



That's entertainment!

5

READING

topic: cinemas with a difference
skill: understanding a simple text about a past event
task: matching

GRAMMAR

past continuous
past continuous and past simple

VOCABULARY

entertainment
entertainment nouns and verbs

LISTENING

topic: entertainment
skill: extracting key factual information
task: multiple choice (pictures)

SPEAKING

topic: weekend entertainment activities
skill: saying how you feel about something
task: discuss what you like and don't like

WRITING

topic: entertainment
skill: writing a simple story describing the main events
task: a story

SWITCH ON ▶

video: let me tell you a story
project: story mash-up

Lead-in p59

Ask students to look at the photo and say what they can see (a girl dancing).

Elicit or teach *tutu* and *ballet*. Ask students: *Do you think she is enjoying herself? What do you think she's thinking about right now?* Ask: *What are the people called who watch a play or a film at the cinema?* (audience).

Read the quotation *I love being the star of the show!* to the students. Ask students: *What does 'star of the show' mean?* (someone who has one of the main parts in a film, show or play). Ask what other stars people can be, e.g. sports stars. Ask students: *Would you like to be a star? Why/Why not?*

Look at the title of the unit *That's entertainment!* and elicit what *entertainment* is (things such as television, films, plays and shows). Tell students that this is what Unit 5 is about.

- 1 Read the questions with the students. Elicit or teach *perform* (to entertain people by acting, dancing, singing, playing music, etc.) and *stage* (the place where actors/dancers perform). Ask students what *acting* is (the job of being an actor in films, plays, etc.). If they are not sure, write *actor* on the board and tell them that *acting* is the noun for the activity. Elicit the female form of *actor* (*actress*). Explain, however, that *actor* is increasingly used for both men and women.

Ask students to discuss the questions in small groups, then elicit some ideas from the groups.

Model answers

- 1 I don't like acting in front of other people because I feel very shy and I'm always worried about what people will think of me, but actually I don't feel that way when I'm singing. I love singing!
- 2 I really love Lorde. She's young but she has got an amazing voice, and she also teaches young girls that it's good to be strong.

To start

Write the word *entertainment* on the board and draw a circle around it. Draw a couple of lines coming from the circle to form a spidergram. Add any new words from the lead-in section to the spidergram, e.g. *audience* and *acting*. Put students into groups of three or four and ask them to copy the spidergram and come up with more words on the topic of entertainment. Give students two minutes to brainstorm words, then elicit ideas from the groups and add any new or interesting vocabulary to the board.


Tell students that the topic of this lesson is *cinemas with a difference*. Write this phrase on the board and ask students what it means (cinemas that are different to normal cinemas).

Power up

- 1 Ensure students understand *last* in this context (the one they saw closest to now). Read them the model answer (or, even better, your own answer) before they begin. Then give students 2–3 minutes to discuss the questions in pairs. When students seem to be finished, choose some students to report back on what their partner told them. For weaker classes, warn them in advance that you will be asking them to report back on what their partner said.

Model answer

The last film I saw in the cinema was a Marvel film. It was OK, but there are so many Marvel films, I'm bored of them now!

- 2  5.1 Ask a student to read the words in the box and elicit from the class what they are (types of films). Tell students they are going to listen to some short recordings and they have to decide which film type from the box the clip comes from. For weaker classes, you might like to pause the recording after each clip.

Play the recording again and pause after each clip to check the answers with the class.

- 1 romantic film
- 2 animated film
- 3 science fiction film
- 4 action film
- 5 comedy
- 6 horror
- 7 documentary

- 3 Put students back into pairs (the same pairs as for Ex 1 or, if possible, mix the students up to have them talk to someone new) and ask them to discuss the questions. Tell them to use the film types from Ex 2 in their discussion. Remind them to give reasons and/or examples for their answers. Give students 3–4 minutes to talk, then elicit ideas from the class.

Model answer

I like comedy films the best. I like anything that makes me laugh. I like horror films the least because I hate being scared!

alternative: mixed ability



For stronger classes, you could treat this as a Speaking Part 2 Phase 1 task. Ask each pair to choose five film types from the box in Ex 2. Then tell students that they have two minutes to discuss the different film types and say which ones they like best and least. Remind them to give reasons and examples for their answers and also to listen and reply to their partner.

Read on

background information



- A The UK's first 'cycle-in' cinema appeared in 2007 and since then, they have become popular in many cities. Around 12 bikes are usually needed to power a film and people take it in turns to cycle. Action movies work best as they give the cyclists lots of energy to cycle faster. Romantic films are the worst!
- B Edible Cinema is a company based in London. You can go to their cinema or even hire the whole cinema for your own party! Guests get a tray with pots containing food, drink and smells to open during the film so they can eat, drink and smell the same things as the film characters at different times during the film.
- C In 4D cinema there are special seats that move so that the audience can experience special effects of movement, sound, etc. For example, *Batman Vs Superman* in 2016 was shown in 4D in Seoul, Korea, and New York, and included fog, wind, rain, lightning, movement and smells. Other films to be shown in 4D have included *Avatar*, *Ironman* and *Transformers*.

- 4 Do this as a class discussion. Ask students what they think the text will be about. Don't confirm any of their ideas at this point as students will match the photos to the different cinema types in Ex 5.
- 5 Tell students to read the texts quickly and match them to the photos. Check answers around the class.

1 C 2 B 3 A

exam tip

Read through the exam tip with the class. Ask students why they think it's a good idea to read the questions before they read the text (because it will help them find the answers more quickly). Ask students what they should do while they are reading the questions (underline the key words), and elicit why they need to do this (to help them locate the answer and to make sure they have the correct information).

Also suggest to students that when they find an answer in the text, they should underline it and write the number of the question next to it so that they can find it quickly when they are checking their answers.

exam task: matching

Note that the rubric in the Cambridge A2 Key for Schools exam is slightly different: *For each question, choose the correct answer.* Additionally, the seven questions in the exam can be about three short texts with a similar topic (like this), or about one long text.

6 **e** Ask students to work on their own, as they would in the exam. Give students 10 minutes to complete the task, which is slightly more than they would have in the exam, and remind them to leave time at the end to check their answers. Then elicit answers from around the class. If you have a bigger class, ask another student to read the part in the text which gave them the answer.

- 1 A (*Last Friday I watched a film in a field.*)
- 2 C (*I nearly dropped my popcorn!*)
- 3 A (*I'm normally not interested in cinema, but I loved this.*)
- 4 B (*I arrived at the cinema after lunch.*)
- 5 C (*When the actor jumped into a pool we felt water on our faces.*)
- 6 A (*When I arrived with my cousin we saw lots of people on bikes.*)
- 7 B (*Yesterday I watched my favourite film, Charlie and the Chocolate Factory.*)

Sum up

7 Put students into pairs to describe the cinema experiences. For weaker classes, go through the words in the box first and elicit phrases for each one from the class, e.g. *ride bicycles*, *get boxes with numbers on* and write these on the board. While they are talking, go around the class and help where necessary. Give students 2–3 minutes, then elicit some ideas from different pairs.

Possible answers

Cinema experience 1: You ride bicycles to make the electricity for the cinema.

Cinema experience 2: You get boxes with numbers on. You open each box and eat the food at different times during the film.

Cinema experience 3: This is 4D cinema. Your seats move while you're watching the film. Sometimes when an actor gets wet, you feel water on your face.

Speak up

8 If you haven't already shared the Background information with the class, you might choose to at this point to give students more ideas for discussion. Put students into groups of three or four for the activity and give them 3–4 minutes to share their thoughts, then elicit ideas from the class. Ask: *Are there any of the experiences which you would not like to try? Why?*

Possible answers

I would really like to try cycle-in cinema because looking after the environment is really important and I love the idea of making electricity yourself.

Fun footer

Read the fun footer with the class. Ask students to think of any other words in English that are the same as the thing they describe. For weaker classes give them a clue: tech words, e.g. *smiley*, *emoticon* (emotion+icon)/*emoji*, *text*, *email*.

To finish

Put students into groups of three and tell them they are going to choose three movies to suggest to the class which would suit each of the cinema categories mentioned in the reading text. They can be English-speaking movies or ones from their own language but they should explain them in English. If students have access to the internet in class, they can search for top teenage movies to give them some ideas. Alternatively, you could do a search and put up a list on the IWB. If you haven't already shared the Background information with the class, do so at this point to give students more information to help them with this task.

You could write these notes on the board to help students:

- Cycle-in cinema: fast-paced/action movie with music. Not romantic/slow films.
- Edible cinema: films with food, drink and smells
- 4D films: films with lots of movement and/or effects, e.g. sci-fi and action movies

Remind students to think of reasons and examples from the films. Give students 6–7 minutes to come up with ideas, then ask each group to share their ideas with the class. Have a class vote on the best idea for each cinema type.

To prepare for the Grammar lesson, ask students to complete Exs 1 and 2 on page 62 of the Student's Book for homework, and to read the Grammar reference section on the past continuous on page 136.

Also share the PowerPoint Grammar Presentation on the past continuous with them. Tell them to write down any questions they have about this or the Grammar reference, and say that you will go over these in the next lesson.

Presentation tool:	Unit 4, Reading
Workbook / Online Practice:	WB p40
Audioscript:	SB p154
Extra Practice App	

GRAMMAR

SB p62

To start

Direct students' attention back to the film types in the word box from Ex 2 on page 60. Put students into pairs and tell them to take turns to choose and describe one of the film types for their partner to guess. Tell them they are not allowed to say any of the words in the word box.

Model answer

A: I like these films because they make me laugh.

B: Is it a comedy?

A: Yes.

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

SB p136

1 If you used the flipped classroom approach at the end of the last lesson, elicit answers to the exercise and go over any questions students have from the Grammar reference section or from the PowerPoint presentation, if you used it.

If you didn't use the flipped classroom approach at the end of the Reading lesson, do Ex 1 now with the class. Read the sentence and the choices with the class, then elicit the answer. Note that if students struggle with this, leave it open, study the explore grammar box and Ex 2, then return to the question to see if students now know the answer.

1 B

2 Read through the explore grammar box with the class. Then tell students to read the examples again and complete them with the words in the question. Elicit answers from the class and check for any difficulties.



1 was 2 wasn't 3 were 4 were 5 were

With the sentences now complete, study them again with the class and ensure the circumstances in which the past continuous is used are clear. Provide further examples if necessary.



Ask students to read through the Grammar reference on page 136 of the Student's Book if they haven't already done so for homework.

watch out for

Remind students that, as with the present continuous, state verbs such as *know* are not used with the past continuous.

3   5.2 Read through the verbs with the class quickly, then ask students to watch or listen and circle the verbs they hear. Play the recording, then elicit answers from the class.

watch, text, play, listen, chat, upload, look, watch

4   5.3 Ask students to watch or listen a second time and complete the sentences with the words they hear. With weaker classes, pause the recording, after each speaker to give students a chance to write the answer.

1 was watching 2 was playing 3 was listening

4 was chatting 5 was uploading, looking 6 was watching

alternative: mixed ability

Stronger groups can try to complete the sentences first and use the video or listening to check their answers.

5 Ask students to read the text quickly, ignoring the gaps, to find out what it's about (someone's unpleasant visit to the cinema).

Less able students can do this activity in pairs, otherwise ask students to complete the text on their own. When they have finished, students should read their completed text aloud to themselves to check their answers. Check answers around the class.

1 was kicking 2 were chatting 3 were (they) sitting

4 weren't watching 5 was playing 6 were eating

7 were making 8 weren't thinking

extra: fast finishers

Ask fast finishers to write their own comment about a bad experience at the cinema. It can be real or imagined. When you have finished checking the answers to Ex 5, ask first finishers to read out their comments to the class. Invite feedback from the rest of the students.

Speak up

6 Read the question with the class. Before students begin, ask them when they last went to the cinema. Ask: *What did you watch? What can you remember that was good/bad?* Elicit a few responses from the class. Then put students into pairs and allow them to compare their own ideas. Encourage them to give reasons and examples for their opinions.

While students are discussing the questions, go around the class and help with any problems with the target language. Allow 4–5 minutes for discussion, then elicit ideas from the pairs.

game on

Read the instructions with the students. Give students five minutes to write their sentences on their own. Remind them to use the past continuous. While they are doing that, go around the class and help students with any difficulties. When everyone has finished writing their sentences, put students into pairs and ask them to take turns reading out their sentences to each other and guessing which one is true. When everyone has finished, ask some students about their partner. Ask them whether they guessed correctly and which one of the sentences was not true. If they guessed correctly, ask how they knew.

To finish

Tell students they are going to play a game. Divide the class into pairs and give one sheet of A4 paper to each pair. Tell them to fold and tear the sheet four times so they end up with 16 small bits of paper. Brainstorm some time phrases that we can use with the past continuous and write them on the board, e.g. *yesterday, last week, at 11 o'clock, at lunchtime, this morning, at midday*. In pairs, students write the time expressions on the bits of paper. When they have finished writing the time expressions, they should put the bits of paper face down on the table. Students take it in turns to pick up a piece of paper and try to make a sentence using the past continuous and the time expression on their paper, e.g. *Yesterday I was studying in the library all day*. If students say a correct sentence, they gain a point. Students continue until they have made eight sentences each. For higher level classes partners can time each other and make each sentence within 10 seconds.

If you are short on time, students can fold the piece of A4 paper three times to make four sentences each.

Presentation tool:	Unit 5, Grammar
Workbook / Online Practice:	WB p41
Grammar Reference and Practice:	SB pp136–137
Audioscript:	SB p154
PowerPoint Grammar Presentation:	Unit 5, Grammar
Extra Practice App	

VOCABULARY

SB p63

entertainment

To start

Write the times *6 p.m.*, *8.30 p.m.* and *11 p.m.* on the board. Ask different students what they were doing at each of these times yesterday evening. Find out if there was anyone who *wasn't* sleeping at 11 p.m.


Read the section title *entertainment* with the class and recap on what it means (things such as television, films, and shows that people watch for fun).

- 1** Draw students' attention to the photos and ask them to say what they can see. Ask students where the people are in each photo but don't tell them if they are right at this point.

Read through the instructions and words in the list with the class. Drill the pronunciation of the words, paying particular attention to *theatre* /'θɪətə/ and *concert* /'kɒnsət/.

Put students into pairs to match the words to the photos, then elicit the answers. Ask students: *Do you go to any of these things?* If students answer 'yes' for any of them, elicit more details such as when they went, what they saw and if they liked it.

A music festival **B** classical concert **C** art exhibition
D talent show **E** open-air theatre


- 2**  5.4 Ask a student to read the instruction to the class, then play the recording. Ask students to compare answers with a partner. If students have a different answer to their partner, they should listen carefully on the second play and decide together whose answer was correct.

- 1 an open-air theatre
2 an art exhibition
3 a music festival

alternative: mixed ability



For weaker classes, go through each of the entertainment types and brainstorm things that the students might hear on the listening, e.g. *talent show, good/bad, singer, dance*.

- 3**  5.5 Ask students to look at the words in the box and tell you what kind of words they are (adjectives). Students listen again and complete the conversations with the adjectives they hear in the recording. Go through the answers as a class.

- 1 awesome 2 funny 3 excellent 4 boring 5 great
6 strange 7 kind 8 terrible

alternative: mixed ability



If your students are confident, they can try to complete the sentences with the words before listening, then use the listening to check their answers.

For weaker classes, before you listen draw two columns on the board and put a tick and a cross above each one. Tell students that the tick column is for positive words and the cross column is for negative ones. Ask students to tell you which column to put each of the adjectives in.

extra

Students can roleplay the conversations in pairs.

explore language

Read through the explore language box with the class. Tell students that for nouns made with *-or*, *-r* and *-er* we don't say the 'r' at the end in British English (received pronunciation), e.g. *actor* /'æktə/. Drill the words chorally and individually.

extra

Play a game. Put students into teams and tell them they have a minute to write as many words as they can ending in the suffixes *-or*, *-r* and *-er*. After one minute, elicit the words from the teams. Teams get a point for any word which the other teams haven't written. The team with the most points wins.

- 4 Ask students to quickly read the text to find out what it's about (it's about *Got Talent*, the TV show). Students can then read the text again to complete the answers. When you go through the answers with the class, ask students to say how they got their answer, e.g. 1 we need an article before a singular noun and we need the definite article because there is only one set of *Guinness World Records*.

- 1 A (name of an institution – Guinness World Records)
- 2 B (collocation – *talent show*)
- 3 C (collocation – *around the world*)
- 4 A (collocation – *opera singer*)
- 5 C (collocation – *tell a story*)
- 6 C (The sentence tells us that he makes music with coconut leaves, so he is a musician (C); he therefore isn't a guitarist (A) and dancing (B) isn't mentioned.)

Speak up

- 5 Read through the questions with the class, then put students into pairs to ask and answer together. Give students 2–3 minutes to discuss, then invite pairs to share their ideas with the class. Ask some follow-up questions to generate more class discussion, such as: *Do you watch talent shows on TV? If so, which do you prefer, singers, comedians or magicians? Why?*

game on

For weaker classes brainstorm the people with the class first (e.g. singer, comedian, magician) and write them on the board. Read the example aloud with a volunteer, then put students into pairs or groups of three to play the game. Circulate offering help where needed.

Fun footer

Read the fun footer with the class. If students have access to the internet and it's permitted in class, students can search for other phrases that contain the word *magic*. Alternatively, ask students if they have any similar phrases in their own language. If they do, help them to translate them into English.

To finish

Put students into pairs. Give them four minutes to take it in turns to say a verb from the lesson and ask their partner to say and spell the noun form. Only the student choosing the noun should look at the Student's Book. Do the first one with the class as an example, if necessary. Ask a student to choose a noun. For example:

Student: comedy

Teacher: comedian: c-o-m-e-d-i-a-n

To prepare for the grammar section in the next lesson, ask students to read the explore grammar box on the past continuous and past simple on page 64 and the Grammar reference on page 136 for homework. Ask them also to complete Ex 5 on page 64 of the Student's Book. This preparation stage will allow for more time to focus on the Listening skills in the next lesson.

Also share the PowerPoint Grammar Presentation on the past continuous and past simple with them. Tell them to write down any questions they have, and say that you will go over these in the next lesson.

Presentation tool:	Unit 5, Vocabulary
Workbook / Online Practice:	WB p42
Photocopiable:	5A
Extend Vocabulary:	SB p146
Audioscript:	SB p154
Extra Practice App	

LISTENING SB p64

To start

Have a class discussion about music. Tell students about music you listen to and invite students to tell you what kinds of music, bands and singers they like. Tell students that this lesson is about music festivals.

Power up

- 1** Read through the question and ask students to discuss in pairs or groups of three, then elicit ideas from the class.

Model answer

I like listening to music with my friends, but I really love listening to music on my headphones when I'm running. It's a great way to make you run faster!

- 2** Read through the phrases and check for comprehension, especially *hanging out* (spending time) and *discovering* (finding something, either by accident or because you were looking for it). Students stay in their pairs or groups of three from Ex 1 to discuss, then come together to elicit some ideas from the class.

Stronger classes can do Exs 1 and 2 together.

Model answer

I think people like to go to festivals so that they can spend time with their friends just hanging out and seeing their favourite bands. There are lots of festivals in the summer holidays after the school exams have finished, so this is a nice time to just relax.



Listen up

exam tip

Read through the exam tip information with the class. Tell students that before they start, they should look at the pictures to decide what things they might hear. Tell students to write notes next to each picture. Do the first one as a class: A (book)shelf, B drawer, C table. Remind students to always underline the key words in the questions as well. Elicit why we do this (so we can make sure we listen for just the relevant information). For example, draw students' attention to question 2. Ask them what the key words are in this question (*where, go, yesterday*). Ask students why *yesterday* is important (because the speaker might also mention *today* or *last week*). Ask students to go through the rest of the questions and underline the key words, and write a word or words next to each picture. For weaker classes students could compare answers with a partner before moving on to the next stage.

exam task: multiple choice (pictures)

The task rubric in the Cambridge A2 Key for Schools exam is slightly different to what is used here: *For each question, choose the correct answer.* All the dialogues in this unit have four turns but some dialogues may have five turns in the Cambridge exam. Time may be represented as analogue or digital clock in the Cambridge exam.

- 3**   5.6 Read the instruction with the class. Tell students this is an exam-style question so they should work on their own.


Play the recording. Remind students that they will always hear the recording twice in the exam and that they should listen carefully the second time and check their answers, even if they think they are correct. Play the recording again, then check answers around the class.

- 1 B (I remember now. I put it in the kitchen drawer – to keep it safe!)
- 2 A (We all went to an art exhibition in London instead.)
- 3 C (It costs £7.75)
- 4 A (I just got a baseball cap – it's really cool.)
- 5 C (Don't worry, Mum – it's at seven o'clock.)

extra

Before you check the answers to Ex 3, ask students to turn to the audioscript on page 154 of the Student's Book. Students work in pairs to underline in the text the part of the conversation which gave them the answer (see the answer key above).

For stronger classes, pairs can also highlight in a different way the sections of the text which told them that the wrong answers were wrong.

- 4**  5.7 Read through the questions with the class and check for any difficulties. Tell students that these questions are not part of the exam task – they are extra comprehension practice. Ask students to underline the key words in each question on their own. Play the recording again while students listen and answer the questions. At the end of the recording, check answers around the class.

- 1 to put it in a safe place/to keep it safe
- 2 tired
- 3 in his pocket
- 4 a band T-shirt; they were very expensive
- 5 get changed/change her clothes

alternative

You may want to download the Grammar Presentation for this lesson from the Teacher Resources area of the Pearson English Portal. This presentation has been created specifically for this lesson and is fully editable for teachers.

explore grammar

↪ SB p136 

- 5** If you followed the flipped classroom approach suggested at the end of the last lesson, you can ask students if they have any questions from their homework and check the answers for Ex 5. Otherwise, go through the grammar point with the class now. If you used the timeline in the Grammar lesson, recreate it now and add a vertical arrow pointing downwards at 2.30 p.m. Write this sentence below: *It was raining when Pierre went shopping.* Ask students: *How many actions are there in the sentence?* (two: *It was raining* and *Pierre went shopping.*) Ask: *Which action started first?* (It was raining first.)

Read through the example sentences in the grammar box with the class and elicit the difference between the two sentences (the order is reversed). Tell students that you can put the verbs in any order in the sentence – the past continuous verb will always be the action which started first. Check students' comprehension by asking which action came first in each of the examples.

Read the instructions with the class and ask students to complete the sentences individually. Check answers as a class.

- 1 was dancing, saw 2 were watching, heard
3 was doing, ran 4 texted, was making
5 were playing, arrived 6 took, wasn't looking

Speak up

- 6 Put students into pairs to discuss the questions. Allow 2–3 minutes for discussion, then elicit some ideas from the class. To generate more class discussion, ask some follow-up questions based on pairs' individual answers.

Model answers

- 1 It was the first day of school when I met my best friend. I was sitting at my desk when she came and sat down next to me. That was three years ago.
2 That's easy – I had a fancy dress party, where everyone wears different clothes. I was wearing a doctor's costume!

Fun footer

Read the fun footer with the class and ask students to explain what it means (it's a joke: weekends can't go faster than light, but it feels like they go very quickly because they are fun days).

To finish

Tell students they are going to play a game. Put them into pairs and tell them they are going to challenge each other to complete past continuous and past simple sentences. Demonstrate with the class. Say the first part of a sentence, for example: *It was snowing when ...* and challenge a student to complete the sentence, e.g. *It was snowing when I woke up yesterday*. Tell students they have three minutes to make as many sentences as possible. The student who challenges should decide if the sentence is correct and if so, they should write it down. Give students three minutes to make as many sentences as possible between them, then stop the activity and check pairs' answers. The pair with the most correct sentences wins.

Presentation tool:	Unit 5, Listening
Workbook / Online Practice:	WB p43
Photocopiable:	5B
Grammar Reference and Practice:	SB pp136–137
Audioscript:	SB p154
PowerPoint Grammar Presentation:	Unit 5, Grammar
Extra Practice App	

SPEAKING SB p65

To start

Tell students about something interesting you did at the weekend, for example *I went to a beach clean-up at the weekend. We took plastic bags and picked up all the rubbish off the beach. It was hard work, but the beach looked lovely at the end of it*. Put students into pairs and ask them to find out what their partner did at the weekend. Give students two minutes, then elicit from some students what their partner did at the weekend.

Power up


- 1 Read the instruction and the activities with the class. Ask students what they need to do (put the entertainment activities in order of what they would like to do most and least with their friends). Help students think about the language they will need for describing what rating to give each place, e.g. *I would most/least like to go to X because ... I gave X a rating of three because ...*. Write the prompts on the board for less confident students.

Give students a minute or so to rate the entertainment activities, then tell them to discuss their choices with their partner. Give them 3–4 minutes to do this, then elicit ideas from the class.


Model answer

I would most like to watch a talent show with my friends as this isn't something we get to do very often. I would least like to go to the museum as I think museums are boring. I gave going to the cinema a '3' because this is something we do all the time anyway.

Speak up

- 2  5.8 Tell students that they are going to listen to two students answering in the Speaking exam. Tell them that they are answering Part 2 Phase 1 where pairs look at five pictures about a topic. Ask the class to look at the pictures and say what they think they can see in each one (theatre, restaurant, music festival, cinema, art exhibition), then elicit what the topic must be (activities). Read the questions with the class, then ask students to listen to the recording and answer the questions. After they have heard the recording twice, check answers as a class.


Alicia likes music festivals (C), going to restaurants (B) and going to the cinema (D).
Marco likes going to the theatre (A), going to festivals (C), going to the cinema (B) and going to restaurants (D).

- 3  5.9 Read through the questions with the class, then play the recording. For less confident classes, you could stop the recording after each answer for students to write the answer. Check answers around the class.

- 1 Because she likes listening to music and being outside with her friends.
2 Because she thinks it's a bit boring.
3 Because she loves food.
4 Because his uncle has a restaurant.
5 Because he says he doesn't understand art.

5 That's entertainment!

SPEAKING (Continued)

- 4**  **5.10** Tell students that in the exam the examiner (= the reporter) will ask the candidates a question to finish off the section. Tell students to listen to the recording and note down which question the examiner asks the students as well as their answers. Play the recording then check answers with the class.


She asks Alicia and Marco which activity they like best. Alicia says going to restaurants and Marco says going to the theatre.

explore language

Read through the explore language box and the exam tip with the students before they do the activity.

exam task: discussion

→ SB p148

- 5**  Read the instruction with the class. In the Cambridge A2 Key for Schools exam questions like these would come from the examiner. While students are doing the activity, go around the class giving help where needed and correcting any errors with the target language. Make sure students are using the language from the explore language box and giving reasons for their answers. Allow students 3 to 4 minutes to complete the activity then invite them to share their ideas with the class.

Model answer

I think listening to music at a concert is more fun because you can't do it every day. Listening to music at home is really nice but it's more relaxing than fun. When the weather is bad I usually go around to my best friend's house and we watch something on her laptop or we do our homework together.

To finish

Put students into groups of three and ask them to plan their perfect weekend. They can use any of the weekend activities mentioned in this lesson or they can use their own ideas. Tell them they have five minutes to plan their weekend and then they can share their ideas with the class. Have a class vote on the best idea at the end.

Presentation tool:	Unit 5, Speaking
Workbook / Online Practice:	WB p44
Speaking file:	SB p148
Audioscript:	SB p154

WRITING SB pp66–67

To start

Tell students about a story you read recently. Ask students: *What was the last story you read? What kind of story was it? Did you like it?* Allow students a couple of minutes to discuss in pairs, then elicit ideas from the class. Ask some follow-up questions but avoid overlapping with the Power up questions to follow.

Power up

- 1 Read through the words with the class and elicit from students what kind of words they are (adjectives). Elicit the meaning of each one. Teach any of the adjectives students don't know and ask students to use the adjectives to discuss in pairs which kinds of stories they like. Encourage them to give reasons for their answers. After a couple of minutes elicit ideas from the class.
 - 2 In the same pairs, get students to look at the pictures and discuss what is happening in the story. Give them a minute to do this then ask pairs to join another pair to compare their ideas. Get feedback from the class.
 - 3 Ask students to read the sentences and decide with their partner on the correct order. Tell students to read the finished reordered text to make sure it makes sense, then talk about how similar or different the story is from their ideas in Ex 2. Check answers by asking students to read the story in the correct order around the class.
- 1 G 2 C 3 D 4 E 5 A 6 B 7 F
- 4 Elicit a couple of time expressions from the class, then ask students to read the story again on their own and underline the time expressions. Put students into pairs to compare their answers, then elicit ideas from different pairs.

useful language

Read through the time expressions in the useful language box. Ask students which ones they could use to start a story (*Last Saturday/week/month*) and which ones they could use to end a story (*The next day, Later, In the end, At the end of the evening*). Ask students if they can think of any more expressions.

last Saturday evening, At the end of the film, Then, A few seconds later

- 5 Tell students to use their answers from Ex 4 to answer the questions.
 - 1 last Saturday evening
 - 2 at the end of the film
 - 3 a few seconds later
- 6 Read the titles with the class and ask students which title describes the events in the story (they both do). Which title do they think is the best one? (A) Why? (Because it's more dramatic – it makes you want to read the story.)

A

Plan on

- 7** Put students into pairs and ask students to look at the pictures and say what they see. Give them a minute to do this, then elicit ideas from the class. Don't correct them because at this stage any sensible guess is to be encouraged.

Possible answers

- A** They are eating popcorn at the cinema.
B They are looking at the girls behind them. They don't look happy.
C The boy at the front looks embarrassed, and the girls are pointing at his bag.

- 8** Tell students that there are more phrases than pictures so some of the pictures will have more than one phrase. Read sentence 2 with the class and ask students why they think Daniel's face has gone red (he is embarrassed). Ask students to match A–E with the pictures 1–3.

A 3 B 5 C 1, 4, 2

Write on

- 9** Read the titles with the class and ask students which title describes the events in the story (A). Students can use this title for their writing or they can choose their own title

A

exam tip

Read the exam tip with the class. Remind them that they must write about all the pictures as a whole; they mustn't just take one picture and write about it.

exam task: story

→ SB p150

Note that the task rubric in the Cambridge A2 Key for Schools exam is slightly different to the one used here: *Look at the three pictures. Write the story shown in the pictures. Write 35 words or more.*

- 10 e** Students can either do this task in class or for homework. If students do the task for homework, there will be more time available for peer marking and improvement. If you do the activity in class, allow students 10 minutes to complete their writing on their own.

Model answer

Last weekend, Daniel and George were watching a film at the cinema. At the beginning of the film a mobile phone started ringing. Some girls were sitting next to them and they thought it was the girls' phone. Daniel and George were really angry and looked at the girls. Then one of the girls pointed at Daniel's bag. Daniel's mobile phone was in his bag and it was ringing! Daniel saw his phone and felt really bad. His face went red, but George was laughing. In the end, Daniel switched off his phone and said sorry to the girls.

Improve it

- 11** If students do Ex 10 for homework, they can also do this activity for homework. Alternatively, students can swap work and their partner can check their story for each of the four things. Tell students to give positive and encouraging feedback to their partner alongside any negative: they should try to find one or two good things they liked, not just point out mistakes.

- 12** Students could also do this before they swap work with their partner. Alternatively, their partner can check for spelling.

extra: fast finishers



Pairs can look back over the unit and their notebooks and help each other find new words they can add to their story to make it sound more interesting.

To finish

Put students into groups of three to come up with their own pictures to tell a story. Give groups enough paper to draw three pictures or ask students to use their own paper. Tell them their pictures don't need to be perfect; they can use stick men if they want but the storyline should be clear. Give groups five minutes to plan and then draw their picture story. When they have finished, they should swap pictures with another group. Groups should look at their new pictures and try to decide what the story is. Give students three minutes to guess, then ask the two groups to come together to compare their stories. Did the second group come up with the same story as the first group? Elicit some feedback from the class.

Presentation tool:

Unit 5, Writing

Workbook / Online Practice:

WB p45

Photocopiable activity:

5C


Writing file:

SB p150

SWITCH ON SB p68


Let me tell you a story

1 With books closed, put students into pairs to discuss the question for two minutes. Circulate while they talk and listen out for interesting stories that you can ask about afterwards. Then get feedback from the class and ask a few students with more unusual stories to tell the class about them.

2  Keep students' books closed and tell the students they are going to watch a video about how we tell stories and how that has changed over time. Put students into groups and ask them to think about how the way we tell stories has changed and imagine what they might see in the video.

Then tell students to open their books, look at Ex 2 and read through the list. Are any of the things mentioned in the list the same as what they talked about with their group? Check students' understanding of the things on the list. If they aren't sure what they are, ask them to watch the video then ask again during class feedback if the video has helped them to understand. Watch the clip, then elicit answers. Ask students if the order they heard the things in is the same order they appeared in history (yes).

2 theatre 3 moving images/cinema 4 video
5 virtual reality

3  Give students time to read the sentences, then watch the video again and ask students to listen for the true and false information. For stronger classes, ask students to correct the false information.

1 T 2 F 3 T 4 T

extra

Put students into small groups to brainstorm the next thing that could appear on the list, i.e. ask them to invent a new way to tell stories. Give students five minutes to come up with ideas, then share them with the rest of the class. Have a show of hands to see which group came up with the best idea.

Project

4 Put students into groups. Break down the task for students and write these five instructions on the board (set the students going with task 1 while you write up the other four):

- 1 Make a list of interesting stories you could use for a film.
- 2 Choose two or more to make a new story and decide what film type it will be (refer students back to Ex 2 on page 60 for the list of film types, if necessary).
- 3 Decide the main characters and write a summary of the story. It must have a beginning, middle and end.
- 4 Decide what makes your film special and why it will be a blockbuster.
- 5 Present your film to the class.

Depending on the size of your class, give groups 30 seconds to a minute to present their idea. Their presentation can take any form they like, i.e. as a presentation on the IWB using a presentation tool or simply spoken orally. Allow students to be as creative as they like, but encourage all students in the group to speak.

While the groups are presenting their ideas, ask the rest of the class to make notes and to think of one positive feedback point to tell each group. Have a class vote at the end on the best idea, encouraging students to give reasons why they chose the idea they did above all the other ideas.

extra: mixed ability



Stronger classes can also include in their pitch:

- 1 actors they want to play the main roles
- 2 location
- 3 a budget (how much money they need to make the film) and why they need that budget, e.g. does the film have a lot of special effects, an expensive location, expensive actors.

Elicit that it's not always best to have a huge budget as the production company might want to be more involved if lots of money is involved. Suggest that they should perhaps try to save some money.

Project extension

Students make a storyboard of their film. Elicit/Explain what a storyboard is (a series of drawings, with some directions and dialogue, to show the events in a film).

Tell groups to choose one important scene from the film to make a storyboard from. If you have access to large paper, give each group one piece of large paper, otherwise students can use a few pieces of A4 paper for their storyboard. Tell them that their drawings don't have to be perfect – they can even be stick men, they just need to get the point across. Groups should also write some dialogue to show what the actors are saying to each other and also some director 'directions'.

Give students ten minutes to create their storyboard, then put them up around the classroom for the rest of the class to see. The class can then vote by adding a star to their favourite storyboard.

Presentation tool:
Switch on videoscripts:

Unit 5, Switch on
TB p154

INDEPENDENT LEARNING

SB p68

Speaking skills

- 1 Put students into pairs or groups of three for this activity. Ask students to look back at each of the activities on the pages given, then rank them from 1 to 4. Elicit ideas from the class and find out if students all chose the same order. Elicit reasons why students found some speaking activities easier or more difficult than others. Does everyone in the class agree?
- 2 Ask students to work alone to decide if the sentences are true for them. Students compare answers in pairs. Ask for a quick show of hands for each statement and if there are a few negative answers, then ask students to think about why they answered the way they did and how they can improve in the future.

alternative

For more self-reflection, instead of saying which ones are true, get students to say to what extent they agree with each. Write on the board:

1 = I don't agree

2

3

4

5 = I completely agree

Ask students to write a number next to each statement, then ask for feedback from the class.

- 3 Brainstorm ideas as a class for good speaking skills and write them on the board, e.g. speaking clearly, asking for help if you don't understand a question, looking at the other person, using a range of verbs and vocabulary. Put students into the pairs they work in most of the time and give them four minutes to share their feedback. Elicit ideas from volunteers.
- 4 Students should do this activity alone following on from the feedback they received in Ex 3. If students received any other positive feedback about improving their skills, they can write this here as well. Remind students to regularly check their progress in future units. You could make a note to review students' progress in a few units' time.

UNIT CHECK

SB p69

This Unit check covers vocabulary and language related to entertainment.


extra

- In pairs, students write a definition for a word and give it to another pair to find in the wordlist. To make the activity easier, the pair who wrote the definition can say which word set it came from.
- In pairs, students take it in turns to choose a word and make up an example sentence containing their chosen word. They then read aloud their example sentence, missing out the key word. Their partner has to guess which word goes in the sentence but they mustn't look in the book.

Practice

- 1 any five of the following: actor, actress, artist, comedian, dancer, guitarist, magician, musician, singer
 - 2 any five of the following: action film, comedy, documentary, horror film, romantic film, science fiction film
 - 3 classical concert, concert, music festival
- 2 1 C 2 E 3 D 4 B 5 A
- 3 1 music festival 2 art exhibition 3 talent shows
4 open-air theatre 5 concert
- 4 5.11 1 musician 2 seats 3 funny 4 actor
5 terrible 6 act

Review

- 1** 1 was 2 weren't 3 were 4 wasn't 5 were 6 were
- 2** 1 were watching
2 were buying
3 wasn't singing
4 was playing
5 weren't dancing
6 was looking
- 3**  5.13 1 were (you) doing 2 were practising
3 were (you) watching 4 were trying
5 was (Oliver) talking 6 was visiting 7 was (Anna) wearing
8 was dancing
- 4** 1 is 2 was 3 of 4 playing 5 was 6 called 7 was
8 making 9 were 10 the
- 5** 1 They were watching a film when Henry fell asleep.
2 The talent show was starting when I switched on the TV.
3 I was listening to music when you called me.
4 He was walking in London when he saw the famous actor.
5 We were visiting a museum when we heard the news.
6 She was crying when the romantic film finished.
- 6 Model answer**
Hi,
You won't believe who I saw this morning! I was walking down Oxford Street in London when I saw David Beckham! He was opening a new sports shop. There were lots of people waiting to meet him! I was going to my English lesson so I couldn't stop 😊 but I took a photo!

GRAMMAR FILE SB p137

- 1** 1 was 2 were 3 wasn't 4 was 5 weren't 6 were
- 2** 1 Yes, they were. 2 No, he wasn't. 3 No, I wasn't.
4 Yes, they were. 5 No, she wasn't. 6 Yes, I was.
- 3** 1 were (you) doing
2 was playing
3 were having
4 were watching
5 wasn't working
6 were complaining
7 weren't watching
- 4** 1 was sleeping, came back
2 wasn't listening, asked
3 were talking, arrived
4 were watching, rang
5 was dancing, hurt
6 were waiting, saw
- 5** 1 arrived 2 were (you) going 3 Was it snowing
4 Were (you) watching 5 met 6 hurt
- 6** 1 looking 2 were 3 weren't 4 were 5 was
6 didn't 7 told 8 playing 9 was

Presentation tool:

Unit 5, Unit check

Workbook / Online Practice:

WB p46

Audioscript:

SB pp154–155

Extra Practice App