

UNIT 3 Movies

This Unit looks at the topic of pastimes, in particular movies. Again, this is one that is very relevant to students on a personal level. Whatever their study schedule, most students find time to watch movies. This is therefore a good discussion topic at this stage, following on from the Favorites of the previous chapter.

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Brainstorming (individuals)

- Students think about their movie-watching habits.

This sets the learning schema and starts students thinking about the topic of the Unit.

Students can do this at the beginning of class while the roll is being called, or before class, while they are waiting for the teacher. They could even do it at home, when previewing the Unit.

Task 1 (pairs)

- T: Ask students to read and do the the instructions.
- Students collaborate in writing the names of movies in the genre boxes. They try to fill every box.

Task 2 (everybody)

- Students each choose a genre and then ask 12 people for their favorite movie in that genre.
- They should use phrases from page 20, since these are about asking questions and responding indecisively. This will be an opportunity to review these phrases.

This activity will get students walking round, talking to each other. This is useful at this stage, since it will help them to remember names and make contact with other class members.

At the end, the teacher might like to ask students to talk about their results. For example, each student could say what the most popular movie in his/her chosen genre is.

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Bollywood (pairs or groups)

- Students read and talk about the title.
- T: Play the audio CD (TRACK 15) and ask students to read the passage silently while they listen.
- T: Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.

As in Units 1 and 2, it is good to ask students to use Classroom Language at this point.

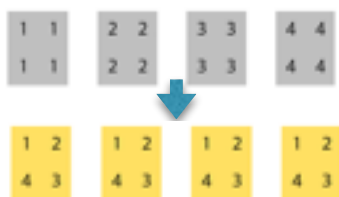
I don't understand. What does it mean?

I'm not sure. Let's look it up.

How do you spell it? What did you say?

What do you think?

This passage has four paragraphs. If there are four groups of four students, the teacher might try asking each of those groups to focus on one paragraph. Then they can break into different groups (jigsaw activity). Each new group has to contain one student from each of the original groups. Then each student in each new group explains his/her paragraph to the other group members.



Matching activity: This encourages students to check their knowledge of key words and to identify any words they need to learn. For some students it will be a review activity; for others it will be a learning activity. Students might like to do the matching activity and then read the passage again.

big-budget	→	a group of people with similar interests
cinema	→	capturing someone for money
community	→	costing lots of money
musical	→	made available to the public
soundtrack	→	movie that contain many songs
released	→	movie theater; movie industry
genre	→	music and songs from a movie
kidnapping	→	two things happening at the same time
coincidence	→	type; classification; category

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

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Comprehension Check (pairs or groups)

- Students read and answer the questions to confirm their comprehension of the reading passage.
- They might like to do this by one student reading the question and the other finding the answer in the reading passage. This is a good opportunity for using checking language.
- The teacher can check the answers with everyone. Or students can talk about them in groups and present their answers to the class.

Answers:

1. The Cannes, Berlin and Venice film festivals are mentioned in the passage.
2. 1600 Indian cinema movies are made each year.
3. Bollywood got its name from Bombay + Hollywood.
4. Bollywood movies are shown around the world.
5. Most Bollywood movies are musicals.
6. Masala is a special Bollywood genre meaning 'mixture'.

7. Another word for 'film industry' in the passage is 'cinema.'

Think for Yourself

- Students think about world cinema and the Korean film industry.

Background Information

In this Unit, the information is about the Korean film industry. Students might like to follow this up and find out more about Korean films. They can find out more at:

- KOFA: Korean Film Archive: <http://www.koreafilm.org>
- KMDb: Korean Movie Data-base: <http://www.kmdb.or.kr/>
- Korean Film Council: <http://www.koreanfilm.or.kr/index.jsp>
- Korean Movie & Drama Database: <http://www.koreanmovie.com/>

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Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies 'Making a suggestion' and 'Giving an opinion'.

Suggested Answers:

1. My favorite movie genre is the biopic. I love seeing the lives of famous people. They always have hard times to get through. This helps me in my life. It gives me hope.
2. - I think Hollywood movies are great. I love to see my favorite stars.
- In my opinion, Hollywood movies are rubbish. They give us false values and they are not true to life. They always have a happy ending.
3. I really like Korean movies. These days they are being shown around the world. They show Korean culture and history. I am proud of our movie industry.
4. - It seems to me that movies are art and entertainment at the same time.
- In my opinion movies are the new art form.
- As I see it, movies are just entertainment. The movie industry just wants to make lots of money. This is not art.
5. - I think movie copyright is correct. The movie makers need to make profits or else they won't make any more movies. We should not take those profits away from them.
- I don't think we should make copies of DVDs or download movies from the Internet.
- To my mind movie copyright is wrong. Once the movie has been shown on general release it should become public property. Anyway, the movie theaters charge too much. Furthermore, the actors get too much money.
6. - Yes, I think movie stars make too much money. They are just actors. They didn't write the screenplay or the book behind the movie. They don't even have to go to acting school.
- No, I don't think movie stars make too much money. They have a lot of stress because they

have no privacy. They are recognized everywhere they go. They are cultural icons. They are modern heroes. This causes them a lot of stress.

7. - Yes, I would like to be a movie director. I would love to make a movie. I would choose the topic, then the actors. Next I would direct the shooting. Then I would do the editing. Finally, I would go to the first night and see how people like it.
- No, I would not like to be a movie star or director. I like a peaceful life. I don't want to be in magazines or high society. I don't want photographers following me everywhere.
8. - Yes, I think some movies are too violent. In my opinion this makes people violent as well. They see their heroes killing people and they think it is OK for them to do that as well.
- No, I don't think some movies are too violent. Everyone knows that they are not true to life. They are just fantasy. They help us forget our troubles.
9. - Yes, I feel that movies have a harmful effect on children. They don't know about right and wrong. They just watch the movies. I think violent movies make them think that killing is OK. This can influence them later in life.
- No, I don't feel that movies have a harmful effect on children. They should learn that movies are not real. Anyway, to my mind, parents should watch movies with children and talk to them about the movies.
10. - In my opinion, movie censorship is a good idea. Many people are influenced by what they see in movies. So we need to be careful. I feel that what young people see influences them for life.
- I don't think movie censorship is a good idea. We all know that movies are not real. We should be able to watch what we want. I don't think movies cause crime or violence.

The conversation strategies in this Unit are 'Making a suggestion' and 'Giving an opinion'. These strategies are important. They are the signposts we use when contributing to a discussion. These phrases will be useful throughout the book.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas. Students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

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Dialogue (three people)

- Students get into threes.
- They read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 16 (CD-Rom).
- Students read the dialog again, changing roles.
- Students answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz.

Answers

1. The cool idea was to go to a movie theater.
2. They are waiting for the earlier showing to finish.
3. Mr. Brown and Kevin have gone fishing.
4. They rarely go to the movies together.
5. They are going to watch a Chick Flick.

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Let's Make a Role-play! (groups)

- Students read the **Situation** and then the instructions.
- They choose roles and read the hints.
- Then students think about what they will say in the role-play and write their ideas on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.
- Four Opinion Samples are offered here (Tracks 17-20).

This is the third Unit using role-plays and students should be familiar with using the role-cards by now. A sample role-play is given below, base on these role-cards. This can be used as an example to give students more ideas, or they could read it as Reader's Theater.

Students should use the phrases on pages 28 and 31 to help give direction to the role-play.

Teachers who are including writing in their courses can ask students to write their script for the role-play and submit it. This can be done for each Unit or for a small number of selected Units.

Sample Role-play:

(Ji-hye, Seung-min, Jenny and Kevin are at the movie theater.)

Kevin: Here we are!. Let's have a look. What's on tonight?

Ji-hye: Great! There's a comedy on Screen 7. Why don't we watch it?

Jenny: But there's also a romance on screen 3. Perhaps we could watch that.

Seung-min: Oh, look! There's also an animation movie on screen 2. What about watching that?

Kevin: As for me, I'd rather watch the action movie on screen 4. Maybe we could watch that.

Ji-hye: To sum up, we all have different ideas. As for me, I want to watch the comedy. I'd like to have a good laugh.

Kevin: I'm afraid I don't like comedies. To my mind they are just silly. I vote for the action movie.

Jenny: I see your point, but I really want to watch the romantic movie. I don't want to see fighting or killing.

Seung-min: I agree. However, it seems to be that we could all enjoy the animation. It's a fantasy story.

Jenny: I'd just like to say that animations don't turn me on.

Kevin: I don't mind animations, but they're not my favorite genre.

Ji-hye: Why not watch the comedy? We can all release our stress and worries.

Kevin: I know what you mean, but I really like watching fights and car chases. Everyone knows they're not real, but they are exciting all the same.

Seung-min: I think action movies are too predictable.

Jenny: Yes. Why don't we watch the romance? A nice love story makes me feel good, even if it makes me cry.

Kevin: As I see it romances are all the same. The two lovers get married at the end and live happily ever after.

Seung-min: So what shall we do?

Ji-hye: We can't all go to watch different movies.

Jenny: Let's do Rock-Scissors-Paper!

Kevin: OK. All together ...

Everyone: Rock-Scissors-Paper! Rock-Scissors-Paper! Rock-Scissors-Paper!

Ji-hye: Great! We're all going to watch the comedy!

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My Ideas

- Students write their own ideas about the role-play in the boxes.
- They find 4 things to say about choosing a movie.

Let's Begin!

- The role-play begins.
- Students use the phrases on this page plus the vocabulary on page 28, along with the role-cards on page 30 and the 'My ideas' notes on this page.

Students should be better at making a role-play now. Various phrases have been given in the first three Units, and the opinion samples have given them models. Students should now be able to brainstorm ideas, outline the role-play, and perform it to other groups.

Writing a script and performing the role-play can be an effective mini-test if the teacher wants to assess writing and oral performance.

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Reflect and Review (individuals)

- Students complete the self-assessment and reflect on the results.

This activity is based on the CEFR 'Qualitative Aspects of Spoken Language'. However, the descriptors have been paraphrased to make them easier to understand. Only the first four levels are covered here. It is assumed that there will be no students at C1 or C2 level.

It is very possible that students will overlap on some descriptors, so they will not be able to say 'I am B1'. Rather they will be a mix of different levels. They can reflect on this when writing their ideas at the bottom of the page.

This is an individual activity. However, it can be more interactive if students exchange books and interview each other, writing their partner's responses in his/her own book. In this case they can also practice making questions from the statements.

Having completed the self-assessment, students think about what they need to do to become more fluent.

Sample answers:

I need to get more practice speaking in English.

I hope to watch movies in English and try to understand them.

I want to speak in English in class instead of using Korean when I don't know what to say.

I will do my best to become good at speaking in English.