

# 10 Getting together

## 10.1

**Goals:** talk about films  
find information in a cinema programme  
make and respond to suggestions

**Core language:**

VOCABULARY      Films  
                             Suggestions

## World cinema

### VOCABULARY Films

1 a To introduce the topic of films, play the film extracts on recording 3.1, pausing after each one to establish what kind of film it is. Use this to present the vocabulary in the box.

1 a horror film    2 an action film    3 a romantic film  
4 a comedy    5 a drama    6 an animated film  
7 a documentary    8 a science fiction film


b Give other examples of films to make the meaning clear, or ask learners to give examples.

**Alternative: Present the vocabulary first**

Learners look at the kinds of film in the box, and mark the words they know (or can guess). Then go through them together, presenting any new words and giving examples of well-known films.

Then play the extracts, and use this to activate the vocabulary.

c Learners look at the box again, and choose one kind of film they like, and one kind they don't like.

 Learners tell each other what they chose and why.

*Feedback.* Go through the kinds of film, and for each one ask if anyone chose it, either because they like it or because they don't like it. Ask them to say why.

**Note**

To say why they like or don't like kinds of film, learners may need adjectives, e.g. *frightening, boring, interesting, silly, exciting*. You could present these and write them on the board before the pair work stage.

### READING

2 *Reading for detail.* Look at the cinema programme, and ask learners where they might see it (*Answer:* In a magazine, or in an information leaflet).

Learners read the programme quickly to see what kind of film is on each day. They shouldn't try to understand every word at this stage. You could give them a time limit of about 2 minutes.

Discuss the answers together. *Possible answers:*

*Tuesday:* Family Law, a comedy  
*Wednesday:* The Others, a horror film (or maybe science fiction)  
*Thursday:* 2 Days in Paris, a romantic comedy  
*Friday:* Yeelen, a drama  
*Saturday:* Ratatouille, an animated film

**Language note: on**

We talk about a film being 'on' (= the cinema is showing it; you can see it). Useful expressions:

- *What's on at the cinema?*
- *Are there any good films on today?*

3 *Reading for detail.* Learners read the programme again and find films to match questions 1–5.

Discuss the answers together, and present any new vocabulary. If possible, get learners to say why they chose particular films. *Possible answers:*

- 1 *Yeelen (seems to be a serious story)*  
*Family Law (a comedy with a serious message)*
- 2 *Ratatouille ('animated fun')*  
*2 Days in Paris ('romantic comedy')*
- 3 *The Others (on in the afternoon)*  
*Ratatouille (on in the afternoon)*
- 4 *Ratatouille (Family Film, 'fun for all the family')*  
*Annarth (action film – for teenage children)*
- 5 *Annarth (180 minutes)*

## Choosing a film

### VOCABULARY Suggestions

1 Look at the picture and ask: *What are Jon and Mia looking at? Why? (Answers:* The cinema programme. They want to see a film.)

a Learners read the conversation and add phrases in the gaps.

b Go through the answers and play recording 3.2 to check. (*Answers: see script.*)

**Alternative: Presentation with books closed**


Present a situation: *We decide to go to the cinema, and I want to see Ratatouille.* Write on the board:

- *Let's see Ratatouille.*

Ask learners to suggest other phrases we could use instead of *Let's*. Build up a range of expressions on the board for making suggestions. These could include the ones in the unit (*Why don't we ...?, Would you like to ...? We could ...* and also others (e.g. *Shall we ...? I'd like to ...*).

Then open books and look at the picture and the conversation.

2 a *Making and responding to suggestions.* Write the group headings on the board. Learners add expressions from 1a to each list.

b  Learners add the expressions in the box to their lists. Ask learners to suggest expressions for each list in turn and build up three lists on the board.

<u>Making suggestions</u>	<u>Saying yes</u>	<u>Saying no / not sure</u>
<i>Why don't we ...?</i>	OK.	<i>I don't know.</i>
<i>Would you like to ...?</i>	Good idea.	<i>I'm not sure.</i>
<i>We could ...</i>	Fine with me.	No, thanks.
<i>Let's ...</i>	That sounds good.	<i>I don't really want to.</i>

Do some quick practice. Suggest seeing a film, using one of the expressions, and choose a learner to respond. Repeat this three or four times, using different expressions.

Then learners suggest seeing a film, and other learners respond (open pair work).

- 3 Learners practise the conversation, using different expressions from the list.

**Note**

If you have already practised suggestions and replies in exercise 2, you could leave this stage out.

**SPEAKING**

- 4 a Learners choose two films they'd like to see, and two they don't want to see.

- b Learners make suggestions and try to choose a film to see together.

*Feedback.* Ask each group whether they agreed, and if so, which film they decided to see and why.

**Note**

If learners can't easily sit in groups in your class, they could do the activity in pairs.

- 5 *Discussion.* To introduce the activity, you could get learners to ask you questions 1–4, and reply. Encourage them to ask you further questions.

/ Learners discuss questions 1–4.

*Round-up.* Ask pairs or groups what things they agreed about, and what things they disagreed about.

**10.2**

**Goals:** make and respond to suggestions make arrangements to meet

**Core language:**

GRAMMAR Present progressive for future arrangements  
PRONUNCIATION Compound nouns

**What are you doing tonight?**

**READING**

- 1 a *Prediction task.* Ask learners to cover the page except for the first email. Read the email together. Then ask learners what they think Kimiko will reply. Try to get a range of ideas, and write some of them on the board.

- b Learners uncover Kimiko's reply and read it to check if they were correct.

- 2 / *Ordering task.* Learners read the texts and put them in order.

Discuss the answers, and ask who wrote each text.

- 1 *Hi. Going to see The Others ... (Jon)*  
2 *Can't come for coffee ... (Kimiko)*  
3 *7.30. meet 7.00 ... (Jon)*  
4 *7.00, OK (Kimiko)*  
5 *Where are you? ... (Jon)*  
6 *Sorry, stuck in traffic ... (Kimiko)*

Check that learners understand *stuck* (*Text 2*: = she can't leave the office; *Text 6*: = she can't move – she's in a traffic jam).

- 3 *Reading for detail.* Learners answer questions 1–5 round the class.

1 Jon 2 Jon and Mia 3 Kimiko 4 Jon and Mia 5 Kimiko

**LISTENING**

- 4 *Listening for main idea.* Play recording 3.3. Then ask learners if Jon and Kimiko can meet this week. (*Answer:* No.)

- 5 *Listening for detail.* Read questions 1–3, then play recording 3.3 again.

- 1 *To have a pizza (at Delmonico's)*  
2 *No. She's too tired.*  
3 *Friday: She's flying to Singapore.*  
*Monday night: She's coming back.*

**Alternative**

Discuss the questions after the first listening. Then play recording 3.3 again to check.

**Optional extension: Re-telling the story**

Ask learners to tell the story of what happened round the class: *Kimiko was at work. Jon sent her an email, and invited her to ...*

**Arrangements**

**GRAMMAR Present progressive for future arrangements**

- 1 Learners look at the sentences and decide which are about *now* and which are about *future arrangements*.

**Note: Arrangements**

Make sure learners know what *arrangement* means = something you know you're doing, or you've already fixed. Give a simple example, e.g. *I'm going to the theatre on Saturday. I've bought tickets for me and a friend, so it's quite certain.* That's an arrangement (*we've arranged to go, we know we're going*).

**Now:** 4, 5 **Future:** the others

Use this to point out that we use the present progressive tense in two ways:

- to talk about things happening *now* (at this moment)
- to talk about things in the *future* (things that we have arranged to do)

You could give a few other examples of each use.

- 2 *Future time expressions.* Write the group headings on the board. Ask learners which group or groups the phrases in the box should go in, and add them on the board.

-	at	on
tonight	at 6.15	on Monday night
tomorrow	at 11 o'clock	on 12 March
this	next	in
this Friday	next December	in December
this evening	next year	
this December		
this year		

Ask learners when we use *at, in, on*, etc. Establish that:

- we use *at* with times, *on* with days and dates, *in* with months (and years).
- we can use *this* and *next* with days or months; we can also say *this year* and *next year*.
- we say *this evening* but *tomorrow evening* (not *next evening*).

3 a **Speaking: Information gap.** Give learners a letter, A or B. Learner A should look at Jon's arrangements on this page; Learner B should turn to p123. Give learners time to read the information.

b Learners form A/B pairs. Explain the aim of the activity: to find out when Jon and Kimiko will see each other. To show what to do, look at Monday together. Ask a Learner A to tell you what Jon is doing (*Answer: He's meeting Kimiko at the airport*).

Then ask a Learner B to tell you what Kimiko is doing (*Answer: She's meeting the sales team in Singapore, then she's flying to Perth*). Ask if they will meet (*Answer: Yes*).

Learners do the same for the other days. Remind them to use the present progressive.

**Round-up.** Ask how many times Jon and Kimiko will meet (*Answer: 3 times*).

- Monday 11pm, at Perth airport
- Thursday lunchtime, they're both meeting Mia
- Friday evening, at Gillian's party

**Note: Grammar practice**

You could do the grammar practice on p139 at this point.

**PRONUNCIATION Compound nouns**

4 a To show what a compound noun is, write *phone call* on the board. Show it is two nouns together, and that the stress is on the first noun.

Look at the words in 4a. Say them yourself or play recording 3.4 as a model. Practise saying them with the correct stress.

b Learners underline the stress in the compound nouns in 4b.

- a yoga class a guitar lesson a tennis match
- a cinema programme

c Play recording 3.5 to check and practise saying them.

**SPEAKING**

5 a **Arranging to meet.** Learners write down four times when they are free (during the next 7 days).

b Together, learners try to arrange a time to meet, and say what they are doing on different days.

c **Round-up.** Ask each group whether they can all meet, and when.



You could use photocopiable activity 10A on the Teacher's DVD-ROM at this point.

**10.3 Target activity: Arrange a film night**

- Goals:** talk about films   
make and respond to suggestions   
make arrangements to meet

**Core language:**

- TASK VOCABULARY Talking about films  
10.1 VOCABULARY Films  
Suggestions  
10.2 GRAMMAR Present progressive for future arrangements

**TASK LISTENING**

- 1 To introduce the topic, ask the questions to several learners round the class. To make this more focused, you could ask:
- *Who watches films on TV? on the computer? on DVDs?*
  - *Who rents DVDs? Who buys them?*
  - *Who likes watching films alone? With your family? With friends?*
  - *Who prefers watching films at home? What about in the cinema?*

From the questions, you could build up a 'class profile' of what most people do or like doing.

**Alternative: Group survey**

Type the questions above onto a worksheet. Learners answer the questions in groups. Then each group reports back on what most people in the group like doing.

- 2 **Listening for main idea.** Read through questions 1–3. Then play recording 3.6. Learners listen and answer the questions.

- 1 Sunday at 6.00
- 2 Pan's Labyrinth, The Bourne Supremacy, Yeelen
- 3 Yeelen

**TASK VOCABULARY Talking about films**

- 3 a / **Expressions for talking about films.** Learners match the sentences and questions 1–4, and the responses in a–d.
- b Learners check their answers in the script on p155.

- 1 d 2 c 3 a 4 b

Focus on these expressions:

- What's it *about*? It's *about* ... (= the topic is ...)
- It's *set in* ... (= the place and time)
- What's it *like*? (= Is it good? What kind of film is it?)
- It *sounds* interesting (= I think it's interesting, from what you say.)

c Learners cover the responses and test each other.

**Optional extension**

Learners say another film they know. Their partner asks questions 1–3, and they answer.



You could use photocopiable activity 10B on the Teacher's DVD-ROM at this point.

## TASK

- 4 a *Preparation for the task.* Give learners time to decide when they are free, and to think about two films (they can be films they have seen, or which they know something about). They can make brief notes, but they shouldn't write out complete sentences. You could show what to do by choosing a film yourself and writing notes on the board.

### Note

If you think learners will have difficulty thinking of films, you could prepare names of a few well-known films with brief descriptions, and give them to learners who need them. As learners will be in groups of four or five, you will only need to do this for five films.

- b In turn, learners decide when to meet. Then they talk about the films they chose and decide together what to watch.
- c One person from each group 'visits' the next group, and tells them what his/her group decided to watch. The group tells the 'visitor' what they decided to watch.

### Optional round-up

Ask the 'visitors' which film they would prefer to watch, their own group's film or the new group's film.

## 10 Explore

### Keyword: *about*

**Goal:** use *about* with a range of different meanings

#### Core language:

*about* + noun, to refer to a topic  
*about* with numbers

- 1 *Noticing task.* Give simple examples to show the two common uses of *about*:  
– *I saw a good TV programme last night. It was about life in Mongolia.* (= this was the topic)  
– *What's the time? It's about 6.00.* (= not exactly)

/ Learners look at the four sentences, and underline the topic or the number after *about*.

- 1 *the difficult relationship between a father and son. (topic)*  
2 *this film called Yeelen. (topic)*  
3 *sixteen (number)*  
4 *New Year (topic)*

- 2 a '*About*' with topics. Learners match questions 1–7 and answers a–g.
- b Go through the answers together, and play recording 3.7. Learners practise the conversations.

2 c 3 g 4 e 5 f 6 d 7 a

On the board, build up a list of common verb phrases with *about*:

*think about*                      *talk about*  
*know ... about*                *tell someone about*  
*hear about*                      *have a question about*

- c *Practice.* Learners cover the answers and test each other.

- 3 a '*About*' with numbers. Look at the example. Explain that in this quiz, learners should guess the answer. So they should use *about* with a number.

Learners work in groups of three or four. Each group is a team. Together, they guess the answers to questions 1–8, and one person in the group writes their answers.

- b Look at each question in turn. Ask each group to give their answer, then play the appropriate bit of recording 3.8. Give 1 point to the group with the nearest answer. Groups add up their score. The group with the highest score wins.

## Independent learning: Reading the phonemic script 2: vowels

**Goals:** to make learners aware of the phonemic script  
to introduce learners to the phonemic symbols for vowels

#### Core language:

*Language study words: phonemic script, sound, symbol, pronunciation, vowel*

- 1 *Review of consonants.* Before you begin, quickly review the phonemic symbols for consonants (from Unit 8, p71). To do this, write phonemic symbols for consonants on the board, and ask learners to say them.

- a Tell the class that now they will learn the symbols for vowel sounds. Remind them that the symbols tell you what the *sounds* are, not the letters.

Look at symbols 1–12 in 1a, and say each sound. Ask learners to find the word that they think has this sound.

- b Play recording 3.9 to check.

2 *park* 3 *help* 4 *first* 5 *six* 6 *meet* 7 *lot*  
8 *sport* 9 *but* 10 *good* 11 *food* 12 *sister*

You could then go through all the symbols again, saying them and asking learners to repeat.

- 2 a *Practice reading the phonemic script.* Learners try reading words 1–6 aloud.

- b Go through the answers, and write the words on the board. Say the words yourself or play recording 3.10 to check.

1 *horror*                              3 *comedy*                              5 *mother*  
2 *morning*                            4 *beautiful*                            6 *moustache*

- 3 a Learners find pairs of words with the same vowel sound and write them down.

- b Either let learners check their answers in a dictionary or in the key on p127, or go through the answers together and write pairs of words on the board.



You could use photocopiable activity 10C on the Teacher's DVD-ROM at this point.

## Explore writing

**Goals:** write and reply to an invitation  
write a thank-you note

### Core language:


Invitations: *This is to invite you to ... Can you ...? I'd like to ... I hope you can ... Please let me know if you can ...*

Replies: *We'd love to ... (It) sounds ... Sorry ...*

Saying thank you: *It was great, We had a great time, It was a (lovely evening)*

- 1 To introduce the topic of invitations, ask a few learners when they last invited a friend to their home, and how they invited them. Discuss possible ways of inviting people, and build up this list on the board:

*invite someone ... by phone  
by email  
by text  
face to face*

 Learners ask each other how they usually invite people, and whether other people in their family do the same.

### Note

If you feel some learners might be embarrassed to talk about this (e.g. for personal or cultural reasons), simply leave this stage out.

- 2 a **Reading and ordering task.** Learners read the emails and decide what order they should be in.

**B, C, A**

Ask learners to say simply what the emails are about and who the people are, e.g.

*Claudia invites friends to her birthday party in Toni's Restaurant. Ana replies and says they'll come. Then she thanks Claudia for the party, and says she'll invite her and her family for dinner soon.*



- b Learners read the text messages and put them in order.

**F, H, G, D, E**

Ask learners to say simply what the texts are about, e.g.



*Ana invites Claudia and Paul to dinner on Saturday. Paul is away, so Claudia suggests the next weekend. Ana is away at the weekend, but suggests Friday. Claudia says they can come. Then Claudia thanks Ana for a lovely evening.*

- 3 Ask learners which are invitations (B, F), which are replies (C, H, G, D) and which are thank-you notes (A, E).

- 4 a  /  **Expressions to make invitations.** Learners cover the emails and text messages, and match the sentence beginnings 1–6 with endings a–f.

- b Then they check their answers in the texts. Ask learners to suggest other ways of continuing the sentences. *Possible answers:*

**1 ... a party, ... dinner  
2 ... invite you to my party, ... go out for a meal  
3 ... if you are free  
4 ... are free, ... would like to come  
5,6 ... on Friday?, ... tomorrow evening?**

- 5  /  **Replies and thank-you notes.** Learners cover the emails and text messages again. Ask them to suggest ways to continue sentence beginnings 1–8. You could write them on the board. If necessary, look back at the emails and texts to see what the people actually wrote.

### Note

The expressions could continue in various ways, e.g. *We had a great/wonderful/fantastic/lovely time.* Encourage learners to suggest different possibilities.

- 6 **Language focus: Ellipsis**



### Optional lead-in with books closed

Write on the board:



*That was a lovely evening.*

*We're going away.*

Tell learners these are text messages, so we can make them shorter. Discuss which words could be left out. Then open books and look at the examples.

 /  Look at sentences 1–4 and discuss ways to make them shorter. You could tell learners how many words you want to reduce the message to, and then write shortened versions on the board. *Possible answers:*

**1 Sounds fantastic.  
2 Busy this weekend. Can't come to picnic. Hope you have a good time.  
3 Lovely to see you. Meet next weekend?  
4 Going to see The Others at Picture House. Having coffee first.**

- 7 a  /  **Writing an invitation.** Learners choose an event and write an invitation. As they do this, go round and check, and help where necessary. Learners can use the expressions in the emails and texts to help them.

- b Collect the emails, and give them to other learners. They write a reply, accepting the invitation.

- c Then tell learners to imagine the event has taken place. They each write a thank-you note.

*Round-up.* Give the emails back to the people who wrote the first email. Ask a few learners to tell you what they wrote and what reply they received.

## 10 Look again

### Review

#### VOCABULARY Suggestions

- 1 a Look at the outline of the conversation. Ask learners if they know where Heidelberg is (*Answer: it's a historic town in Germany.*)

Ask learners what they think the two people want to do. Try to get a few ideas from different learners. Then play recording 3.11 and check if learners were right.

*They want to go to Heidelberg. Suzi wants to do some shopping and buy a coat. Michelle wants to visit the castle.*

- b Play recording 3.11 twice more. Learners listen without writing, then after each listening they write as much as they can remember of the dialogue.

- c Learners compare what they wrote and try to complete the conversation.  
They check their answers in the script on p156.  
Alternatively, you could go through it together.  
(Answers: see script.)

**Note: Stronger classes**

With a strong class, you may only need to play recording 10.11 once more.

- d Learners find expressions in the conversations for suggestions and replies. Write these on the board:  
*Why don't we ...?      That sounds good*  
*We could ...            All right.*  
*Let's ...                  I don't know*
- e Tell learners they are going to plan a trip to a town in groups. They should make suggestions and agree or disagree. First, working alone, they think about where to go, how to get there, what to do and when to go.
- f Learners discuss their day trip together.  
*Round-up.* Ask pairs or groups where they are going and what they want to do.

**GRAMMAR Present progressive for arrangements**

- 2 a Look at the sentence (Brno is pronounced: /bɜːnəʊ/), and get learners to suggest possible questions. You could build these up on the board:  
– *Why are you going (there)?*  
– *Who are you going with?*  
– *Where are you staying?*  
– *How long are you staying?*  
– *How are you going (there)?*

**Alternative: Your own country**

*Books closed.* Write a similar sentence on the board, but replace Brno with a town in your country or a neighbouring country.

- b Learners write four things they have arranged to do this month on a piece of paper. You could give them ideas for this, e.g. travel, visiting people, concerts, going out, classes, exams, appointments. (They should be things that are definitely arranged.)  
 Learners exchange papers. They read their partner's sentences, and write one or two questions. They exchange papers again, and write answers to the questions. Then they give back the paper.
- c *Round-up.* In small groups learners talk about their partner's arrangements. Then ask a few learners what they found out about their partner.

**CAN YOU REMEMBER? Unit 9 – Getting information**

**Optional lead-in**

*Books closed.* Give learners a situation: they are staying with a friend in a town they don't know, and they want to buy a book. What questions could they ask their friend? Try to get a range of questions. If necessary, prompt them by suggesting topics: *What about getting there? What about time?*

- 3 a *Review.* Learners write the questions in the correct order.

- 1 *Are there any bookshops near here?*  
2 *What's the best way to get there?*  
3 *How long does it take?*  
4 *What time does it open?*

- b Learners ask the questions, and give answers about a bookshop in the town where you are now.
- c Ask learners to suggest other places, e.g. shopping centre, pharmacy, clothes shop, hotel, and write them on the board.  
 Learners choose two other places, and have two more conversations.

**Extension**

**SPELLING AND SOUNDS g**

- 4 a Read the words in the table or play recording 3.12, and get learners to practise saying them. Make sure learners understand the rule:  
– Normally, we say 'g' as /g/.  
– Before the vowels 'i', 'e' or 'y', we say it as /dʒ/.  
b Learners add words to the groups. Then go through them together and build up lists on the board. Practise saying the words.

/g/: *agree, colleague, green, group*  
/dʒ/: *college, dangerous, engineer, message, technology*

- c Look at the words and practise saying them (they all have a /g/ sound).  
d Play recording 3.13 or read out the words. Learners write them down. You could check by asking them to read the words back to you.

**NOTICE sounds + adjective**

- 5 a Read conversations 1–4, and see if learners can remember (or guess) what words go in the gaps. Then they turn to p156 to check.  
b Go through the answers together, and ask which are positive and which are negative.

1 *boring (neg)*                      3 *great (pos)*  
2 *good (pos)*                      4 *interesting (pos)*

- c / Together, learners make a list of films that are on, or coming soon, and tell each other what they know about them. Other learners respond with *It sounds + adjective*. You could prepare for this by brainstorming possible adjectives and writing them on the board, e.g.

<i>It sounds</i>	<i>interesting</i>	<i>It sounds</i>	<i>boring</i>
	<i>good</i>		<i>awful</i>
	<i>exciting</i>		<i>frightening</i>
	<i>great</i>		<i>sad</i>

**Optional homework**

You could ask learners to find out what films are on and to read about them. Then they report back in the next lesson.

**Self-assessment**

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then learners circle the numbers on each line.

# Unit 10 Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

### 10A What are you doing on ...?

**A**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30 Train to Glasgow for Conference	8:15 Breakfast with class 10:00			9:00 Trip out with 10:30
Conference		FIS	Afternoon off - take Pam out for birthday lunch	1:00
5:30 Arrive back	Football final - pick Chris up at 6:00	6:30 Tennis with Sam 8:00 Cinema with Sue		

**B**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Drive back from London - arrive 10:00	10:00 Meeting with accountant	1:30 Lunch with 4000	1:45 Dinner with 4000
1:30	1:30 Meeting with accountant	3:30 Meeting with 4000	3:30 Meeting with 4000	3:30 Meeting with 4000
	Drive to London - arrive with 4000	1:30 Parents' evening at 4000 school	1:30 Theatre with Mum and Dad	

**C**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	8:00	8:00	8:30 Arrive back from Paris	8:00
2:00	2:00	2:00 Flight to Paris		
6:00 Dana's school leaving party - the day!	8:00 Meeting of Glasgow Directors, then dinner	8:00 Arrive hotel	7:30 Watching anniversary dinner!	8:00 Handover

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## 10A What are you doing on ...?

**Activity type:** Speaking and listening – Role play – Groups of three / Whole class

**Aim:** To practise using the present progressive to talk about arrangements

**Language:** Present progressive for future arrangements – Use at any point from 10.2.

**Preparation:** Make one copy of the worksheet for every three learners and cut each worksheet up along the dotted lines.

**Time:** 25 minutes

### 10B Film festival

**1** \_\_\_\_\_ (USA, 2009) \_\_\_\_\_ (Comedy) \_\_\_\_\_ Robert De Niro, Ben Stiller, Teri Poole

Greg is a nurse who wants to marry his girlfriend, Pam. Unfortunately for Greg, Pam's family is more complicated than he imagined.

**2** \_\_\_\_\_ (USA, 1997) \_\_\_\_\_ (Romantic drama) \_\_\_\_\_ Leonardo DiCaprio, Kate Winslet

A rich girl and a poor boy meet and fall in love on a ship taking them to a new life in America, with tragic consequences.

**3** \_\_\_\_\_ (Japan, 2001) \_\_\_\_\_ (Animated drama) \_\_\_\_\_ Rumi Hiragi, Miyu Inno

When her family is moving to a new home, a young girl becomes lost in a world of gods and monsters and realises her parents are in danger.

**4** \_\_\_\_\_ (Spain, 2007) \_\_\_\_\_ (Horror) \_\_\_\_\_ Geraldine Chaplin, Belén Rueda

A woman returns to the children's home where she grew up, and discovers a terrible secret which puts her family in danger.

**5** \_\_\_\_\_ (Germany, 1998) \_\_\_\_\_ (Action) \_\_\_\_\_ Franka Potente, Moritz Bleibtreu

A young woman has only 20 minutes to find the 100,000 deutschmarks which her boyfriend needs to pay to a crime boss.

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## 10B Film festival

**Activity type:** Reading, speaking and vocabulary – Information gap – Pairs / Groups

**Aim:** To practise using language for talking about films

**Language:** Talking about films – Use at any point from the Target activity, p86.

**Preparation:** Make one copy of the worksheet for every two learners and cut up each worksheet along the dotted line.

**Time:** 20 minutes

### 10C Vowel race 2

**A**

#### 10C Vowel race 1

**A**

- The opposite of fast /fəst/
- The things at the end of your legs /leɪg/
- What we eat to stay alive /faɪv/
- The position of the person who wins a race /raɪs/
- What we do when a friend has a problem /prɒbləm/
- Two times three /θriː/
- What you do when you hear a good joke /dʒɒk/
- The place where you have an operation /ɒpə'reɪʃən/
- What people do on the telephone /tɛlə'fɒn/
- A male child /tʃɪldrən/
- The colour of the sky at night /naɪt/
- What you should do if you are dirty /dɪrty/

hospital	laugh	wash	fast	feel	six	bought	food
black	moon	talk	good	said	bit	son	meat
bed	shop	pen	learn	car	could	run	spare

**B**

- A popular kind of past /pɑːst/
- A good place to play football /fʊtbɔːl/
- A container to keep things in /kən'teɪnə/
- What you have under your feet /fiːt/
- What you have if you enjoy yourself /ɒɪ/
- Your female parent /mʌðə/
- The best thing to wear for a job interview /ɪntə'vjuː/
- Definitely not the best! /best/
- The past of say /seɪ/
- How to prepare something for dinner /dɪnə/
- More than one female adult /wɪmən/
- The Mediterranean is an example of one /mɪd'iː'terən/

eat	words	less	women	mother	red	sun	door
cook	cat	big	said	sea	cup	floor	tomato
park	far	nurse	watch	man	tree	new	book

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## 10C Vowel race

**Activity type:** Pronunciation – Board game – Pairs / Groups

**Aim:** To practise recognising and producing the 12 basic vowel sounds

**Language:** Vowel sounds – Use at any point from Independent learning, p87.

**Preparation:** Make one copy of worksheet 1 for every two learners and one copy of worksheet 2 for every four learners. Cut worksheet 1 up along the dotted line.

**Time:** 25 minutes

# Unit 10 Self-study Pack

## In the Workbook

Unit 10 of the *English Unlimited Elementary Workbook* offers additional ways to practise the vocabulary and grammar taught in the Coursebook. There are also activities which build reading and writing skills and a whole page of listening and speaking tasks to use with the DVD-ROM Extra video, giving your learners the opportunity to hear and react to authentic spoken English.

- **Vocabulary:** Talking about films; Suggestions
- **Grammar:** Present progressive for future arrangements
- **Time out:** Cinema quiz
- **Explore reading:** Events programme
- **DVD-ROM Extra:** Cinema – Amanda and Hitin

## On the DVD-ROM

Unit 10 of the *English Unlimited Self-study Pack DVD-ROM* contains interactive games and activities for your learners to practise and improve their vocabulary, grammar and pronunciation, and also their speaking and listening, plus an animated video, with the possibility for learners to record themselves, and a video of authentic spoken English to use with the Workbook.

- **Vocabulary and Grammar:** Extra practice activities
- **Pronunciation:** Compound nouns; Phonemic script: vowels
- **Explore speaking:** Making suggestions
- **Listening:** Asking for information about a film
- **DVD-ROM Extra:** Cinema