

6 *Movie magic*

Overview

In this unit, students talk about movies. They practice talking about types of movies, describing the setting and story, and discussing features they liked and didn't like. In preparation for their own movie reviews, students look at brainstorming notes, complete a presentation outline, and listen to a model movie review. They then practice using stress and emphasis with *absolutely*, *extremely*, *incredibly*, and *surprisingly* and, finally, prepare and give their own movie reviews about a movie they've seen.

Lesson	Activities
Topic focus	Taking a movie quiz; discussing movie highlights
Language focus	Talking about movies; words to describe movie features
Organization focus	Focusing on brainstorming ideas and creating an outline for a movie review
Presentation focus	Focusing on the introduction, body, and conclusion of a presentation; listening to a model movie review: <i>King Kong</i>
Presentation skills focus	Using stress and emphasis with <i>absolutely</i> , <i>extremely</i> , <i>incredibly</i> , and <i>surprisingly</i> ; saying intensifiers loudly
Present yourself!	Brainstorming ideas; creating an outline; reviewing a movie

Topic focus

1 Movie quiz

Page 68

Notes

Useful language

martial arts traditional skills of fighting or defending yourself, such as *karate* or *tae kwon do*, which came from Asia

to play to perform as a character in a movie or play, for example, *She played the queen*.

setting the time and place of a story

Warm-up

- Books closed. Ask students if they enjoy watching movies and how often they watch them. Name some recent popular movie titles, and ask students if they've

seen them. Then ask for a few volunteers to say whether they liked the movies and why or why not. Alternatively, you could show one or two photos of well-known movie stars and ask students to think of movies they starred in.

- Tell students that in this unit, they will talk about different types of movies, and discuss what they like and dislike about movies.

A

- Tell students to open to page 68 in their Student's Books.
- Read the instructions aloud.
- Ask for volunteers to read the Movie Quiz questions and answer choices aloud. Explain any unfamiliar language.
- Give students about three minutes to circle their answers in the quiz. Then have students compare answers in pairs before they check their own answers at the bottom of the quiz.
- Finish by asking students which quiz answers they knew and which ones were interesting or surprising.

B

- Have students stay in their pairs from Exercise A.
- Read the instructions aloud.
- Give students a few minutes to write their questions individually.
- Walk around the classroom, helping students as necessary.

Teaching tip For lower-level classes, give (or elicit) some other examples of movie-related quiz questions and write them on the board. For example:
How many Harry Potter movies are there?
a. 5 b. 6 c. 7

- When students have written their quiz questions, point out the model language, and give students about three minutes to ask their partners their questions.
- Ask for a few volunteers to ask their quiz questions to the class.

2 Movie highlights

Page 69

Notes

Useful language

battle a fight between armed forces

confusing difficult to follow or understand

costume clothing worn by actors in a movie or play

lead main; most important

special effects images in a movie that appear real but are created by artists and technical experts

Culture tip

Movie titles

Be aware that movies often have very different titles when they are distributed internationally, so some students may not recognize the original titles. You may want to check the local titles of movies or be ready to give some extra information to help students recognize the movies.

A

- Tell students they will now have a chance to talk about some movies they know.
- Read the instructions aloud.
- Call on individual students to read the features in the left column of the chart aloud. Explain any unfamiliar language.
- Point out the written example in the chart.
- Give students about 10 minutes to complete the chart.
- Walk around the classroom, helping students as necessary.

B

- Have students form pairs.
- Read the instructions aloud.

- Have two students read the model conversation aloud. Remind students that they should replace the italicized text with their information from the chart in Exercise A.
- Remind students that they should take notes on their partners' answers because they will need the information when they do Exercise C.
- Give pairs about 10 minutes to share their information.
- Walk around the classroom, helping students as necessary.

C

- Read the instructions aloud.
- Ask for a few volunteers to tell the class about one of their partners' movies.

Teaching tip If time allows, you may want to lead a brief discussion about the movies students have seen. Ask how many students have seen the movies, what the movies are about, and what students liked and disliked about them.

3 My favorite movies

Page 69

A

- Read the instructions aloud.
- Point out the written example in the chart.
- Give students about three minutes to complete the chart.
- Walk around the classroom, helping students as necessary.

B

- Have students form pairs.
- Read the instructions aloud.
- Point out the model language to help students get started.
- Give pairs about three minutes to share their information.
- Ask for a few volunteers to tell the class about one of their favorite movies.

Language focus

1 What's it about?

Page 70

Notes

Useful language

background the things that make a person who they are, especially family, experiences, and education

to create to make something new or imaginative

criminal a person who has committed a crime

documentary a film based on factual information

monster an imaginary frightening creature

Warm-up

- Tell students the name of a well-known movie and elicit the type (comedy, horror, etc.). Have students work in pairs to think of all the movie types they know along with the name of a movie for each type. Call on a few students to share their answers with the class.

Teaching tip As an extra / alternate activity, name a recent, well-known movie and summarize the story of it in one sentence. Then have students choose movies and summarize their movies' stories in one sentence.

- Tell students that in this lesson, they are going to focus on different types of movies and their stories.

A Track 37

- Tell students to open to page 70 in their Student's Books.
- Read the instructions aloud.
- Read the answer choices aloud. Explain any unfamiliar language.
- Give students about two minutes to check their answer choices.
- Play the audio program and have students check their answers.
- Confirm answers by asking for volunteers to say the correct information.

Answers

1. musical, backgrounds
2. horror, a scary monster
3. romance, a wife

B

- Read the instructions aloud.
- Point out the written example.
- Explain to students that their classmates will try to guess their movies, so they should not show their notes to anybody.
- Give students about three minutes to write their notes.
- Walk around the classroom, helping students as necessary.

C

- Tell students that they are now going to play a guessing game with the movies they wrote about in Exercise B.
- Have students form groups of four or five.
- Read the instructions aloud.
- Read the language in the box aloud, and have students repeat it. If necessary, encourage students to use this language in their conversations.
- Call on two students to read the model conversation aloud.
- Give groups about 10 minutes to play the game.
- Finish by playing the game with the whole class. Ask for a few volunteers to give their clues to the class, and have the rest of the class try to guess the movies.

2 Movie reviews

Page 71

Notes

Useful language

- awful** very bad
- cinematography** the art of movie photography
- dialog** conversation between the characters in a movie
- fantastic** very good
- hilarious** very funny
- moving** causing deep feelings such as sadness or sympathy
- powerful** having a strong effect
- realistic** seeming real or possible
- ridiculous** stupid; unreasonable
- soundtrack** the music that accompanies a movie
- spectacular** very exciting or beautiful
- terrible** very bad
- terrifying** very scary or frightening
- thought-provoking** making you think deeply

A

- Read the instructions aloud.
- Read the *Words to describe movie features* in the box aloud, and have students repeat them. Explain any unfamiliar language.
- Give students about one minute to complete the list individually. Then have them compare ideas in pairs.
- Call on a few students to share their adjectives.

Possible answers

boring, complicated, exciting, funny, scary, unbelievable

Teaching tip To help students practice the vocabulary, you may want to have them work in pairs or groups to try to think of movies that correspond to each vocabulary item. Then have them share their ideas with the class.

B Track 38

- Tell students that they will now listen to reviews of the three movies on page 70.
- Read the instructions aloud.
- Read the features in the chart aloud and elicit (or explain) the meaning of each one.
- Play the audio program once or twice as needed.
- Check answers by calling on individual students to say which features the reviewers liked and disliked.

Answers

Reviewer 1

- liked:** acting, story
- didn't like:** soundtrack

Reviewer 2

- liked:** cinematography, acting
- didn't like:** special effects

Reviewer 3

- liked:** cinematography, dialog
- didn't like:** story

C Track 38

- Read the instructions aloud.
- Play the audio program once or twice as needed.
- Have students compare answers in pairs before you go over the answers with the whole class.

Answers

Reviewer 1

- acting:** fantastic
- story:** moving
- soundtrack:** awful

Reviewer 2

- cinematography:** powerful
- special effects:** terrible
- acting:** realistic

Reviewer 3

- story:** ridiculous
- cinematography:** spectacular
- dialog:** hilarious

3 My movie review

Page 71

- Read the instructions aloud.
- Point out the example answer.
- Give students about three minutes to complete the chart individually.
- Have students form pairs.
- Point out the model language to help students get started.
- Give students about five minutes to share their information.
- Walk around the classroom, helping students as necessary.
- Ask for a few volunteers to share their information with the class. Encourage students to give their opinions if they have seen the movie and to say whether they agree or disagree about the features.

Organization focus

1 Jason's movie review

Page 72

Notes

Useful language

- to capture** to catch and hold a person or an animal
- director** a person who tells actors in a movie or play how to act their roles
- overall impression** a general feeling about something
- recommendation** advice or a suggestion
- statement** a sentence that isn't a question
- summary** the main points of a story

A

- Have students form pairs.
- Tell students to open to page 72 in their Student's Books, but have them cover Exercises B and C and page 73. Tell them to look only at the picture while you read the instructions and questions aloud.
- Give pairs about one minute to discuss the picture.
- Walk around the classroom, helping students as necessary.
- Ask for a few volunteers to share their responses with the class.

Possible answers

King Kong.

It was terrifying / powerful / fantastic / violent.

The acting / cinematography / story was fantastic / spectacular / realistic.

The special effects were fantastic / spectacular.

- Tell students they are going to find out what Jason thinks of the movie in this lesson and in the next lesson of the unit.

B

- Have students uncover their books.
- Read the instructions aloud.
- Have students look at the brainstorming map and at the outline on page 73.
- Give students about two minutes to check the seven topics included in the outline.
- Ask for volunteers to say the topics they checked.

Answers

Clockwise from top:

- The main information about the movie
- The features I liked and didn't like
- A summary of the story
- The setting
- My overall impression of the movie
- A statement to introduce the movie
- My recommendation

C

Teaching tip You may want to have students do this exercise in pairs, so they can help each other and share ideas.

- Read the instructions aloud.
- Give students time to read the notes. Explain any unfamiliar language.
- Give students about three minutes to complete the outline.
- Walk around the classroom, helping students as necessary.
- If students have been working individually, have them compare their answers in pairs.

2 Jason's outline Track 39 Page 73

Notes

Useful language

to escape to become free

hero a person admired for great achievements

panic a sudden, strong feeling of fear or anxiety

- Read the instructions aloud.
- Play the audio program and have students follow along with the outline.
- Check answers by reading through the outline aloud and calling on students to say the missing information.

Answers

- I. B. 2. action movie
- I. B. 3. Naomi Watts and Jack Black
- II. A. 1. New York City
- II. A. 2. 1930s
- II. B. 3. Denham captures King Kong, brings him to New York
- II. C. 1. special effects were spectacular
- III. A. 2. incredibly powerful
- III. B. See it on a big screen.

Presentation focus

1 Introduction Pages 74 and 75

Teaching tip Before doing this lesson, you may want to encourage students to review the vocabulary and language presented in Unit 6. Hand out a copy of the Unit 6 **Language summary** (Teacher's Manual page 54) to each student in the class. Alternatively, refer students to the appropriate sections in their Student's Books if they need help completing the tasks.

Notes

Useful language

gorilla the largest animal in the ape family

A

- Tell students they are now going to focus on each section of Jason's presentation separately.
- Read the instructions aloud.
- Read the bullet points and the model language aloud.

B Track 40

- Read the instructions aloud. If necessary, remind students that the missing words in the presentation can all be found on pages 70 to 73.
- Give students about two minutes to read and complete the introduction.
- Walk around the classroom, helping students as necessary.
- Play the audio program and have students check their answers.
- Elicit the answers and write the correct answers on the board for students' reference.

Answers

strong, It's

2 Body Pages 74 and 75

Notes

Useful language

sweetheart a person you love romantically

unfortunately unluckily

A

- Read the instructions aloud.
- Ask for a volunteer to read the bullet points aloud.

B Track 41

- Read the instructions aloud.
- Give students about three minutes to read and complete the body.
- Walk around the classroom, helping students as necessary.
- Have students compare answers in pairs.
- Play the audio program and have students check their answers.
- Call on individual students to write the correct answers on the board.

Answers

place, about, effects, acting, dialog

3 Conclusion Pages 74 and 75

A

- Read the instructions aloud.
- Ask for a volunteer to read the bullet points and the model language aloud.

B Track 42

- Read the instructions aloud.
- Give students about two minutes to read and complete the conclusion.
- Walk around the classroom, helping students as necessary.
- Play the audio program and have students check their answers.
- Elicit the answers and write the correct answers on the board for students' reference.

Answers

absolutely, incredibly

Teaching tip You may want to finish by having students give their reactions to Jason's movie review and discuss other movies they've seen. Write questions on the board, and have students discuss them in pairs or small groups. For example:
Have you seen King Kong? If so, do you agree with Jason's movie review? If not, would you like to see it? Why? Why not?
What features of a movie are most important for you?
What is the best movie you have ever seen? What made it so good?
Who is your favorite actor? Why?

Presentation skills focus

1 Using stress and emphasis with *absolutely*, *extremely*, *incredibly*, and *surprisingly*

Page 76

Notes

Usage tip

Intensifiers with strong adjectives

Very is not used before some strong adjectives such as *terrifying*, *terrible*, and *disgusting*. However, *really* may still be used.

Other intensifiers that can be used with these strong adjectives include *absolutely*, *extremely*, *incredibly*, and *surprisingly*.

Warm-up

- Write the following on the board:
_____ *sad*
_____ *realistic*
_____ *scary*
_____ *fantastic*
- Have students look again at Jason's movie review on page 75 in their Student's Books. Have them read through it and find the missing words in the phrases on the board.
- Elicit the intensifiers from students (*incredibly*, *surprisingly*, *extremely*, *absolutely*), and write them on the board.
- Explain that these words can help make a description stronger, and can make a movie review much more interesting to listen to.

A Track 43

- Tell students to turn to page 76 in their Student's Books.
- Read the information at the top of the page aloud.
- Read the instructions aloud.
- Play the audio program once and have students listen. Then play it again and have them repeat the sentences.

B Track 44

- Read the instructions aloud.
- Play the audio program once or twice as needed.
- Have students compare answers in pairs before you go over the answers with the whole class.

Answers

1. absolutely terrible
2. incredibly terrifying
3. extremely moving
4. absolutely spectacular
5. surprisingly awful

- Ask for a volunteer to read the presentation tip aloud.

Teaching tip You may want to model the presentation tip by reading the sentences in Exercise B aloud and having students repeat them. As you read, slightly exaggerate how loudly you say the intensifiers. For additional practice, have students take turns saying the sentences aloud in pairs.

2 Your turn

Page 77

A

- Read the instructions aloud.
- Call on a student to read the note in the box aloud.
- Give students about five minutes to choose a movie and write their sentences. If students are unable to think of a movie, tell them they can use a TV show instead.
- Walk around the classroom, helping students as necessary.

B

- Have students form pairs.
- Read the instructions aloud.
- Point out the model language to help students get started.
- Give pairs about five minutes to describe their movies. Have students stand and encourage them to also use the presentation skills they learned in earlier units (for example, making eye contact and maintaining good posture). Remind them to emphasize the intensifiers.
- Walk around the classroom, helping students as necessary.

C

- Have students stay in their pairs from Exercise B.
- Read the instructions aloud.
- Give students about two minutes to read the example passage and underline the intensifiers.
- Walk around the classroom, helping students as necessary.
- Ask for volunteers to say which words they underlined.

Answers

incredibly, surprisingly, absolutely, incredibly, extremely

D

- Have students stay in their pairs from Exercise C.
- Read the instructions aloud.
- Tell students to read the example passage in Exercise C once more silently, and to practice saying the intensifiers with stress and emphasis.
- Have students stand and take turns reading the example passage aloud. Encourage them to also use the presentation skills they learned in earlier units (for example, making eye contact and maintaining good posture). Remind them to emphasize the intensifiers.

- Walk around the classroom, helping students as necessary.
- When students finish, tell them that they are now ready to begin planning their own movie reviews.

Present yourself!

1 Brainstorming

Page 78

- Read the assignment in the box at the top of the page aloud.
- Read the instructions aloud.
- Give students time to think of a movie. If they need help doing this, refer them to pages 68 and 69 in their Student's Books for ideas. If students are unable to think of a movie, tell them they can review a TV show instead.
- Have students complete the brainstorming map. Remind them not to write complete sentences. They should brainstorm as much information as possible for their movie review and make brief notes.
- Walk around the classroom, helping students as necessary.
- If students need help, refer them to the example brainstorming map on page 72 (Exercise B) in their Student's Books. Alternatively, have students watch while you draw a brainstorming map with notes about a movie you've seen on the board. Then review the brainstorming map with the students.

2 Organizing

Page 79

Teaching tip Depending on your available class time, you may want to have students start this activity in class and finish it as homework.

- Read the instructions aloud.
- Have students read the topics in the outline.
- Give students time to think of a presentation title and complete the outline.
- Walk around the classroom, helping students as necessary.

Teaching tip If students need more help organizing their outlines, you may want to collect the outlines and give written feedback on them to the students.

- Have students make their final notes on note cards. Remind them that they should speak from abbreviated notes written on note cards, and should not read out their presentations word for word.
- Remind students to practice their presentations.

Teaching tip If time allows, you may want to have students form pairs or groups and take turns practicing their presentations in class. Suggest that students ask a classmate to time the length of their presentations, and encourage them to make suggestions to help improve their classmates' presentations.

3 Presenting

Page 79

Teaching tip Depending on your class size, you will need to determine the best format (group or whole class) and time limit for students' presentations.

- Read the instructions aloud.
- Explain the format and time limit for students' presentations (see *Teaching tip* above). Make sure students understand that they will be expected to use the language and presentation skills they learned in Unit 6, as well as any appropriate language and skills they have learned in the course so far.

- If you plan to have students use the **Outline worksheet** and **Peer evaluation form**, or if you plan to use the **Assessment form** during students' presentations, be sure to make the appropriate number of copies before students begin their presentations.
- When students finish their presentations, have them complete the **Self-evaluation** on page 85 in their Student's Books.

Unit 6	Teacher's Manual page
Language summary	54
Outline worksheet	60
Peer evaluation form	61
Assessment form	62