

3

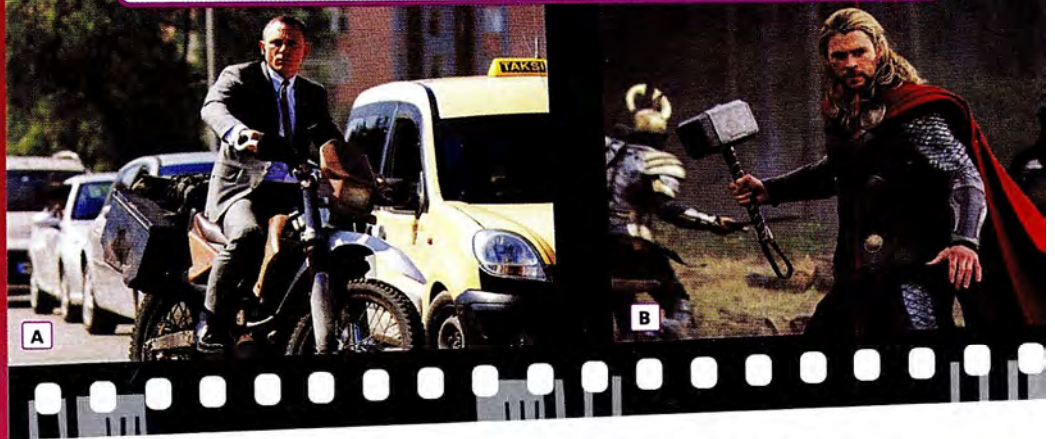
On screen

3A

Vocabulary

Films and TV programmes

I can talk about films and TV programmes.



Unit map

Vocabulary

Films and TV programmes
Adjectives to describe films and TV programmes
Aspects of films
Collocations: verb + noun
Social activities

Word Skills

Negative adjective prefixes

Grammar

Quantity
must, mustn't and needn't / don't have to

Listening Advertising



Reading Video games and health



Speaking Reaching an agreement



Writing An informal letter

Culture 3 Screen exports



Vocabulary Builder page 118

Grammar Builder page 128

Grammar Reference page 129

1 **SPEAKING** Look at photos A–D. Do you know any of these films or TV programmes? Can you name any of the actors or characters?

2 **1.25 VOCABULARY** Match four of the words below with photos A–D. Then listen to the wordlist and check your answers.

Films and TV programmes action film animation chat show comedy documentary fantasy film game show horror film musical news bulletin period drama reality show romantic comedy science fiction film sitcom soap opera talent show thriller war film weather forecast western

A _____ B _____ C _____ D _____

3 **1.26** Listen to six short excerpts. Match each excerpt with a type of film or TV programme from exercise 2.

1 _____ 2 _____ 3 _____
4 _____ 5 _____ 6 _____

4 **VOCABULARY** Work in pairs. Talk about which types of TV programmes and films you and your partner like and dislike. Give reasons using the adjectives below.

Adjectives to describe films and TV programmes boring confusing convincing embarrassing exciting funny gripping imaginative interesting moving scary spectacular unrealistic violent

I think horror films are really exciting. What about you?

I'm not a fan of horror films. They're really violent. But I like ...

5 **1.27** Listen to four dialogues. Does each pair of speakers agree or disagree, in general?

1 _____ 2 _____ 3 _____ 4 _____

6 **1.27 VOCABULARY** Listen again. Complete the sentences from the dialogues with the words below.

Aspects of films acting characters ending plot scenes script soundtrack special effects

- The _____ was quite moving.
- Animations don't usually make me laugh, but there were some really funny _____.
- I found the _____ really confusing.
- The _____ were spectacular.
- The _____ was totally convincing.
- I'm not a fan of romantic comedies, but I found the _____ really interesting.
- The _____ was really cool.
- The _____ was really unnatural in places.



RECYCLE! Articles

Remember: we omit the article when we make general comments.
 I don't enjoy violence in films.
 However, we use the article when we are being specific.
 I didn't enjoy the violence in that film.

- 7 Read the **Recycle!** box. Find two examples in exercise 6 of a general comment without the definite article.
- 8 **SPEAKING** Work in pairs. Tell your partner your opinion of a film you saw recently. Use the language in exercise 6 to help you.
 I recently saw a really exciting action film. The special effects were amazing!
- 9 **SPEAKING** Complete the film and TV quiz below with words from exercises 2 and 6. Then work in pairs or small groups and do the quiz. Check your answers at the bottom of the page.

Film and TV Quiz

Round 1 True or false?

- For two years, pop star Kylie Minogue was in a well-known s _ _ p o _ _ _ a. **True / False**
- The TV r _ _ _ _ _ y sh _ w *Big Brother* was originally a German programme. **True / False**
- Pop groups Little Mix, Girls Aloud and One Direction all became famous after being on t _ _ _ _ t sh _ _ s. **True / False**



Round 3 Matching

- Match the films with the genres.

1 <i>The Woman in Black</i>	a a _ _ _ _ _ n
2 <i>Wall-E</i>	b m _ _ _ _ _ l
3 <i>Gravity</i>	c h _ _ _ _ _ r f _ _ m
4 <i>Annie</i>	d t _ _ _ _ _ r
- Match the actors with the characters they play in these a _ _ _ _ n f _ _ _ s.

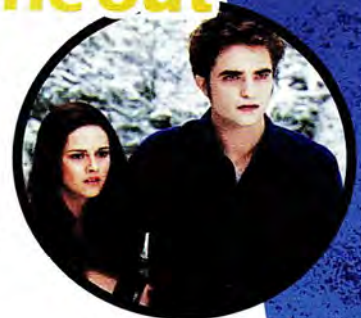
1 Robert Downey Jr	a Batman
2 Ben Affleck	b Iron Man
3 Andrew Garfield	c Superman
4 Henry Cavill	d Spider-Man
- Match the two halves to make titles of r _ _ _ _ _ ic c _ _ _ _ _ ies.

1 <i>Mr & Mrs</i>	a <i>Woman</i>
2 <i>When Harry Met</i>	b <i>Smith</i>
3 <i>Pretty</i>	c <i>Polly</i>
4 <i>Along Came</i>	d <i>Sally</i>



Round 2 Odd one out

- Which of these ch _ _ _ _ _ rs is the odd one out? Why?
 a Willy Wonka b the Mad Hatter
 c Bilbo Baggins d Jack Sparrow
- Which of these f _ _ _ _ _ y f _ _ _ _ s is the odd one out? Why?
 a *New Moon* b *Catching Fire*
 c *Breaking Dawn* d *Eclipse*
- Which of these is not an a _ _ _ _ _ n?
 a *Turbo* b *Shrek* c *Rango* d *Belle*



Round 1: 1 True 2 False (It was Dutch.) 3 True
 Round 2: 1 c - the character has never been played by Johnny Depp 2 b - it's part of the Hunger Games series, not the Twilight series 3 d
 Round 3: 1 1 c 2 a 3 d 4 b 2 1 b 2 a 3 d 4 c 3 1 b 2 d 3 a 4 c

Quantity

I can talk about quantities.

- 1 **SPEAKING** Work in pairs. Which of these different kinds of video games do you prefer? Give an example of each kind. If you do not like any kind, say why.

adventure games city-building games
combat games puzzle games racing games
role-playing games sports games

- 2 Read the text. Does the game sound interesting to you? Why? / Why not?



Anno 2070 is a video game set in the year 2070. Many cities are now under the ocean. There aren't any countries or continents, but there are a lot of islands. Players have to build new cities. There are two main groups of characters: the Tycoons and the Ecos. As a player, you can choose to be in either group. *Anno 2070* is not a combat game, but there are a few conflicts between the two groups and there are some important differences between them. The Tycoons build cities quickly and earn a lot of money. But their lifestyle causes a lot of pollution, and there are not many trees or plants on their islands. In contrast, the Ecos build 'green' cities but their progress is slow. They don't use any coal or oil so there is not much pollution on their islands. The inhabitants eat healthy food and even have a little time for some hobbies, like listening to music. The aim of the game is to create your own world. How many cities can you build? How much energy do they all need? Can you grow any food? Can you complete any special missions? It depends how well you play the game!

- 3 Find two examples of *some* and four examples of *any* in the text in exercise 2. Then complete the rules in the **Learn this!** box.

LEARN THIS! *some* and *any*

We use *some* and *any* with uncountable and plural countable nouns.

- a We use ____ in affirmative sentences.
b We use ____ in negative sentences and questions.

- 4 Complete the sentences with *some* or *any*.

- This game doesn't contain ____ violence at all.
- I spent ____ time choosing a good game for my sister.
- There are ____ well-known sports games, like the FIFA series.
- Racing games often include ____ amazing special effects.
- Twenty-five years ago, there weren't ____ 3D graphics.
- Do you play ____ role-playing games?

- 5 Find the phrases below in the text in exercise 2, paying attention to the nouns which follow them. Then complete the rules in the **Learn this!** box.

a few a little a lot of how many
how much not many not much

LEARN THIS! *not much, not many, a lot of, a little, a few*

- a We use ____ or ____ + uncountable noun for a small quantity of something.
b We use ____ or ____ + plural noun for a small number of something.
c We use *much* + uncountable noun for a large quantity of something.
d We use *many* + plural noun for a large number of something.
e We use ____ + uncountable or plural noun for a large quantity or number of something.
f We use ____ ... ? + uncountable noun or ____ ... ? + plural noun for questions about quantity or number.

➔ Grammar Builder 3B page 128

LOOK OUT!

In affirmative sentences, *much* and *many* often sound very formal. In everyday English, we use *a lot of*.

- 6 **1.28** Read the **Look out!** box above and the dialogue below. Circle the correct words to complete the dialogue. Then listen and check.

- Jack Look, there's a building with ¹many / ²some people outside. Turn left just before you get there.
Evie I can't see ³any / ⁴some people. There isn't ⁵many / ⁶much light. Hey! What's that noise?
Jack Nothing. There was ⁷any / ⁸some rubbish in the road.
Evie I hate this part of town. There aren't ⁹a few / ¹⁰many nice areas. Let's go north.
Jack How ¹¹many / ¹²much fuel have we got? Only ¹³a few / ¹⁴a little litres.
Evie Oh no, listen. The police are chasing us now.
Jack Let me drive. I know ¹⁵a few / ¹⁶a little tricks.
Mum Jack, are you doing ¹⁷any / ¹⁸many homework in there?
Jack Er ... Yes. We're doing ¹⁹a little / ²⁰much IT homework.
Evie Jack! That's not true ...
Jack Well, we're spending ²¹a lot of / ²²a few time on the computer!
Evie But we aren't doing ²³some / ²⁴any work!

- 7 Work in pairs. Prepare a description of the setting of a video game, real or invented. Use phrases from exercise 5 and the words below and / or your own ideas.

buildings cafés cars characters cinemas
countryside crime islands money parks pollution
roads rubbish shops traffic trees wildlife

- 8 **SPEAKING** Present your description to the class.

Advertising

I can predict what I'm going to hear.



- 1 SPEAKING** Work in pairs. Do the slogans quiz. Then decide which slogan is the best, in your opinion. Say why.

Listening Strategy

In listening tasks, the instructions and questions usually give you some idea of the kind of topic and the type of language you are going to hear. Reading them carefully before you listen will help you to 'tune in'.

- 2** Read the **Listening Strategy**. You are going to hear an advertisement for bread. What kind of language do you think you will hear? Choose one from the list below.
- Language for:
- agreeing and disagreeing
 - giving directions
 - narrating events
 - complaining
 - persuading
- 3** **1.29** Listen to the advert and complete these phrases. Write one to three words for each gap. Do the phrases support your answer to exercise 2?
- _____ Hathaway's new organic bread?
 - _____ for sandwiches and toast.
 - _____ Hathaway's organic wholemeal.
 - _____ the day with Hathaway.
- 4 SPEAKING** In pairs, take turns to ask and answer the questions below about the advert in exercise 3.
- Is it a good advert, in your opinion? Why? / Why not?
 - Is it aimed at children or adults?
 - Which extract from exercise 3 do you think is the slogan?
- 5** Read situations 1–4 below. What kind of language from exercise 2 (a–e) would you expect to hear in each situation?
- a customer talking to a sales assistant in a shop
 - an advertising executive in a business meeting
 - somebody telling a friend what happened earlier
 - somebody trying to follow a satnav

Slogans quiz

Can you match these TV advertising slogans with their products (a–h)?

- | | |
|---|--------------------------|
| 1 The ultimate driving machine. | a sports clothes |
| 2 Because I'm worth it. | b a car |
| 3 Finger lickin' good. | c a computer |
| 4 JUST DO IT. | d a credit card |
| 5 DON'T LEAVE HOME WITHOUT IT. | e a phone network |
| 6 <i>It's good to talk.</i> | f hair products |
| 7 <i>Melts in your mouth, not in your hands.</i> | g sweets |
| 8 Think different. | h fast food |

- 6** **1.30** Now listen to the four situations. Match them with sentences A–E below. There is one extra sentence.

- Not everyone is happy with the final decision. ___
- One of the speakers was very unlucky. ___
- This person finds it impossible to make a decision. ___
- This person gets confused and cross. ___
- Somebody needs help to solve the problem. ___

- 7** **1.30** Listen again. Complete the adjectives with the ending that you hear, *-ed* or *-ing*.

- | | |
|--------------------|----------------|
| 1 annoy _____ | 5 bor _____ |
| 2 disappoint _____ | 6 amus _____ |
| 3 confus _____ | 7 satisf _____ |
| 4 exhaust _____ | 8 shock _____ |

- 8 SPEAKING** Work in pairs. Do the questionnaire about advertising. Do you agree or disagree with your partner? Give reasons.

1 Which word best describes your attitude to TV adverts?

- a** annoying **b** boring **c** entertaining

2 How often do you click on adverts online?

- a** never **b** sometimes **c** usually or always

3 Which products should never have adverts on TV?

(Choose any number.)

- sugary drinks
- children's toys
- cigarettes
- violent video games
- junk food

4 What is your view of celebrities who take part in adverts?

- a** It's fine – it's just part of their job.
b It's sometimes OK, but they need to choose the adverts carefully.
c It's wrong – celebrities shouldn't be in adverts.

- 9 PROJECT** Write and perform your own TV advert in groups. Choose from the products below or use your own ideas. Think of five adjectives to describe the product and make up a good slogan.

computer game electric car fruit snack
 online language course smartphone sports club trainers

must, mustn't and needn't / don't have to

I can talk about prohibition and necessity.

- 1 Do you know the game show in the photo? What happens on the show? What is the correct answer to the question?



- 2 1.31 Read and listen to the dialogue and circle the correct verbs.

Host This question is for £125,000. Jill, in the sitcom *How I Met your Mother*, what is Ted Mosby's job? Is it A, lawyer, B, designer, C, architect, or D, reporter?

Jill Um ... I'd like to ask the audience, please.

Host OK. Audience, you ¹**must / mustn't** answer A, B, C or D on your keypads ... now! ... OK, 30% think it's B and 50% think it's C. But you ²**mustn't / needn't** take their advice.

Jill Mmm, I think I'll phone my friend Danny.

Host OK, let's ring Danny. ... Hello, Danny. Jill has a question worth £125,000. You ³**must / needn't** answer within thirty seconds. OK?

Jill Hi, Danny. In the sitcom *How I Met your Mother*, what is Ted Mosby's job? Is it A, lawyer, B, designer, C, architect, or D, reporter?

Danny Um, I think it's B ... or maybe C ... No, it's D. ...

Host Sorry, you're out of time. But you ⁴**don't have to / must** answer the question. You can walk away with £64,000.

Jill I'm going to answer C.

Host Final answer?

Jill No. Yes. No.

Host You ⁵**don't have to / mustn't** change your mind!

Jill The answer is B. Final answer.

Host Oh, Jill, the answer is C, architect. You've just lost £32,000!

LEARN THIS! *must, mustn't and needn't / don't have to*

- a We use ¹ _____ to say that something is necessary or very important to do.
- b We use ² _____ and ³ _____ to say that something is not necessary.
- c We use ⁴ _____ to say that something is prohibited (a negative order).

- 3 Read the **Learn this!** box and complete the rules. Use *must*, *mustn't*, *needn't* and *don't have to*. Use your answers to exercise 2 to help you.

➔ Grammar Builder 3D page 128

- 4 What are the rules for using mobiles at your school? Write sentences with *must*, *mustn't* and *needn't* and the phrases below. If you can, add ideas of your own.

Using mobiles

bring our mobiles to school

leave them in our bags

turn our mobiles off at the start of the lesson

put them on our desk during lessons

keep them on silent all day

send texts during lessons

give them to the teacher at the beginning of the lesson

We needn't bring our mobiles to school.

LOOK OUT!

- a *must* and *have to* are very similar. However, *must* often expresses the feelings of the speaker.
You must do more exercise. (That's my strong opinion.)
have to often expresses an external obligation.
You have to wear a helmet. (It's the law.)
- b *mustn't* and *don't have to* do NOT have the same meaning. *don't have to* = *needn't*, but *mustn't* means 'it is prohibited'.

- 5 Read the **Look out!** box. Then, using the words in brackets, rewrite the sentences so that they have the same meaning.

- It isn't necessary for you to help me. (needn't)
You needn't help me.
- It's compulsory for us to wear school uniform. (have to)
- You aren't allowed to talk in the exam. (mustn't)
- It's important that I'm not late. (mustn't)
- It's important that you listen to me. (must)
- We are obliged to study maths at school. (have to)
- You needn't write the answer. (have to)
- It's important for Jake to revise hard for his exams. (must)

- 6 Work in pairs. Make notes about the rules of a game show that you know. Use *must*, *mustn't* and *needn't / don't have to*.

You must answer as quickly as possible. Your partner mustn't help you.

- 7 **SPEAKING** Work in pairs. Ask and answer about the rules of your game. Can your partner guess the name of your game?

Can my partner help me?

No, your partner *mustn't* help you.

Negative adjective prefixes

I can form and use adjectives with negative prefixes.

- 1 Read the notices. What are they warning you not to do?



PIRACY
IT'S A CRIME



- 2 Read the views of some teenagers. Who thinks illegally downloading things is not a problem? Who thinks it is as serious as any other crime?

To download or not to download?

DVDs and computer games are so expensive. It's unsurprising that people download them illegally. But it's unfair on the small, independent companies. **Mark**

It's the same as stealing from a shop. It's simply dishonest and unacceptable. **Samantha**

You're very unlikely to get caught. That's why people do it. **Harry**

It's like an invisible crime. You can't see the victim. That's why many people don't feel bad about it. **Joe**

I have no sympathy for the big film and music companies – they make a lot of money, so I think illegal downloading is OK. **Hannah**

LEARN THIS! Negative prefixes: *un-, in-, im-, ir-, il-* and *dis-*

The prefixes *un-, in-, im-, ir-, il-* and *dis-* are negative. When they come before an adjective, they make its meaning opposite.

certain – uncertain patient – impatient
honest – dishonest responsible – irresponsible

- 3 Read the Learn this! box. Then find the opposites of the adjectives below in the text in exercise 2.

acceptable _____ legal _____
dependent _____ likely _____
fair _____ surprising _____
honest _____ visible _____

Dictionary Skills Strategy

You can often find synonyms (words with the same meaning) and antonyms (words with the opposite meaning) of adjectives in a learner's dictionary.

- 4 **DICTIONARY WORK** Read the Dictionary Strategy. Then study the dictionary entry. What synonym and antonym of *loyal* are given? How are they indicated?

loyal /'lɔɪəl/ *adj* [used about a person] not changing in your friendship or beliefs: a **loyal friend/supporter** SYN **faithful** OPP **disloyal** ► **loyally** *adv* ► **loyalty** /'lɔɪəlti/ *noun* [C,U] (*pl* **loyalties**)

- 5 Rewrite the sentences using the adjectives in brackets with a negative prefix. You can use a dictionary to help you.

- Her bedroom is in a mess. (tidy)
Her bedroom is untidy.
- That answer is wrong. (correct)
- It isn't nice to tease your little sister. (kind)
- He was very rude to me! (polite)
- Don't use that old microwave. It's dangerous. (safe)
- I'm unhappy with my exam results. (satisfied)
- I don't believe that story. (believable)
- I can't do this exercise! (possible)

- 6 Complete the sentences with adjectives with the opposite meaning.

- Is your handwriting legible or _____?
- Are you generally honest or _____?
- Do you think teenagers are generally responsible or _____?
- Are you generally patient or _____?
- Is smoking in public places legal or _____ in your country?
- Do you think that reversing climate change is possible or _____?

- 7 **SPEAKING** In pairs, take turns to ask and answer the questions in exercise 6.

Is your handwriting legible or illegible?

My handwriting is legible.

- 8 **SPEAKING** Do you agree with the views expressed in exercise 2? Why? / Why not? Use these phrases to help you.

I agree / disagree with (Mark) that ...

Video games and health

I can understand a text about video games and their health effects.

- SPEAKING** Look at the headlines. Do you think playing computer games is bad for your health? Why? / Why not?
- Read the text. How many different video games does the writer mention by name? What are they?

Teenager dies after playing video game for 40 hours without eating or sleeping (Daily Mirror)

Playing computer games encourages obesity (Daily Mail)

Overload of screen time 'causes depression in children' (Independent)

Why video games are good for your health

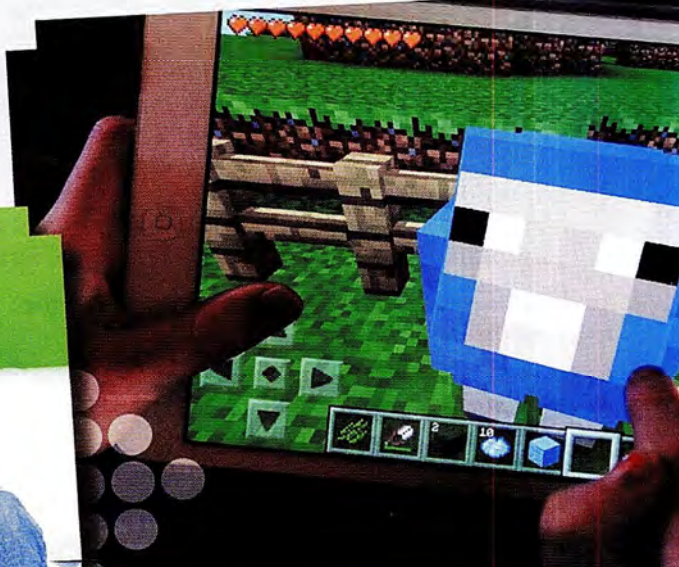
1.32 Many people assume that video games have a negative effect on young people. A lot of time in front of a screen is bad for the mind and the body, they believe. Newspaper headlines often express the same opinion – and combat games cause the most concern because of the violence. But is there any evidence for this view? According to a report in *American Psychologist*, the truth is not so simple. Playing video games is sometimes good for children's education, health and social skills.

Research shows that video games can actually improve certain mental skills. This is especially true for combat games. These games teach players to think about objects in three dimensions and this makes them better at studying science, technology, engineering and maths. Other types of video game do not usually provide these benefits.

However, other types of video game can have other positive effects. In 2013, scientists did some research into the effect of role-playing games (RPGs) on children. The research showed that when children spend a lot of time playing RPGs, they get better grades at school than children who do not play them. Other research showed that playing any kind of video game, including violent games, improves children's creativity. But using a computer or smartphone for emails or other tasks does not provide this benefit.

Quick and simple games like *Angry Birds* can improve players' mood and prevent them from feeling anxious. This emotional benefit is important, the report suggests. Feeling relaxed and happy is good for your health. The report also describes another emotional benefit of video games: they teach children how to react well to failure. In video games, players continually fail and try again. This makes them emotionally strong in real life.

Video games can improve social skills too, the report says. More than 70% of gamers play with a friend, not alone, and millions of people take part in huge online games like *Minecraft* and *Farmville*. The players learn useful social skills: how to lead a group, how to work together and how to make decisions. Overall, the report does not deny that some video games can have negative effects; but it is important to think about the benefits too. And remember: you mustn't believe everything you read in the newspapers!



Reading Strategy

When you do a multiple-choice task, decide whether each question is about the whole text or a specific part. If it is about a specific part, find the relevant sentences and underline them.

3 Read the **Reading Strategy** and questions 1–5 in exercise 4 below. Decide which question is about the whole text. Then find the relevant sentences in the text for the other questions.

4 Circle the correct answers (a–d).

- Newspaper headlines about video games
 - only talk about violent games.
 - always present the same view.
 - do not tell the truth.
 - usually present a negative view.
- You learn to think about things in three dimensions when you
 - play combat games.
 - play any kind of video game.
 - study engineering or maths.
 - do scientific studies.
- Research shows that role-playing games
 - are the only games that make children more creative.
 - do not provide as many benefits as violent games.
 - help children to do well at school.
 - help children to learn how to use computers.
- The report also suggests that video gamers
 - spend a lot of time on their own.
 - learn some useful skills by playing with others.
 - usually fail in other areas of their lives.
 - spend a lot of time feeling anxious.
- According to the report, the effect of video games on children
 - is mostly good.
 - is mostly bad.
 - is not known.
 - is not very important.

5 Look back at the question in exercise 1. Has the text changed your opinion at all? If so, how?

6 **VOCABULARY** Complete these verb + noun collocations from the text using the words below.

cause do express get have make
provide take part in use

Collocations: verb + noun

- _____ a positive / negative effect
- _____ an opinion
- _____ concern
- _____ a benefit
- _____ research
- _____ (good) grades at school
- _____ a computer / smartphone
- _____ online games
- _____ a decision

7 Answer the questions using information from the text.

- What do many people assume about the effects of video games on young people?
- What kinds of skills can combat games improve?
- What can simple games like *Angry Birds* prevent?
- What kind of game helps children to get better grades at school, according to a 2013 report?
- What kind of game teaches children how to work together?

8 **SPEAKING** Work in pairs. Complete the questions with *How much* or *How many*. Then ask and answer.

- _____ different types of screen do you use regularly? (phone, computer, tablet, TV, etc.)
- _____ time do you spend watching TV or DVDs each day?
- _____ different video games do you play?
- _____ different people do you play video games with?
- _____ different tasks do you use a computer for? (games, emails, homework, etc.)
- _____ time do you spend in total each week in front of a screen?

How many different types of screen do you use regularly?

I use ...



Reaching an agreement

I can discuss and agree on an activity.

- 1 **SPEAKING** Work in pairs. Look at the posters. What genres of film are they? Which genre do you like most? Why?

Speaking Strategy

In the exam, you will have about one minute to read the task. Use this time to 'think in English', identifying key words and phrases that you could use in the conversation.

- 2 Read the **Speaking Strategy** and the task below. Think of three nouns and three adjectives that you could use in your answer.

Your British friend is coming to visit you and you are proposing to take him / her to the cinema. Decide together which of the films in the posters you will see, where and when to meet, and whether to invite any other people.

- 3 **1.33** Read the questions. Then listen to a student doing the exam task and answer them.

- Which film a) does the student want to see, b) does the examiner want to see, and c) do they agree on?
- Did they use any of the words you chose in exercise 2?
- When and where do they decide to meet?
- What reason does the examiner give for not wanting to invite Donna?
- Do they decide to invite someone else, or not?

- 4 **KEY PHRASES** Complete the phrases using the words below.

agree agreed better fan fancy idea
keen prefer rather settle stand

Expressing likes and dislikes

I quite ¹ _____ ... / I don't really fancy ...
I'm / I'm not a big ² _____ of ...
I'm / I'm not ³ _____ on ...
I adore ... / I can't ⁴ _____ ...

Expressing a preference

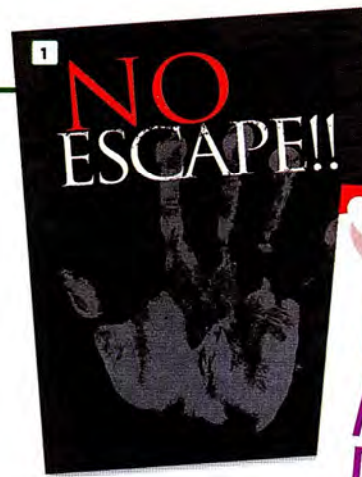
I'd ⁵ _____ ... I'd ⁶ _____ (to) ...
I think ... will be ⁷ _____ / more fun, etc.

Reaching an agreement

Shall we ⁸ _____ on ... ?
OK, I ⁹ _____ .
That's ¹⁰ _____ then.
That's a great ¹¹ _____ .

➔ **Vocabulary Builder** Expressing likes and dislikes: page 118

- 5 **1.33** Listen again and check your answers in exercise 4. Which phrases in exercise 4 does the student use?



- 6 Work in pairs. Read the task below and prepare your dialogue. Make notes in the chart below.

You and a group of friends are deciding what to do on the Saturday night after your last exam. Decide on an activity, the type of food you will eat, and where and when you will meet.

Possible activities:

what? _____
when? _____
where? _____
cost? _____

Food:

type? _____
cost? _____
where? _____

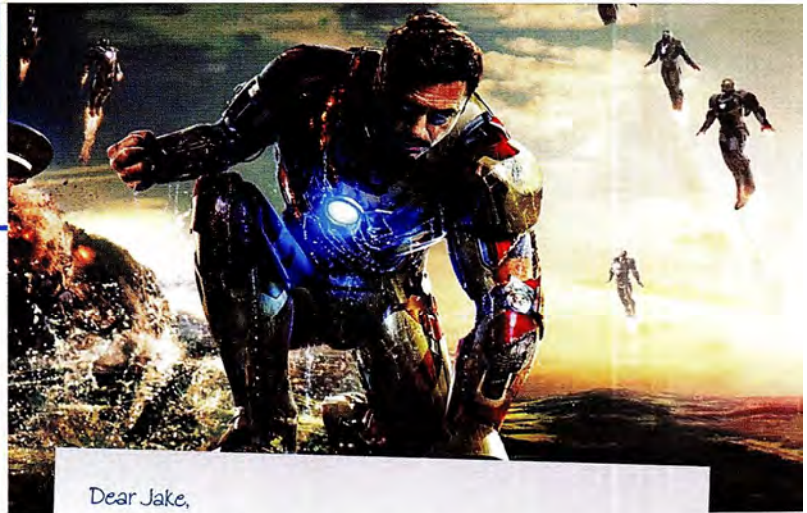
Meet:

where? _____
when? _____

- 7 **SPEAKING** Work in pairs. Act out your dialogue to the class. Use phrases from exercise 4.

An informal letter

I can write an informal letter.



- 1 SPEAKING** Look at the photo. Do you know this film? Can you name the actor?
- Read the task below and the letter on the right. Find the parts of the letter that match elements 1–4 of the task.

You and a friend went to see a film at the cinema recently. Write a letter to another friend in which you:

- say what film you saw and who you went with.
 - give your personal opinion of the film.
 - mention what you did after the film.
 - invite your friend to do an activity with you soon.
- Look at parts of the letter you identified in exercise 2. Does each part simply mention the element in the task or does it provide extra information? Give examples.
 - Look at the part of the letter where Andy mentions his personal opinion and read the aspects of the film below. Which ones does he mention?

acting characters ending plot scenes
script soundtrack special effects

Writing Strategy

When you write a letter to a friend or relative:

- Start with: Dear [Jake],
- Begin the main part of the letter with a short introduction. You can use phrases like: *How are you? Sorry I didn't reply sooner. Thanks for your letter.*
- Write in paragraphs.
- Do not use very formal language in your letter.
- Use contractions (*it's, there's, etc.*).
- Finish the main part of the letter with a short paragraph. You can use phrases like: *That's all for now. I'd better go now. Write again soon.*
- End the letter with *Love*, or *Best wishes*, and your first name.

- Read the **Writing Strategy**. Then answer the questions.
 - What phrase(s) does Andy include in his introduction?
 - How many paragraphs does he write?
 - Does he use any very formal language?
 - What contractions does he use?
 - What phrase(s) does Andy include in the final paragraph?
- Read the **Learn this!** box and complete it with the phrase Andy uses for making his invitation.

LEARN THIS! Invitations

Would you like + infinitive?

Why don't you / we + infinitive without to?

How about + -ing form?

_____ + -ing form?

Dear Jake,

Thanks for your letter and sorry I didn't reply sooner:

I went to see a great film at the cinema last weekend – Iron Man 3. I went with my friend Paddy because he loves the Iron Man films. It isn't a new film, but it was definitely worth seeing again. The special effects are amazing and it also has a clever plot with lots of twists. There are some funny lines in the script too.

After the film, we met some other friends at a noodle bar in town. It was fun, but I didn't really like the food. It was very spicy!

Do you fancy going to the cinema next week? They're having a season of action films, including all the Batman series. Let me know and I'll book the tickets!

Anyway, I'd better go now. Ring me and let me know about the cinema.

Love,

Andy

- 7 SPEAKING** Work in pairs. Take turns to make invitations using phrases from the **Learn this!** box and the ideas below.

Social activities go for a bike ride go shopping
have a coffee listen to music meet friends in town
play basketball play table tennis

Why don't we go for a bike ride?

OK! / Good idea! / Sorry, I can't.

➔ **Vocabulary Builder** Social activities: page 118

- You are going to do the task in exercise 2. Plan your letter using the prompts below and your own ideas. Remember to include extra information for each element of the task.
 - Title of film, who you went with
 - Your opinion
 - Later activity
 - A suggestion to do something
- Write your letter using your plan from exercise 8.

CHECK YOUR WORK

Have you ...

- mentioned and developed each element of the task?
- followed the advice in the Writing Strategy?
- checked the spelling and grammar?