

# Interface



Teacher's Book

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Culture

Reading  
Tips

## Unit

## 1

# Film and TV



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## Unit Contents

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action  
comedy  
war  
fantasy  
horror

## Vocabulary 1

### Types of film

- 1 Read the words in the box. How do you say the types of film in Polish?

action adventure animated comedy  
fantasy horror musical romantic comedy  
science fiction thriller war western


- 2  Listen and repeat.

- 3 Look at the film posters 1–5 and choose the correct words.

- 1 *Avatar* is a **science fiction** / comedy film.
- 2 *Alice in Wonderland* is a **fantasy** / horror film with Johnny Depp.
- 3 *The Karate Kid* is a(n) **action film** / musical about a young boy.
- 4 *Toy Story 3* is a successful **animated** / war film.
- 5 *Valentine's Day* is a **romantic comedy** / western with many famous actors.

## Now say it!



- 4  Listen to Will and Izzie. What are their favourite types of film?

- 5 Work in pairs. Ask and answer questions about your favourite types of film.

What's your favourite type of film?

I like horror films.

# Unit 1, Lesson 1, Vocabulary 1, Reading 1


**Lesson Aims:** Students learn and practise some film genre words; students read a text about teen taste in films for gist and specific information and learn some word sets.


## Vocabulary 1

### Types of films

#### Warmer

Set a time limit of three minutes and ask students to write down as many film titles in English as possible, eg *Toy Story*.


- Students look at the posters. Ask the students if they know the films and find out what they know about them.
  - Ask students to look at the words in the box. Ask how they say the words in Polish.
-  CD1 track 07
  - Play the CD. Students listen to the words and repeat them.
  - For audioscript see Student's Book page 6.
- Students read the sentences and decide which type of film are the films in the posters.
  - Check answers as a class.

 **Fast finishers** make a list of five other films they know. In pairs, they exchange their lists and ask and answer about the type of each film.

#### Language note

Romantic comedies are very popular and are often called 'rom-coms'.

### Now say it!

-  CD1 track 08
  - Students listen to the dialogue and say what types of film Izzie and Will like best. Play the recording twice.

#### CD1 track 08

**Will** What's your favourite type of film, Izzie?  
**Izzie** My favourite type of film is science fiction.  
**Will** What's your favourite film?  
**Izzie** My favourite film is Star Wars. Have you got a favourite type of film?  
**Will** Yes, I have. I like action films.  
**Izzie** Action films? Oh, I don't like them.

#### Answer Key

**Izzie:** science fiction

**Will:** action films

- Ask Students how the questions in 4 were formed. Elicit the question *What's your favourite type of film?* and the answers *My favourite type of film is ...* and *I like ...*
  - Explain that to speak a language with other people, simple questions are very important. Also explain that a long answer is not always necessary because we don't need to repeat the words in the question. For example, here, students don't need to say *My favourite type of film is ...*
  - Ask a student the question and elicit their answer. Then tell that student to ask you the question and reply. Check the pronunciation of the question.
  - Tell some students to ask and answer the question. Correct their pronunciation if necessary.
  - Students ask the question to the students around them and find out which types of film are most popular.

#### Extra activity

In pairs, students talk about favourite films. Elicit phrases useful for the task from the previous activities and write them on the board (eg *What's your favourite ...? I like ... What is it about? It is about ...*). Students write down their ideas to use them in the dialogue. Organise a class survey if you wish, to find out class favourites.

#### Cultural note

*Alice's Adventures in Wonderland* is a book which was written by the English author Lewis Carroll in 1865. It was first made into an animated film in 1951 by Walt Disney, but the poster shown is that of the Tim Burton film starring Johnny Depp, Helena Bonham Carter and Anne Hathaway.

## Reading 1

### Teenagers and their favourite films

#### Before you read

Choose about five types of films and write them on the board. Students form pairs and are given a limit of three minutes to think of film titles in English matching each type of film listed. Write students' ideas on the board.


- 6
- Students look at the photos (Jack and Katie) and the illustration (celluloid film) and guess what the text is about. Write their ideas on the board.
  - Ask them to read the three titles and decide if one of them seems less likely (*Cinemas in the UK*).
  - Give students 30 seconds to read the text and choose the best title.
  - Check the answer with the class.

#### More information

For the top ten films of the moment, look at these websites:


USA: [www.imdb.com/chart](http://www.imdb.com/chart)

UK: [www.imdb.com/boxoffice/?region=uk](http://www.imdb.com/boxoffice/?region=uk)

- 7  CD1 track 09
- Ask students to read the sentences.
  - Students read and listen to the text and write the correct names.
  - For audioscript see Student's Book page 7.
- 8
- Check if students understand the questions.
  - Students read the text again and underline the answers in the text.
  - Check answers with the class.
- 9
- Read out the Word Tip box and elicit some examples of word sets, eg *clothes: trousers, trainers, dress, ...; colours: yellow, red, purple, green, ...*
  - Students find the words in the text and complete the word sets.
  - Make sure students understand the words.

#### Answer Key

- 1 a) special effects, b) suspense  
2 c) ice cream, d) popcorn, e) snacks  
3 f) fantastic, g) modern

 **Fast finishers** form pairs. Each student prepares a list of words for their own set. Students exchange lists and ask about the category. Then they together add more words to their lists.

- 10
- Write the headings *At the cinema* and *At home* on the board.
  - Ask students to raise their hands to vote for their preference.

 **Homework** Workbook page 5.



## Reading 1

6 Read the text quickly and choose the best title.

- a) New films at the cinema
- b) Teenagers and their favourite films
- c) Cinemas in the UK

When do you go to the cinema? What types of film do you like? In the UK, the cinema is very popular and a lot of young people go there. But, what types of film do they watch? We ask two teenagers about their cinema preferences.



Jack, 14

I love going to the cinema because there are always eight films on at our local cinema complex, and it's really modern. The ice cream is fantastic and there's great popcorn and other snacks. I go with my friends every Friday. We

all like science fiction films with action and suspense. We are also great fans of special effects, so we love films like *Avatar* and *Transformers*.

Katie, 13


I don't like horror films or science fiction films but I love romantic comedies. One of my favourite films is *The Proposal*. It's about a woman who decides to marry her assistant, but they're not really in love.

His family, in Alaska, try to organise a traditional wedding ... it's very funny. In the end, they fall in love, of course. I don't go to the cinema much, because there isn't a cinema near me. I watch films on DVD a few months later.



5



7  1.09 Read and listen. Who mentions these things, Jack or Katie?

- They sell good ice cream at my local cinema. *Jack*
- 1 There isn't a cinema near me. *Katie*
- 2 I go to the cinema with my friends. *Jack*
- 3 My favourite film is a love story. *Katie*
- 4 I wait for the DVD and watch films then. *Katie*
- 5 I like the same films as my friends. *Jack*

8 Answer the questions.

- 1 Do young people in the UK like going to the cinema? *Yes, they do.*
- 2 Do Jack and Katie enjoy the same types of film? *No, they don't.*
- 3 Does Jack like his local cinema? *Yes, he does.*
- 4 Does Katie go to the cinema a lot? *No, she doesn't.*

Word

Tip


Organise your vocabulary into word sets to help you remember it:

*film types: horror, science fiction, war*

9 Complete the word sets using these words from the text.

fantastic ice cream modern popcorn  
snacks special effects suspense

- 1 science fiction films: a) ... , b) ...
- 2 food: c) ... , d) ... , e) ...
- 3 adjectives: f) ... , g) ...

10  CLASS VOTE Where do you prefer to watch films, at the cinema or at home?

# Grammar 1

## Present simple

affirmative and negative	
	I <b>like</b> thrillers.
+	He <b>loves</b> the film <i>Avatar</i> .
	They <b>eat</b> popcorn.
	I <b>don't like</b> horror films.
-	She <b>doesn't go</b> to the cinema.
	We <b>don't have</b> a cinema in our town.

**1** Look at the sentences in the table. What is different about the *he / she / it* forms?

**2** Complete the sentences with the present simple form of the verbs in brackets. Use the spelling rules on page 19 to help you.

- I *go* (go) to the cinema with my family.
- My brother *studies* (study) the film reviews and he *chooses* (choose) the film.
- My dad *goes* (go) to the cinema early and he *gets* (get) the tickets.
- You *eat* (eat) ice cream at the cinema.
- We *sit* (sit) in the middle of the cinema.
- My friends *watch* (watch) the film in the front row.

**3** Make the sentences in exercise 2 negative.

**4** Write complete sentences. Use present simple.

Izzie / enjoy / watching films but she / not go / to the cinema very much.

*Izzie enjoys watching films but she doesn't go to the cinema very much.*

- She / not watch / films on TV. She / watch / films on the computer.
- Her dad / buy / the newspaper and Izzie / read / all the film reviews.
- Her friends / love / watching romantic comedies but Izzie / hate / them.
- Izzie / prefer / science fiction films but her friends / not like / them.

## there is / there are

+	<b>There is</b> great food.
	<b>There are</b> seven films on.
-	<b>There isn't</b> a horror film on.
	<b>There aren't</b> any cinemas here.
?	<b>Is there</b> a cinema in your town? Yes, <b>there is</b> . No, <b>there isn't</b> .
	<b>Are there</b> any comedies on? Yes, <b>there are</b> . No, <b>there aren't</b> .

**5** Complete the sentences with the correct form of *there is / there are*.

- In Birmingham, ... a cinema called the Electric.
- ... a cinema in our town but ... many cinemas in Cracow.
- In cinemas, ... fizzy drinks and crisps but ... vegetables or fruit.
- ... six official James Bond actors? Yes, ...
- ... many superhero films. Most of these films are based on comic books.

## Present simple

### questions and short answers

**Do you like** watching comedies?  
Yes, I **do**. No, I **don't**.

**Does she go** to the cinema?  
Yes, she **does**. No, she **doesn't**.

**Do they watch** films?  
Yes, they **do**. No, they **don't**.

**6** Look at the sentences in the table. How do you form present simple questions? Do we repeat the verb in the short answer? *No, we don't.*

**7** Order the words to make questions. Then write answers that are true for you.

like / Do / animated films / watching / you / ?  
*Do you like watching animated films?*

- your best friend / go / Does / to the cinema / at the weekend / ?
- a lot of films / Do / watch / you / ?
- your classmates / watching / war films / enjoy / Do / ?
- eat / you / do / at the cinema / What / ?

# Unit 1, Lesson 2, Grammar 1

**Lesson Aims:** Students review and practise present simple (affirmative, negative, questions and short answers).

## Present simple

### Warmer

On the board write these words: // *comedies / thrillers / like / don't / I like / but*. Ask students to reorder the words and write correct sentences. See how many sentences students can come up with, eg *I like comedies but I don't like thrillers.* or *I don't like comedies but I like thrillers.*

- 1 • Students read the sentences in the grammar box.
  - Ask students to tell you the infinitive form of the verbs. Elicit the difference between the infinitive and the *he/she/it* forms of verbs. Tell them to look at the warmer sentences. Ask students to tell you what happens to verbs in the negative form – auxiliaries *don't* and *doesn't* (in the third person) appear before infinitives.
  - Practise the pronunciation of the example sentences, focusing on the -s ending and the pronunciation of *don't* and *doesn't*.

### Answer Key

The affirmative *he / she / it* forms end in -s.  
The negative *he / she / it* forms use *doesn't*.

- 2 • Students read and complete the sentences individually.
  - Check answers with the class. Ask students to spell the verb forms for you.
- 3 • Ask students to refer to the grammar box again, looking particularly at the negative form. Do the first one (*I don't go to the cinema with my family.*) together if necessary.
  - Ask students to work individually and make the sentences from exercise 2 negative. They write the sentences in their notebooks.
  - Check answers with the class.

### Answer Key

- 1 I don't go to the cinema with my family.
- 2 My brother doesn't study the film reviews and he doesn't choose the film.
- 3 My dad doesn't go to the cinema early and he doesn't get the tickets.
- 4 You don't eat ice cream at the cinema.
- 5 We don't sit in the middle of the cinema.
- 6 My friends don't watch the film in the front row.



**Fast finishers** write three sentences in the present simple affirmative using page 19 to help with verb forms. Exchange sentences or hand to the teacher for other students to write the negative form.

- 4 • Look at the example together. Then, ask a student to tell you what differences there are between the prompts and the answer (*the verb forms*).
  - Working individually, students use the prompts to write complete sentences.
  - Students compare sentences with a partner.
  - Check answers as a class.

### Answer Key

- 1 She doesn't watch films on TV. She watches films on the computer.
- 2 Her dad buys the newspaper and Izzie reads all the film reviews.
- 3 Her friends love watching romantic comedies but Izzie hates them.
- 4 Izzie prefers science fiction films but her friends don't like them.

- 5 • Students read the sentences in the grammar box.
  - Ask students to tell you if there is one or more objects described in each sentence. Tell students that *there is* is used for uncountable nouns and singular countable nouns and *there are* is used for plural countable nouns.
  - Elicit example sentences from the class about the classroom to check comprehension, eg *There's a big window. There are thirty-two people.* etc.
  - Ask students to read the sentences and complete them with the correct form of *there is* or *there are*.
  - Check answers as a class.

### Answer Key

- 1 there is
- 2 There isn't, there are
- 3 there are; there aren't
- 4 Are there, there are
- 5 There are

### Extra activity

Form pairs. Ask students to think of a film they both have recently seen. Tell them to write four or five facts about it using *there is* or *there are*. Ask a person from each pair to read the facts while the rest of the class is to guess the title of the film.

- 6 • Ask students to look at the grammar box and ask them if, when they say the same thing in Polish, there are similar words to the words in blue.
  - Read out the example sentences and ask what the difference between the 'o' in *do* and the 'o' in *does* is (*do* /du:/; *does* /dʌz/).
  - Students read and answer the questions.
  - Check answers with the class.
- 7 • Tell students to write the words in the correct order to make questions.
  - Students work individually, then compare answers with a partner.
  - Compare answers as a class.
  - Then ask students to answer the questions with answers that are true for them, using short answers where possible.

### Answer Key

- 1 Does your best friend go to the cinema at the weekend?
- 2 Do you watch a lot of films?
- 3 Do your classmates enjoy watching war films?
- 4 What do you eat at the cinema?



**Fast finishers** write four questions starting with *Do you ... or Does your best friend ...* to ask a friend in the next lesson.



**Homework** Workbook page 6, exercises 1–7 and page 7, exercises 8–11.

# Unit 1, Lesson 3, Grammar 2, Listening

**Lesson Aims:** Students review and practise question words and listen to an interview with a child actor for gist and specific information.

## Grammar 2


### Question words


#### Warmer

Form groups of three. On the blackboard write a sentence: Every morning before work, Mrs Watson drinks a coffee in the kitchen to wake up. Underline the words as shown. Tell the students to write questions to the underlined words. Set a limit of four minutes. Write students' suggestions on the board and underline the question words.

- Students read the questions in the grammar box and tell you how to say the words in blue in Polish. Check pronunciation.
- Students read the questions and choose the correct option.

**Pronunciation:** /e/ /u:/ /aɪ/

-  CD1 track 10
  - Students read and listen to the words.
  - For audioscript see Student's Book page 9.
- Students listen again and repeat the words.
- Ask students to read the questions in exercise 9 again and write down their own answers, using the answers in exercise 9 to help.
  - Put students in pairs to take turns asking and answering the questions. Help with pronunciation as necessary.
  - Ask individual students to report back to the class about their partner's answers.


 **Workbook** Grammar reference page 124, Grammar exercises page 125.

## Listening

### Child stars

#### Before you listen

Set a time limit of three minutes. Ask students to write down any jobs they can think of in English. Compare ideas as a class and write them on the board (eg *pilot, teacher*). Then ask how many of the jobs listed they can do at their age.

- Ask students to look at the photos and tell you as much about the girl as they can. Write their ideas on the board.
  - Tell the students to read the questions and, working with a partner, guess the answers.
-  CD1 track 11
  - Students listen to the radio interview and check their answers to exercise 11.
  - Check answers with the class.

#### CD1 track 11

- Presenter** Many young people dream of going to Hollywood and becoming rich and famous. On today's programme, we've got the child actress Mia Straw. How old are you Mia?
- Mia** I'm 14 years old.
- Presenter** And where do you live?
- Mia** I live in California.
- Presenter** Do you work in Hollywood?
- Mia** Yes, I do. I do advertisements for TV. I also work as an extra in films.
- Presenter** Tell us a little bit about your daily routine. Do you go to school?
- Mia** Yes, of course. Californian law is very strict. All young actors go to school and they have a private tutor during filming.
- Presenter** Do you work on a film all day?
- Mia** No, I don't. I'm in the studio for eight hours but that includes three hours with my tutor. Very young children can only work a few minutes a day.
- Presenter** Really! And what about money? Are you rich and famous?
- Mia** No, I'm not.
- Presenter** Has your dad got all your money?
- Mia** No, he hasn't. The film company puts my money directly into a special bank account.
- Presenter** Can you use this money?
- Mia** No, I can't use this money until I'm 18 years old.
- Presenter** What about your dreams?
- Mia** Well, I make a lot of advertisements and I'm a film extra. But I would really like to have a bigger part in a film.
- Presenter** Is there a possibility?
- Mia** I've got a second audition today, so ...
- Presenter** Thank you very much Mia and good luck!

#### CD1 track 11

- Students read the sentences and check their meaning. They mark as many sentences T/F from memory as possible.
- Play the recording again for students to listen and check their answers.
- Students compare their answers with a partner, and then check as a class.
- On the board, write *Good* and *Bad*. Ask students for ideas about the advantages and disadvantages of being a child star (eg *Good: travel, clothes; Bad: work a lot, you don't see your friends*).
- Give students a moment to think, then ask them to raise their hands to indicate whether or not they would like to be a child star.



#### Cultural fact

Read the Cultural Fact with the class.  
Ask students if they know the actors mentioned.

 **Homework** Workbook page 7, exercises 12–14.



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 2

### Question words

#### question words

**What** is your brother's name?  
**Where** do you live?  
**When** do you go to the cinema?  
**Who** is your favourite singer?  
**Why** do you like action films?  
**How often** do you go to the cinema?

**8** Look at the question words in the table. How do you say these words in Polish?

**9** Choose the correct words. Then match questions 1–6 with answers a–f.

- Who** / **What** is your favourite film? *f*
- Where** / **Who** do you watch films? *a*
- Who** / **When** is your favourite actor? *b*
- Why** / **What** do you like going to the cinema with your parents? *c*
- How often** / **Who** does your friend buy DVDs? *e*
- What** / **When** do you watch DVDs? *d*

- I usually watch films at my aunt's house.
- I like Robert Pattinson.
- Because they always buy me popcorn.
- I watch DVDs at the weekend.
- She never buys DVDs.
- I love *The Karate Kid*.

### Pronunciation

/e/ /u:/ /aɪ/

**a**  **1.10** Read and listen to the words.


/e/ when best adventure  
 /u:/ who blue superstar  
 /aɪ/ why like child


**b** Listen again and repeat.

**10**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 9.

What is your favourite film?

I love *Avatar*.

 **Workbook Grammar reference page 124**  
**Grammar exercises page 125**

 **Rozumienie ze słuchu – prawda / fałsz**




## Listening

### Child stars



**11** You are going to listen to a radio interview with Mia Straw. Before you listen, look at the pictures and try to predict the answers to these questions.

- What does Mia do? *She is an actress.*
- Does Mia go to school? *Yes, she does.*
- Is she rich and famous? *No, she isn't.*

**12**  **1.11** Listen to the radio interview and check your answers to exercise 11.

**13** Listen again. Are these sentences true or false?

- Mia lives in the United States. *T*
- Mia doesn't go to school. *F*
- Mia works for three hours every day. *F*
- The film company gives Mia's money to her dad. *F*
- Mia wants to get a bigger part in a film. *T*
- The speakers talk about famous child actors. *F*

**14** Would you like to be a child star? Why / Why not?



A lot of child stars become Hollywood superstars. Jessica Alba, Drew Barrymore and Leonardo DiCaprio are some famous examples. Do you know any in Poland?




# Speaking

## Talking about films

### Listen

- 1 Look at the picture. Where are Will and Izzie?  
*at the cinema*
- 2 Look at the names of the films in the box. What types of film do you think they are?

*Invincibles Return Summer Love*  
*The Monster Returns Year 2222*

- 3  1.12 Listen to the dialogue and check your answers. Which film do Will and Izzie decide to see?  
*Invincibles Return*
- 4 Complete the dialogue with the films in exercise 2. Then listen to the dialogue again and check your answers.



What's on?

(1) *Summer Love* is on. Do you like romantic comedies?

I can't stand romantic comedies. What about (2) *The Monster Returns*? It's a horror film.

I don't like horror films. They're awful. How about (3) *Year 2222*? Do you like science fiction?

I don't mind science fiction. What do you think of animated films?

I really like them. They're great.

Let's see (4) *Invincibles Return*!

Good idea.

### Practise

- 5 Listen again and repeat the dialogue.
- 6 Complete the dialogues. Choose a, b or c.
  - 1 X Do you like romantic comedies?  
Y ...  
a) I don't mind animated films.  
b) I really like it. It's fantastic.  
 c) I don't like them. They're awful.
  - 2 X ...  
Y I can't stand them. They're awful.

- a) What's on at the Electric Cinema?
  - b) What do you think of horror films?
  - c) Why do you like horror films?
- 3 X Let's see the new thriller!  
Y ...  
a) They're great.  
b) I don't like war films.  
 c) Good idea.



# Unit 1, Lesson 4, Speaking

**Lesson Aims:** Students learn and practise how to talk about likes and dislikes.

## Talking about films

### Warmer

On the board write five words connected with the cinema (eg *director, front row, poster, popcorn, screen*) and mix them up with five random words (*shopping, bathroom, car, newspaper, park*). Ask students to find the cinema words, setting a one-minute time limit. Ask students to compare answers with a partner.

## Listen

- Students look at the picture and answer the question.
  - Ask more simple questions (eg *What are they doing? What do you think Will is saying? Does Izzie like the idea?*).
- Students read the names of the films in the box. Ask them what type of films they think they are? (Note: These film titles are fictitious.) Write their ideas on the board.


### Answer Key

**Invincibles Return:** animated

**Summer Love:** romantic comedy

**The Monster Returns:** horror

**Year 2222:** science fiction

-  CD1 track 12
  - Play the CD twice.
  - Check to see if students' ideas about the film types were correct.
  - Ask them which film Will and Izzie decide to see.



### CD1 track 12

**Will** What's on?

**Izzie** *Summer Love* is on. Do you like romantic comedies?

**Will** I can't stand romantic comedies. What about *The Monster Returns*? It's a horror film.


**Izzie** I don't like horror films. They're awful. How about *Year 2222*? Do you like science fiction?

**Will** I don't mind science fiction. What do you think of animated films?


**Izzie** I really like them. They're great.

**Will** Let's see *Invincibles Return*!

**Izzie** Good idea.

-  CD1 track 12
  - Tell students to read the dialogue and complete it from memory.
  - Play the CD again for them to check.
  - Compare answers as a class.

## Practise

-  CD1 track 12
  - Play the dialogue two lines at a time and ask students to repeat.
  - Pay attention to intonation and repeat as many times as necessary.
  - Put students into pairs to practise the dialogue, then ask two pairs (preferably volunteers) to perform for the class.
- Ask students to look at the dialogue again and underline the words and phrases referring to likes and dislikes: *like, can't stand, don't like, don't mind, really like*.
  - Tell students to arrange the words into a list from the strongest like, to the strongest dislike (*really like, like, don't mind, don't like, can't stand*).
  - Tell students to read the sentences in exercise 6.
  - For each of the dialogues, ask students to choose the answer that matches the gap. Students then check their answers with a partner and decide why they have chosen one answer and disregarded the other two in every point.
  - Compare answers as a class.

## Language note

Remind students that verbs such as *like, can't stand* and *don't mind* take an *-ing* form eg *I can't stand waiting for my friends*.



**Fast finishers** write sentences with words *really like, like, don't mind, don't like, can't stand* about their likes and dislikes.

## Speaking task

- Step 1:** Look at the posters with the class. Ask them to choose a film that they want to see.
- Step 2:** Read the useful language with the class.
- Step 3:** Give students time to write their dialogues referring to the posters in Step 1.
- Step 4:** Put students in pairs, so each pair now has two dialogues. They take turns to role-play each dialogue with their partner. Then, ask a few pairs to act out a dialogue to the class.

### Extra activity

Ask students to repeat the activity using real films and their real opinions.



**Fast finishers** form pairs. Students use the phrases in Step 2 of the Speaking task to improvise a dialogue about going to the cinema. They respond to the partner's turn using a correct phrase and try to reach an agreement about which film they will see.



**Homework** Workbook page 8.

## Unit 1, Optional lesson: Culture

**Lesson Aims:** Students learn about film awards.

### Film awards

#### Warmer

Ask students if they have won any prizes or if they'd like to win a famous award one day. In each case, if so, what award and why. Find out which awards are the most popular and why. (eg *the World Cup*, *the Nobel Prize for Peace*, *for Literature*, *for Science*, etc, *a Goya*, *a television award*, *an Olympic medal*, *a Grammy*, *a tennis trophy*, *the Principe de Asturias*, etc).

#### 7 CD1 track 13

- Tell students to look at the photos and ask them what they know about the Oscars and the ceremony. (eg When and where it's held, what the main Oscars are for, if anyone from Poland has won one, etc) Ask them if they know anything about the film in the photo. (It is *Slumdog Millionaire*. The actor, Dev Patel, has also starred in a popular children's fantasy called *The Last Airbender*.)
- Tell them they are going to read about the Oscars, another film award and the film shown.
- Pre-teach *awards*, *winners*, *is held*, and *mask* if necessary.
- Students read the questions and guess the answers.
- Students read and listen to the text to check their ideas and finish answering the questions.
- Check answers with the class.
- For audioscript see Student's Book page 11.

- 8
- In pairs or small groups, students work together to answer the questions.
  - Discuss answers as a class.
  - Find out if anyone has seen a famous, award-winning film or met a famous, award-winning person. Help with vocabulary.
  - Finish by asking students what and who their favourite films and actors are and if they have won any awards. You may wish to vote for a class *Best Film* and *Best Actor* award.

### More information

For further information about film awards look at:

<http://www.oscars.org/>,

<http://www.bafta.org/>,

The Polish Film Awards, known as The Eagles, are the Polish equivalent of the Oscars. Winners of the Polish award receive a statue in the shape of eagle's wings.

<http://www.pnf.pl/>.



**CLIL** Workbook **Culture & CLIL** pages 142–143, with worksheets in the Teacher's Resource File.



**Homework** Workbook page 9.

### Answer Key

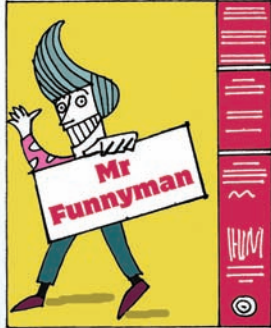
- 1 a gold statue
- 2 in late February or early March
- 3 *Slumdog Millionaire*
- 4 the BAFTAs

## Speaking task

Prepare a dialogue between you and Will.

### Step 1

First, choose a film you want to see.



### Step 2

Think about what Will says.

What's on?

I can't stand ... What about ...?

I don't mind ... What do you think of ...?

Let's see ...!

Think about what you say.

... is on. Do you like ...?

I don't like ... How about ...?

I really like ... They're great.

Good idea.

### Step 3

Write your dialogue.

### Step 4

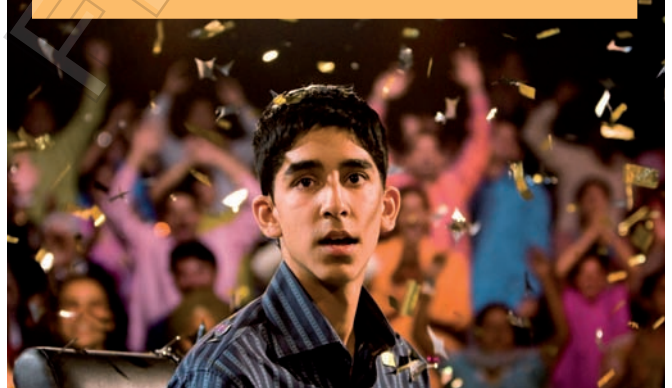
Work in pairs. Take it in turns to practise your dialogue.




## Culture Film awards

The Academy Awards, or the Oscars, are the most famous film industry awards in the English-speaking world. They are given to people who work in the film industry, such as actors, directors and writers, and the winners receive a gold statue. Every year this award ceremony is held in late February or early March in Hollywood, in the USA. The British equivalent of the Oscars is the British Academy of Film and Television Arts Awards, or BAFTAs. Winners of the British award win a gold theatrical mask.

In 2009, the British film *Slumdog Millionaire* won eight Oscars including Best Picture and Best Director. It also won seven BAFTAs. *Slumdog Millionaire* is about an 18-year-old finalist on the Indian version of the popular TV quiz show *Who Wants To Be A Millionaire?*



**7**  **1.13** Read and listen to the information about film awards. Then answer the questions.

- 1 What do the winners of the Oscars receive?
- 2 When are the Oscars?
- 3 Which British film won eight awards, including Best Picture, in 2009?
- 4 What is the British equivalent of the Oscars?

**8** Is there a film awards ceremony in Poland? What is it called? What do the winners receive?



Liverpool



Music

**➔** Workbook **Culture & CLIL** pages 142–143

# Vocabulary 2

## TV programmes

1 Look at the TV guide. Match the TV programmes with the words in the box. Which four words do you not use?

cartoon chat show comedy programme  
documentary drama game show reality show  
soap opera sports programme the news

### Channel One

#### 5.00 The Simpsons

The Simpsons family have another adventure in the town of Springfield.



### Channel Two

#### 5.00 Lost

The survivors of the air disaster look for food.



### Channel Three

#### 5.00 World Championship Tennis

Action from today's Men's Final at Wimbledon.



#### 6.00 The News and Weather at Six

All the day's news and the weather for tomorrow.



#### 6.00 I'm a Celebrity

Watch recent events from the jungle as celebrities compete.



#### 6.00 The Price is Right

Contestants compete to win lots of prizes.



2 1.14 Listen and repeat.

3 Use the words in exercise 1 to write sentences about your favourite TV programmes.

*My favourite cartoon is Tom and Jerry.*

4 **INTERFACE** Work in pairs. Ask and answer questions about your favourite TV programmes.

*What's your favourite cartoon?*

*It's Tom and Jerry.  
What about you?*

Workbook **Vocabulary plus** page 115



## Reading 2

5 1.15 Read and listen. Do young people watch more TV than their parents? *No, they don't.*

6 Read the text again. Are the sentences true or false?

- Parents watch TV for about three hours a day. **T**
- Many young people watch DVDs every day. **F**
- Young people have a healthy lifestyle. **F**
- Over half of teenagers have a computer in their room. **T**
- Lots of teenagers are tired at school. **T**

7 **CLASS VOTE** Do you agree with the magazine article?

# Unit 1, Lesson 5, Vocabulary 2, Reading 2

**Lesson Aims:** Students learn and practise words related to types of TV programmes; students read a text about young people's leisure habits.

## Vocabulary 2

### TV programmes


#### Warmer

Books closed. See how many TV programmes students can name in English (eg *The Big Bang Theory*, *Bones*, *Fear*). Find out if they know what the titles mean.

- Students look at the TV guide and talk about what they can see.
- Students read the words in the box and check their meaning. Ask how many words are the same or similar to words in Polish.
- Tell students to match the six types of TV programmes in the box to the TV programmes in the guide.
- Students do the exercise in pairs.
- Check answers with the class.

#### Answer Key

1 cartoon	3 sports programme	5 reality show
2 drama	4 the news	6 game show

-  CD1 track 14
  - Play the CD. Students listen to the words and repeat them.
  - For audioscript see Student's Book page 12.



#### Cultural note

The term *soap opera* comes from the fact that the earliest programmes of this type were radio programmes sponsored by detergent companies who advertised their products during the programme. A soap opera is often referred to as a *soap*.

- Ask students to write sentences about the types of TV programme in exercise 1, referring to the example to help.
- Compare sentences as a class.
- Ask students to read the speech bubbles. Ask a student the question and elicit the answer. Encourage the student to give you his/her true answer. Then ask the student to ask you the question. Answer giving your true answer.
- Tell some students to ask and answer the question. Correct pronunciation if necessary.
- Then put students in pairs to take turns asking and answering questions about the TV programmes they like.


 Workbook **Vocabulary plus** page 115.

## Reading 2

### Too much TV and not enough sleep?

#### Before you read

Have a vocabulary race. Draw two circles on the board and label them *TV* and *Film*. Put students in pairs. Set a time limit of four minutes and ask them to copy the 'word clouds' and fill them with the names of as many types of programmes and films as possible. After four minutes, check answers and award a point for each correct word.

-  CD1 track 15
  - Before reading the text, students read the question. Ask how many think the answer is *Yes* and how many think it's *No*. Ask volunteers to explain their opinion and write their ideas on the board. Encourage short sentences, eg *Because we play video games.* or *Because they haven't got time.*
  - Tell students to read and listen to the text to find the answer. Play the CD while they read.
  - Check the answer as a class.
  - Ask if they heard any of the ideas on the board.
  - For audioscript see Student's Book page 13.
- Tell students to read the sentences. Check understanding.
- Check students understand *report*, *twice as much*, *online*, *replacement*, *download*, *stay up late*.
- Students read the text and decide if the sentences are true or false. Set a time limit of five minutes. Ask students to correct the false sentences by underlining the correct versions in the text.
- Check answers with the class.
- Ask students if they agree with the article.
- Find out if their leisure habits are similar to those described in the text. (Be aware that students may not want to talk about how many hours they sleep, particularly if they feel they may be different from their classmates.)



**Homework** Workbook page 10.



**Homework (optional)** Students research on the Internet what teenagers do in Poland and what the most popular activities are.

# Unit 1, Lesson 6, Grammar 3

**Lesson Aims:** Students learn and practise adverbs of frequency and other frequency expressions.

## Adverbs of frequency

### Warmer

On the board write the following as a list: *I ... play computer games. I ... watch TV. I ... drink milk for breakfast. I ... read in bed.* Ask students to think how often they do those activities and, if possible, complete the sentences. Set a limit of three minutes. Ask some volunteers to share their answers.

- 8**
- Ask students to read out the sentences in the grammar box. Encourage them to stress slightly the words in blue.
  - Ask them to translate the words in blue into Polish, referring to the arrow on the left-hand side of the box to help.
  - Students read the examples again, paying particular attention to the word order.
  - Students complete the rule by circling the correct option.
- 9**
- Do sentence 1 (*Teenagers never use the TV to help with their homework.*) together. Then ask students to work individually, copying the sentences into their notebooks and putting the adverbs in the correct place.
  - Students check sentences with a partner before correcting as a class.

### Answer Key

- 1 Teenagers never use the TV to help with their homework.
- 2 They always watch a variety of programmes.
- 3 Their favourite programmes are usually soap operas and comedy programmes.
- 4 Boys often watch more TV than girls.
- 5 Girls hardly ever turn on the TV after 9.00pm.

### Extra activity

Students find examples of adverbs of frequency in the reading text and copy the sentences containing them in their notebooks.

- 10**
- Read the Language Tip together. Check students understand the word *once*.
  - Tell them to find a word meaning *two times* in the reading text (*twice*).
  - Ask students to write the words in exercise 10 in the correct order to make sentences. Remind them to put longer frequency expressions at the end of the sentence.
  - Students compare answers with a partner.
  - Check answers as a class.

### Answer Key

- 1 My mum watches soap operas twice a day.
- 2 I always do my homework before dinner.
- 3 My friend never plays DVDs on his computer.
- 4 I hardly ever watch reality shows.
- 5 My teacher uses the TV in class every day.

- 11**
- Individually, students rewrite the sentences in exercise 10 so that they are true for them. If necessary, do the first sentence together.
  - Students compare answers in pairs, then ask volunteers to read out some of their sentences.
- 12**
- Ask students to write down six questions starting *How often do you ...?* using the types of TV programmes from exercise 1 on page 12.
  - Put students in pairs and get them to take turns asking and answering their questions. Remind them to use frequency expressions.



**Fast finishers** form new pairs. Each student tells the new partner about their former partner's answers.



**Homework** Workbook page 11.



**Workbook** Grammar reference page 124, Grammar exercises page 125.



nouns  
adjectives  
**verbs**  
pronouns  
adverbs  
tenses

## Grammar 3

### Adverbs of frequency

#### adverbs of frequency

0%	They <b>never</b> watch documentaries. We <b>hardly ever</b> use a computer. She <b>sometimes</b> watches TV. He <b>often</b> watches just 10.5 hours a week. You <b>usually</b> watch about 20 hours a week. I am <b>always</b> tired at school.
100%	

- 8** Look at the sentences in the table. Choose the correct words to complete the rules.

Frequency adverbs normally go **before** / **after** the main verb, but they go **before** / **after** *be*.

- 9** Rewrite the sentences using the adverbs of frequency in brackets.

A recent report on British young people says ...

- 1 Teenagers use the TV to help with their homework. (never)
- 2 They watch a variety of programmes. (always)
- 3 Their favourite programmes are soap operas and comedy programmes. (usually)
- 4 Boys watch more TV than girls. (often)
- 5 Girls turn on the TV after 9.00 pm. (hardly ever)

Language

**Tip**


Long frequency expressions go at the end of the sentence:

*I watch a game show once a year.*

- 10** Order the words to make sentences.

- 1 My mum / soap operas / watches / twice a day / .
- 2 my homework / do / I / before dinner / always / .
- 3 never / plays / My friend / on his computer / DVDs / .
- 4 reality shows / watch / hardly ever / I / .
- 5 the TV in class / uses / every day / My teacher / .

- 11** Rewrite the sentences in exercise 10 so they are true for you.

- 12**  **INTERFACE** Work in pairs. Ask and answer questions about the TV programmes in exercise 1.

*How often do you watch documentaries?*



**Workbook Grammar reference page 124**  
**Grammar exercises page 125**

## Too much TV and not enough sleep?

Do your parents say you watch too much TV? Do they think you always watch cartoons and reality shows? A new report says that young people often watch just 1.5 hours of TV a day but their parents usually watch twice as much. This report also says that young people don't watch many DVDs on their TVs. This generation prefers computers, so do young people often watch TV online? No, they don't. They sometimes watch DVDs on their computer but only for about two hours a week.

Does this mean that teenagers go outside and do lots of sport? Unfortunately, no. The computer is now a replacement for the TV and a lot of teenagers spend their time on their computers: they surf the Internet, play video games and download music. More than 50 per cent of 12–14 year-olds have got a computer in their room and they don't get enough sleep because of it. Teenagers often sleep for only four hours so they are very tired the next day at school.

Do you agree? Do you usually stay up late in the week? We want to hear from our readers.



## Writing A review

**1**  Read and listen. Then answer the questions.

- 1 What is Sophie's favourite TV programme?
- 2 What type of programme is it?
- 3 What is it about?
- 4 Why does she like it?

## What's your favourite TV programme?

This week Sophie, 14, tells us about her favourite TV programme.

I don't watch TV every day but I often watch my favourite programme *Glee*. It's an American comedy programme and it's on TV once a week. On Sundays, you can watch the repeat. This programme is very popular.

*Glee* is about a singing club in an American high school. I really like this programme because the characters always do funny things. I really recommend this programme to people who like music and dancing.



## Language focus

### Punctuation

We use capital letters:

- 1) at the beginning of all sentences
- 2) for the subject pronoun I
- 3) for names and places
- 4) for countries, languages and nationalities
- 5) for days and months

Punctuation includes:

- 1) full stops (.)
- 2) question marks (?)

**2** Look at the rules for capital letters in the Language focus. Are they the same in Polish?

**3** Rewrite these sentences with the correct punctuation.

- 1 neighbours is an australian soap opera
- 2 do you like sports programmes
- 3 i often watch a game show on saturdays
- 4 my favourite actor in the programme is piotr gąsowski
- 5 what is your favourite television programme

**4** Write a review of your favourite TV programme. Follow these steps.

### Writing a review

#### ➔ Step 1 Plan

Choose a TV programme. Make some notes under four headings:

- 1 What is your favourite programme?
- 2 How often do you watch it?
- 3 What is it about?
- 4 Why do you like it?

#### ➔ Step 2 Write

Write a first draft. Use your notes from Step 1 and the review on this page to help you.

#### ➔ Step 3 Check

Check your work, especially the punctuation.

#### ➔ Step 4 Write

Write your final copy and hand in your work.

# Unit 1, Lesson 7, Writing

**Lesson Aims:** Students write a review and learn when to use capital letters, full stops and question marks.

## A review

### Warmer

Explain the meaning of *review*. Ask students what type of thing we might write a review of and when we might do it. (eg *recommending a film, TV programme, book, video game, song, etc, in an email, on a blog, for a competition or a school magazine*, etc). Ask whether reviews are always about things we like. Ask what type of information we might include.

### 1 CD1 track 16

- Ask students to look at the picture and say what TV programme they can see (*Glee*).
- Students read and listen to the text. They then answer the questions. Tell students to underline the answers in the text.
- Check answers as a class.
- Ask where they think the text is from: an advertisement, a magazine or an email, and why they think that is the case. (*A magazine, the text starts 'This week ...'*)
- For audioscript see Student's Book page 14.

- ### 2
- Read the Language focus box with the class. If necessary, write an example on the board for each point.
  - Put students in pairs and ask them to answer the question, looking at each rule separately. Do the first rule as a whole class.
  - Check answers with the class.
  - Tell students to look at the reading text again and ask them to find one example for each rule in the Language focus box.

### Answer Key

- 1 yes
- 2 no
- 3 yes
- 4 not for languages
- 5 no

- ### 3
- Ask students to work individually and rewrite the sentences with the correct punctuation.
  - Check answers as a class. You may like to ask volunteers to come to the board and write the correct answers for the class to check their work.

### Answer Key

- 1 *Neighbours* is an Australian soap opera.
- 2 Do you like sports programmes?
- 3 I often watch a game show on Saturdays.
- 4 My favourite actor in the programme is Piotr Gąsowski.
- 5 What is your favourite television programme?

### Extra activity

As a class, match each sentence to the relevant rules in the Language focus box.

- ### 4
- Tell students they are now going to write a review. Check that students understand what they are going to write about and who is going to read it (*teen magazine readers*).

**Step 1:** Ask students to look at Sophie's review again and find her answers to the questions. Write notes about your favourite TV programme on the board as an example. (Choose a programme that students are unlikely to enjoy much so they're not tempted to copy exactly.) Give students time to write notes about their chosen programme.

**Step 2:** Ask the class to use some of your notes to make sentences. When they have got the idea, ask them to work on their own sentences.

**Step 3:** Write a sentence about your programme on the board. Leave out the capital letters and full stop. Ask how to correct the sentence. Tell students to check their own work.

**Step 4:** Ask students to copy out their text carefully. Encourage them to check their spelling, as well as their punctuation. Collect the texts in for marking and feedback.



**Fast finishers** exchange their text with a partner and look for mistakes.

### Extra activity

Prepare some sentences with words which require capital letters (eg *The new James Bond film comes out on Thursday 1 December. The actor in my favourite comedy is called Leonard. He's American.*). Dictate the sentences to the students. Check answers with the class.



**Homework** Workbook pages 12–13.

# Unit 1, Lesson 8, Progress check

**Lesson Aims:** Students revise and practise further the grammar and vocabulary of the Unit.

## Warmer

Form pairs. In each pair, students ask each other questions from exercise 1 page 14 regarding their reviews. Each student notes their partners' answers. Ask some students to share the answers with the class.

## Extra activity

If you want this to be less of a test, ask students to do the exercises in pairs, then form teams, discuss their answers and agree on a feedback. Then, give feedback in teams. Give the teams a point for each correct answer.

## Types of film

- 1 • Ask students to solve the anagrams to find the names of types of films.  
• Check answers with the class.

## TV programmes

- 2 • Students look at the pictures and write the types of TV programmes.  
• Check answers with the class.

## Present simple

- 3 • Ask students to copy and complete the sentences with the correct form of the verbs.  
• Check answers with the class.
- 4 • Ask students to copy and complete the sentences with the correct form of *there is* and *there are*.  
• Check answers with the class.
- 5 • Ask students to copy and complete the questions with *do* or *does*.  
• Students then answer the questions using the correct short answers.  
• Check answers with the class.

 **Fast finishers** work in pairs to ask and answer each other the questions.

## Question words

- 6 • Ask students to copy and complete the questions with the words in the box.  
• Check answers with the class.

## Adverbs of frequency

- 7 • Ask students to write the words in the correct order to make sentences.  
• Check answers with the class.


### Answer Key


- 1 I am often tired on Monday morning.
- 2 My dad stays up late every night.
- 3 I watch sports programmes every day.
- 4 My mum hardly ever uses the Internet.
- 5 My uncle always goes for a walk.
- 6 We go to the cinema twice a month.

- 8 • Ask students to rewrite the sentences in exercise 7 so that they are true for them.  
• Compare answers with the class.

## Cumulative grammar

- 9 • Students read the dialogue.  
• Ask them what Will and Izzie are talking about (*how often they watch TV, what their favourite types of programmes are and what their favourite programme is*).  
• Ask students to complete the dialogue with the correct form of the verbs in brackets.  
• Check answers with the class.

 **Homework** Workbook page 14, for more advanced students also page 15.

 **Homework (optional)** Ask students to write 10 revision questions of their own. You can use these for revision later in the course.



## Progress check

### Types of film

1 Order the letters to make types of film.

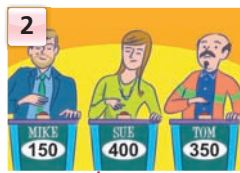
- |   |         |         |   |          |          |
|---|---------|---------|---|----------|----------|
| 1 | hoorrr  | horror  | 5 | tedmiana | animated |
| 2 | eenrstw | western | 6 | ehillrrt | thriller |
| 3 | aafnsty | fantasy | 7 | arw      | war      |
| 4 | cdemoy  | comedy  | 8 | niotac   | action   |

### TV programmes

2 Write the types of TV programme.



1 sports programme



2 game show



3 chat show



4 the news



5 comedy programme



6 documentary

### Present simple

3 Complete the sentences with the correct form of the verbs in brackets.

- I *love* (love) the cinema.
- He *watches* (watch) films at the weekend.
- My parents *don't go* (not go) to the cinema.
- He *doesn't download* (not download) films.

4 Complete the sentences with the correct form of *there is / there are*.

- There aren't* three cinemas in my town. (-)
- There is* popcorn in the cinema bar. (+)
- Is there* a good thriller on this week?  
No, *there isn't*.

5 Complete the questions with *do* or *does*. Then write short answers.

- Do* you go to the cinema at the weekend?
- Does* your best friend like war films?
- Do* your parents watch a lot of TV?

### Question words

6 Complete the questions with the words in the box.

how what when where who why

- When* do you watch TV, in the morning or in the evening?
- What's* your favourite TV programme?
- Who's* your favourite actor?
- Why* do you like him / her?
- How* often do you watch cartoons?
- Where* do you do your homework, in your bedroom or in the living room?

### Adverbs of frequency

7 Order the words to make sentences.

- often / am / tired / on Monday morning / I / .
- stays up late / My dad / every night / .
- watch / every day / I / sports programmes / .
- the Internet / hardly ever / My mum / uses / .
- My uncle / goes / always / for a walk / .
- the cinema / We / twice a month / go to / .

8 Rewrite the sentences in exercise 7 so they are true for you.

### Cumulative grammar

1 2 3 4 5 6 7 8 9

9 Complete the dialogue with the correct form of the verbs in brackets.

- Will** How often (1) *do* you *watch* (watch) television?
- Izzie** Oh every night. (2) *Do* you often *watch* (watch) documentaries?
- Will** No, I don't. I (3) *like* (like) cartoons and sports programmes. (4) *Do* you *like* (like) sports programmes?
- Izzie** They're OK. (5) *Have* you *got* (have got) a favourite TV programme?
- Will** I'm not sure. *Football Focus* (6) *is* (be) good.
- Izzie** When (7) *is* (be) it on television?
- Will** It (8) *is* (be) on television every Saturday. How about you? What (9) *is* (be) your favourite TV programme?
- Izzie** *Neighbours*.
- Will** On no! I (10) *don't like* (not like) soap operas. They (11) *are* (be) terrible!



# Exam Practice – poziom podstawowy

## Rozumienie ze słuchu – dobieranie

### 1 Complete the sentences so they are true for you.

- A. I really like .....
- B. I can't stand .....
- C. I don't mind .....
- D. I don't like .....

### 2 Write if sentences A and B are similar, and if they are different.

- 2.1. A. She can't stand fantasy films.
- B. She really doesn't like fantasy films.
- 2.2. A. Comedies aren't her favourite films.
- B. She loves films that make her laugh.
- 2.3. A. He likes science fiction films more.
- B. He prefers films about space travel.
- 2.4. A. Adventure films are OK.
- B. I don't mind films about pirates.

### 3 Read the texts and complete the sentences below with the names Mike or Jane.

Mike:

*I don't often watch TV. I really don't like programmes like game shows, reality shows and cartoons – they're all awful! I prefer sports programmes. I like documentaries, too, but I don't watch them every day. I just don't have time. When I switch on the TV, I usually watch the news.*

Jane:

*I really like watching TV. My favourite programmes are reality shows and game shows. Cartoons are OK, too. I watch them very often. But I can't stand sports programmes or the news. They're boring! When I watch TV, I want to have some fun. I don't want to hear about recent events.*

- A. Mike can't stand reality shows.
- B. Jane doesn't mind cartoons.
- C. Jane doesn't like the news.
- D. Mike likes sports programmes.

### 4 1.17 Listen to the conversation between John and Kate and match their names with the programmes they like best. There is one extra programme.

People

Programmes

4.1. John  B

A. the news

4.2. Kate  C

B. sports programmes

C. reality shows



Jeżeli pytanie egzaminacyjne dotyczy tego, co lubią osoby występujące w nagraniu, zwróć uwagę na zwroty wyrażające upodobania, np.: *like, don't mind, can't stand* itp.

### ZADANIE EGZAMINACYJNE

### 5 1.18 Usłyszysz dwukrotnie rozmowę dwojga nastolatków wybierających się do kina. Na podstawie informacji zawartych w nagraniu dopasuj do każdej osoby (5.1.–5.4.) gatunek filmu (A–E), który ona lubi. Wpisz odpowiednią literę w każdą kratkę.

**Uwaga!** Jeden gatunek filmu został podany dodatkowo i nie pasuje do żadnej osoby.

People

Films

5.1. Jack  E

A. horror

5.2. Tim  C

B. comedy

5.3. Betty  D

C. science fiction

5.4. Kate  B

D. fantasy

E. adventure




# Unit 1, Lesson 9a, Exam Practice – poziom podstawowy

**Lesson Aims:** Students practise listening for general understanding and specific information; students learn how to work with matching tasks.

## Warmer

Form pairs. Each student makes a list of all the types of TV programmes they watched during the previous week. They give examples, preferably in English. Set a time limit of three minutes. Students then compare their lists and see if any of the programmes appear on both lists.

- Tell students to complete the sentences so that they are true for them.
  - Form pairs. Ask students to read their sentences to their partners.
  - Ask some students, preferably volunteers, to read their sentences in class.
- Explain that in English it is possible to express an idea using different words, which mean a similar thing.
  - Ask students to look at the pairs of sentences. In each pair ask them to find the words in both A and B whose meanings point to a similarity or difference between the sentences.
  - Students compare their answers with a partner.
  - Check answers as a class.
- Students briefly look at the two texts. Ask them what kind of information they are going to look for (*types of TV programmes*).
  - Tell them to read the texts carefully and complete the sentences writing *Mike* or *Jane*.
  - Check answers as a class.
-  **CD1 track 17**
  - Tell students to read the instruction to the task. Remind them it is important to read instructions carefully. Emphasise the word *best* is key in this exercise.
  - Students read the list of types of programmes.
  - Ask them to read the Exam Tip box. Tell them they are going to hear the recording twice. Advise them to concentrate on the words describing likes and dislikes and not on understanding all the words in the text.
  - Students listen to the recording once. Before the playback ask them to write down the words they hear that point to the correct answers (*John – I prefer sport, Kate – I love them*).
  - Students compare answers in pairs.
  - Check answers as a class. Ask students if the words they had written down were correct and helpful.

## CD1 track 17

**Kate** Hi, John. *The X Factor* starts at 8.00. How about watching it together?

**John** I don't really like talent shows.

**Kate** Really? I love them! You see, lots of people think they can sing, but they can't. This is often very funny.

**John** You're right, but I think that, after a few weeks, it gets boring.

**Kate** I don't think so. All reality shows are cool! I watch them almost every day.

**John** What do your parents think about it?

**Kate** They can't stand reality TV. They only watch the news. It's so boring!

**John** No, it isn't. The news is OK, but I prefer watching sport. It's great! OK, Kate. Go and watch your favourite show and I'll go to the gym!

**Kate** OK, John. See you later.

## 5 CD1 track 18

- Students read the instruction for the exam tasks.
- Ask them what the recording is going to be about.
- Tell the students to read the list of types of films. Remind them that there is one extra type of film.
- Students listen and complete the exam task. Check answers as a class.

## CD1 track 18

**Betty** Hi, Jack!

**Jack** Hi, Betty! Would you like to go to the cinema with Tim and me?

**Betty** Sure! Can Kate come, too?

**Jack** Of course, no problem.

**Betty** What's on?

**Jack** I don't know yet, but I'd like to see an adventure film, you know I love them!

**Betty** I know and I don't mind films about pirates or journeys to the jungle, but I'm not sure if Tim and Kate want to see an adventure film.

**Jack** You're right. Tim prefers films about space travel and aliens, you know. And you? What do you think of science fiction films?

**Betty** Well, I don't mind them, but I like fantasy films more! They're my favourites.

**Jack** Oh, I don't really like fantasy films.

**Betty** That's OK. Kate can't stand them, either. She likes films that make her laugh.

**Jack** So what about *Mr. Bean*? It's very funny.

**Betty** Well, let's meet at the cinema and see what other films are on. We can choose then.


**Jack** Good idea! Maybe there's a horror film, something especially for girls ....

**Betty** Quit it, Jack!

**Jack** OK, OK. See you later!

**Betty** See you!

 **Homework** Workbook page 16, exercises 1–2.


 **Homework (optional)** Students write ten sentences on the favourite / least favourite types of films among family and friends.

# Unit 1, Lesson 9b, Exam Practice – poziom rozszerzony

**Lesson Aims:** Students practise listening for general understanding and specific information. They learn how to work with multiple choice tasks.

## Warmer

Form groups of three. Tell students to make a list of places they would use to make new products known (eg a newspaper, TV, radio, the roof of a building, a cinema, a billboard, a bus, etc.) Set a limit of three minutes. Collect the ideas on the board.

- Students read the words and definitions and match them.  
• Students compare answers in pairs.  
• Check answers as a class.  
• Still in pairs, students think of examples of real places or situations for each word in exercise 1.
- Students read the questions and check their meaning.  
• They take turns to ask and answer the questions and write down their partner's answers.  
• Ask some students to read their answers.
- Students read the instruction.  
• Ask them to read the Exam Tip box and the text.  
• Students choose the correct answers. Check as a class. Ask the students who chose wrong options why they thought they were correct.  
• Ask students to underline the words/expressions/phrases that appear both in the text and the answers. Explain that these words can be misleading and the correct answer is usually expressed in different words than in the text but of similar meaning.
-  **CD1 track 19**
  - Students listen to the recording and answer the questions.
  - They compare their answers with a partner.
  - Check answers as a class.

## CD1 track 19

**Woman** Can I help you?  
**A boy** Yes, how much are the tickets for the Twilight marathon?  
**Woman** £15.  
**A boy** For one film?  
**Woman** No, for all of them. And £6 if you want to see only one film. Plus when you buy four tickets, you get the fifth one free.  
**A boy** Thanks.  
**Woman** You're welcome.

## Answer Key

- 4.1. at the cinema (at the box office)  
4.2. tickets / ticket prices

## 5 CD1 track 19

- Tell students to read the Exam Tip and explain that it is important to look for the context of the information they hear.
- Students listen again and say what each of the numbers in the Exam Tip represents.

- Check answers as a class.
- Students listen once more and answer the question.


## 6 CD1 track 20

- Students read the instruction for the exam tasks. Remind them it is important to read the instruction carefully, as some questions refer to a different text.
- Tell students that it is not necessary to understand all the words and tell them to try and look only for the information needed to choose the correct answers. Remind them about misleading words (the same words that appear both in the text and the answers).
- Students read the multiple choice options.
- They listen and mark their answers.
- Check answers as a class.

## CD1 track 20

**John** Mark, do you like the new commercial for Ford cars?  
**Mark** John, please! You know I can't stand commercials. I hate it when they stop the programme to show advertisements. During the commercial break, I always switch to a different channel.  
**John** Why? It's not that bad.  
**Mark** Not bad? Watching TV commercials is a complete waste of time. And I don't understand how anyone can like them.  
**John** Really? I think some commercials are really cool. And the new Ford commercial is great! It's so funny that I can watch it every day! It's about a little boy who plays tricks on his dad.  
**Mark** I don't understand why you watch those awful things.  
**John** Well, remember that commercials are also helpful as they inform you about new products in the shops. I often buy things which I see in advertisements.  
**Mark** OK, but I still think there are too many of them. And now, switch the TV on, there's the news in 5 minutes. This time, no commercials.  
**DJ** Dear listeners! And now a few words about good fun for the weekend. If you don't know what to do on Saturday or Sunday, there are some interesting films on. On Saturday, you can see the new version of the classic Titanic at all the cinemas in the city. You can now watch it in 3D! The story isn't any different from the one we know, but now the special effects are great!  
If you're not a fan of romantic films, you can choose a comedy. At some cinemas, there's a marathon of Woody Allen films. For only £12, you can watch 4 films, all of them comedies! Sounds great, doesn't it?  
And the good news is that I have some free tickets to offer you. If you want to win them, just answer the following question: How old is Woody Allen? The first 5 people who give me the correct answer will win the tickets! So, at school or at work, have a break and send me an email ...

 **Homework Workbook page 16, exercise 3.**

 **Homework (optional) Students write sentences on five commercials they like or dislike.**





### 1 Match the words 1–3 with their definitions A–C.

- 1.1. announcement A. an advertisement on television or radio
- 1.2. advertisement B. a statement that gives people information about something
- 1.3. commercial C. a picture, short film, or article that tells you to buy something

### 2 Work in pairs and answer the questions.

- 2.1. Do you like commercials on TV?
- 2.2. Do you switch to a different channel during a commercial break?
- 2.3. Do advertisements give true information about products?
- 2.4. Where can you hear announcements? What information do they give?

### 3 Read the text and choose the correct answers A, B or C.



Zwróć uwagę, że odpowiedź, która zawiera dokładnie takie same słowa, wyrażenia, zwroty jak te w tekście, nie zawsze jest prawidłowa.

Can you imagine TV without commercials? I know some of you don't like or even hate them, but it's time to understand that commercials are helpful. Firstly, commercials are very important for TV stations because all advertisements earn them money. Thanks to this, people don't have to pay too much to watch TV. Secondly, commercials give you information about products, so they are helpful. Also, some commercials are funny and clever! They aren't boring as no two commercials are the same. Sometimes it's good fun to watch a commercial break.

- 3.1. Some people
- A. don't understand commercials.
- B. can't stand TV advertisements.
- C. earn money for TV.
- 3.2. All commercials are
- A. funny.
- B. the same.
- C. useful.



### 4 1.19 Listen to the dialogue and answer the questions:

- 4.1. Where can you hear this kind of conversation?
- 4.2. What are the people talking about?

### 5 Listen again and answer the question.



Zwróć uwagę, do czego w nagraniu i w pytaniach odnoszą się liczebniki: *fifteen, six i one.*

### Which is true about the *Twilight* marathon tickets?

- A. The ticket costs £15 for one film.
- B. If you buy six tickets, you get one free.
- C. You can buy a ticket for one film only.

## ZADANIE EGZAMINACYJNE

- 6 1.20 Usłyszysz dwukrotnie dwa teksty. Na podstawie informacji zawartych w nagraniu w zadaniach 6.1.–6.6. z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B lub C. Zadania 6.1.–6.3. odnoszą się do pierwszego tekstu, a zadania 6.4.–6.6. do drugiego.

### Tekst 1.: Usłyszysz rozmowę dwóch kolegów.

- 6.1. Mark
- A. doesn't like advertisements on TV.
- B. switches the TV off during the commercial break.
- C. doesn't understand TV commercials.
- 6.2. John thinks that
- A. all commercials are cool.
- B. the new Ford commercial is awful.
- C. advertisements are useful.
- 6.3. The boys are mainly talking about
- A. TV programmes.
- B. Ford commercials.
- C. TV commercials.

### Tekst 2.: Usłyszysz komunikat.

- 6.4. The new version of Titanic
- A. shows the same story.
- B. is on at some cinemas.
- C. hasn't got any special effects.
- 6.5. The Woody Allen film marathon:
- A. shows 4 films for £12 each.
- B. shows only comedies.
- C. is free for all comedy fans.
- 6.6. Where can you hear this announcement?
- A. At the cinema.
- B. On the radio.
- C. At school.

## Wordlist

### KULTURA – dziedziny kultury

<b>T</b> action (film) (n)	/ˈækj(ə)n fɪlm/	(film) sensacyjny
<b>T</b> adventure (film) (n)	/əd'ventʃə(r) fɪlm/	(film) przygodowy
<b>T</b> animated (film) (adj)	/ˈæniˌmeɪtɪd fɪlm/	(film) animowany
<b>T</b> comedy (n)	/ˈkɒmədi/	komedია
<b>T</b> fantasy (n)	/ˈfæntəsi/	(film) fantasy
<b>T</b> horror (film) (n)	/ˈhɒrə(r) fɪlm/	horror
<b>T</b> musical (n)	/ˈmjuzɪk(ə)l/	(film) muzyczny, musical
<b>T</b> romantic comedy (n)	/rəʊˌmæntɪk ˈkɒmədi/	komedია romantyczna
<b>T</b> science fiction (film) (n)	/ˈsaɪəns ˈfɪkʃ(ə)n fɪlm/	film fantastyczno-naukowy
<b>T</b> thriller (n)	/ˈθrɪlə(r)/	thriller, dreszczowiec
<b>T</b> war (film) (n)	/wɔː(r) ˈfɪlm/	film wojenny
<b>T</b> western (n)	/ˈwestə(r)n/	western

### KULTURA – twórcy i ich dzieła

character (n)	/ˈkærɪktə(r)/	bohater, postać
director (n)	/dɪ'rektə(r)/, /daɪ'rektə(r)/	reżyser
part (n)	/paː(r)t/	rola

### KULTURA – uczestnictwo w kulturze

actress (n)	/ˈæktɪs/	aktorka
award (n)	/ə'wɔː(r)d/	nagroda, odznaczenie
celebrity (n)	/sə'lebrətɪ/	ślawna osoba, celebryta
extra (n)	/ˈekstrə/	statysta
front row (n)	/ˈfrʌnt ˈrəʊ/	przedni rząd
prize (n)	/praɪz/	nagroda, wygrana
review (n)	/rɪ'vjuː/	recenzja
statue (n)	/ˈstætʃuː/	statuetka
superstar (n)	/suːpə(r), stɑː(r)/	wielka gwiazda
theatrical mask (n)	/θi'ætrɪk(ə)l ˈmɑːsk/	maska teatralna

### KULTURA – media

advertisement (n)	/əd'vɜː(r)tɪsmənt/	ogłoszenie, reklama
announcement (n)	/ə'naʊnsmənt/	obwieszczenie, ogłoszenie
<b>T</b> cartoon (n)	/kɑː(r)'tuːn/	kreskówka
channel (n)	/ˈtʃæn(ə)l/	kanal TV, program
<b>T</b> chat show (n)	/ˈtʃæt ʃəʊ/	chat show
<b>T</b> comedy programme (n)	/ˈkɒmədi ˌprəʊgræm/	program komediowy
commercial (n)	/kə'mɜː(r)j(ə)l/	reklama telewizyjna lub radiowa
commercial break (n)	/kə'mɜː(r)j(ə)l ˈbreɪk/	przerwa na reklamę

<b>T</b> documentary (n)	/ˌdɒkjʊ'ment(ə)ri/	film dokumentalny
<b>T</b> drama (n)	/ˈdrɑːmə/	sztuka telewizyjna, dramat
<b>T</b> game show (n)	/ˈgeɪm ʃəʊ/	teleturniej
<b>T</b> reality show (n)	/rɪ'ælətɪ ʃəʊ/	reality show
repeat (n)	/rɪ'piːt/	powtórka programu
<b>T</b> soap opera (n)	/ˈsəʊp ˌɒp(ə)rə/	telenowela, opera mydlana
<b>T</b> sports programme (n)	/ˈspɔː(r)tɪs ˌprəʊgræm/	program sportowy
<b>T</b> the news (n)	/ðə ˈnjuːz/	wiadomości

### INNE

alien (n)	/ˈeɪliən/	obcy, kosmita
bank account (n)	/ˈbæŋk ə kaʊnt/	konto bankowe
be held (v)	/ˌbiː ˈheld/	odbywać się
company (n)	/ˈkʌmp(ə)ni/	firma, przedsiębiorstwo
compete (v)	/kəm'piːt/	rywalizować
contestant (n)	/kən'testənt/	zawodnik
crisps (n)	/kɪsps/	czipsy
directly (adv)	/daɪ'rek(t)li/	bezpośrednio
disaster (n)	/dɪ'zɑːstə(r)/	katastrofa
download (v)	/ˌdaʊn'ləʊd/	ściągać, pobierać dane
dream (n,v)	/driːm/	marzenie; marzyć
earn (v)	/ɜː(r)n/	zarabiać
equivalent (n, adj)	/ɪ'kwɪvələnt/	odpowiednik; równoznaczny
event (n)	/ɪ'vent/	wydarzenie
few (det)	/fjuː/	niewiele
a few (det)	/ə ˈfjuː/	kilka, trochę
fizzy drink (n)	/ˌfɪzi ˈdrɪŋk/	napój gazowany
free (adj)	/friː/	bezpłatny, darmowy
generation (n)	/ˌdʒenə'reɪʃ(ə)n/	pokolenie
healthy lifestyle (n)	/ˌhelθi ˈlaɪfˌstɑɪl/	zdrowy tryb życia
including (prep)	/ɪnˈkluːdɪŋ/	wliczając, włącznie
industry (n)	/ˈɪndəstri/	przemysł
jungle (n)	/ˈdʒʌŋɡ(ə)l/	dżungla
law (n)	/ləː/	prawo
middle (n, adj)	/ˈmɪd(ə)l/	środek; środkowy
receive (v)	/rɪ'siːv/	otrzymywać
recent (adj)	/rɪːs(ə)nt/	ostatni, niedawny
recommend (v)	/ˌreke'mend/	polecać
replacement (n)	/rɪ'pleɪsmənt/	substytut, zamiennik
report (n, v)	/rɪ'pɔː(r)t/	raport, sprawozdanie; zdawać raport, sprawozdanie
space travel (n)	/ˈspeɪs ˌtræv(ə)l/	podróż kosmiczna
stay up late (phr)	/ˌsteɪ ʌp ˈleɪt/	nie kłaść się spać do późna
successful (adj)	/sək'sesf(ə)l/	odnoszący sukcesy

survivor (n)	/sə(r)'vaɪvə(r)/	człowiek, który przeżył / ocalał
suspense (n)	/sə'spens/	napięcie
switch on / off (v)	/,swɪtʃ 'ɒn /'ɒf/	włączyć / wyłączyć
teenager (n)	/'ti:n,eɪdʒə(r)/	nastolatek
terrible (adj)	/'terəb(ə)l/	okropny
tutor (n)	/'tju:tə(r)/	(prywatny) nauczyciel
useful (adj)	/'ju:sf(ə)l/	przydatny
variety (n)	/və'reɪəti/	różnorodność
waste of time (n)	/,weɪst əv 'taɪm/	strata czasu
weather (n)	/'weðə(r)/	pogoda
winner (n)	/'wɪnə(r)/	zwycięzca

### Spelling: third person singular

- for most verbs add -s  
drink → drinks
- for verbs that end in -s, -sh, -ch and -x, add -es  
pass → passes      wash → washes  
watch → watches      fix → fixes
- for verbs that end in a consonant +y, omit the -y and add -ies  
study → studies
- for verbs that end in a vowel +y, keep the -y and add -s  
play → plays
- irregular verbs  
be → is      have → has

### Functional language

#### Talking about likes and dislikes:

#### Wyrażanie upodobań

- **Do you like** *romantic comedies* – **Czy lubisz** *komedie romantyczne?*
- **What do you think of** *animated films?* – **Co sądzisz o** *filmach animowanych?*
- **I really like them.** *They're great.* – **Naprawdę je lubię.** *Są wspaniałe.*
- **I like** *westerns.* – **Lubię** *westerny.*
- **I don't mind** *science fiction.* – **Nie mam nic przeciwko** *filmom science fiction*
- **I don't like** *horror films.* *They're awful.* – **Nie lubię** *horrorów.* *Są okropne.*
- **I can't stand** *romantic comedies.* – **Nie znoszę** *komedii romantycznych.*

#### Learning Tips

Learn these words by organising them into word sets.

Films: *horror, science fiction, romantic comedy*

TV: *documentary, drama, soap opera*

#### Language Tip

Remember to use phrases such as: *I really like ... , I don't mind ...* and *I can't stand ...* to say to what extent you like or dislike something.

### 'Can do' Progress Check

How well can you do these things in English now? Give yourself a mark:

- 1 – I can do it very well.
- 2 – I can do it quite well.
- 3 – I have some problems.
- 4 – I can't do it.

- I can talk about films and TV programmes.
- I can talk about routine actions using the present simple and adverbs of frequency.
- I can say if something exists using *there is / there are*.
- I can understand short articles about teenagers' preferences.
- I can understand a radio interview about child stars.
- I can talk about likes and dislikes.
- I can understand a short text about film awards.
- I can write a simple review.

I can do the following exam tasks:

- Rozumienie ze słuchu – dobieranie
- Rozumienie ze słuchu – prawda / fałsz
- Rozumienie tekstów pisanych – wybór wielokrotny
- Rozumienie tekstów pisanych – prawda / fałsz
- Znajomość środków językowych – układanie zdań
- Znajomość funkcji językowych – wybór wielokrotny