

11

Entertainment

Unit plan

- Reading:** multiple choice, being careful with options that contain extreme words
Vocabulary: words related to entertainment, prepositions, collocations & expressions, word formation
Grammar: the passive: tenses, modals, *by* & *with*, causative form
Listening: multiple matching, being careful if you hear a word from one of the sentences on the recording
Speaking: deciding on the best solution, talking about different kinds of entertainment, contrasting different ideas
Writing: report, laying out the facts and using headings, supporting your recommendations using the passive

Unit Opener (SB page 135)

- Ask students to read the title and look at the main picture, and tell you how they are related (*The title is 'Entertainment' and there is a popcorn bucket to suggest the idea of moviegoing*).
- Ask students if they have ever watched a film in 3D, either at the cinema or on TV, and if they enjoyed it.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must guess the film, story or character represented by the pictures. Explain that a story can be a novel or a fairy tale.
- Ask students to look at the pictures and explain anything they don't understand (*1 a glass shoe, 2 a spider's web, 3 a spinning wheel, 4 an acorn, 5 a lightning bolt, 6 an iceberg, 7 a picnic basket, 8 the James Bond logo, 9 a pipe, 10 a genie's lamp, 11 the mark of Zorro, 12 rings*).
- If you wish, this task can be a timed quiz. Students can work in pairs. Give them five minutes to write their answers. The winner is the pair with the most correct answers. Alternatively, students do the task individually.
- Check answers as a class.
- After checking the answers, check pronunciation by saying each of the answers to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 Cinderella (loses the shoe and that is how the prince finds her)
- 2 Spider-Man (has the ability to make webs)
- 3 Sleeping Beauty/Rumplestiltskin (an evil wizard tricks Sleeping Beauty into pricking her finger on the spindle of a spinning wheel/a miller's daughter is locked in a tower and has to spin straw into gold)
- 4 Ice Age (Scrat, a small rat-squirrel kind of creature, is always chasing an acorn)
- 5 Harry Potter (he has a lightning bolt scar on his forehead)
- 6 Titanic (the ship hit an iceberg and sank)
- 7 Little Red Riding Hood (she is carrying a picnic basket with food for her sick grandmother when the wolf sees her)
- 8 James Bond (he is Agent 007)
- 9 Sherlock Holmes (he smokes a pipe)
- 10 Aladdin (a genie lives in the lamp)
- 11 Zorro (the mark of Zorro)
- 12 Lord of the Rings (the quest is to destroy the rings)

TOP TIP

Make the most of students' background knowledge and encourage them to talk about subjects they are familiar with. In this Unit Opener, they could give you a brief synopsis of a film they have seen or a story they have read from the ones represented in the pictures.

Let's talk about it!

- What is your favourite form of entertainment?
- Do you think music and film stars should be paid as much as they are?
- Do you prefer reading books or watching films based on those books?

DVD 11

Summary of DVD 11: The video is titled 'Secrets to Broadway Spider-Man's stunts'. Craig Henningsen, one of the stuntmen on the Broadway show *Spider-Man: Turn Off the Dark*, demonstrates his stunt work and shows how to perform the famous Spider-Man poses.

DVD link: <http://www.youtube.com/watch?v=Qk2kD161RwQ>

Answers

nine or ten

Reading (SB pages 136-137)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must match the words to their meanings.
- Ask students to read the words in the orange box and the meanings, and explain anything they don't understand.
- Check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Answers

- | | |
|-------------|------------|
| 1 crew | 5 stuntman |
| 2 character | 6 set |
| 3 cameraman | 7 premiere |
| 4 cast | 8 scene |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must read the text to find out which of the people in 1 the children met. Ask them to tell you which words in 1 refer to real people (*crew, cameraman, cast, stuntman*).
- Ask students to skim read the text to look for the answers. Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students do the task individually, but check answers as a class.

Answers

The children met 1, 3, 4 and 5.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they must be careful when they see an extreme word in an option, as this is often a trap. They should look back at the text to see if the idea expressed with an extreme word is, in fact, true or not according to the text.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and options and explain anything they don't understand.
- Ask students to read the text again and to look at the questions and underline key words before looking for the information in the texts. Remind them to be careful with extreme words and to double check the text.
- Students work individually to answer the questions. Remind them to look back at all the texts in order to answer question 7.
- They then check their answers in pairs before checking as a class.

Answers

- 1b *Now that many special effects can be done on computers, there is less work for a stuntman like me.*
- 2a *Products often have logos that are easily recognised ...*
- 3c *Did you know that while you're watching a film, you may also be watching advertisements?*
- 4c *If you love ... you will probably enjoy this ... You have been warned!*
- 5a *... it is worth seeing for the special effects.*
- 6b *Ten tickets to the film premiere next June will be won by the pupils with the most original questions!*
- 7a *... Chased was paid for by deals made with pizza and soft drink companies.*

▶ EXTENSION ACTIVITY

Students tell the class what their favourite film is and why they like it, or they talk about a film they didn't enjoy and explain why they didn't like it.

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that they must match the words to make compound nouns.
- Ask students to read the words and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been checked, check pronunciation by saying each of the compound nouns to the students and asking them to repeat after you. Correct where necessary.

Answers

1b 2a 3d 4e 5c

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit they must decide who they would like to talk to on a film set and what questions they would ask.
- Remind students that the crew is made up of people doing many different jobs. Refer them back to 1 and the text to see the different jobs.
- Students discuss in pairs or as a class.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.

Answers

Students' own answers

▶ EXTENSION ACTIVITY

Students work in pairs to create a dialogue between a reporter and an actor. The reporter asks the actor questions about their job and their latest film. Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards. Ask students to perform their dialogues for the rest of the class. Time permitting, the class may also ask the 'actor' questions.



Vocabulary 1 (SB page 138)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the six pictures and tell you which of the places they have been to. Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.

- Once the answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|------------------|-----------|
| 1 cinema | 4 opera |
| 2 circus | 5 theatre |
| 3 music festival | 6 concert |

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must place the correct word(s) in each sentence.
- Ask students to read the words and the sentences and explain anything they don't understand. Elicit that the words are all related to entertainment.
- Students work individually to write the words in the correct places.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the entertainment words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-------------------|---------------|
| 1 sporting events | 4 documentary |
| 2 classical music | 5 play |
| 3 ballet | 6 novels |

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must unscramble the letters to complete the sentences.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students what sort of words should go in the gaps and elicit that they are all verbs apart from 2 which requires a noun.
- Students work individually to unscramble the letters to complete the sentences.
- They then check their answers in pairs before checking as a class.
- Once the answers have been checked, check pronunciation by saying each of the words to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-----------|-----------|
| 1 record | 4 clapped |
| 2 respect | 5 attend |
| 3 review | 6 direct |

EXTENSION ACTIVITY

Students work in pairs. Ask them to choose one of the places in 1 and write down as many nouns as they can think of that are connected to it. Give a time limit of five minutes. Monitor and help with vocabulary if necessary. When students are ready, they can read out their words and the rest of the class must guess which place the words are related to.

Extra Task (for early finishers)

See photocopiable material on page 153.



Grammar 1 (SB page 139)

Before you read the Grammar box

- Revise the passive. Write these sentences on the board.
 - 1 They filmed the scene in the studio. → The scene was filmed in the studio.
 - 2 Becky will give me the CD. → The CD will be given to me by Becky.
 - 3 He has hit the stuntman with a stick. → The stuntman has been hit with a stick.
 - 4 I broke my new camera. → My new camera got broken.
- Ask students which sentences are active (*the first of each pair*) and which are passive (*the second of each pair*). Ask students in which sentences, active or passive, the action is more important than who or what did it (*passive*).
- Ask students to look at the sentences in 1 again and explain that the object in the active sentence (the scene) becomes the subject in the passive sentence. Then explain that the verb *to be* is used in the same tense as the main verb in the active sentence together with the past participle of the main verb in the active sentence (*filmed* → *was filmed*).
- Ask students to look at the sentences in 2 and 3 again. Explain that we use *by* when we want to mention the agent (the person or thing responsible for the action), and we use *with* when we want to mention a tool or object that was used for something.
- Ask students to look at the sentences in 4 again. Explain that we can use *to get* instead of *to be* in the passive if we want to talk about something unpleasant that happens.

1

- Read through the grammar theory with the class.
- Write these active sentences on the board and ask individual students to come to the board and rewrite them in the passive.
 - 1 A dog bit him. (*He was/got bitten by a dog.*)
 - 2 Umberto Eco wrote the book. (*The book was written by Umberto Eco.*)
 - 3 They will decorate the tables with flowers. (*The tables will be decorated with flowers.*)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

No, Tony didn't expect someone to steal his wallet. We usually use *to be*.
The verb *to get* is used to show that what happened was unexpected and unpleasant.

Read 11.1 of the Grammar Reference on page 175 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they must only use one word.
- Ask students to read the text and explain anything they don't understand.

- Encourage students to look back at the grammar theory for help. Remind them to pay attention to the verb tenses and the words we use to talk about agents or to mention the tool, object or instrument that was used to do sth (*by* and *with*).
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- | | |
|--------|---------|
| 1 is | 6 been |
| 2 was | 7 are |
| 3 by | 8 being |
| 4 have | 9 had |
| 5 with | 10 be |

▶ EXTENSION ACTIVITY

Ask students to write passive sentences about their favourite book and to say who wrote it; their favourite song and to say who recorded it; their favourite TV series and to say which channel shows it.

Extra Task (for early finishers)

See photocopiable material on page 153.

a-z Vocabulary 2 (SB page 140)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with the correct prepositions.
- Ask students to read the sentences and explain anything they don't understand. Tell students to pay attention to the adjectives before the prepositions in order to work out which preposition is correct.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the adjective + preposition phrases to the students and asking them to repeat after you. Correct where necessary.

Answers

- | | |
|-------|--------|
| 1 of | 4 from |
| 2 for | 5 with |
| 3 on | 6 with |

2

- Ask students to read the instructions and check that they understand what they have to do. Remind students to use the correct form of the expressions.
- Ask students to read the expressions in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the expressions in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 play it safe
- 2 runs the show
- 3 be in the limelight
- 4 is a museum piece
- 5 is the class clown
- 6 face the music

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and the sentences, and explain anything they don't understand.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once the table has been completed and checked, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.
- Students then complete the sentences.
- They check their answers in pairs before checking as a class.

Answers

- | | |
|---------------|---------------|
| 1 performance | 6 performance |
| 2 act | 7 advertise |
| 3 production | 8 exhibition |
| 4 advertise | 9 actor |
| 5 exhibitor | 10 production |

▶ EXTENSION ACTIVITY

Ask students to work in pairs. They must think of a story for a film and write a very brief plot. They must give their film a title and say who it will be directed by, where it will be filmed and which actors will star in it.

Extra Task (for early finishers)

See photocopiable material on page 153.

Grammar 2 (SB page 141)

Before you read the Grammar box

- Revise the causative form. Write these sentences on the board. Explain to students that we use the causative form when we arrange for someone to do something for us. The form is subject + *have* + object + past participle.

1 I fixed my car yesterday.

2 I had my car fixed yesterday.

- Ask students which sentence means 'I fixed it myself' (1) and which means 'I went to the mechanic' (2). Ask students who the subject of the sentence is (*I*) and what the object is (*my car*).

Tell them that if we want to mention the agent, we use *by*. (*I had my car fixed yesterday by a mechanic.*)

- Explain to students that we also use the causative to talk about something unpleasant that happens to someone. Write these sentences on the board. Point out that in informal spoken English, *get* is possible instead of *have*, but explain that we cannot use *get* to talk about unpleasant things.

1 The actor had her bag stolen.

2 I'm going to get/have my house redecorated next month.

1

- Read through the grammar theory with the class.
- Write these words on the board and ask individual students to give you complete sentences using the causative.

1 he / teeth / clean / every sixth months (He has/ gets his teeth cleaned every six months.)

2 Jack / some books / deliver / courier / yesterday (Jack had/got some books delivered by a courier yesterday.)

3 we / have / carpets / clean / right now (We are having/are getting our carpets cleaned right now.)

4 Mary / just / her / phone / steal (Mary has just had her phone stolen.)

2

- Ask students to read the instructions and check that they understand what they have to do. Refer them to the grammar theory to help them answer the questions.
- Students work individually to do the task.
- They then check their answers in pairs before checking as a class.

Answers

In sentence a; because the action in **a** was arranged. In sentence b, the action was something unpleasant that happened to someone; it wasn't arranged, therefore we cannot replace *have* with *get*. (Note: You could use *get* in the passive voice: *Her bag got stolen during the concert.*)

Read 11.2 of the Grammar Reference on page 175 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 Julia will have/get her novel bought by a Hollywood film studio.
- 2 The actor is having/getting his picture taken by a famous photographer.
- 3 Gloria was having/getting her eyes tested when I texted her.
- 4 The rock star has/gets his meals prepared.
- 5 We must have/get our tickets picked up as soon as possible.
- 6 The performer had his guitar stolen.
- 7 She has/gets her studio painted every two years.
- 8 We are going to have/get our portrait signed by the painter.

EXTENSION ACTIVITY

Ask students to imagine they are very wealthy and can have all sorts of things done for them. They must write down six things they have done for/to them. Monitor and help with vocabulary if necessary. When students are ready, ask them to read out their sentences.

Extra Task (for early finishers)

See photocopiable material on page 153.



Listening (SB page 142)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must choose the sentence that is the best summary of what the speaker says.
- Ask students to read the sentences and explain anything they don't understand.
- Play the recording and ask students to circle their answer. Then ask students to discuss their answer with a partner and to justify their answer if it is different.
- Play the recording again if necessary, and check answer as a class.

Answer

- a *I remember the first time I ever went to the cinema as if it was yesterday. ... I still remember how big everything seemed, the red curtains moving silently across the screen and most of all, the bright images in the darkness.*

See the recording script on page 141.

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that sentences 1 and 2 in task 2 are reasons for not choosing options b and c in task 1. Explain that they must match the reasons with the options they rejected.
- Students work individually to complete the task.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1c *... it's not only the ones with good reviews that I see ...*
2b *... the cinema is the place where we come closest to experiencing our dreams.*

See the recording script on page 141.

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they may hear a word or phrase on the recording that is also in one of the options. This is often a trap and they need to listen carefully to every speaker to determine the context in which the word or phrase is used.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will hear five speakers and that they must choose what each speaker says from a list of statements. Point out that there are six statements in all, but they only have to choose five.
- Remind students to be careful with words or phrases on the recording that are also used in the statements as they may not provide the correct answer.
- Play the recording and ask students to mark their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1E** *I remember the first time I ever went to the cinema as if it was yesterday. I went to see Matilda with my parents when I was just seven years old.*
- 2D** *It was when I was older and I'd left home that I started listening to a lot of classical music ...*
- 3A** *I try to create a pleasant atmosphere in the gallery – I sometimes organise classical music concerts for the opening of a new exhibition ...*
- 4C** *The best thing for me about festivals like Sheep Music, is that it's not just about the music – there are yoga and dance classes on offer, art and craft workshops and, of course, plenty of delicious, locally-prepared food.*
- 5F** *I feel like I can really connect with the actors ... I just forget about myself and my own life. I feel like I'm a part of the whole experience ...*

See the recording script on pages 141-142.



Speaking (SB page 143)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must complete the sentences with words and phrases that introduce contrasting ideas.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

Answers

- | | |
|----------------------------|-------------------|
| 1 On the other hand | 3 However |
| 2 but | 4 Although |

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that when deciding on the solution, they should use set phrases of contrast to compare the two ideas. Point out that by doing this, their speech will flow more naturally.

3

- Ask students to read the instructions and check that they understand what they have to do. (*Student A has a problem and will use the information on page 190 to*

explain the situation to Student B. Student B will find out what the situation is by asking the questions on page 143. Student A must tell Student B three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student B has received all of the information from Student A, he/she must give Student A advice on the best solution and also say why it is the best solution. In addition, Student B must explain why he/she rejected the other solution.) Make sure students remember the mechanics of the task as it is quite difficult. If necessary, ask a strong student to explain in L1.

- Go through the *Language Bank* with the students and make sure they understand the phrases and how to use them. Refer them back to 2 if they need help.
- Stress the importance of listening carefully to Student A because the information Student B requires in order to do the task is provided by Student A.
- Point out to Student A that they will have to make slight changes to some of the information on page 190. For example, *Your 17-year-old cousin ...* → *My 17-year-old cousin ...*; *Suggest that she studies ...* → *I could suggest that she studies ...*; *Suggest that she takes ...* → *I could suggest that she takes ...*.
- Remind them to use set phrases for contrasting different ideas.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that Student A will now play the role of Student B and vice versa. The pictures for the task are on page 190 and the information about the problem is on page 191. (*Student B has a problem and will use the information on page 191 to explain the situation to Student A. Student A will find out what the situation is by asking the questions on page 190. Student B must tell Student A three things: what the problem is, what some possible solutions are and the disadvantages of each solution. Once Student A has received all of the information from Student B, he/she must give Student B advice on the best solution and also say why it is the best solution. In addition, Student A must explain why he/she rejected the other solution.*)
- Stress the importance of listening carefully to Student B because the information Student A requires in order to do the task is provided by Student B.
- Point out to Student A that they will have to make slight changes to some of the information on Page 191. For example, *Your best friend ...* → *My best friend ...*; *Tell him the truth* → *I could tell him the truth ...*; *Try and find one aspect ...* → *I could try and find one aspect ...*.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Answers

Students' own answers

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers



TOP TIP

Help students to improve fluency by getting them to listen and repeat recorded, natural English by a native speaker. For such a task, comprehension is not the objective. They should focus on rhythm, intonation, speed and pronunciation, and they should repeat the same recording a number of times. The videos in the Unit Openers are ideal for this kind of practice.



Writing (SB pages 144-145)

Report: Laying out the facts

• Ask students to read the information on reports and laying out the facts. Explain that the purpose of a report is to provide factual information about something that has been experienced and to make suggestions or recommendations for its improvement. Tell them a report must be clearly organised into paragraphs. They must begin with a title, then an introductory paragraph. This is followed by the information they have been requested to provide in distinct paragraphs each with its own heading. Finally, they should end with a recommendation or suggestion in the last paragraph.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to look at the topics for the two reports and decide which subject headings they will use for each one.
- Ask students to read the headings and the report topics, and answer any queries they might have about them.
- Students work individually to do the task.
- Check answers as a class.

Answers

- 1 Accommodation, Activities, Cost
- 2 Location, Washing facilities, Shopping facilities

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to decide which of the two introductions is better and why one isn't as good as the other.

- Ask students to read the two introductions and answer any queries they might have about them.
- Students work individually to answer the questions.
- Check answers as a class.

Answers

Introduction 'b' is better because Introduction 'a' includes a recommendation, which should go in the final paragraph.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the headings and the report and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

Answers

The films
The school hall
Opening times

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find examples of the passive in the report in 2 (the introduction) and 3.
- Explain that a report is often written for a person in authority who has requested it, such as a manager or a teacher, so it should be formal in tone.
- Students work individually to complete the task.
- Check answers as a class.

Answers

Introduction: *including the types of films which are shown*
Recommendations: *I recommend that the snack bar is improved and the main film should be shown at 8.30 pm ...*

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read comments 1 and 2, and make recommendations using the ideas provided. They must make their recommendations using the passive and they must give reasons to support them.
- Ask students to read the comments and the ideas, and explain anything they don't understand.
- Students work individually to do the tasks.
- Check answers as a class.

Possible answers

- 1 I recommend that the studio floor is cleaned twice a week in order to improve conditions at the drama workshops.
- 2 I recommend that modern dance and painting classes are started so that there is a wider choice of arts activities.

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must write an introduction for one of the reports in 1, and that they must not repeat the exact wording of the task.

Ask students to look back at the task and Introduction 'b' in 2. Ask them to look at how the writer has avoided repeating words exactly from the task (*kind of films* → *types of films*; *the school hall where the films are shown* → *the building*; *the times the films are shown* → *the opening times*; *recommending any changes* → *to suggest any improvements*).

- Students work individually to write their introductions. Remind them to begin as shown.
- Monitor and help with vocabulary and grammar if necessary.
- When students are ready, ask them to read out their introductions.

Possible answers

- 1 The aim of this report is to describe the arts and music weekend camp for young people, including the accommodation, the activities and the cost, and to suggest any improvements.
- 2 The aim of this report is to describe the local camp site, including its location, the washing facilities and the shopping facilities, and to recommend any changes.

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain any unknown words.
- Check pronunciation by saying each of the words and phrases in the *Language Bank* to the students and asking them to repeat after you. Correct where necessary.
- Remind students to use some of these words and phrases in their reports.

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- Read the task out to students and explain anything they don't understand. Elicit that they must write a report. Ask them what tone/register they should use (*formal*) and how they can achieve this (*by using the passive voice*).
- Go over the *Plan* with the students. Remind them to include a title, an introduction, three different paragraphs with headings and a final paragraph with their recommendations.
- Ask students to write brief notes for each paragraph. Go round checking as they write.
- Assign the writing task for homework.

Answers

Students' own answers



EXTENSION ACTIVITY

Time permitting, students can write their introductions in class. Monitor and help with vocabulary and grammar if necessary.

DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Remind students to read the task carefully so that they know what they must do.
- Tell students they need to give both positive and negative points in their report. Remind them to use formal language (such as passive voice); to avoid repeating the wording of the task; to use headings that will guide the reader; and to include reasons for their recommendations.

Reload 11 (SB page 146)

Objectives

- To revise vocabulary and grammar from Unit 11.

Revision

- Tell students that Reload 11 revises the material they saw in Unit 11.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they can do all the items together and correct them at the end.
- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the words for places of entertainment. Write *cinema*, *circus*, *concert*, *music festival*, *opera*, *theatre* on the board. Read out a description for each one and ask students to guess which is being described.

1 It's a formal place for live singing. (*opera*)

2 You can watch live acting here. (*theatre*)

3 People like to eat popcorn here as they watch. (*cinema*)

4 It's outdoors and lots of groups perform. (*music festival*)

5 This is where you can see animals performing live. (*circus*)

6 It's a musical performance that lasts a few hours. (*concert*)

- 2: Revise the words by writing them on the board (*classical music*, *novel*, *play*, *ballet*, *documentary*, *sporting event*) and asking students to give you examples of each by saying a name or title. Possible answers: *Beethoven*, *Mozart* (*classical music*); *Harry Potter series*, *The Lord of the Rings*, *To Kill a Mockingbird* (*novels*); *Oedipus Rex*, *Antigone*, *Hamlet* (*plays*); *Swan Lake*, *The Nutcracker* (*ballet*); *The Undersea World of Jacques Cousteau*, *The Blue Planet* (*TV documentaries*); *The Olympic Games*, *Euro Basket*, *Football World Cup* (*sporting events*)

- 3: Revise the words by writing *attend*, *clap*, *direct*, *record*, *respect*, *review* and these gapped sentences on the board. Ask individual students to complete the gaps with the words in the correct form.

1 Some teens have no _____ for anyone. (*respect*)

2 Charlie Chaplin acted in and _____ most of his films himself. (*directed*)

3 Jonathon _____ films for a newspaper. (*reviews*)

4 When was the album 'Red' _____? (*recorded*)

5 We _____ so hard that our hands hurt. (*clapped*)

6 Over 50,000 people _____ the concert last night. (*attended*)

Vocabulary 2

- 1: Practise prepositions. Write these words on the board in two columns and ask students to match the adjectives with the prepositions. Then ask them to give you sentences using the phrases.

popular (with) for
different (from) from
famous (for) of
fond (of) on
keen (on) with
pleased (with)

• 2: Practise collocations & expressions. Write these expressions on the board and ask students to complete them. Then ask them to use the expressions in sentences.

- 1 run the s _ _ _ (show)
- 2 be the class c _ _ _ (clown)
- 3 be a museum p _ _ _ (piece)
- 4 be in the l _ _ _ _ _ (limelight)
- 5 face the m _ _ _ (music)
- 6 play it s _ _ _ (safe)

• 3: Practise word formation. Copy this table with the verbs onto the board and ask individual students to complete it with the noun forms (thing and person).

Verb	Noun	Noun (person)
perform	(performance)	(performer)
act	(acting)	(actor)
produce	(production)	(producer)
advertise	(advertisement)	(advertiser)
exhibit	(exhibition)	(exhibitor)

Grammar Revision

Grammar 1

Practise passive tenses, modals, *by* & *with*.

• Revise the passive voice by writing these sentences (without the underlining) on the board and asking students to choose the correct words.

- 1 Stars often complain about being followed following by the paparazzi.
- 2 Steve got attacked/was attacking in the park last night.
- 3 The books wrote/were written by Charles Dickens.
- 4 Were you really hit by/with a baseball bat?
- 5 The actor will be presented/will be presenting with an award.
- 6 Although deaf, Beethoven composed/was composed beautiful music.

• Ask students to complete these gapped sentences with the verbs given in the correct passive form.

- 1 The tickets _____ (sell) at the box office right now. (are being sold)
- 2 How many fans _____ (give) autographs by the celebrity last night? (were given)

- 3 _____ the photos of the band _____ (take) yet? (Have ... been taken)
- 4 Filming _____ (complete) by the end of next week. (will be completed)
- 5 No one knows where he is; he _____ (not see) for months. (hasn't been seen)
- 6 The accident at the studio _____ (not report) on the news last week. (wasn't reported)

Grammar 2

Practise the causative form.

• Ask students to complete these gapped sentences with one word.

- 1 Have you _____ your hair cut? It looks nice. (had)
- 2 We _____ our teeth checked every six months. (get/have)
- 3 I _____ have my computer repaired next week. (will)
- 4 They _____ their house burgled while it was being decorated. (had)
- 5 I don't do the shopping; I have it _____. (done)
- 6 _____ you had the car serviced before the accident? (Had)

• Read out these situations and ask students to complete the sentences in their own words, using the causative form.

- 1 The walls are dirty. I should ... (have/get them cleaned/painted)
- 2 Jim isn't here now. He ... (is getting/having his hair cut)
- 3 My car works now. I ... (had/got it fixed)
- 4 We don't carry our groceries home. We ... (have/get them delivered)
- 5 This is our new air conditioner. We ... (are having/getting it installed)
- 6 Sue can't find her phone; she thinks she ... (had it stolen)

- Students are now ready to do Reload 11.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2b 3d 4d 5a 6b 7d 8a 9c

Grammar

1a 2a 3b 4b 5b 6d 7a 8c 9a