Unit 14 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		
	2 Conversation		**SSD** Unit 14 Speaking 1–2
	3 Grammar Focus		**SB** Unit 14 Grammar Plus focus 1 **SSD** Unit 14 Grammar 1 **ARC** The passive to describe process 1–3
	4 Listening	**TSS** Unit 14 Extra Worksheet	
	5 Speaking		
	6 Writing		**WB** Unit 14 exercises 1–4
CYCLE 2	7 Word Power	**TSS** Unit 14 Vocabulary Worksheet **TSS** Unit 14 Listening Worksheet	**SSD** Unit 14 Vocabulary 1–2 **ARC** Media professions
	8 Perspectives		
	9 Pronunciation		
	10 Grammar Focus	**TSS** Unit 14 Grammar Worksheet **TSS** Unit 14 Writing Worksheet	**SB** Unit 14 Grammar Plus focus 2 **SSD** Unit 14 Grammar 2 **ARC** Relative clauses
	11 Interchange 14		
	12 Reading	**TSS** Unit 14 Project Worksheet **VID** Unit 14 **VRB** Unit 14	**SSD** Unit 14 Reading 1–2 **SSD** Unit 14 Listening 1–3 **SSD** Unit 14 Video 1–3 **WB** Unit 14 exercises 5–8

With or instead of the following SB section	You can also use these materials for assessment
Units 13–14 Progress Check	**ASSESSMENT CD** Units 13–14 Oral Quiz **ASSESSMENT CD** Units 13–14 Written Quiz

Key

ARC: Arcade	**SB:** Student's Book	**SSD:** Self-study DVD-ROM	**TSS:** Teacher Support Site
VID: Video DVD	**VRB:** Video Resource Book	**WB:** Workbook	

My Plan for Unit 14

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

14 Behind the scenes

1 SNAPSHOT

Movie Firds

Movie Firsts

The first...
- Movie-length music video – *Pink Floyd: The Wall* (1982)
- Advanced computer technology – *Terminator 2* (1991)
- Movie with Dolby Digital sound – *Batman Returns* (1992)
- Computer-animated feature film – *Toy Story* (1995)

- Movie to be released on DVD – *Twister* (1996)
- Movie to gross over $1 billion – *Titanic* (1998)
- 3-D movie to gross over $2 billion worldwide – *Avatar* (2009)
- Movie to make over $92 million in one day – *Harry Potter and the Deathly Hallows – Part 2* (2011)

Sources: www.imdb.com; www.listology.com

Have you seen any of these movies? Did you enjoy them?
What's the most popular movie playing right now? Have you seen it? Do you plan to?
Are there many movies made in your country? Name a few of your favorites.

2 CONVERSATION *Movies are hard work!*

A ▶ Listen and practice.

Ryan: Working on movies must be really exciting.
Nina: Oh, yeah, but it's also very hard work. A one-minute scene in a film can take days to shoot.
Ryan: Really? Why is that?
Nina: Well, a scene isn't filmed just once. Lots of different shots have to be taken. Only the best ones are used in the final film.
Ryan: So, how many times does a typical scene need to be shot?
Nina: It depends, but sometimes as many as 20 times. One scene may be shot from five or six different angles.
Ryan: Wow! I didn't realize that.
Nina: Why don't you come visit the studio? I can show you how things are done.
Ryan: Great, I'd love to!

B ▶ Listen to the rest of the conversation.
What else makes working on movies difficult?

Behind the scenes

> In this unit, students discuss the production of movies, TV programs, theater performances, and newspapers. In Cycle 1, students describe processes using the passive. In Cycle 2, students discuss jobs using defining and non-defining relative clauses.

1 SNAPSHOT

Learning Objective: talk about the movie industry

- **Option:** Show a popular English-language movie during this unit. Use it to explain useful vocabulary and concepts.
- As a warm-up, Ss play *Line Up!* – download it from the website. Ss line up according to when they last saw a movie (on TV, DVD, video, or at a movie theater).
- Books closed. Explain that Ss are going to discuss some movie "firsts." Write this information on the board. Ask Ss to match the "first" with the date:

The first movie-length music video	1998
The first computer-animated feature film	1982
The first movie to make over $ 1 billion	2009
The first 3-D movie to make over $ 2 billion worldwide	1995

- Books open. Ss read the Snapshot individually. Tell Ss to check their "firsts" in the Snapshot.
- Elicit or explain any new vocabulary.

Vocabulary

Dolby: a sound engineering company
digital sound: an electronic sound system
animated: using cartoons rather than live actors
feature film: a full-length movie
gross: bring a total income

- Read the questions. Ss discuss the questions in small groups.

2 CONVERSATION

Learning Objectives: practice a conversation about working in the movies; see the passive in context

A ▶ [CD 3, Track 19]

- Ask Ss to cover the text and describe the picture.
- **Option:** Ask: "Have you ever seen a movie being shot? Have you ever taken part in a movie?" If so, the class asks the S questions.
- Set the scene. Nina works on movies. Ryan is asking her how movies are made.
- Ask: "What do Ryan and Nina think about working on movies?" Play the first two lines of the audio program. Elicit answers. (Answer: He thinks it must be really exciting; she thinks it's hard work.)
- Ask: "Why is making movies 'hard work'?" Elicit suggestions. Play the audio program. Ss listen and take notes.
- Ss compare notes in pairs.
- Tell Ss to read the conversation to check their notes.
- Elicit or explain any new vocabulary.

Vocabulary

shoot: film
shot: filmed parts of a scene
angles: different views of the same scene
studio: the place where movies are filmed

- Play the audio program again. Ss listen and read or repeat.
- Ss practice the conversation in pairs.

> **TIP** To encourage Ss to look at each other while practicing Conversations, ask them to stand up and face each other. This also makes the conversation more active and natural.

❗ For another way to practice the conversation, try the *Onion Ring* technique – download it from the website.

- **Option:** Ask questions like these: "Did you just learn anything new about how movies are made? Would you like to visit a film studio? Would you like to work on movies? Why or why not?"

B ▶ [CD 3, Track 20]

- Explain the task. Read the question.
- Tell Ss to listen for the answer. Play the second part of the audio program. Elicit answers.

AudioScript

See page T-175.

Answers

The hours are dreadful.

3 GRAMMAR FOCUS

Learning Objective: *practice the passive to describe process*

🔘 **[CD 3, Track 21]**

- Elicit that the basic passive is *be* + past participle. Review the reasons for using the passive:

  a. we don't know who does the action
  b. it's not important who does the action

Passive with modals

- Write these sentences on the board. Ask Ss to find them in the Conversation on page 92 and complete them:

  Lots of different shots _____ . (have to be taken)

  One scene _____ from five or six angles. (may be shot)

- Explain or elicit the rule. Write it on the board: modal + *be* + past participle
- Play the audio program. Ss listen and read or repeat.

A

- Explain the task. Model the first sentence.
- Ss complete the task individually or in pairs. Remind Ss to use *be* + past participle. Go around the class and give help as needed.
- Elicit or explain any new vocabulary.

Answers

Before filming
To complete the script, it has to **be divided** into scenes, and the filming details need to **be written out**. First, an outline of the script has to **be prepared**.
Next, actors **are chosen**, locations **are picked**, and costumes **are designed**. Filming can then begin.
Then the outline **is expanded** into a script.
After the script **is completed**, a director must **be hired**.
During and after filming
The final film you see on the screen **is created** by the director and editor out of thousands of different shots.
Soon after the film has been edited, music **is composed** and sound effects may **be added**.
After the filming **is finished**, the different shots can then **be put together** by the editor and director.
Once shooting begins, different shots **are filmed** separately. Scenes may **not be shot** in sequence.

B Pair work

- Explain the task. Model how to do the sequencing. Ask Ss to read the first sentence. Then Ss scan each sentence to find which event comes next.
- Suggest that Ss look for the same key words (e.g., *outline* and *script*, which appear in number 1, are also in number 2).
- Ss complete the task in pairs. Elicit responses.

Answers

(from top to bottom)
Before filming: 3, 1, 5, 2, 4
During and after filming: 9, 8, 7, 6

⚃ For more practice, have Ss act out the sentences using *Mime* – download it from the website.

4 LISTENING

Learning Objective: *develop skills in listening for specific information*

A 🔘 [CD 3, Track 22]

- Books open. Explain the task. Ss listen for what a producer does. Play the audio program.

AudioScript

See page T-175.

Possible answers

Things a producer does: A producer makes sure everything is done correctly, on time, and within the budget. A producer also does research, thinks up ideas for shows, and works with directors and performers.
Personality traits: A producer has to have a strong personality (to be in charge), be decisive, and work well under pressure.

B 🔘 [CD 3, Track 23]

- Explain the task. Ss listen for the personality traits. Play the audio program again. Check responses.

The passive to describe process ▶

is/are + past participle
A scene **isn't filmed** just once.
Only the best shots **are used**.

Modal + be + past participle
One scene **may be shot** from five or six different angles.
Lots of different shots **have to be taken**.

A The sentences below describe how a movie is made. First, complete
the sentences using the passive. Then compare with a partner.

Before filming

☐ To complete the script, it has to .... (divide) into scenes,
and the filming details need to .... (write out).

1 First, an outline of the script has to .... (prepare).

☐ Next, actors .... (choose), locations .... (pick),
and costumes .... (design). Filming can then begin.

☐ Then the outline .... (expand) into a script.

☐ After the script .... (complete), a director must
.... (hire).

During and after filming

☐ The final film you see on the screen .... (create) by
the director and editor out of thousands of different shots.

☐ Soon after the film has been edited, music ....
(compose) and sound effects may .... (add).

☐ After the filming .... (finish), the different shots can
then .... (put together) by the editor and director.

6 Once shooting begins, different shots .... (film)
separately. Scenes may .... (not shoot) in sequence.

B **PAIR WORK** Number the sentences in part A (before
filming: from 1 to 5; during and after filming: from 6 to 9).

A ▶ Listen to an interview with a TV producer. Write down three things a producer does.

Things a producer does	Personality traits
1.	....
2.	....
3.	....

B ▶ Listen again. What are three personality traits a producer should have?
Complete the chart.

5 SPEAKING *Step by step*

A **PAIR WORK** What do you think is required to prepare for a theater performance?
Put the pictures in order and describe the steps. Use the vocabulary to help you.

make the costumes

rehearse the lines

build the sets

choose the actors

find a venue

write the script

A: Preparing for a theater performance requires many steps.
   First, the script must be written.
B: Right! And after that, the actors are chosen.
A: I agree. Then . . .

B **PAIR WORK** Choose one of these topics. Come up with as many steps as you can.

creating a student newspaper   planning a wedding   preparing for a rock concert
making a short video   preparing for a fashion show   putting on a school musical

C **GROUP WORK** Share your information from part B with another pair.

6 WRITING *Describing a process*

A Write about one of the topics from Exercise 5 or use your own idea.
Describe the different steps in the process.

> Putting on a school musical requires a lot of planning.
> First, the director and production team must be chosen.
> Then the dates for the musical should be decided.
> After that, the actual musical can be chosen. Then
> auditions for the various roles can be held and . . .

B **PAIR WORK** Read your partner's paper. Can you think of
any more steps?

5 SPEAKING

Learning Objective: *talk about steps in a process*

A *Pair work*

- Focus Ss' attention on the pictures and ask Ss to explain what happens at each stage, using the passive and the vocabulary given.

> **Vocabulary**
>
> **performance:** presentation of a play
> **rehearse:** practice
> **sets:** things built for a performance
> **venue:** place for a performance or event

- Explain the task. Ask two Ss to help put the pictures in order. Remind Ss to use the passive to describe the process:

  T: Look at the first four pictures. Which one probably comes first when putting on a play?

  S1: I think it's the second picture. The script is rehearsed by the actors.

  S2: Yes, I agree. After that, the sets are built. That's the first picture.

  S1: Right. Then the next step is . . .

- Ss order the pictures in pairs. Allow Ss to add more steps in the process.
- Set a time limit of about five minutes. Go around the class and give help as needed. Note problems Ss are having, especially with passives.

- When time is up, write the more common problems on the board. Ask Ss to suggest corrections.
- Check the order. Then ask three Ss to model the conversation.

> **Possible answers**
>
> (as pictured from left to right)
> ***A theater performance***
> 6 The costumes are made.
> 3 The lines are rehearsed.
> 5 The sets are built.
> 2 The actors are chosen.
> 4 A venue is found.
> 1 The script is written.

B *Pair work*

- Explain the task.
- Ss choose another event to discuss. Ss work in groups to come up with as many steps as possible.
- ❗ For another way to practice this activity, try ***Just One Minute*** – download it from the website. Ss take turns coming up with as many steps as possible.

C *Group work*

- Each pair joins another pair. Ss take turns presenting their work. Ss discuss any missing steps.
- ***Option:*** Ask Ss to look at the pictures again. Then, without looking, Ss describe the steps from memory. Tell Ss to include any new steps.

6 WRITING

Learning Objective: *write about the steps in a process*

A

- Explain the task.
- Model the task. Ask Ss to look at the pictures in Exercise 5 as you read the example.
- Point out the passives in the example. Also point out the sequence markers. Remind Ss to use these, as well as time clauses (see Exercise 3 on page 73). Write suggestions on the board:

  Sequence markers

  first, second, next, then, after that, afterward, finally

  Time-clause markers

  before, once, after, as soon as

- Ss work individually to choose a topic. Remind Ss to brainstorm key words involved in the steps or process.

> **TIP** To prevent Ss from copying the model paragraph too closely, ask Ss to close their books after reading it.

- Next, Ss write their first draft.
- ***Option:*** The brainstorming and draft can be done as homework.

B *Pair work*

- Explain the task.
- Ss work in pairs. They give each other feedback. Ss exchange papers and point out any missing steps.
- Ss write a final draft. Remind Ss to use their partner's suggestions if they wish and their own ideas.

> **End of Cycle 1**

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

7 WORD POWER

Learning Objective: *learn vocabulary for professions in the media*

A

- Elicit or explain that media are all the ways to communicate and exchange information (e.g., *radio, TV, newspapers, magazines*).
- Explain the task. Elicit that *compound nouns* are made up of two nouns *(e.g., film + editor)* or an adjective and a noun *(e.g., foreign + correspondent)*.
- Ss work individually to complete the chart. Point out that more than one answer is possible.
- Go over answers with the class.

> **Possible answers**
>
> Film jobs: film composer, movie extra, stunt person
> Publishing jobs: editorial director, page designer, photo editor
> TV jobs: newscaster, sitcom writer, talk show host
> Computer jobs: computer programmer, network installer, software designer

B *Group work*

- Explain the task. Read the question and example.
- Ss complete the task in groups. They describe the occupations in part A.
- **Option:** Have Ss choose one of the jobs from the chart and do research online to find out more about it. Have Ss report back to their group or the class with three additional details about that job.
- For more practice with the vocabulary, play *Twenty Questions* – download it from the website. Ss think of a media profession.

8 PERSPECTIVES

Learning Objective: *see defining and non-defining relative clauses in context*

A ▶ *[CD 3, Track 24]*

- Books closed. Write the occupations on the board. Ss work in pairs to guess what each person does.
- Set the scene. Ss will hear a quiz show. As Ss hear each job description, they call out the occupation.
- Play the audio program. Ss call out the answers.
- Books open. Play the audio program again. Ss write the answers. Go over answers with the class.

> **Answers**
>
> | | | |
> |---|---|---|
> | 1. location scout | 3. prop designer | 5. dialect coach |
> | 2. casting director | 4. screenwriter | 6. script doctor |

B

- Explain the task. Ss choose the occupations they think would be interesting. Encourage Ss to say *why* the jobs would be interesting.
- For more practice with vocabulary for jobs, try *Vocabulary Steps* – download it from the website.

9 PRONUNCIATION

Learning Objective: *notice and review stress in compound nouns*

A ▶ *[CD 3, Track 25]*

- Explain the task. Remind Ss that the first word in a compound noun usually has stronger stress, but that there are some exceptions to this rule.
- Play the audio program. Have Ss mark the stress that they hear on each word.
- Elicit answers. Then play the audio program again. Ss listen and repeat.

B

- Explain the task. Ss identify the compound nouns in the sentences in Exercise 8.
- Ss read the sentences to a partner.
- Go around the class and have different Ss read the sentences aloud. Correct any pronunciation problems.

7 WORD POWER   *Media professions*

A What kind of jobs are these? Complete the chart with the compound nouns.

computer programmer   network installer   photo editor   software designer
editorial director   newscaster   movie extra   stunt person
film composer   page designer   sitcom writer   talk show host

Film jobs	Publishing jobs	TV jobs	Computer jobs
....	....	....	....
....	....	....	....
....	....	....	....

B **GROUP WORK** Choose four jobs from part A and describe what they do.

"A computer programmer writes the instructions that direct computers to process information."

8 PERSPECTIVES   *Quiz show*

A ▶ Listen to a quiz show. Can you guess the occupations?

casting director	**1.** A _____ , who finds appropriate places to shoot scenes, gets to travel all over the world.
location scout	**2.** A _____ is someone who chooses an actor for each part in a movie.
screenwriter	**3.** A _____ , who makes sure that everything on a movie set looks realistic, creates the objects that the characters use.
dialect coach	**4.** A _____ is someone who develops and expands a story idea into a full movie script.
prop designer	**5.** A _____ is a language specialist who works with actors on their accents.
script doctor	**6.** A _____ , who is used when an original screenplay needs more work, makes jokes funnier and dialogs more realistic.

B Which of the jobs in part A do you think would be the most interesting?
Why? Tell the class.

9 PRONUNCIATION *Review of stress in compound nouns*

A ▶ Listen and practice. Notice how the first word in a compound noun usually
receives greater stress.

newscaster   photo editor   movie extra   sitcom writer   stunt person

B Practice the sentences in Exercise 8. Pay attention to the word stress in the compound nouns.

10 GRAMMAR FOCUS

Defining and non-defining relative clauses ▶

Defining relative clauses are used to identify people.

A dialect coach is a language specialist. ⟶ A dialect coach is a language specialist **who/that**
She works with actors on their accents.   **works with actors on their accents**.

Non-defining relative clauses give further information about people.

A location scout finds places to shoot ⟶ A location scout, **who finds places to**
  scenes. He travels all over the world.   **shoot scenes**, travels all over the world.

A Do these sentences contain defining (**D**) or non-defining (**ND**) clauses? Add commas to the non-defining clauses. Then compare with a partner.

1. A stunt person is someone who "stands in" for an actor during dangerous scenes. ....
2. A computer-graphics supervisor who needs advanced technical knowledge often spends millions of dollars on computer graphics. ....
3. A stagehand is the person who moves the sets on stage in a theater production. ....
4. A movie producer who controls the budget decides how money will be spent. ....

B Add the non-defining relative clauses in parentheses to the sentences.

1. A movie extra appears in the background scenes. (who never has any lines)

   ....
   ....

2. A newscaster presents the news and introduces videos from reporters. (who should be trustworthy)

   ....
   ....

3. A photo editor selects the photos that go into magazines. (who is responsible for the quality and content of images)

   ....
   ....

4. A film composer must know music theory and interpretation. (who writes the background music for movies)

   ....
   ....

a stunt person

C Write three sentences with relative clauses about jobs you know. Compare with a partner.

11 INTERCHANGE 14 *Who makes it happen?*

What kinds of people does it take to make a movie? Go to Interchange 14 on page 129.

10 GRAMMAR FOCUS

Learning Objective: *practice defining and non-defining relative clauses*

⏺ **[CD 3, Track 26]**

Defining and non-defining relative clauses

- Focus Ss' attention on the Perspectives on page 95. Ask Ss to underline the relative clause (i.e., the part beginning with *who* or *that*) in each sentence.
- Explain that there are two types of relative clauses: defining and non-defining relative clauses. Point out the differences between them:

  1. Defining relative clause: The information in the clause is necessary. It shows us which person is being described or talked about.

  The actor <u>who starred in that movie</u> is very talented.

  2. Non-defining relative clause: The information isn't necessary. It is extra information that is added to the sentence.

  Tom Cruise, <u>who starred in that movie</u>, is very talented.

> **TIP** To help Ss remember the difference between two structures, write the two examples using different colored chalk or markers.

- Again focus Ss' attention on the Perspectives. Ss decide whether the clauses are necessary to the sentences (defining) or extra information (non-defining).
- Ask Ss to label each sentence Defining (**D**) or Non-defining (**ND**). (Answers: D – 2, 4, 5; ND – 1, 3, 6)
- Point out that commas are used before and after a non-defining relative clause.
- *Option:* To check Ss' comprehension, ask Ss to give a quick summary of the rules.
- Play the audio program. Ss listen and read or repeat.
- For more practice with relative clauses, play ***Run For It!*** – download it from the website. Read out sentences that contain defining and non-defining relative clauses.

11 INTERCHANGE 14

See page T-129 for teaching notes.

A

- Explain the task. Model the first sentence.
- Ss complete the task individually. They decide if clauses are defining or non-defining. Remind Ss to add commas to non-defining clauses. Go around the class and give help as needed.
- Go over answers with the class.

> **Answers**
>
> 1. D
> 2. ND: A computer-graphics supervisor, who needs advanced technical knowledge, often spends millions of dollars on computer graphics.
> 3. D
> 4. ND: A movie producer, who controls the budget, decides how money will be spent.

B

- Explain the task. Model the first sentence.
- Ss complete the task individually. They add non-defining relative clauses. Remind Ss to add commas in the correct places. Go around the class and give help as needed.
- Ask an early finisher to write the answers on the board. Go over answers with the class.

> **Answers**
>
> 1. A movie extra, who never has any lines, appears in the background scenes.
> 2. A newscaster, who should be trustworthy, presents the news and introduces videos from reporters.
> 3. A photo editor, who is responsible for the quality and content of images, selects the photos that go into magazines.
> 4. A film composer, who writes the background music for movies, must know music theory and interpretation.

C

- Explain the task.
- Ss work individually. Ss write three sentences with relative clauses about jobs they know. Point out that they do not have to be media jobs.
- Ss compare their sentences in pairs.

12 READING

Learning Objectives: *develop skills in scanning; distinguish between main ideas and supporting ideas*

- Books closed. Ask if anyone knows what "Bollywood" is. If anyone answers "yes," let the rest of the class ask questions.
- Books open. Ask Ss to look at the picture. Read the pre-reading task. Tell Ss to scan the article to answer the question. Elicit answers from the class. (Answer: It was written for the general public.)
- Ss read individually. Remind them to mark any words or expressions they want clarified.
- ❗ For another way to teach vocabulary, try the *Vocabulary Mingle* – download it from the website.
- Elicit or explain any new vocabulary.

Vocabulary

deserted: having no people
shelter: housing; protection from the weather
spooky: frightening; eerie
defenseless: helpless; with no power
elaborate song-and-dance number: long, fancy entertainment routine
pack into: enter a crowded place
runs: lasts
melodramatic: exaggerated; with strong feelings
flashy: expensive and showy
twirl around: spin; dance in circles
triumphs: beats; wins over
villain: bad guy
beloved: appreciated with strong affection

A

- Explain the task. Model the task with the first question.
- Ss complete the task individually, then they compare answers in pairs.
- Go over answers with the class.

Answers

1. While Bollywood is as old as Hollywood, Bollywood is much bigger.
2. Bollywood produces more than 1,100 films every year.
3. A typical Bollywood movie is about three hours long.
4. The stars of Bollywood movies are beloved by audiences throughout Asia, Africa, and the Middle East.

B

- Explain the task. Model how to find the first sentence in the article. Elicit that the paragraph number is in parentheses.
- Contrast *main idea* (a general idea that covers the topic of a paragraph) and *supporting idea* (a specific point that adds information to or an explanation of the main idea).
- Ss complete the task individually. Point out that ellipses (. . .) indicate omitted text.
- Then Ss compare answers in pairs.
- Go over answers with the class.

Answers

1. Main idea
2. Supporting idea
3. Main idea
4. Supporting idea
5. Main idea

- **Option:** Assign each S a paragraph. Ss change two facts in their paragraph. Then they read their "changed" text to the class. Ss try to spot the incorrect facts.

C *Group work*

- Explain the task. Read the questions.
- Ask: "Who has seen a Bollywood movie?" Include one person who has seen a Bollywood movie in each pair. It may be necessary for Ss to work in small groups instead of pairs.
- **Option:** If no one has seen a Bollywood movie, offer alternative discussion questions about movie types (e.g., *Do you like animated movies / science fiction movies / documentaries / musicals? Why or why not?*).
- Ss discuss the question in pairs or small groups. Remind Ss to ask follow-up questions and to add information.

End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

Hooray for Bollywood!

1 A storm forces a plane to make an emergency landing on a deserted island. The only shelter is a spooky house, where a murderer begins killing passengers. So what do these defenseless people do? They have a beach party and perform an elaborate song-and-dance number.

2 This is the world of Bollywood. The scene described above is from the classic Indian film *Gumnaam*, which was made in the 1960s. It is typical of the kind of movies that are still made in India today.

3 For as long as Hollywood has existed, there has also been an Indian film industry. Because it is based in Mumbai (formerly Bombay), it is popularly called Bollywood – from the words Bombay and Hollywood. While it is as old as Hollywood, it is much bigger. Bollywood currently has the largest movie industry in the world. It produces more than 1,100 films a year – and as many as 20 million people a day pack into movie theaters to see Bollywood films.

4 While there are many types of films made in India, the most popular are the movies made in Bollywood. The films, which are made in the Hindi language, generally deal with Indian history and social issues. The average Bollywood film runs about three hours but audiences don't seem to mind the length. The stories are melodramatic: Heroes drive around in flashy cars, actresses twirl around in beautiful costumes, and the poor boy always triumphs against the rich villain. They also feature many musical numbers, usually love songs.

5 Although the films may seem exaggerated to some, that's not how most filmgoers feel. These movies and their stars are beloved by audiences throughout Asia, Africa, and the Middle East. "Every South Asian grows up with some kind of connection to Bollywood," notes Indian writer Suketu Mehta. "In certain ways, it's what unites us."

A Read the article. Find and underline a sentence in the article that answers each question below.

1. How does Bollywood compare to Hollywood?
2. How many Bollywood films are made every year?
3. How long is a typical Bollywood movie?
4. How do audiences feel about the stars of Bollywood movies?

B Find these sentences in the article. Decide whether each sentence is the main idea or a supporting idea in that paragraph. Check (✓) the correct boxes.

	Main idea	Supporting idea
1. This is the world of Bollywood. (par. 2)	☐	☐
2. It produces more than . . . to see Bollywood films. (par. 3)	☐	☐
3. While there are many . . . made in Bollywood. (par. 4)	☐	☐
4. The average Bollywood film . . . mind the length. (par. 4)	☐	☐
5. Although the films may seem . . . filmgoers feel. (par. 5)	☐	☐

C **GROUP WORK** Have you ever seen a Bollywood movie? If so, how did you like it?

Units 13–14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✔) the boxes.

I can	Very well	OK	A little
Understand and speculate about past events (Ex. 1)	☐	☐	☐
Make judgments and suggestions about past events (Ex. 2)	☐	☐	☐
Describe processes (Ex. 3)	☐	☐	☐
Describe people's appearance, personality, and typical behavior (Ex. 4)	☐	☐	☐

1 LISTENING *Where did it take place?*

A ▶ Listen to three conversations. Where do you think each conversation takes place? What do you think might have happened? Take notes.

Where the conversation takes place	What might have happened
1.	....
2.	....
3.	....

B **PAIR WORK** Compare your notes. Decide on what happened.

2 DISCUSSION *Tricky situations*

A **PAIR WORK** React to these situations. First, make a judgment or suggestion using a past modal. Then add another statement using the reaction in parentheses.

1. John was driving too fast, and the police stopped him. (a warning)
2. Lisa got an F on her English test. (a criticism)
3. Bill went shopping and spent too much money. (an excuse)
4. Crystal is late to class every morning. (a suggestion)
5. Oscar studied all night for his final exam and didn't sleep at all. (a prediction)

"John shouldn't have driven so fast. He'd better be careful, or . . ."

B **GROUP WORK** Join another pair and compare your comments. Who has the most interesting reaction to each situation?

Units 13–14 Progress check

SELF-ASSESSMENT

Learning Objectives: *reflect on one's learning; identify areas that need improvement*

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) "a little."

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 LISTENING

Learning Objective: *assess one's ability to listen to, understand, and express degrees of certainty using past modals*

A ▶ [CD 3, Track 27]
- Explain the task.
- Ss work individually to complete the chart. Play the audio program two or three times. Pause between conversations for Ss to write. Remind Ss to write notes, not complete sentences.
- Don't check answers before completing part B.

> **AudioScript**
>
> See page T-176.

- **Option**: For lower-level classes, ask Ss to listen first for "where" and then for "what."

B *Pair work*
- Explain the task.
- Ss work in pairs to compare notes from part A. Remind Ss to use modal expressions (e.g., *It could have taken place . . . They might have . . . She must have . . . He may have . . .*).
- Ask Ss to share ideas with the class.

> **Possible answers**
>
> (for parts A and B)
> 1. at a restaurant/café: The waiter might have given bad service. The chef may have been new, and the food might have tasted terrible.
> 2. in an elevator: The man must have gotten stuck in the elevator. The elevator might have malfunctioned.
> 3. in a car: The car may not have been fixed properly. The car might be having engine trouble.

2 DISCUSSION

Learning Objectives: *assess one's ability to give opinions and advice using past modals; assess one's ability to react to different situations*

A *Pair work*
- Explain the task.
- Read the example warning. Point out the past modal in the example. Elicit additional warnings from the class.
- Ss work in pairs to react to each situation. Go around the class to check use of past modals and give help as needed.

B *Group work*
- Explain the task.
- Each pair joins another pair. Ss take turns reading their sentences. The other Ss comment on the opinions or advice.
- Ask groups to share comments with the class.

3 GAME

Learning Objective: *assess one's ability to use the passive to describe process with* be *and modals*

A Group work

- Explain the task. Ask Ss to read the opening and closing sentences of each topic.
- Ss work in small groups. Ask each group to choose one process. Tell Ss to describe the entire process orally before they write.
- Ss write the steps in the process. Remind Ss to use passives and modals. Ss can use a separate sheet of paper if needed.
- Go around the class to check sentences and to give help as needed.

B Class activity

- Explain the task. Ask: "Who has more than five steps? More than six steps?" until you find the group with the most steps. Ask that group to read the steps to the class.
- **Option**: Ask each group to read their steps. Award one point for each step that correctly uses the passive. The group with the most points "wins."
- **Option**: Each pair joins another pair. Ss in one pair take turns reading the steps in the process. Ss in the other pair mime the actions. Then the pairs switch roles.

4 SPEAKING

Learning Objective: *assess one's ability to describe people with defining and non-defining relative clauses*

A

- Explain the task. Model the task by completing two or three sentences about someone in your life.
- Ss work individually to write their statements. Go around the class and give help as needed.

B Pair work

- Explain the task. Ask two Ss to model the conversation. Point out the follow-up question.

- Ss compare their answers in pairs.
- Ask Ss to share interesting things they learned about people in their partner's life.
- **Option**: Ss write a paragraph about one of the people in part A. Ss can exchange paragraphs, post them around the room, or hand them in for you to check.

WHAT'S NEXT?

Learning Objective: *become more involved in one's learning*

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

3 GAME *From first to last*

A **GROUP WORK** Look at these topics. Set a time limit. Talk with your group and write as many steps as you can between the first and last parts of each process.

sending an email

making a cup of tea

First, the computer has to be turned on.
....
....
....
....
....

Finally, the email is delivered to the person's in-box.

First, some water must be boiled.
....
....
....
....
....

Finally, the tea has to be poured from the teapot into the cup.

B **CLASS ACTIVITY** Compare your answers. Which group has the most steps?

4 SPEAKING *People in your life*

A Complete these statements about people in your life.

My mother is a person who ....
My neighbor, who .... , always ....
My father is a .... who ....
My teacher, who .... , is ....
My best friend is someone that ....

B **PAIR WORK** Compare your answers. Ask two follow-up questions about each of your partner's statements.

A: My mother is a person who takes care of everyone's needs before her own.
B: Does she ever get tired of helping everyone but herself?

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?