

## UNIT 2 – LESSON 1

| Target Language                                    | Materials   |
|--|---|
| Expressions used to make excuses, choosing a movie | One worksheet cut into (1) the dialogue cards and (2) the conversation map with picture prompts for each pair |

**PREPARATION**

(3–5 minutes)

- If possible, come to class a minute or two late. (If it isn't possible, leave the room with your things and return, miming a very frantic and hurried entrance.) Say to the class: *Sorry I'm late*. Encourage the class to ask you the question, *What happened?*
- Give this excuse: *I missed the bus, and I couldn't get a taxi*. Write it on the board.
- Write other excuses on the board: *I got stuck in traffic*. *I couldn't find a parking space*.
- Give students a minute to review the excuses on the board. Then erase them.

**PROCEDURE**

(5–10 minutes)

- Pair students. Give each pair a set of dialogue cards and a copy of the conversation map. Have them shuffle the cards without looking at them.
- Explain the activity: One student draws a card and reads aloud the line(s) of dialogue. He / She must then look at the pictures on the dialogue map and decide where on the map to place the card.

- The next student draws another card and does the same.
- When the entire conversation map has been completed, students choose roles and practice the conversation.
- Have students switch roles.
- Ask volunteers to perform their dialogues for the class.

**OPTIONS/ALTERNATIVES**

(5–10 minutes)

- Form new pairs. Have students create their own conversation using the pictures but not the dialogue cards.
- Tell them to write the new conversation in the boxes below the pictures. Then have them practice and perform their conversation for the class.

**Answer Key**

1. Sorry I'm late. Have you been here long?
2. About 25 minutes. What happened?

3. I missed the bus, and I couldn't get a taxi.
4. That's too bad. So, which movie would you rather see? *Fast Fists* or *Silly Stuff*?

5. I'd rather see *Silly Stuff*. I've always wanted to see it.
6. That works for me. And it's my treat. You paid last time.

CUT HERE

Sorry I'm late. Have you  
been here long?

About 25 minutes.  
What happened?

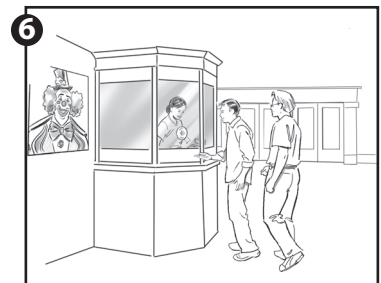
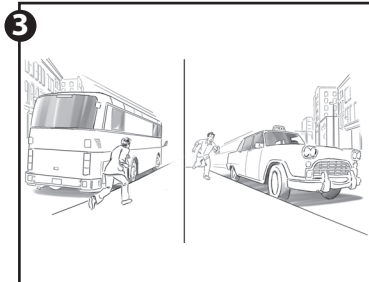
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I couldn't get a taxi.

That's too bad. So, which  
movie would you rather see?  
*Fast Fists* or *Silly Stuff*?

I'd rather see *Silly Stuff*.  
I've always wanted to see it.

That works for me. And it's  
my treat. You paid last time.

CUT HERE



# Speaking Activity 2 GROUP WORK – Charades

## UNIT 2 – LESSON 2

| Target Language | Materials   |
|-----------------|---|
| Movie genres    | One copy of the worksheet cut into individual cards per group |

### PREPARATION (3–5 minutes)

- Write the heading *Movie genres* on the board. Ask the class to say aloud the movie genres they learned on page 18 of the Student's Book. Write them on the board as they are mentioned. Or write the following on the board:  

|                       |                               |
|-----------------------|-------------------------------|
| <i>an action film</i> | <i>a horror film</i>          |
| <i>a comedy</i>       | <i>a musical</i>              |
| <i>a documentary</i>  | <i>a science-fiction film</i> |
| <i>a drama</i>        | <i>an animated film</i>       |
- Tell the class that you are going to act out one of these movie genres. They must guess what movie genre it was that you just acted out. Act out *a comedy* by miming laughter. Repeat several times if necessary but don't give any verbal clues.
- Give students a minute or two to study the list on the board. Then erase it.

### PROCEDURE (10–15 minutes)

- Form groups of four or five. Give each group a set of cards.
- Explain the activity: One person in the group chooses a card and acts out the genre on the card. Other group members must guess the genre. Remind the person miming that he / she is not allowed to give verbal clues, but he / she can repeat the mime as many times as needed as you did in the Preparation. Remind the rest of the students to include the articles a or an in their guesses.

- The person who guesses the genre correctly becomes the next "actor."
- The first group to finish all the cards is the winner.

### OPTIONS/ALTERNATIVES (10–15 minutes)

- Play again, using titles of popular movies. Give the class time to think of titles for each movie genre.
- Explain this version of the game: The player who draws a card must think of a specific movie title that belongs in the genre shown on the card. He or she then first acts out the genre and then the movie title itself. The other students guess only the movie title.
- The first team to get through all the cards wins.



a musical



a science-fiction film



a drama



an animated film



a horror film



a comedy



an action film



a documentary

# Speaking Activity 3 GROUP WORK – Discussion

## UNIT 2 – LESSON 3

| Target Language               | Materials                                       |
|-------------------------------|---|
| Adjectives to describe movies | One copy of the worksheet per group of students |

### PREPARATION (3–5 minutes)

- Write the words *Fast Fists* on the board. Tell the class that it's a movie title you made up.
- Explain that *Fast Fists* is the story of a man who uses his martial arts skills to fight against a gang that killed his family. Write the word *plot* on the board. Explain that the plot is what happens in the movie.
- Ask the class to suggest possible characters for the movie. Explain that characters are the people who appear in the movie.
- Ask the class to suggest possible actors for each character in the movie. For each name they suggest, ask them why they think the actor is the best one for the movie.
- After the discussions, ask the class what genre the movie is. (*action*) Ask them how they would describe the movie. (*violent*)

### PROCEDURE (15–20 minutes)

- Divide the class into four groups of approximately equal size.
- Give each group a copy of the worksheet. Explain to the class that the pictures on the worksheet are movie posters. Assign each group a poster.
- Explain the activity: Groups discuss and create a plot and the characters for the movie on their posters. Remind each group to take notes as they discuss.
- Then they decide on the actors they would like to play the various characters they have created for their movie.
- Set a time limit of ten minutes for the brainstorming and discussion.

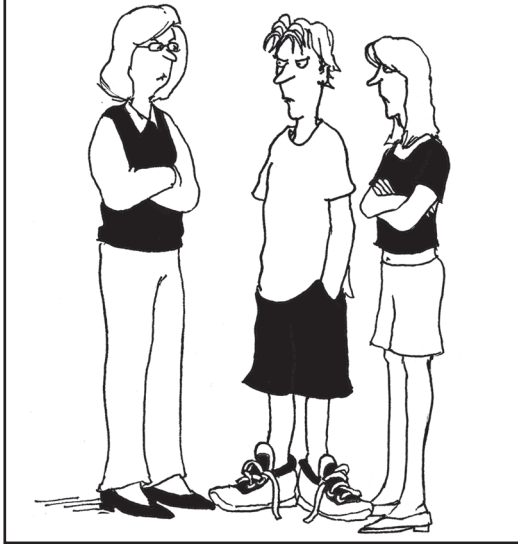
- After ten minutes, call on volunteers from each group to present their plans for their movie. They should begin by identifying the genre and by describing their movie using any of the adjectives they learned in Lesson 3. Then they talk about the plot, the characters, and the actors they have chosen for their movie.
- While each group is presenting, remind the rest of the class to write their reactions to the presentation. They can write their reactions next to the poster of the movie being described. After the presentation, have selected students share their reactions with the class.

### OPTIONS/ALTERNATIVES (5–10 minutes)

- Extend the activity by having the class vote on the following categories: *the most creative story or plot*; *the best plot*; *the best choice of actor*; *the best choice of actress*.
- Pick a poster and have the class brainstorm the title, plot, characters, and the actors for that movie.

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## GROWING PAINS




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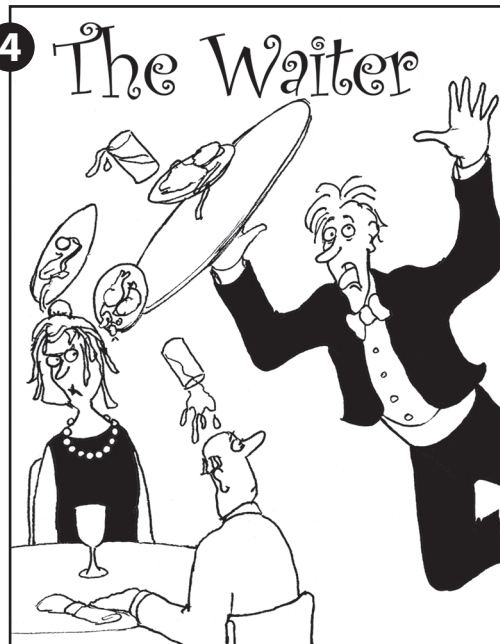
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## UNIT 2 – LESSON 4

| Target Language                 | Materials   |
|---------------------------------|---|
| Effects of violence on children | One copy of the worksheet cut into (1) the statement cards and (2) the results chart for each group of students |

**PREPARATION**

(2–3 minutes)

- On the board write *agree* and *disagree*.
- Say the following statement aloud: *Violent movies and TV programs can't harm children.*
- Ask students if they agree or disagree. Have volunteers explain why they agree or disagree with your statement. Try to have at least one student explain each side of the argument.

**PROCEDURE**

(15–20 minutes)

- Put students in groups of three. Give each group a set of cards and a chart to mark their responses. Have students shuffle the cards and set them facedown in a pile.
- Explain the activity: One person in the group chooses a card and reads the statement aloud. He or she then asks group members if they agree or disagree and notes the group tally on the chart. Each group member should say aloud why he or she agrees or disagrees with the statement on the card.
- Students can only pick up the next card when everyone in the group has made a statement of agreement or disagreement.

- Explain that students must form their own statements—they may not repeat the statement of a group member.
- Walk around the room to help students form statements as necessary. Encourage students to talk about their opinions on each statement as much as possible.
- Copy the results chart on the board. When all groups have given their opinions on all of the statement cards (or as many cards as time allows), have a student read each question aloud. Take a tally of responses in agreement or disagreement to each question and write the results on the board. For each statement, call on one student to make a statement of agreement and another to make a statement of disagreement aloud.

**OPTIONS/ALTERNATIVES**

(5–10 minutes)

- Divide students into pairs. For each statement card, have pairs write their opinion.
- Bring the class together and have pairs share their opinions on each statement with the class.
- Have the class vote on the best opinion for each statement.

[1] Parents shouldn't allow their children to watch violent TV at all.

[2] Parents should allow children over the age of ten to watch violent movies.

[3] Violent video games are harmful to young children.

[4] Parents should watch programs themselves before permitting their children to watch them.

[5] Making violent movies should be against the law.

[6] Parents shouldn't worry if their children watch violent movies.

[7] It is better if children under the age of three don't watch TV at all.

[8] When young children watch violent TV, they are more aggressive.

[9] Violence in movies is more of a problem for young boys than young girls.

|          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|----------|---|---|---|---|---|---|---|---|---|
| Agree    |   |   |   |   |   |   |   |   |   |
| Disagree |   |   |   |   |   |   |   |   |   |