

Interface



Teaching notes

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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 read 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 types of film are the films in the posters.
 - Check answers as a class.

Answer Key

- 1 science fiction
- 2 fantasy
- 3 action film
- 4 animated
- 5 romantic comedy




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 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.

- 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.
 - Give students 30 seconds to read the text and choose the best title.
 - Check the answer with the class.

Answer Key

b Teenagers and their favourite films

More information

Find the top ten films of the moment in the UK and the USA on the Internet.

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.

Answer Key

1 Katie 2 Jack 3 Katie 4 Katie 5 Jack

- 8
- Check if students understand the questions.
 - Students read the text again and find the answers in the text.
 - Check answers with the class.

Answer Key

1 Yes, they do. 3 Yes, he does.
2 No, they don't. 4 No, she doesn't.

- 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 (economy v.) page 4
Workbook page 5

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.

Answer Key

1 go 2 studies; chooses 3 goes; gets 4 eat 5 sit 6 watch

- 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 films 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 | 4 Are there, there are |
| 2 There isn't, there are | 5 There are |
| 3 there are; there aren't | |

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.

Answer Key

do / does + subject + verb + object
No, we don't repeat the verb in the short answer.

- 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 (economy v.) page 5 and page 6, exercises 8–11
Workbook page 6 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.

- 8**
- Students read the questions in the grammar box and tell you how to say the words in blue in Polish. Check pronunciation.
- 9**
- Students read the questions and choose the correct option.

Answer Key

- | | |
|------------|----------------|
| 1 What; f | 4 Why; c |
| 2 Where; a | 5 How often; e |
| 3 Who; b | 6 When; d |

Pronunciation: /e/ /u:/ /aɪ/

- a** CD1 track 10
- Students read and listen to the words.
 - For audioscript see Student's Book page 9.
- b**
- Students listen again and repeat the words.
- 10**
- 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.

- 11 • 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.
- 12  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!

Answer Key

1 She's a child actress. 2 Yes, she does. 3 No, she isn't.

13 CD1 track 11

- Students read the sentences and check their meaning. They write 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.

Answer Key

1 true 2 false 3 false 4 false 5 true 6 false

- 14 • 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 (economy v.) page 6, exercises 12–14
Workbook page 7, exercises 12–14

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

- 1 • 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?*).


Answer Key

at the cinema

- 2** • 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**


- 3**  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.

Answer Key


Invincibles Return

- 4**  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.

Answer Key

1 *Summer Love*
 2 *The Monster Returns*
 3 *Year 2222*
 4 *Invincibles Return*

Practise

- 5**  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.


- 6** • Ask students to look at the dialogue again and find 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.

Answer Key

1 c 2 b 3 c

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 Príncipe 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.

Answer Key

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

- 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

Find more information about film awards (Oscars, BAFTAs) on the Internet.

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.



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



Homework Workbook page 9

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.

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

2 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*.

- 3 • 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.
- 4 • 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.

- 5  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 answer 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.

Answer Key

No, they don't.

- 6 • 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.
 - Check answers with the class.

Answer Key

1 true 2 false 3 false 4 true 5 true

- 7 • 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 (economy v.)** page 7
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 choosing the correct option.

Answer Key

before; after

- 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 every 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 (economy v.) page 8
Workbook page 11



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

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 find 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.

Answer Key

- 1 Glee
- 2 a comedy programme
- 3 It's about a singing club in an American high school.
- 4 Because the characters always do funny things.

- 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 similar to the ones 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.

Answer Key

1 horror 3 fantasy 5 animated 7 war
2 western 4 comedy 6 thriller 8 action

TV programmes

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

Answer Key

1 sports programme 3 chat show 5 comedy programme
2 game show 4 the news 6 documentary

Present simple

- 3** • Ask students to copy and complete the sentences with the correct form of the verbs.
- Check answers with the class.

Answer Key

1 love 2 watches 3 don't go 4 doesn't download

- 4** • Ask students to copy and complete the sentences with the correct form of *there is* and *there are*.
- Check answers with the class.

Answer Key

1 There aren't
2 There is
3 Is there, there isn't

- 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.

Answer Key

1 Do 2 Does 3 Do



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.

Answer Key

1 When 2 What 3 Who 4 Why 5 How 6 Where

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.

Answer Key

- 1 do (you) watch
- 2 Do (you often) watch
- 3 like
- 4 Do (you) like
- 5 Have (you) got
- 6 is
- 7 's / is
- 8 's / is
- 9 's / is
- 10 don't like
- 11 're / are

➔ **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.

Unit 1, Lesson 9a, Test 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.

- 1**
- 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.
- 2**
- Explain that in English it is possible to express an idea using different words, which mean a similar thing.
 - Ask students to read 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.

Answer Key

- 2.1. ✓ 2.2. × 2.3. ✓ 2.4. ✓

- 3**
- 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.

Answer Key

- A. Mike B. Jane C. Jane D. Mike

- 4**
- 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 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.

Answer Key

4.1. B 4.2. C

5 CD1 track 18

- Students read the instruction for the exam task (test trainer).
- 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 (test trainer). 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!

Answer Key

5.1. E 5.2. C 5.3. D 5.4. B



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, Test 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.

Answer Key

1.1. B 1.2. C 1.3. A

- 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 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 find 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.

Answer Key

3.1. B 3.2. C

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

Answer Key

C

6 CD1 track 20

- Students read the instruction for the exam task (test trainer). 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 write 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 ...

Answer Key

- 6.1. A 6.2. C 6.3. C 6.4. A 6.5. B 6.6. B

 **Homework Workbook page 16, exercise 3**

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