

You can't help laughing

Communicative Aims

Talking about likes and dislikes
Agreeing and disagreeing

Language

Verb/Preposition + gerund
So/Nor + auxiliary verbs

Pronunciation

Syllable stress

Vocabulary

Films
Adjectives for opinions

Optional Aids

Exercise 8 Optional activity: an example film review

WARMER 1

Game *Password* Organise students into teams of at least three. One student from each team sits with their back to the board. Write on the board the name of an actor/actress that your students will know. The teams describe the actor/actress to the team member who can't see it. They must not say the name. The first student to guess correctly wins a point for their team. Students move so a different student has their back to the board and then continue. It would help students recognise the names of the actors/actresses in exercise 7 if you include these here: Johnny Depp, Zac Efron, Kristen Stewart, Robert Pattison, Zoe Saldana, Ben Stiller.

WARMER 2

Tell students the topic of the lesson is films. Write jumbled questions related to the topic on the board e.g. *do cinema often you how to go? film is what favourite your?* Students re-order questions and then ask and answer the questions in pairs. Nominate one or two students to report back on their partner's answers.

1 OPENER

- The aim is to introduce vocabulary for film types and prepare students for the reading.
- Write the film types on the board and ask students to suggest the names of films in each category. You could have a class vote to see which type of film is the most popular. Ask students to look at the DVD covers on pages 22 and 23 and match these to categories.

Answers

A musical B action film C comedy
D horror film/romantic film
E animation/science fiction film

2 READING

- In pairs, students tell their partner what, if anything, they know about the five films. Do one with the whole class as an example. If students know the film but lack some vocabulary, particularly key words in the text, e.g. *pirate, kidnap, curse, vampire*, provide this vocabulary and write it on the board.
- Explain that they will read and listen to five descriptions and they need to match them to the five films.

- Play the recording, pausing after each description for students to compare their ideas with a partner. Play the recording again while students read the descriptions in their books.

Recording

See text on page 22 of the Student's Book.

Answers

1 D *Twilight* 2 C *Night at the Museum* 3 E *Avatar*
4 B *Pirates of the Caribbean* 5 A *High School Musical*

3 AFTER READING

- Students read and listen to the dialogue again and decide if sentences 1–10 are true, false or there is no information about this in the descriptions. Check the answers before students write corrections for the false sentences. Monitor and help where necessary.

Answers

- True
- False. Edward is afraid of losing Bella.
- True
- False. He's fed up with looking for work.
- True
- True
- No information.
- True
- False. They are good at singing.
- No information

Your response

Put students into pairs. They ask each other if they have seen any of the five films. If so did they enjoy them or did they find them boring? Ask them to give reasons and say what kind of films they enjoy watching. If necessary, refer them to the list of film types in the Opener on page 22.

Optional activities

- Fast finishers find all the gerunds in the text in preparation for the Language Workout.
- Game** *Spelling race* Books closed, do a spelling test of 10 words in the text, e.g. *incredibly, divorced, museum, audition, guard*. This could be done as a team competition. The team with the most correct answers is the winner. With a confident class, give a definition of the word rather than the word itself.

4 VOCABULARY

- Tell students to copy the chart into their notebooks. In pairs, students categorise the words as good or bad. Do one as an example with students. Do not check the answers yet.

5 PRONUNCIATION

- Play the recording. Students listen for the first time to check their answers. With a less confident group, check understanding by asking further questions, e.g. *Which word is the same as exciting? Which word means frightening?*
- Ask students to predict/remember where the stress is on each word. Do one as an example with students. Play the recording again. Pause after each word to check the answers. Have students repeat each word.

 1.18 Recording and answers

⊕ amazing brilliant excellent exciting funny interesting thrilling

⊖ awful boring disappointing scary silly terrible

Optional activity

In pairs, students name films they think are awful, brilliant, etc. Ask them to use at least five of the adjectives.

6 LISTENING

- Ask students to predict which adjectives the speakers will use for each film. Play the recording. Pause after each extract for students to note and compare answers. Play the recording again if necessary.
- Check the answers with the whole class. If any students have seen the films, ask them if they agree with the opinions.

 1.19 Recording

1
Twilight isn't really a horror film. There are some scary moments, and you jump out of your seat sometimes, but often it's quite silly.

2
Night at the Museum is a great movie – it's exciting and extremely funny. I laughed until I cried. And the animation and effects are excellent.

3
I really enjoyed watching Avatar. The story isn't original at all, but that doesn't really matter – the film is still interesting. And the special effects are amazing.

4
The best thing in Pirates of the Caribbean is Johnny Depp – he's brilliant as the pirate Jack Sparrow. But I think Keira Knightley is awful – she plays Elizabeth.

5
I was looking forward to seeing High School Musical because my friends said good things about it. But it's a disappointing film – sometimes it's quite boring.

Answers

- 1 Twilight – scary, silly
- 2 Night at the Museum – exciting, funny, excellent
- 3 Avatar – interesting, amazing
- 4 Pirates of the Caribbean – brilliant (Johnny Depp), awful (Keira Knightley)
- 5 High School Musical – disappointing, boring

LANGUAGE WORKOUT OPTION

If you want to pre-teach the language students will be using in the following activities, you may like to go to the Language Workout box now.

7 SPEAKING

- Give students two minutes to think about how they could complete the sentences so that they are true for themselves.
- Ask students to look at the example dialogues.
- Highlight that:
 - *so* and *nor* are used if you agree with the first person's statement.
 - *so* is used in response to a positive statement.
 - *nor* is used in response to a negative statement.
 - the response is formed using *so/nor* + auxiliary for first statement or *do/does/did* if there is no auxiliary in the first statement + *I*.
 - if you disagree with the first statement, the response is usually *I* + auxiliary in opposite form from first sentence, e.g. *I love ...*, *I don't*; *I'm scared of ...*, *I'm not*.
- With a less confident group, check the necessary auxiliary for each of the sentence heads they are going to use.
- Nominate a student to say one of their sentences and respond appropriately using *So ...* or *Nor ...*. Nominate two confident students to demonstrate with a different sentence for the whole class.
- Students continue in pairs. Monitor and help where necessary.
- Nominate some students to tell the class one thing they have learnt about their partner.

Optional activity

Encourage confident students to give more information, e.g. why they are not keen on something or how often they do what they love.

Extension Have the class do a class survey to find out what the three most popular kinds of film are. Then have a class vote on what is the most popular film at the moment.

8 WRITING

- Students work in pairs or individually. Ask students to think about a film they have seen recently. Students look at the questions and note answers. Encourage

students to use vocabulary from exercises 1 and 4. Students then use these notes to write a short review. Encourage confident students and fast finishers to provide more details.

- Monitor and note examples of good language and errors. Put these on the board and ask students to identify and correct the errors.

Extension Ask one student to read their review. Tell them not to say the name of the film. The other students guess the name of the film. Continue in open class or in smaller groups depending on the size of your class. You could organise this as a team competition with the first student to guess winning a point for their team.

Optional activity

With less confident students, write a model review for the students. Students read the review and guess the name of the film. They can then use the structure and language in this review to write their own.

LANGUAGE WORKOUT

- Ask students to complete the Language box. Confident students can complete first and then check, while others can look back at the film descriptions on page 22 and then complete.
- Students turn to page 113 of the Language File to check their answers.

Answers

*seeing going fighting losing
with looking in rescuing at singing*

- Drill the examples in chorus and individually for pronunciation. Pay particular attention to the linking between the verbs and prepositions and the weak forms of *of*, *for* and *at*:
afraid of /ə'freɪdəv/, good at /'gʊdət/ and look for /lʊk fə/.

- Ask students to compare their answers in pairs.
- Check the answers by asking individual students to read out what they have written.

Answers

1 *buying* 2 *shopping* 3 *seeing* 4 *watching* 5 *getting*
6 *being* 7 *talking* 8 *making* 9 *meeting*

Optional activity

Students make two lists in their notebook:

1 Verb + gerund, e.g. *risk, like, keep, can't help.*

2 Word + preposition, e.g. *interested in, fed up, good at.*

Make sure that they leave lots of space to add to both these lists in later lessons.

Follow-up activities

- ◆ Students think of as many examples as possible for these three categories: books, TV programmes, computer games. Write their examples on the board. Drill the question *What do you think of ...?* Students ask each other's opinions of the examples in pairs. Encourage students to use the adjectives in exercise 4. Demonstrate with one or two confident students first.
- ◆ **Game** *Noughts and crosses* Draw this grid on the board:

scary	keen	interested
good	succeed	avoid
fed up	bored	famous

Divide the class into two teams. One team is Noughts (O) and one team is Crosses (X). Team O chooses a square first. They must make an accurate sentence using the word in the square followed directly by a correct preposition. If they answer correctly, write O in the square. If they answer incorrectly, Team X can answer and win the square. The first team to get a line of three in any direction wins the game.

PRACTICE

- Students do Practice exercise 4 on page 113 of the Language File on their own.

HOMEWORK

Students interview a friend or relative about a film they have seen (in their own language if necessary). They can ask the questions in exercise 8. They then write up the dialogue, translating it into English.

WEBLINKS

Students may like to visit www.imdb.com where can they read about the latest films.

Revision and Extension p31

Language File p113

Workbook Unit 2 Lesson 1 pp14-15

Photocopiable worksheet p165, notes p155