

Aims**Vocabulary:** people in film, types of films*(Kultura: dziedziny kultury, twórcy i ich dzieła)***Listening:** for general understanding (recognising film types)**Speaking:** asking for and giving information (guessing films), asking about favourite films (doing a class survey)**Lead-in**

Ask your students to tell you the name of the last film they saw at the cinema. Put the titles on the board and get the students to come to the board and rate the films (e.g. by giving stars).

Avengers: Endgame ★★★★★

▶▶ **After exercise 1** ▶▶ **Fast finishers**

Encourage the students to write two more quiz questions. Then get them to ask the questions to their classmates.

▶▶ **After exercise 2** ▶▶ **Extra practice 1**

Read these sentences with further information about the quiz and ask the students to give you a thumbs up 👍 if they think they are true, and thumbs down 👎 if they think they are false.

- 1 Hermione started school at Hogwarts when she was 11 years old. (True)
- 2 The Hulk, Elastigirl and Spider-Man were all in *The Avengers: Infinity War*. (False – Elastigirl is in *The Incredibles*.)
- 3 *The Lord of the Rings: The Fellowship of the Ring* took 274 days to make. (True)
- 4 Steven Spielberg's most popular film is about a giant killer shark. (True. It's called *Jaws*.)

▶▶ **After exercise 4** ▶▶ **Extra practice 2**

Tell the students to write the different film genres from exercise 4 in their notebooks and get them to add the names of 2 films under each genre.

Example answers:comedy – *Scary Movie*, *Home Alone*horror – *The Ring*, *The Blair Witch Project*animated film – *Toy Story*, *How to Train Your Dragon*science fiction film – *The Avengers*, *Star Wars*romantic film – *Love Actually*, *Notting Hill*

▶▶ **Before exercise 5** ▶▶ **Extra practice 3**

Put your students in groups of three. Elicit from the class possible questions to help guess the film in the game. Write the questions on the board.

Possible questions:*What type of film is it?**Who is the lead actor?**What clothes does he wear in the film?**Who is the lead actress?**What type of character is she?**Who is the director?**Is it a modern or old film?*

👉 **Brainy fact**

The most expensive film ever made is *Pirates of the Caribbean: On Stranger Tides* (2011).

Ask your students to guess how much it cost.

- A. 397 million dollars
- B. 281 million dollars
- C. 502 million dollars

Answer:

- A. 397 million dollars

Happy goodbye

Put the students in groups of five or six. Tell each group to think of a famous scene from a film and to quickly prepare to mime the scene. Each group mimes their scene for the rest of the class to guess the name of the film.

Homework

Workbook, page 6

Aims

Grammar: defining relative clauses

Optional materials: 5–6 pictures from the film *Avatar* (for Extra practice 2)

Lead-in

Ask the students to think about a film and to finish this sentence:

This is a perfect film for people who like ...

✓ Quick check

Put the students in two large groups.

Get Group 1 to name all the ten types of films from the previous lesson, and Group 2 to make a list of words / phrases that describe the people who star in or help to make a film. Tell the students to do the task without looking in their books.

Answers:

Types of films:	People in films:
superhero film	cast
action film	director
animated film	extra
comedy	lead actor
fantasy film	lead actress
horror film	main character
musical	supporting actor
romantic film	supporting actress
science fiction film	
thriller	

Grammar hub: Defining relative clauses

Write the relative pronouns and sentences below on the board. Tell the students to choose the correct relative pronoun in each sentence.

There is one extra relative pronoun.

who which when where whose

1 This is a film _____ my dad has seen 10 times.

2 This is the actor _____ played the main character.

3 There were a lot of extras in the film _____ costumes were fantastic.

4 New Zealand is the country _____ they made 'Avatar'.

Answers:

1 which 2 who 3 whose 4 where

Then ask the students in which sentences they could use *that* (Answers: 1 and 2).

👉 Brainy fact

Jaden Smith is the oldest child of the famous actor Will Smith. He starred in *The Karate Kid* in 2010 and he is also a rapper, songwriter and model.

🔗 After exercise 3 🔗 Extra practice 1

Put the students in pairs. Tell them to read their sentences from exercise 3 to each other, trying to remember as much as possible. Then get the students to change pairs and to tell each other about the information their previous partners revealed.

Example:

Ana: 2013 was the year **when** she started school.

Susan is a teacher **whose** classes she really enjoys.

Angelina Jolie is a person **that** she really admires.

🔗 Before exercise 6 🔗 Extra practice 2

Show the students five or six pictures of the original *Avatar* film and its (main) characters. Put the students in groups of three and get Student A in each group to describe one of the pictures to the other two students in the group. Their task is to say which photo Student A is describing. Then it's Student B's turn to describe a picture. Continue until all the pictures have been described.

🎓 Exam skills: Use of English – multiple choice

Tell your students that it's a good idea to put their pencils down before starting a multiple choice exam task like exercise 6. Prompt them to read the whole text first without writing any answers, and to focus on what language comes before and after each gap.

Culture note

In *Avatar*, the Na'vi people have their own language with 1,400 words, which was invented by a linguist and is still evolving and growing. It has its own webpage where you can learn it:

<https://learnnavi.org/> and it also has its own app!

Tell the students to guess what these Na'vi words mean in English:

'aw	sit
heyn	tail
kxetse	shy
nim	one

Answers:

'aw	one
heyn	sit
kxetse	tail
nim	shy

After exercise 6 >> Extra practice 3

Get the students to think of a film or TV programme and to write one true and one false sentence about it, using relative pronouns. Tell them to work in pairs and to guess the name of each other's film / TV programme. Get them to correct the false sentences.

Example:

Andy Serkis is the actor who plays Gollum. (True)
Australia is the country where they made this film.
(False – New Zealand)

Happy goodbye

Tell the students some of the sentences from exercise 3 about yourself, and ask them to guess whether the sentences are true or false.

Example sentences:

- _____ is the place where I was born.
- _____ was the year when I started school.
- _____ is a person who I really admire.
- _____ is a film which I saw last year.

Homework

Workbook, page 7

Aims

Vocabulary & Grammar: revision of lessons 1–2

Reading: for general and detailed understanding (a film review)

Writing: a short film review

Lead-in

Tell the students to look at the picture and text in this lesson and to find the name of the film – *Avengers: Endgame*. Ask if they have seen the film or have heard anyone talk about it, and whether people think it is good or bad.

Grammar in context

Tell the students to look at the film review text and to find examples of relative pronouns. Get them to translate them into Polish in pairs.

▶▶ After exercise 2 ▶▶ Extra practice 1

Try an activity called 'shadowing', which involves the students listening to the audio, reading the text, and speaking the text aloud at the same time. This may allow students to completely forget the influence of their first language. Play the audio and get the students to read and say it at the same time as a class. This also offers useful practice of intonation, sentence stress and pace of speech in English.

◀◀ Before exercise 4 ◀◀ Extra practice 2

Remind the students to finish their review by recommending the film. Write this sentence on the board for them to add to their review and complete:

I definitely recommend this film! It's ideal for people who ... because ...

Encouragement note

Encourage the students to correct their writing and to write their text again either in class or for homework. Give positive feedback for well-written and neatly prepared reviews. Tell the students to check the following things in their writing:

Verbs – are they all in the correct tense

(Past simple, Present simple, etc.)?

Spelling – are the words all spelt correctly?

Sentences – are the sentences logical, can I understand them?

Happy goodbye

Put the students in groups of five or six. Student A mimes the title of a film and the others guess what it is. Continue until everyone has had a turn miming.

Homework

Workbook, page 8

Aims

Functions: inviting and responding to invitations; making offers

Grammar: *Would you like (to) ...? Shall I ...?*

Writing: inviting a friend to the cinema

Speaking: making offers (drinks and snacks) at the cinema

Lead-in

Ask the students to tell you what they eat and drink when they go to the cinema. Elicit words such as 'popcorn', 'sparkling / still water', etc. for this lesson.

Look

Get the students to tell you how *Would you like to ...?* and *Would you like ...?* are used. Elicit that *Would you like to ...?* is followed by a verb in the infinitive form and *Would you like ...?* is followed by *some / a/an + a noun*.

After exercise 2 Extra practice 1

Put the students into pairs. Tell them to think of two structures for making invitations and offers before doing exercise 3.

For example:

Let's ...

Do you want to ...

After exercise 3 Extra practice 2

Put the students in pairs and tell them to sit back to back. Get them to practise the dialogue they have just written in exercise 3 as if they were talking on the phone.

Dyslexia tip – clear writing

If you provide vocabulary or any other kind of language during the lesson, make sure your writing on the board is as clear as possible to help students with dyslexia copy correctly.

Exam skills: Language functions – matching

Remind the students to look carefully at the contractions in the responses A–E and to think about whether they match the auxiliary verbs in the questions, e.g.:

C I'd love to – **would** – so the question starts with **would**

After exercise 6 Extra practice 3

After students have completed the exam task, get them to look at the responses again and to write the four questions from memory in their notebooks in pairs. Encourage them to help each other. Check the answers by listening to the audio again.

Happy goodbye

Put your students in pairs. Student A faces the board, Student B faces the opposite direction. Write a question from the *Look* box or exercise 4 on the board – Student A has to mime it to Student B who has to guess it. Next, tell them to swap roles.

Possible questions:

Would you like to go to the cinema tonight?

Shall I buy some popcorn?

Shall I get some sweets?

Would you like something to drink as well?

Homework

Workbook, page 9

Aims

Vocabulary: film-making (*Kultura: dziedziny kultury, twórcy i ich dzieła*)

Listening: for general and detailed understanding (exam task – multiple choice)

Lead-in

Play hangman with the word BLOCKBUSTER. Tell the students about the meaning of a blockbuster film: 'blockbusters' only really refers to films made from the 1970s onwards, i.e. films with special effects and huge budgets. 'Blockbuster' is a word that began in the 'video age' (there was a chain of video stores called *Blockbusters*) and that's why the word 'blockbuster' is never used to refer to older films.

➤➤ After exercise 1 ➤➤ Extra practice 1

Write the words from exercise 1 on the board in two columns and tell the students to match the halves of the words / phrases and to copy them into their notebooks with a translation into Polish.

SUBTIT	OT
SHOOT A F	ME OUT
CO	KBUSTER
PL	DIENCE
AU	LES
MAK	E-UP ARTIST
COSTUME DES	IGNER
WRITE A SCR	RD A SOUNDTRACK
RECO	ILM
BLOC	IPT

Answers:

SUBTITLES, SHOOT A FILM, COME OUT, PLOT, AUDIENCE, MAKE-UP ARTIST, COSTUME DESIGNER, WRITE A SCRIPT, RECORD A SOUNDTRACK, BLOCKBUSTER

🔧 Before exercise 6 🔧 Extra practice 2

Tell the students to look at each step of how to make a blockbuster and to choose the key word in each step. Write the key words on the board for the class. This will help when students do exercise 6 and play the memory game. You can rub off the words halfway through exercise 6 to make the task more challenging for students.

Possible key words:

plot, script, lead actors, cast, make-up and costumes, shoot, edit, record music, translate, wait and hope

Joke

What's it called when you use a bird to write with?

Tweeting!

Happy goodbye

Play a game called *In a blink of an eye*. Elicit five words / phrases from this lesson from the students and write them on the board. Add a number 1–5 next to each one. Tell the students to memorise the 5 words / phrases and to remember the corresponding numbers. Get them to stand in two (or more) perpendicular lines of a maximum five students next to the board. Play the first round to explain the rules of the game:

- 1 Rub off the words from the board.
- 2 Tell the students to turn their backs.
- 3 Get the first student at the beginning of each line to look at you.
- 4 Blink at the two students 3 times. This corresponds to word number 3.
- 5 The first students turn to the next person in their line and blink at them 3 times. The blink is passed from student to student down the line till the final student is reached.
- 6 The final student has to write the word on the board correctly. The first student to write the correct word gets 10 points.
- 7 The final student now starts the next round.
- 8 Repeat steps 1–7 until all the words are written on the board.

Homework

Workbook, page 10

Aims

Grammar: Past simple and *used to*

Speaking: asking for and giving information about past activities and habits

Optional materials: photos of you as a child (for Lead-in); 6 pieces of paper to write questions on (for Extra practice 2)

Lead-in

Show the students some photos of you when you were a child. Tell them what you used to and didn't use to do, but don't give any explanation of *used to* at this point. This will help your students recognise the structure later on in the lesson.

Example:

I used to play in the park. I didn't use to have long hair.

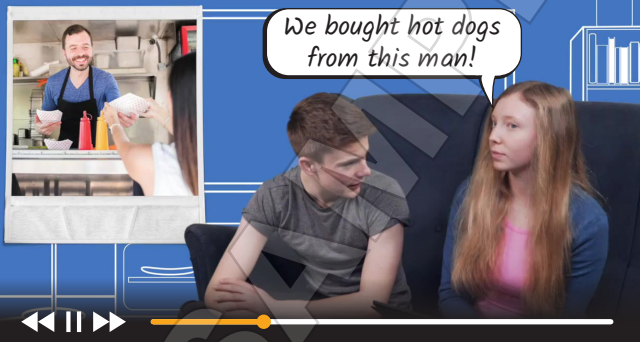
✓ Quick check

Spell out the words / phrases listed below.

The first student who guesses a word / phrase gets 10 points.

audience, shoot a film, plot, costume designer, subtitles, record a soundtrack, make-up artist, come out, blockbuster, write a script

Grammar hub: Past simple



Option 1 (5 minutes)

Tell the students to imagine they were at a cinema yesterday. Get them to write one affirmative and one negative sentence about the film. Then, put them into pairs and tell them to ask and answer a question about the film using the Past simple.

Option 2 (10–15 minutes)

Play VIDEO 04 (<https://macmillandlauczna.pl/brainy-kl-7>) and ask your students to remember one important thing about the Past simple tense. After they have watched the video, ask them to share with others what they remember.

Finally, get the students to do the TASK TIME! which is at the end of the video.

TASK TIME!

Complete these sentences.

- 1 We travelled to the concert with about _____ other Gaga fans.
- 2 I was hungry so Edward bought me a _____.
- 3 We arrived home at _____ o'clock.

Answers:

- 1 40
- 2 hot dog
- 3 1

Before exercise 1 Extra practice 1

Put the students in groups of three or four. Ask them to make a list of as many regular and irregular verbs as they can remember. Start them off with the verbs from exercise 1.

Regular: start, exist, continue, play

Irregular: have, come out

After exercise 1 Extra practice 2

Write each of the question prompts below on a separate piece of paper. Remember to number the question prompts clearly. Put the students into groups of four with one notebook to write the correct questions in. The students pass round the pieces of paper and work together to make correct questions, using the Past simple. Then they answer the questions together in the same notebook.

Question prompts:

- 1 computers / exist / when cinema started?
- 2 when / film-makers / start / using CGI?
- 3 some actors / wear / dinosaur costumes in *Jurassic Park*?
- 4 when / Pixar / make / the first *Toy Story* film?
- 5 *Avatar* / have / 3-D technology?
- 6 Andy Serkis / use / motion capture technology?

Answers:

- 1 Did computers exist when cinema started? No, they didn't.
- 2 When did film-makers start using CGI?
Film-makers/They started using CGI in the 1990s.
- 3 Did some actors wear dinosaur costumes in *Jurassic Park*? Yes, they did.
- 4 When did Pixar make the first *Toy Story* film?
Pixar made the first *Toy Story* film in 1995.
- 5 Did *Avatar* have 3-D technology? Yes, it did.
- 6 Did Andy Serkis use motion capture technology? Yes, he did.

After exercise 3 Fast finishers

Tell the fast finishers to create two more questions using the Past simple each. Their partners then answer the questions.

Grammar hub: *used to*

Drill the pronunciation of *used to* with your students: /'ju:stə/. Tell the students to say this phrase (and other words) with the schwa sound at the end.

After exercise 4 Extra practice 3

Ask your students if they can remember the sentences you told them about yourself as a child. Try and elicit the sentences with *used to* and write them on the board.

👉 Brainy fact

Motion capture in movies started in 1915 when Max Fleischer, a Polish-American animator, invented the rotoscope. If possible, play your students some YouTube videos showing a rotoscope. After this, show them a short film to see how motion capture has evolved (search words: *The History of Motion Capture in Three Minutes*).

Happy goodbye

Ask a volunteer to come to the front of the class and tell him/her to draw one thing he/she used to do and one thing he/she didn't use to do when he/she was younger. Ask the class to guess the sentences from the drawings.

Homework

Workbook, page 11



Aims

Culture: the biggest film industries in the world

Reading: for detailed understanding (text about film industries)

Listening: for detailed understanding (text about Nigerian film industry)

Writing: a leaflet

Optional materials: pictures showing scenes from Bollywood movies (for Lead-in); A4 paper (for Exercise 5 Discover more!)

Lead-in

Tell the students that the Indian film industry is called Bollywood. The name comes from combining parts of the words 'Bombay' (now called Mumbai) and 'Hollywood'. The films are usually about romance, revenge, love and the differences between rich and poor people. They often include lots of singing and dancing. Ask your students whether they have ever seen a Bollywood movie. Finally, show pictures of scenes from Bollywood movies or play a short dance scene that you can find on the Internet.

Grammar in context

Write these sentences on the board and put the students in groups of three or four. Get them to tell each other about when they were young by adding *used to* / *didn't use to* to each sentence.

- 1 I _____ play in the park.
- 2 I _____ eat lots of pizza.
- 3 I _____ watch cartoons every day.
- 4 I _____ sing songs in the shower.
- 5 I _____ play with dolls.
- 6 I _____ cry a lot.

Look

Write these dates on the board and get the students to work out how to say them with a partner, and then to tell you.

1920s 2010s 1970s

Answers:

the nineteen twenties, the twenty tens, the nineteen seventies

After exercise 2 Extra practice

Put your students into pairs with the completed table from exercise 2 in front of them. Get them to make sentences with the information in the table and to tell each other about the movie industries. Give these examples to start with:
Hollywood is in Los Angeles, the USA. They started making movies there in 1913. Each year, about 500 films come out. The average budget for shooting a film is \$65 million. An example of a big-budget blockbuster is Pirates of the Caribbean.

Before exercise 3

Exam skills: Reading – answering questions

Tell the students to look carefully at the tense of the verb used in the question and to make sure they use the same one in their answer.

Discover more!

Exercise 5

Show the students how to make a leaflet by folding a piece of A4 paper vertically into 3 equal parts. Elicit from the class what information could be put on each part of the leaflet for an international film day at their school:

- on the leaflet cover – a heading, details about the venue, a picture of the different film industries or their different logos;
- inside the leaflet – information about the different industries, films that will be shown at the international film day, their plots, leading actors, etc.

Tell the students to use the table from exercise 2 as a reference and to look for more information on the Internet.

Happy goodbye

Put the leaflets up round the classroom and get the students to look at them all and to find an interesting fact in each one.

Homework

Workbook, page 12

Watch more!

In *Brainy klasa 7*, there is a new type of video available for the students – *Culture Byte* videos. There are four videos in the book: in Unit 1, Unit 3, Unit 6 and Unit 8. Students can watch them in class or access the videos through the QR code that is given on the Student's Workbook cover.

Option 1 (10–15 minutes)

Put this question on the board: *How does a computer-generated character come to life?*

Get your students to watch VIDEO 05

(<https://macmillandlaucznia.pl/brainy-kl-7>).

After that, tell the students to answer the question.

Answers:

They use a technology called motion capture. First, they put special blue sensors on Marcus. Then, they record Marcus on a special camera. Finally, they put the character into the film.

Option 2 (45 minutes)

Tell the students to open their workbooks at page 88 (*Culture byte – A visit to a film studio*).

Aims

Writing: an email

Grammar: *so, such, such a/an*

Reading: for general understanding (model text)

Functions: giving your opinion, inviting a friend to the cinema, describing a film

Lead-in

Get the students to give each other their email addresses and to remember that @ is pronounced as /æt/.

Brainy phrases

Tell the students to read the email and to find the sentences that contain the *Brainy phrases*.

Answers:

I saw Bumblebee ...

In my opinion, it was such a great movie!

All the actors *were* good ...

And *the film had such* good special effects – *I loved* the robots!

Would you like to see Pokémon: Detective Pikachu *with me?*

It comes out next Saturday and *it's on at* the Brainytown Cinema.

Shall we meet there at 6 o'clock?

It's an action comedy which *is based on* the Pokémon video games.

It's about a man whose father disappears ...

Look

Point out to the students that the word order is important with *so* and *such*:

So + adjective

Such + *a/an*/zero article + adjective + noun

Tell the students that they have 30 seconds to remember the three sentences from the *Look* box. Put them in pairs. Student A tells the three sentences to Student B. Student B listens for any mistakes. Change roles.

➤➤ After exercise 3 ➤➤ Fast finishers

Tell your students to choose three reactions from exercise 3 that they just said to their partner and write them in their notebook.

➤➤ After exercise 5 ➤➤ Extra practice 1

Get the students to stand up and mingle – tell them that they have 3 minutes to invite as many classmates as they can to the film they want to see.

➤➤ Before exercise 6 ➤➤ Extra practice 2

After the students have read the instructions for writing the emails in exercise 6, tell them to choose which expression (from the *Brainy phrases*) they are going to use to:

- give their opinion,
- invite their friend,
- describe the film.

➤➤ After exercise 6 ➤➤ Extra practice 3

Tell the students to swap their emails with a classmate and get them to check each other's emails. Write the check questions on the board in table format. Students write numbers 1–6 in their notebooks and put a tick or cross next to each number as they answer each check question.

Did he/she ...	Yes (✓)	No (x)
1 use the correct opening and closing statements?		
2 write three paragraphs (opinion / invitation / description)?		
3 include examples of <i>so, such</i> and adjectives?		
4 use the correct present and past tenses?		
5 include vocabulary about films?		
6 use any relative pronouns?		

Dyslexia tip - correcting

Try to correct dyslexic students' writing with the students by your side and ask them about why they chose to write what they did. Give them time and help to assess their mistakes with you. Then ask them to make corrections to their work. Be careful to praise what they do correctly, e.g. by drawing smiley faces, and try not to focus too heavily on the mistakes.

Happy goodbye

Play a word chain game. Tell the students to stand up. The student nearest to the teacher says a word associated with films. Then, in turn, each student has to say a different word. Any student who repeats a word has to sit down.

Homework

Workbook, page 13



Aims

Revision of lessons 1–8: vocabulary, speaking and grammar in a variety of exam tasks

Exam tasks

Explain to the students that this lesson contains exam tasks that are likely to appear in the compulsory end-of-school exam (*Egzamin ósmoklasisty*). For a more standard revision, go to the corresponding page in the Workbook.

Lead-in

Tell the students to name all the objects they can see in the photo in exercise 4 in 1 minute.

Possible answers:

ironing board, wall, camera, table, chairs, window, speaker, shelves, curtains, box, picture, lights.

Before exercise 1 Pre-exam task

Put the students in pairs to predict what type of information they have to listen for in this task.

When? – a date or day of the week

Type of film – comedy, horror, ...

What time? – a specific hour of the day

How much? – a price in pounds

After exercise 2 Post-exam task

Tell the students to write their mini-dialogues in their notebooks as a written record of their work. Tell the fast finishers to act their dialogues out in pairs.

Before exercise 4 Pre-exam task

Get the students to look at the photo in exercise 4 and to guess who the people are (Answer: actors), what they are doing (Answer: acting in a scene) and where the action is taking place (Answer: in a living room in a film studio).

After exercise 4 Post-exam task

Put the students in pairs. Student A chooses a photo from unit 1 of the Student's Book and describes it, using expressions from exercise 4:

– *There is ... / There isn't ...*

– *In the background, there is / there are ...*

– using the Present continuous tense.

Student B listens and looks in his/her course book to find the page number with the photo Student A is describing. Repeat the procedure with Student B choosing a photo.

After exercise 5 Post-exam task

Write full-sentence answers to exercise 5 on the board. Put the students in small groups of three with one notebook and pen for each group. Tell them to write the original sentences without looking in their books.

Answers to exercise 5 on the board:

1 I have a friend who was an extra in a film.

2 Cinema tickets used to be cheaper.

3 In the USA, a 'movie theater' is a place where you can watch films.

4 I didn't use to like horror films, but I do now.

5 Did you use to watch horror films when you were young?

Happy goodbye

Tell the students to stand up and walk around the classroom, asking as many classmates as possible the following question: *What's your favourite film?* When they have finished, find out what the favourite film in the class is.

Encouragement note

Tell the students to keep a record of their scores and look at them at the end of each revision lesson to see if they are improving.

Homework

Workbook, page 14



Aims

General aims: revision of vocabulary (people involved in films, types of films, film-making) and grammar (relative pronouns, Past simple, *used to*) from lessons 1–8

Special aims: memory skills (remembering vocabulary, memory chain); language skills (sharing and reacting to childhood memories); planning skills (making a scene from a film); listening skills (*Sound alert!*)

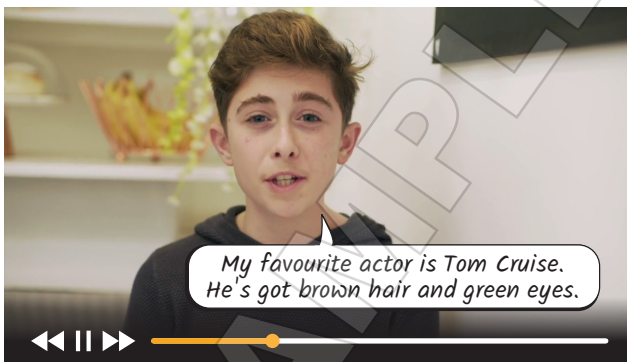
Lead-in

Tell the students they have 1 minute to look at this page in the Student's Book. Get them to close their books and to say whether these sentences about the page are true or false:

- 1 There are 8 exercises. (True)
- 2 The word map in exercise 1 is green. (False, it's red.)
- 3 Exercise 6 is a project to make a scene from a film. (True)
- 4 The *Sound alert!* is the final part of the lesson. (True)
- 5 The *Sound alert!* is to practise pronunciation. (True)

Over to you!

Exercise 1



Play VIDEO 06 (<https://macmillandlauczna.pl/brainy-kl-7>). Then get the students to think of their own favourite actors or actresses. Write these questions on the board and tell the students to answer them in pairs.

- Who's your favourite actor or actress?
What does he/she look like?
Where is he/she from?
What is he/she most well-known for?*

Exercise 4

Tell the students to choose a fact that could possibly be true to trick their partner.

Project

Exercise 6

- Make sure everyone in the group has something to do in the scene – director, actor, cameraman / camerawoman, scriptwriter, etc.
- When assessing the students doing their projects, watch them carefully to see who participates actively / with enthusiasm. Take into account the different roles in the group.
- Tell the students to prepare a short introduction to their film, telling the class about everyone's role in the group and presenting the cast and their names.

Sound alert!

Clue: There are three different ways to pronounce *-ed* at the end of a Past simple verb and it depends on the sound at the end of the infinitive:

/ɪd/	/t/	/d/
Ed <u>wanted</u> to work.	He <u>worked</u> hard.	Then he <u>travelled</u> the world!
infinitives that have /t/ or /d/ sounds before <i>-ed</i>	infinitives that have /s/, /ʃ/, /tʃ/, /k/, or /f/ sounds before <i>-ed</i>	infinitives that have any other sound before <i>-ed</i>

Happy goodbye

Do a dictation spelling test. Choose five or six phrases / words from the vocabulary summary that the students might have difficulties with. Dictate them for the students to write and then self-correct through looking at their course books.

Homework

Workbook, page 86 (Unit 1)