** Tell Ss what they should do. Ask Ss to do the grammar exercise individually. Remind them to look back to the **Grammar** box and use a dictionary if necessary. Then have Ss compare their answers in pairs before checking with the whole class.

Key:

- | | | |
|--------------------------|-------------------------|--------------------------|
| 1. However/ Nevertheless | 2. Despite/ In spite of | 3. However/ Nevertheless |
| 4. Although | 5. Although | |

- 5** Ask Ss to read the instruction. Ask Ss to do the exercise individually, using their own ideas to write sentences. Then have them work in pairs, comparing their sentences. T can go around to help Ss.

COMMUNICATION

Extra vocabulary

survey

go ahead

violence

1 Listen to the conversation and fill in the blanks with the words you hear.



2 Work in groups of six or eight. Each student chooses one of the following sets of survey questions.

Survey on favourite actors

- (1) Who do you think is the best actor?
- (2) Who do you think is the best actress?

Survey on the best films

- (1) What is the best film you've seen recently?
- (2) Who did it star?

Survey on action films

- (1) Do you enjoy action films?
- (2) Is it OK for young kids to see violence on TV?

Survey on cartoons

- (1) Do you like to watch cartoons?
- (2) Who is your favourite character?

Survey members of the group.

A SURVEY ABOUT _____		
Name	Question 1	Question 2

3 Make notes of your results.

Most people I have surveyed _____

About half of the people I have surveyed _____

Almost no one I have surveyed _____

4 Join another group. Report your results to those group members.

COMMUNICATION

Introduction

- Before Ss open their books, ask them what kind of films they like to see and who their favourite actors/actresses are. T can say: *Today, we are going to do an interview with your classmates about films. Please think of the questions you may ask your friends in your interview with them.*
- Help Ss understand the meanings of the words in Extra vocabulary by using pictures, examples or even translation.

- 1 Ask Ss to look at the picture and read the conversation and guess what the missing words from the blanks may be. Play the recording and let Ss check their guesses. Play the recording again for Ss to check their answers. If time is limited, T can play only the sentences that include the information Ss need for their answers.

Key: 1. survey 2. actor 3. Tom Cruise 4. actress 5. Angelina Jolie



Audio script:

- Nick:** Excuse me, Duong. I'm doing a survey about favourite actors. Would it be OK if I asked you a few questions?
- Duong:** Sure. Go ahead, Nick.
- Nick:** Who do you think is the best actor?
- Duong:** It's Tom Cruise.
- Nick:** And who do you think is the best actress?
- Duong:** I think Angelina Jolie is.
- Nick:** Thank you.

- 2 Ask Ss to work in group of six or eight, asking their group members one set of questions. Remind them to write the names of the people they interview and note the answers in the table.
- 3 Have Ss make notes of their survey results, using the suggestions in the Student's book. T can have them practise reporting the results of their surveys in pairs or in groups.
- 4 Ask Ss to join another group, reporting the results of their surveys to the new members. Choose some Ss to report the results of their interviews before the whole class. After each student has finished his/her report, ask for some comments from other Ss. Then make comments and correct Ss' any common mistakes.

SKILLS 1

Reading

- 1 Read Nick's review of the film *Titanic* on his blog. Then find and underline these words in the passage. What do they mean?

sinking must-see special effects visuals

FILM BLOG



Mon, Apr 20, ...

Titanic is a romantic film, which was directed by James Cameron. However, it's also about a disaster. It stars Leonardo DiCaprio and Kate Winslet.

The film is about the sinking of the ship *Titanic* on its first voyage. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack saves Rose from killing herself during the journey on board the ship. Although they are from different social classes, and Rose is already engaged, they fall in love. The film has a sad ending: the *Titanic* sinks and more than a thousand people die in the disaster, including Jack.

Critics say it is a must-see. I agree, because the story is moving and the acting is excellent. The special effects, visuals, and music are also incredible.

Titanic is a very sad film. Nevertheless, many people really love it. Go and see it if you can.

Posted by Nick at 5.30 p.m.



- 2 Read Nick's blog again and answer the questions.

1. What kind of film is *Titanic*?
2. Who does *Titanic* star?
3. What is *Titanic* about?
4. What do you know about the main characters of *Titanic*?
5. How is the ending of *Titanic*?
6. What do critics say about *Titanic*?

Speaking

- 3 Look at the film posters below. Work in pairs. Talk about the films you would/wouldn't like to see.

PIRATES OF SOUTHEAST ASIA

Documentary: About modern day pirates in Indonesia and Malaysia who attack other ships.

It stars Peter O'Toole as the voice of the narrator.

Critics say the film is shocking, but it is a must-see.

Showtimes: 8.15 p.m. at Broadway Theatre.



BIG BEN DOWN

Action: About a group of terrorists who take control of Big Ben, and threaten to blow it up.

It stars Bruce Willis as a New York cop on holiday in London.

Critics say the film is violent and gripping.

Showtimes: 3.30 p.m. and 8.30 p.m. daily at Kim Dong Cinema.



THE CHAINSAW MASSACRE AT HALLOWEEN

Horror: About a killer who escapes from a hospital. The story takes place in a children's camp on Halloween.

It stars Jamie Lee Curtis as a school teacher who falls in love with the killer.

Critics say the film is very frightening and may be the scariest film ever.

Showtimes: 8.00 p.m. at Odeon Theatre.



PLANET OF THE JELLYFISH

Sci-fi: About super intelligent space jellyfish that attack the Earth in the future.

It stars Cameron Diaz as a soldier, who is sent to stop the attack of space jellyfish.

Critics say that the film is fantastic and gripping.

Showtimes: 3.00 p.m. and 8.30 p.m. daily at Ngoc Khanh Cinema.



SKILLS 1

Introduction

Ask Ss to look at the picture of the film *Titanic*. Ask them: *Have you ever seen this film? Do you know who the actor and actress in the picture are? Do you like him/ her? Why/ Why not?*

Reading

- 1 Ask Ss to read the passage quickly and find out whether Nick likes the film or not. Then ask Ss to find out where the words *sinking*, *must-see*, *special effects*, and *visuals* are in the passage. T may help Ss work out the meanings of these words out of the passage.
- 2 T can set a longer time limit for Ss to read the text again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.

Key:

1. It is a romantic film.
2. It stars Leonardo DiCaprio and Kate Winslet.
3. It is about the sinking of the ship *Titanic* on its first voyage.
4. The main characters are Jack Dawson and Rose DeWitt Bukater. Jack saves Rose from killing herself during the journey on board the ship. Although they are from different social classes, and Rose is already engaged, they fall in love.
5. The ending of *Titanic* is very sad.
6. They say it is a must-see.

Speaking

- 3 First, ask Ss to read every film poster. T can help them with the new vocabulary. Then ask Ss to work in pairs, talking about the films they would/ wouldn't like to see. T can go around to help Ss. After finishing, T can call some pairs to practise in front of the class.

4 Now, ask and answer questions about the films.

Example:

A: I want to see *Planet of the Jellyfish*.

B: What kind of film is it?

A: It's a science fiction.

B: What is it about?

A: It's about ...

5 Hotseating: In groups, choose a student to play the role of a character in any of the films above. Brainstorm questions you'd like to ask. Then interview the student.

Example questions:

Can you describe your new film in three words?

Did you enjoy making the film?

Why should we watch this film?

SKILLS 2

Listening

1 Nick and his father are talking about Tom Hanks, a Hollywood film star. Listen to their conversation and correct the following statements.

1. Tom Hanks is Nick's favourite film star.
2. Tom Hanks is a handsome actor.
3. Tom Hanks has won three Oscars.



2 Listen again. Answer the questions below.

1. Which Oscar has Tom Hanks won twice?
2. What do critics say about Tom Hanks?
3. What role does Tom Hanks play in *Saving Private Ryan*?
4. Why does Nick's father recommend *You've Got Mail* to Nick?



Writing

3 Make notes about one of your favourite films.

Name of film, type of film, and actors or director

The plot: What happens in the film? How is the film? (gripping/moving/hilarious) What about the ending?

Other aspects of the film, the acting, the music, the special effects, the visuals, etc.

Critics' reviews, your overall opinion.

4 Write a review of your favourite film. Use the information in **3**, and the film review on Nick's blog as a model. You may follow the writing plan below.

Introduction (Paragraph 1)

Name of film, type of film, and actors or director

Body

Paragraph 2:

The plot: What happens in the film? How is the film? (gripping/moving/hilarious) What about the ending?

Paragraph 3:

Other aspects of the film: the acting, the music, the special effects, the visuals, etc.

Conclusion (Paragraph 4)

Critics' reviews, your overall opinion (Why you recommend the film to everyone)

- 4 First, ask Ss to work in pairs, asking and answering about the films from the posters. T can go around to help weaker Ss. After finishing, T can call on some pairs to practise in front of the class.
- 5 First, remind Ss of the words or phrases about films. Ss may refer to the words and phrases that they can use to talk about films in **Getting Started**, **A Closer Look 1**, and **Communication**. Then, ask Ss to work in groups. Each group chooses a student to be in the hot seat, playing the role of a character in any of the films in the posters. The other members brainstorm the questions they would like to ask. Then, they in turns interview the student in the hot seat. T can go around to provide support if necessary.

SKILLS 2

Listening

Introduction

Ask Ss to tell about their favourite actors/ actresses. Ask them: *Who is your favourite actor/ actress? What does he/ she look like? What are his/ her successful films? What awards/ prizes has he/ she won? What do critics say about him/ her?...*

- 1 Ask Ss to read the instruction carefully and remind them to remember key words in the statements. Play the recording and ask Ss to correct the statements. Then ask two or three Ss to write their answers on the board. Play the recording again for Ss to check the answers.

Key: 1. Tom Hanks is **Nick's father's** favourite film star. 2. Tom Hanks **isn't** a handsome actor.
3. Tom Hanks has won **two** Oscars.



Audio script:

Nick: Who is your favourite film star, Dad?
Dad: Tom Hanks, of course.
Nick: Tom Hanks? Who is he?
Dad: He is one of the most famous and richest actors in Hollywood.
Nick: Really? Has he won any awards?
Dad: Yes, he has won the Oscar for Best Actor twice.
Nick: Two Oscars? Amazing! He must be very handsome!
Dad: No, he isn't. He isn't an attractive actor, compared to other actors in Hollywood. However, most critics say that he is one of the best actors.
Nick: What kind of roles does he often play?
Dad: He often plays serious roles such as a soldier in *Saving Private Ryan*, or a lawyer who has AIDS in *Philadelphia*. He also appears in many other entertaining films such as *Bachelor Party*, *The Man With One Red Shoe*, etc.
Nick: Can you recommend one of his best films?
Dad: Of course, *You've Got Mail*. It's one of the biggest comedies of the 1990s.

- 2 Ask Ss to read the rubric and study the questions carefully. Ss can work in pairs to discuss the answers from the information they have heard in 1.
 Play the recording again and have Ss answer the questions as they listen. Ss can share their answers with their partners. With a weak class, T may play the recording many times until Ss have chosen all their answers. Call some Ss to write their answers on the board.
 Play the recording again for Ss to check the answers. T can pause at the sentences that include the information Ss need for their answers.

Key: 1. He has won the Oscar for Best Actor twice. 2. They say he is one of the best actors in Hollywood.
3. He plays the role of a soldier in *Saving Private Ryan*. 4. Because it is one of the biggest comedies of the 1990s.

Writing

- 3 Ask Ss to make notes about one of their favourite films. Remind them that they do not have to write full sentences and they can use abbreviations. Then, ask Ss to share their notes with their partners. T can ask some more able Ss to read out their notes to the whole class.
- 4 Set up the writing activity. T reminds Ss that the first and important thing is always to think about what they are going to write. In this case, Ss do not have to think of many ideas of what to write because they have made notes in 3. So T only has to brainstorm Ss for the language necessary for writing. T can ask Ss to refer back to the reading in **Skills 1** for useful language and ideas, and note some necessary expressions and language on the board.
 Ask Ss to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. T can display all or some of the leaflets on the wall/ notice board. Other Ss and T give comments. Ss edit and revise their writing as homework.

LOOKING BACK

Vocabulary

- 1** Think of an example of every type of films in the box.

science-fiction (sci-fi)	romantic comedy
thriller	comedy
documentary	action
horror	animation

Example: *Mr Bean* is a comedy.

- 2** Read the sentences. What types of films are the people talking about?

- The acting was excellent, and I laughed from beginning to end.
- The scene was so frightening that I closed my eyes.
- I think this film will be liked by people who are interested in true stories.
- It is hilarious, and it is really moving too.
- The special effects are incredible! The robots look real.

- 3** Fill in the blanks with *-ed* or *-ing* adjectives that are formed from the verbs in brackets.

- I have never felt as (terrify) _____ as I did when I watched that horror film.
- In spite of spending millions of dollars on the film, it was (disappoint) _____.
- They found his behaviour (annoy) _____.
- We were (satisfy) _____ with the service at the cinema.
- We found the film's plot (shock) _____.

- 4** Complete the second sentence in each pair, using the word in brackets. The meaning of both sentences should be the same.

- They found the film exciting. (excited)
They _____ about the film.
- The film bored them so they left halfway through it. (boring)
The film _____ so they left halfway through it.
- The ending of the film was quite moving. (moved)
We _____ at the ending of the film.
- His new film is really surprising. (surprised)
You'll _____ at his new film.

5. Lots of people are confused by the way he behaves. (confusing)
Lots of people find _____.

Grammar

- 5** Match the first half in A with the suitable half in B.

A	B
1. Although he set off early, _____	a. popcorn is selling well.
2. Despite public protests, _____	b. however, it is decreasing now.
3. In spite of high prices, _____	c. it'll be better than staying at home.
4. The ticket price has been quite high; _____	d. he arrived late.
5. Although I don't really like to go to the cinema, _____	e. the Government decided to put a ban on the film.

Communication

- 6** Number the lines of the dialogue in the correct order.

_____	A. How about going to the movies?
_____	B. I think <i>Now You See Me</i> would be a good choice.
_____	C. Where should we meet?
_____	D. That sounds pretty good. I've seen the trailer.
_____	E. What are you doing tomorrow night?
_____	F. Which movie?
_____	G. Perfect!
_____	H. I can pick you up. Is 7 o'clock alright for you?
_____	I. Nothing much. Why do you ask?

Finished! Now I can ...	✓	✓✓	✓✓✓
• use words and phrases for different types of films			
• distinguish the uses of <i>-ed</i> and <i>-ing</i> adjectives			
• use connectors: <i>although</i> , <i>despite/in spite of</i> , <i>however</i> , and <i>nevertheless</i>			
• talk about favourite films			
• write a film review			

LOOKING BACK

This is the review and drill section of the unit, so encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions. That will help Ss see how far they have progressed, and which areas need further practice.

The questions in **Looking Back** match the **Finished!** self-assessment statements at the end of this lesson. Ss should check how well they did at each question and use that information when filling in the self-assessment.

Vocabulary

- 1 Ask Ss to think of as many examples of different types of films as possible. Then ask some Ss to say out their examples in front of the class. Examples of Vietnamese films are fine.
- 2 Ask Ss to read the sentences carefully and decide which type of films the people are talking about. Remind them that the adjectives in the sentences will provide the context for them to choose the correct types of films.

Key: 1. It's a comedy. 2. It's a horror film. 3. It's a documentary.
4. It's a romantic comedy. 5. It's a sci-fi film.

For 3 and 4, ask Ss to do them individually first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self-assessment.

3

Key: 1. terrified 2. disappointing 3. annoying
4. satisfied 5. shocking

- 4 1. They were excited about the film.
2. The film was boring so they left halfway through it.
3. We were moved at the ending of the film.
4. You'll be surprised at his new film.
5. Lots of people find the way he behaves/ his behaviour confusing.

Grammar

- 5 First, ask Ss to do individually. Then ask them to check their answers with a partner before discussing the answers as a class. Remind Ss to keep a record of their original answers so that they can use that information in their *Now I can...* statement.

Key: 1. d 2. e 3. a 4. b 5. c

Communication

- 6 First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practise saying the dialogue with their partners.

Key: 1. E 2. I 3. A 4. F 5. B 6. D 7. G 8. C 9. H

Finished!

Finally ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.

PROJECT

FILM POSTERS

1 Look at the film posters below. Think about the following questions.

- What is the purpose of a film poster?
- Which do you like? Why?
- What information can you find on the posters?
- What other information could you include?

2 Choose one of your favourite films and design a poster for it.

3 Then organise an exhibition of film posters in your class.



CRAZY COCONUT

Romantic Comedy: About a female professor who has to live with a selfish and lazy film star on a deserted island, after a shipwreck.

It stars Julia Roberts as the professor and Brad Pitt as the film star.

Critics say the film is extremely funny and entertaining.

Showtimes: 7:45 p.m.
and 9:45 p.m. daily
at Dan Chu Cinema

JOB SWAP!

Comedy: About a poor night club dancer who changes places for a day with a rich prince.

It stars Chris Rock as the nightclub dancer and Robin Williams as the prince.

Critics say the film is hilarious and entertaining.

Showtimes: 4:30 p.m.
and 8:30 p.m.
daily at Main Street Theatre



PROJECT

Film posters

- 1** Ask Ss to read the film posters and point out what information should be included in a film poster. Then ask Ss to work in pairs/ groups to discuss the questions. Each student can make notes about the ideas from his/ her partner or other group members.
- 2** Ask each student to choose one of their favourite films, and design a poster for it. They can use the ideas from their notes for their task. If there is enough time, T can let Ss complete the project in class. Ss can complete the project as homework if the time is not enough.
- 3** When Ss have finished their film posters, ask them to display their leaflets on the wall/ notice board. T can choose some of the film posters and ask Ss to give comments.