

UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
<b>STARTER</b> What do you know? Page 6	<b>Vocabulary:</b> health and well-being, personal qualities, extreme adjectives, travelling, learning techniques		
<b>1</b> Making music <b>WDYT?</b> How can music bring people together? Page 12	Music and performance Feelings and emotions <b>◀</b> What music and when?	Present perfect simple and present perfect continuous Question tags Questions with prepositions	<b>An infographic</b> <i>Music and your brain</i> <b>Subskill:</b> Recognising informal writing
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<b>9</b> Look what you know! Page 108	<b>Vocabulary</b> and <b>Grammar</b> review		<b>Reading:</b> review of subskills

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
<b>Grammar:</b> present simple and present continuous; modal verbs (present and past); past simple, past continuous, <i>used to</i> ; present perfect and past simple; future tense review				
<b>Short interviews</b> about music in public spaces <b>Subskill:</b> Understanding the speaker's attitude	Talking about feelings	<b>A review</b> <b>Subskill:</b> Giving recommendations	Words starting s + consonant Intonation in question tags	Give a presentation about a singer or band that you think brings people together <b>Communication</b> Giving a presentation
<b>A radio programme</b> about online and offline friends <b>Subskill:</b> Inferring meaning	Reaching an agreement	<b>An email about a problem</b> <b>Subskill:</b> Informal linkers	/w/ and /h/ Word stress with phrasal verbs	Create a podcast giving advice to listeners about their friendship problems <b>Collaboration</b> Empathy
<b>A podcast</b> about the Voynich manuscript <b>Subskill:</b> Using key words to predict	Expressing certainty and doubt	<b>A narrative</b> <b>Subskill:</b> Making your writing more interesting	Word stress in longer words Weak forms with past perfect	Write a film script for a scene from a mystery story or film <b>Creativity</b> Using a variety of creative thinking techniques
<b>A phone conversation</b> between two friends who are going to visit each other <b>Subskill:</b> Taking notes while listening	A formal conversation	<b>A formal email</b> <b>Subskill:</b> Indirect questions	/g/ and /dʒ/ Weak forms with <i>have to</i>	Write and edit your CV to apply for a part-time job <b>Communication</b> Demonstrating your skills and strengths
<b>A radio programme</b> about cleaning up beaches <b>Subskill:</b> Understanding paraphrase	Comparing and contrasting	<b>A blog</b> <b>Subskill:</b> Writing a blog	/ʃən/	Choose a green issue and design a leaflet for a campaign to raise awareness <b>Collaboration</b> Being flexible
<b>A radio phone-in</b> about online fraud and cyber-crime <b>Subskill:</b> Identifying speakers' intentions	Talking about problems and solutions	<b>A for-and-against essay</b> <b>Subskill:</b> Using connectors of addition and contrast	Intonation in conditional sentences	Discuss the rules of your class/school and decide how you would change them <b>Critical thinking</b> Cause and effect
<b>A quiz</b> about time <b>Subskill:</b> Avoiding distractors	Discussing points of view	<b>A report</b> <b>Subskill:</b> Talking about statistics	Intonation in reported questions	Interview a person from the past and report what he/she told you <b>Creativity</b> Using your imagination
<b>A podcast</b> about sports that are good for you <b>Subskill:</b> Answering <i>true/false</i> questions	Describing an event	<b>An opinion essay</b> <b>Subskill:</b> Using a dictionary	/e/ /i:/ and /eɪ/ /θ/ and /ð/	Make a video of your candidate for Sports Star of the Year <b>Critical thinking</b> Choosing and using reliable web sources
<b>Listening:</b> review of subskills		<b>Speaking:</b> review of Key phrases		<b>Writing:</b> review of subskills

# STARTER

# What do you know?



## Questionnaire

We're trying to find out what schools can do to improve students' well-being. We'd be grateful if you could fill in this questionnaire as honestly as possible. Thank you!

### YOUR INFORMATION

**Name** Michael Jones  
**Age** 16  
**School** Middletown Secondary School  
**Email** Michael@JonesFamily.co.uk

### YOUR SCHOOL

**Are you starting a new school now?**

No, I'm not. I'm studying at the same school as last year.

**How does your school look after your well-being?**

We can talk to our tutor if we have any problems.

**Has your school got a 'relaxation room' where you can go to chill 1 (...)?**

No – we can't relax at school. If we want a quiet space, we have to go to the library.

### FITNESS

**How often do you usually do PE, and what do you do?**

We do PE twice a week – usually basketball, football, athletics ...

**How could PE be improved?**

We should have outdoor gym machines in the playground so we can keep **2 (...)** during break times. You don't have to work out for long, but every little helps!

### DIET

**Do you usually have lunch at school?**

I eat at school every day, but I don't always have the canteen food – I sometimes bring sandwiches.

**Is it possible to eat healthy food at school?**

They should definitely cut **3 (...)** on the fast food options in the canteen. They should also **4 (...)** out the unhealthy snacks from the vending machines!

### YOUR IDEAS

**What suggestions would you make to improve the well-being of students at school?**

It would be great to have a 'chill-out' space at school where we can go if we feel **5 (...)**. Also, I've heard that some schools are getting pet dogs nowadays because animals can help to improve your **6 (...)**!



## Look after yourself!

### Vocabulary: health and well-being

**1** **1** Check the meaning of these phrases. Then read the questionnaire and complete 1–6 with the correct words. Listen and check.

chill out	cut down on fast food
cut out sugary snacks	eat healthy food
feel stressed	get enough sleep
improve your mood	keep fit
meet up with friends	spend time outdoors
take care of yourself	work out

**2** Copy and complete the diagram with the phrases in exercise 1.

*eat healthy food*





**3** How many phrasal verbs can you find in exercise 1? Match five of them with the definitions.

- 1 eat or do less of something
- 2 stop eating or doing something
- 3 look after
- 4 spend time relaxing
- 5 arrange to see someone

**4** Read the questionnaire again and answer the questions.

- 1 How does Michael's school look after students' well-being?
- 2 What does Michael suggest to improve students' fitness at school?
- 3 Does the canteen at the school serve fast food?
- 4 What else does Michael suggest to improve students' well-being?

## Grammar: present simple and present continuous

**5** Read the examples. Then answer the questions.

How often **do** you **usually do** PE?  
 We **do** PE **twice a week**.  
 Are you **starting** a new school **at the moment**?  
 No, I'm not. I'm **studying** at the same school **now**.

- 1 Which tense is for actions in progress?
- 2 Which tense is for habits and routines?
- 3 Complete the table with the time expressions. How many more can you add?

With present simple	With present continuous
<i>usually</i>	<i>at the moment</i>

**6** Change the words in bold so the sentences are true for you. Write one negative and one affirmative sentence for each.

- 1 We're studying **French** now.  
*We aren't studying French now. We're studying English.*
- 2 We study English **six times a week**.
- 3 I'm sitting next to **the teacher** at the moment.
- 4 I usually work out **every day**.
- 5 I often meet up with friends on **Sunday evenings**.
- 6 We're finishing **exercise 8** now.

## Grammar: modal verbs (present and past)

**7** Read the examples. Copy and complete the table with the correct modal verbs.

### Modal verbs (present and past)

We **can't** relax at school. If we want a quiet space, we **have to** go to the library.

We **should** have gym machines so we **can** keep fit at break time. You **don't have to** work out for long, but every little helps!

### Modals

	Present	Past
<b>ability / permission</b>	can / 1 (...)	could / couldn't
<b>obligation</b>	2 (...) = must	had to
<b>no obligation</b>	3 (...)	didn't have to
<b>prohibition</b>	mustn't	X
<b>advice</b>	4 (...) / shouldn't	should have / shouldn't have

**8** Complete the sentences with modal verbs from exercise 7. There may be more than one possible answer.

- 1 I didn't meet up with friends last night because I (...) study for a test.
- 2 I tried to chill out before the exam, but I (...) relax – I was too stressed.
- 3 You (...) try to get enough sleep before an exam.
- 4 I was glad I (...) spend time outdoors yesterday because the weather was terrible.
- 5 You (...) work out at the gym if you don't want to – all types of exercise are good!
- 6 You (...) eat too many unhealthy snacks if you want to keep fit.

**9** Complete the questionnaire with answers that are true for you.

**10** Work in pairs. Compare your answers. In your opinion, how could your school improve students' well-being?

How do you think our school could improve students' well-being?

I think our school should ...





## Explorers

### Vocabulary: personal qualities

**1** In your opinion, which personal qualities do explorers need? Make sentences with these adjectives or your own ideas.

brave calm confident curious enthusiastic  
patient practical sensible sociable talented

*I think explorers have to be brave because they might go into dangerous situations. I don't think they need to be ... because ...*

- 2** Would you like to be an explorer? Why/Why not?
- 3** **2** Listen to Caleb's presentation about Dwayne Fields. Which of the personal qualities in exercise 1 do you think Dwayne has?
- 4** Listen again and complete 1–5 in the fact file about Dwayne Fields.
- 5** Answer the questions.
- 1 Where did Dwayne grow up?
  - 2 Why did he decide to go on an expedition?
  - 3 What did he see while he was walking to the North Pole?
  - 4 What did he do when he arrived at the North Pole?
  - 5 Why does Caleb think that Dwayne is inspirational?

### Vocabulary: extreme adjectives

**6** **3** Read the sentences and change the words in bold for extreme adjectives from the box. Then listen and check.

amazing exhausted freezing  
huge unforgettable

- 1 This is a **nice** story.
- 2 Dwayne had a **memorable** trip.
- 3 The North Pole is a **big** area of ice.
- 4 It's **cold** there.
- 5 I'd be **tired** if I walked to the North Pole!

## Dwayne Fields: polar explorer

**Born:** in **1** (...)

**Age 6:** moved to **2** (...)

### First expedition:

to the North Pole with two teammates  
walked **3** (...) km in **4** (...) days  
suffered temperatures as low as **5** (...) degrees

### Next expedition:

to the South Pole

### Other achievements:

- ambassador for the Scouts
- inspires young people to get outdoors



### Vocabulary: travelling

**7** Look at the travel words. Are they nouns, verbs or both? Write example sentences for each word.

journey tour travel trip

### Grammar: past simple, past continuous, used to

**8** Read sentences 1–3. Then match them with a–c. Which tense do we use for each?

**Past simple, past continuous and used to**

- 1 Dwayne Fields **used to live** in Jamaica.
- 2 He **moved** to London at the age of six.
- 3 While he **was walking** to the North Pole he **saw** seals and polar bears.

- a** an action that happened while another action was in progress
- b** a single completed action in the past
- c** a past habit or state



9 Correct the sentences about Dwayne. Use the correct form of *used to* and the words in brackets.

- 1 Dwayne used to live in Canada. (Jamaica)  
*He didn't use to live in Canada. He used to live in Jamaica.*
- 2 He used to play in the snow. (forest)
- 3 He used to train in the mountains. (gym)
- 4 He used to be a Scout ambassador. (Cub Scout)

10 Complete the text about explorer Jade Hameister. Use the past simple or past continuous form of the verbs in brackets.

While I 1 (...) (read) a magazine recently, I 2 (...) (see) an article about the polar explorer Jade Hameister. She's only 17 and she's already skied to the North Pole and the South Pole! While her friends 3 (...) (celebrate) New Year in Melbourne, Australia, Jade was skiing across the Antarctic in freezing temperatures. Apparently, her love of travel 4 (...) (begin) at the age of 12, when her parents 5 (...) (take) her on a trip to Everest Base Camp. Since then, she's had plenty of adventures. I felt a bit bad because I 6 (...) (lie) on the sofa reading about her expeditions!



Jade Hameister

## Grammar: present perfect and past simple

11 Read the examples and answer the questions.

### Present perfect and past simple

Jade **went** to Everest Base Camp when she was 12. Since then, she **has skied** to the North Pole and the South Pole.

- 1 Which tense do we use to talk about a completed activity that happened at a specific time in the past?
- 2 Which tense do we use to talk about a completed activity without a specific time?
- 3 Which time expressions are used in the example sentences? Can you think of any other time expressions which we use with the present perfect and past simple?

12 Write present perfect or past simple questions. Then answer the questions with information from exercise 10.

- 1 Jade / go / to the South Pole / yet ?
- 2 Where / she / celebrate / New Year / last year ?
- 3 she / ever / go / to Everest Base Camp ?
- 4 When / she / travel there ?
- 5 Jade / already / have / lots of adventures ?

13 Work in pairs. Talk about your experiences of travel and adventure. Use the phrases in the box or your own ideas.

climb a mountain go skiing  
go to a very cold place  
have an unforgettable experience  
swim in the sea travel abroad

What ... ?  
When ... ?  
Where ... ?  
Who ...  
with?

Have you ever been to a very cold place?

Yes, I have.

Where did you go?







# Good intentions

## Vocabulary: learning techniques

1 Check the meaning of the words in blue. Which things do you do?



What are the best ways to **keep practising** your English and **achieve** your goals?

- I often **watch video tutorials** – there are some great ones to help you understand grammar.
- I sometimes **listen to podcasts** in English – there are podcasts for beginners and intermediate level too.
- It's great to **use apps** – especially for practising your pronunciation.
- Always **take notes in class** – that helps me to remember things later.
- You must **revise for tests** – 'little and often' is better than leaving it all until the end.
- I like to **study with friends** – it's more fun!

2 Work in pairs. Ask and answer about the activities in exercise 1. Use the present simple, present perfect or past simple.

How often do you ... ?

Have you ever ... ?

When did you ... ?

## Grammar: future tense review

3 Read the examples. How many different tenses can you find?

### Future tense review

- 1 I think I **will pass** my exams in June.
- 2 **I'm going to work** hard this year.
- 3 My friends and I **are meeting** at a study group on Saturday.
- 4 It **starts** at 10 o'clock in the morning.
- 5 We'll **support** and encourage you!

4 Match sentences 1–5 from exercise 3 with a–e. Which tense do we use for each one?

- |                |                  |
|----------------|------------------|
| a a promise    | d an intention   |
| b a prediction | e an arrangement |
| c a timetable  |                  |

5 Choose the correct option.

- 1 **I'm revising/will revise** this weekend. I've already made my revision plan.
- 2 What time **will/does** the exam start on Monday?
- 3 Do you think you **are getting/will get** a good mark in the test?
- 4 Sorry – the dog ate my homework. **I'm going to/'ll** do it tomorrow, I promise!
- 5 **We're speaking/'re going to speak** English fluently one day!

6 Work in pairs. Talk about your intentions and predictions for this year. Use **be going to** and **will**.

How are you going to improve your English this year?

I'm going to ...

What do you think we will learn this year?

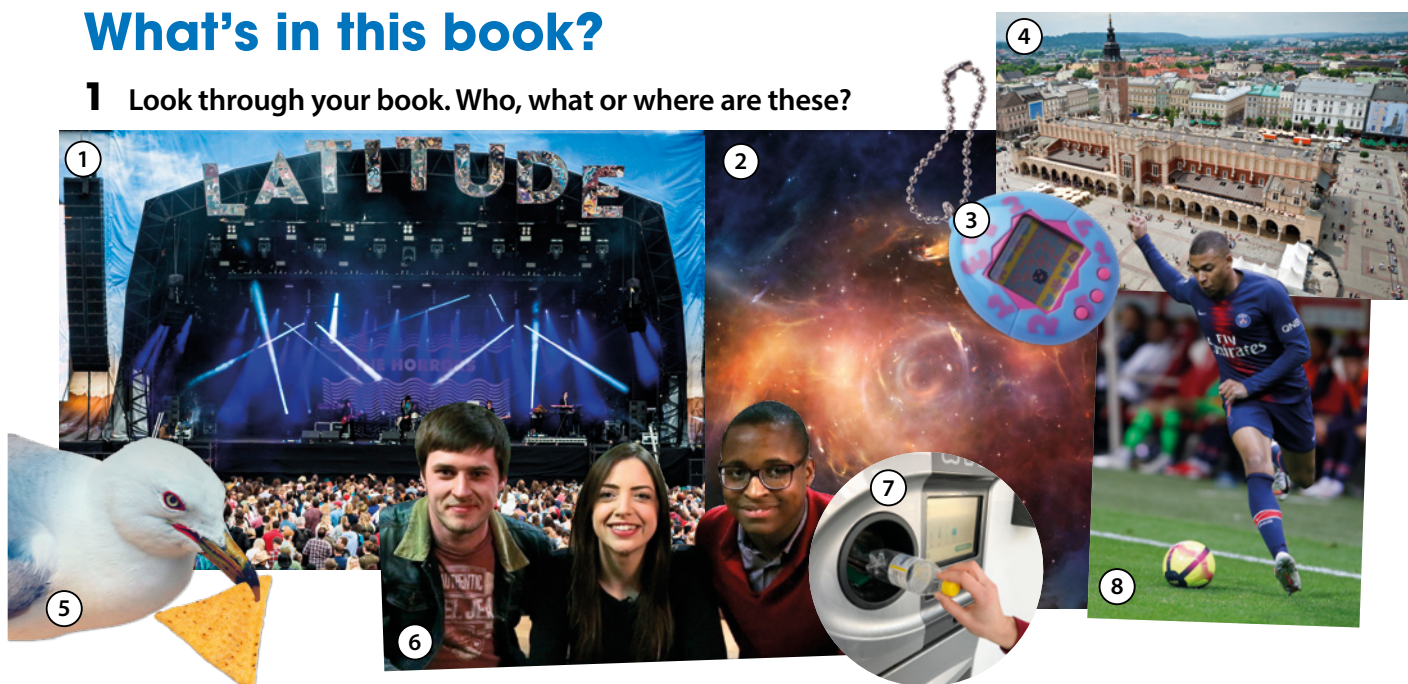
I think we'll ...





# What's in this book?

1 Look through your book. Who, what or where are these?



2 Look more closely at Unit 1. Match features 1–8 with a–h.

1 **WDYT?**

2 **VIDEO SKILLS**

3 **CRITICAL THINKING**

4 **BRAIN TEASER**

5 **GRAMMAR ROUND-UP**

6 **Research**

7 **QUICK REVIEW**

8 **FINAL REFLECTION**

- a a section of the unit that summarises all the new grammar and vocabulary
- b a section where you watch and think about different kinds of video clips
- c an exercise where you practise all the grammar you've learnt so far
- d an activity where you have to find out more about something online
- e a question that comes at the beginning of every unit, to get you thinking about the topic
- f an exercise where you reflect on the process of doing the project
- g an exercise that helps you to explore the ideas in the reading text more deeply
- h a fun grammar exercise

3 Now explore the rest of the book and answer the questions. Can you answer them all in two minutes?



- 1 How many units are there in the book?
- 2 How many pages are there in each unit?
- 3 What do you always learn first in each unit?
- 4 Where can you check irregular verbs?
- 5 How many pages of Phrasebook are there at the end of the book?
- 6 What can you find on pp4–5?
- 7 In which unit will you review everything you have learnt?
- 8 What can you find on pp118–121?

## THE CLASSROOM CHALLENGE

4 Match topics A–H with Units 1–8 in this book. Can you be the first to finish?

- A the benefits of sport
- B smugglers, shoplifters and thieves
- C the six types of friend you need
- D time zones, time travel and leap years
- E the mysterious sculptures of Easter Island
- F plastic pollution in the oceans
- G how to write your CV
- H why music is good for the brain!





# 1

# Making music

WDYT?  
(What do you think?)

How can music bring people together?

**Vocabulary:** music and performance; feelings and emotions

**Grammar:** present perfect simple and present perfect continuous; question tags; questions with prepositions

**Reading:** an infographic about music and the brain

**Listening:** interviews about music in public spaces

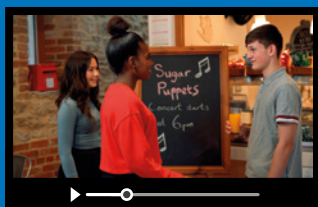
**Speaking:** talking about feelings

**Writing:** a review

**Project:** give a presentation about a singer or band



Video skills p13



Real-world speaking p19



Project pp22–23

## How important is music to you?

- 1 What's most important to you in a song?**

  - a The **lyrics** – I want to be able to sing it.
  - b The music and how well the band or singer **performs** it.
  - c Whether the **lead singer** is cool, of course!
- 2 At a concert you probably ...**

  - a stand where you can dance and chat to friends.
  - b notice the **sound quality** – if it's bad it can affect the **performance**.
  - c stand at the back of the **audience** so you can listen without too many people around you.
- 3 If a singer or band you like goes on tour, you ...**

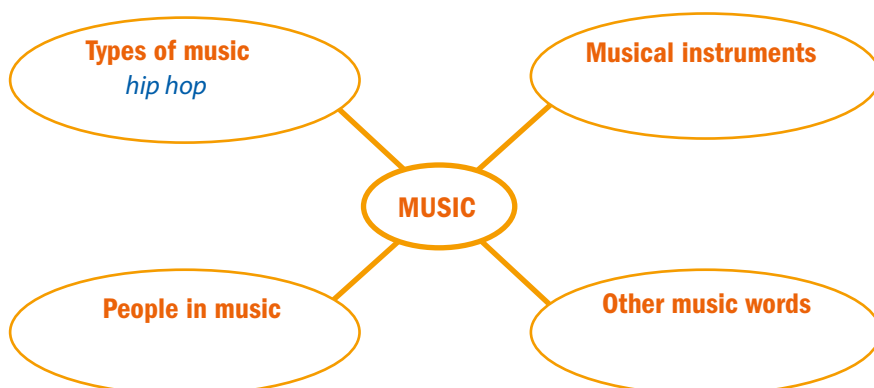
  - a check out who the **support band** is first.
  - b quickly buy tickets before they **sell out**.
  - c perhaps download the **live album**.



## Music and performance

- Copy and complete the diagram. Add more music words.

classical music composer DJ drums guitarist  
hip hop jazz keyboard musician orchestra





**4 You like singers and bands that ...**

- a make you want to dance.
- b **tour** regularly and often **release** new albums.
- c **record** your favourite songs.

**5 When a singer you like releases a new single, you ...**

- a quickly learn the lyrics so you can sing along to the song.
- b download it immediately.
- c wait and see if it is a **hit** before you download it.

**6 You ...**

- a think music is something to enjoy with friends.
- b would love to release a **record** one day.
- c usually listen to friends' **playlists** because you don't make your own.



**Mostly A** – You're a performer at heart. You love listening to music that you can sing or dance to.

**Mostly B** – You're a music superfan. You know all the latest bands and singers and you couldn't live without music.

**Mostly C** – You're open-minded. You like to get recommendations from friends.

**2** **Work in pairs. Answer the questions.**

- 1 Which kinds of music do you like/dislike?
- 2 Which instruments can you play? Which would you like to learn?
- 3 What is the most interesting job in music? Why?

**3** **Check the meaning of the words in bold. Then do the quiz.**

**4 Copy and complete the diagram with the words in bold from the quiz.**

Nouns

Both

Verbs

**5** **Work in pairs. Guess if your partner agrees (A) or disagrees (D) with the statements.**

- 1 In a band, I'd rather be the lead singer than a guitarist or drummer.
- 2 Most support bands aren't worth listening to.
- 3 All musicians should go on tour at least once every two years.
- 4 I'd rather be in the audience than on stage at a concert.
- 5 I would love to perform on a music reality show like *The X Factor*, *America's Got Talent* or *The Voice*.

**6** **Ask and answer to find out if your guesses in exercise 5 were correct.**

Would you prefer to be the lead singer or a musician in a band?

I'd prefer to ...

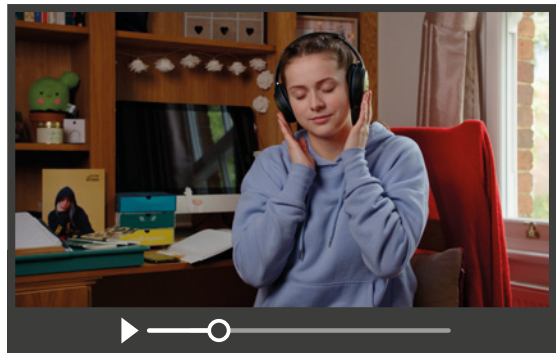
Do you think most support bands aren't worth listening to?

In my opinion, ...

Do you agree that ... ?

Yes, of course, because ... /  
No, not at all, because ...

**VIDEO SKILLS**




**7** **Watch the video with no sound. What do you think it is about? Then watch the video with sound and check your answers.**

**8** **Work in pairs. Discuss the questions.**

- 1 What is the purpose of a vlog?
- 2 Why are vloggers popular?
- 3 Would you like to be a vlogger? Why/Why not?

## An infographic

**1**  **Work in pairs. Talk about the last time you listened to music.**

- Where were you?
- What type of music did you listen to?
- What were you doing at the time?

**2** **Look at the words in the box. Do you think music can affect these things? Do you think it affects them in a positive or negative way?**

ability to focus   happiness   how you exercise  
learning foreign languages   maths ability  
memory   movement   your dreams

**3** **Skim the infographic and check your guesses. Which things were not mentioned?**

**4**  **4 Read and listen to the text in the infographic. Answer the questions.**

- 1 What will you be good at if you have a strong bridge between the two sides of your brain?
- 2 When you study, what can fast music help you to do?
- 3 How are music and memory connected?
- 4 What effects will learning a musical instrument for more than 14 months have?
- 5 What kind of music is good to exercise to?
- 6 How does music affect your mood?

**5** **Are the sentences true, false, or is there no information? Correct the false sentences.**

- 1 You mainly use one part of the brain when you listen to music.
- 2 If you feel stressed when you study, listening to slow music is a good idea.
- 3 You will always remember the same thing when you listen to your favourite song.
- 4 People who play a musical instrument usually also speak a foreign language.
- 5 Teenagers typically listen to music for longer each day than adults.
- 6 Humans were able to make music before they could use language.
- 7 If you are listening to music, it will help you exercise for longer.
- 8 Being in the audience at a live music event is better for your mood than performing with others.

### ▶ Subskill: Recognising informal writing

Informal writing is used for sharing information, sending emails to friends and in magazines.

Characteristics include:

- **contractions**
- **talking to the reader (using 'you')**
- **asking the reader questions**
- **exclamation marks**
- **colloquial language and idioms**

**6** **Find at least one example in the infographic for each of the characteristics of informal writing above.**

**7** **How would you expect formal text to be different?**

**8** **Word work** **Match the definitions to the words in bold in the infographic. Are the words nouns, verbs or adjectives?**

- 1 able to think in a clear and intelligent way
- 2 gets someone's attention and prevents them from concentrating on something
- 3 deal with; put information in order to organise it
- 4 a time at which something happens
- 5 the main patterns of sounds in a piece of music
- 6 makes stronger

**9**  **Work in pairs. Answer the questions.**

- 1 How, where and when do you listen to music?
- 2 Can you think of a time music helped you? How?
- 3 Do you think students should listen to music in class? Give reasons for your answer.

### CRITICAL THINKING



- 1 **Remember** Can you remember three facts about music and the brain?
- 2 **Apply** Think about your personal reaction to music. How do your favourite songs make you feel? What music:
  - a helps you study?
  - b makes you feel happy?
  - c makes you want to continue exercising?
- 3 **Create** Create a playlist for either a, b or c above and justify your choices. Include at least five songs.





# Music and your brain

Music is fun and relaxing. It allows us to express ideas and feelings – but did you know it's also good for your brain? We've been doing some research and we've found six important benefits.

## Thinking

When you listen to music, you use many different parts of the brain to **process** the rhythm, tune and sound. This **strengthens** a part of the brain called the corpus callosum, the bridge between the right and left side of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students' maths and reading skills improve if they study music.



## Language

People who play a musical instrument for at least 14 months are better at learning both the grammar and pronunciation of foreign languages. Adults who only learnt music as children still have this ability. Why? People have been making and listening to music for over 500,000 years, but they've only been speaking languages for 200,000 years. Scientists believe that communicating through language developed from humans' original use of music. When you train musically, your language abilities develop too.



## Focus

Background music without lyrics is good for studying or working as it can help you concentrate. How? It stimulates brainwaves – faster rhythms help you stay **alert** and concentrate for longer, and slower rhythms help you relax and feel less stressed or anxious.



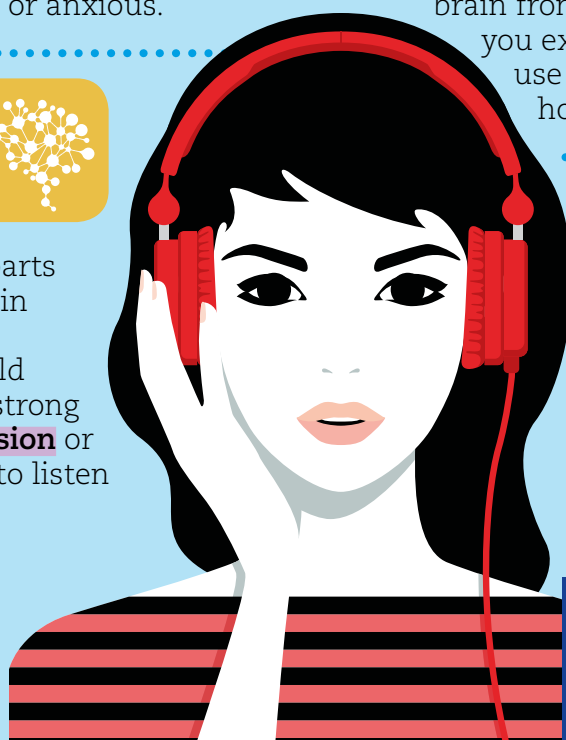
## Physical ability

Want to exercise for longer? Listen to music! When you get tired, the body sends a signal to the brain to stop, but listening to music **distracts** the brain from this. Not only that, it can help you exercise more efficiently and use less oxygen. The best **beats** are house, hip hop, pop and disco.



## Memory

Listening to music improves memory because music activates the parts of the brain involved in controlling memory. Hearing a favourite old song can bring back strong memories of an **occasion** or time when you used to listen to it.



## Mood

Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine, the 'feel-good' chemical. Being in the audience at a live music event or performing with others also improves mood.



### Did you know

A typical teen spends up to four hours a day listening to music. That's about 6,280 songs a year!



## Present perfect simple and present perfect continuous

1 Read the examples and complete the rules with *states, time* and *experiences*.

### Present perfect simple

I've **been** here for two hours.

I've **never sung** on stage.

I've **seen** Shawn Mendes in concert.

We use the present perfect simple to talk about:

- (...) we have or haven't had.
- actions or (...) that started in the past and continue in the present.
- actions where the (...) they happened in the past isn't important. If we say when, we must use the past simple.

2 Complete the sentences with the present perfect simple form of the verbs in brackets and your own ideas.

- I've never (...) (**listen to**) ...
- I haven't (...) (**hear**) ...
- My best friend (...) (**write**) ...
- My parents (...) (**see**) ...

3 Read the examples and choose the correct option to complete the rules.

### Present perfect continuous

People **have been making** music for many years.

They **haven't been practising** much recently.

What **have you been listening** to lately?

We use the present perfect continuous to talk about:

- actions that started in the **present/past** and continue in the **present/past**, to emphasise the duration or repetition of the action.
- actions that have just finished when we **are/are not** interested in the results.
- single/repeated** actions in the recent (unspecified) past, often with *lately, recently*.

4 Complete the sentences with the present perfect continuous form of the verbs in brackets.

- They don't know what to do because they (...) (**not listen**) to the teacher.
- He didn't pass his music exam because he (...) (**not practise**) much lately.
- He's very talented. He (...) (**make**) musical instruments for many years.

5 Read the examples and answer the questions.

### Present perfect simple and present perfect continuous

He's **been writing** a new song. He's **finished** the first verse.

We've **been doing** some research. We've **found** six benefits of listening to music.

- Which tense do we use when the action is unfinished and the focus is on the **action** or **process**?
- Which tense do we use to show the present result of a finished action, when the focus is on the **result**?

6 Complete the text with the correct present perfect simple or continuous form of the verbs in brackets.



**WONDAGURL** is a music producer from Canada.

Her real name is Ebony Oshunrinde and although she's only in her 20s, she **1** (...) (**achieve**) a lot. She

**2** (...) (**produce**) records since she was a teenager. Since then, she **3** (...) (**work**) hard to make a name for herself and **4** (...) (**produce**) records for artists such as Rihanna and Drake. More recently she **5** (...) (**experiment**) with a new sound, psychedelic rap, with singer Lil Uzi Vert and she **6** (...) (**just start**) mentoring other young producers. No doubt we'll be hearing a lot more about her in the future!

7 5 Read the questions. Correct the mistakes. Listen and check your answers.

- What music have you been listened to lately?
- Have you ever perform in public?
- Have you ever been listening to any rap songs?
- How long have you learning English?

8 Work in pairs. Ask and answer the questions in exercise 7.

9 Answer the questions to solve the Brain teaser.

## BRAIN TEASER

Four friends all play musical instruments.

- Ben hasn't been learning as long as Carla.
- Debbie has just started learning.
- Alex has been playing for six years.
- Carla began playing four years ago.

*Who has been playing the longest? Can you put them in order of how long they have been playing?*



## Short interviews

**6** **7** Read the questions. What do you think people might reply? Make notes. Then listen to five interviews. Do the speakers mention any of your ideas?

- 1 What do you think of music in public spaces, e.g. shops and lifts?
- 2 Should people be able to listen to music on public transport?
- 3 Should buskers be allowed?

### Subskill: Understanding the speaker's attitude

Listening carefully to what the speaker says and their tone of voice will help you understand their attitude. How are they feeling? Are they happy, surprised, embarrassed, etc.?

**7** Listen and match the descriptions a–f with speakers 1–5. There is one description that you do not need.

Which speaker ...

- a describes feeling embarrassed about something?
- b is angry about something?
- c is surprised about something?
- d mentions music that makes them feel calm?
- e describes how some music encourages boredom?
- f thinks music makes people more sympathetic to others?

**8** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Robberies and vandalism went down in stations that started playing classical music.
- 2 Slow pop music makes people shop faster.
- 3 By law, you have to wear headphones if you listen to music on public transport.
- 4 International Busking Day takes place in 1,000 cities worldwide in July.
- 5 The band Imagine Dragons are from America.

**9** Work in pairs. Ask and answer the questions in exercise 6. Did you agree or disagree with the speakers? Why?

## Feelings and emotions

**1** Read the words in the box. Which do you know? What do the other words mean?

angry bored calm content embarrassed  
happy jealous joyful kind lonely  
optimistic pessimistic sad satisfied scared  
surprised sympathetic

**2** Match some of the words in exercise 1 with pictures A–H.

**3** **6** Listen to the music. Which of the words describes how it makes you feel?

### Abstract nouns

Many adjectives have noun forms. For feelings and emotions they are abstract nouns – you can't see, hear, smell, touch or taste them. Typical noun endings include *-ment*, *-ness*, *-ism* and *-ion*.

**4** Match the nouns to the adjectives in exercise 1. Then copy and complete the table. Notice any spelling changes.

joy pessimism kindness jealousy happiness  
surprise anger embarrassment sympathy  
calmness fear contentment boredom  
loneliness satisfaction sadness optimism

<i>-ment</i>	<i>-ness</i>	<i>-ism/-ion</i>	other
embarrassed – embarrassment	kind – kindness	pessimistic – pessimism	joyful – joy

**5** Choose five nouns. Think of a song to illustrate each one.

## Question tags

### 1 Read the examples and choose the correct option to complete the rules.

The music isn't for the shoppers, **is it?**  
 They weren't enjoying the music, **were they?**  
 Music has that effect, **doesn't it?**  
 You sang along to the song, **didn't you?**  
 You've seen them in concert, **haven't you?**  
 She hasn't bought the tickets, **has she?**

- To form a question tag (except with *be*), we use an auxiliary verb in the correct tense. The auxiliary verb **agrees/doesn't agree** with the subject.
  - When the verb in the main phrase is *be*, the tag is with the correct form of **be/do**. In the present and past continuous we also use *be* in the tag.
  - In the tag, the subject goes **before/after** the auxiliary verb or *be*.
  - When the verb in the main phrase is affirmative, the tag is **affirmative/negative**. When the verb in the main phrase is negative, the tag is **affirmative/negative**.
- 2** **8 Complete the question tags. Listen and check. Does the intonation go up or down in the tag?**
- You've never played a musical instrument, (...) ?
  - Jazz music is fantastic, (...) ?
  - You don't like singing, (...) ?
  - The last English class was fun, (...) ?
  - You went to that school for five years, (...) ?
- 3** **Work in pairs. Ask and answer the questions in exercise 2.**

## Questions with prepositions

### 4 Read the rules and match a–c to 1–3.

**a** What bands do you usually listen **to**?  
**b** Who is music in shops **for**?  
**c** Did you turn the volume **up**?

The preposition comes at the end when:

- a question word is the object of a preposition
- we use phrasal verbs (e.g. *switch off, make up*)
- we use verbs with dependent prepositions (e.g. *worry about, depend on, agree with, talk to*).

### 5 **9 Complete the questions with the correct prepositions. Listen and check.**

- When your favourite song comes on the radio, do you turn the volume (...) ?
- What music do you like dancing (...) ?
- If you have a problem, who do you talk (...) ?
- Where do you come (...) ?
- What kind of music are you interested (...) ?
- What are you thinking (...) ?

### 6 **Work in pairs. Ask and answer the questions in exercise 5.**

### 7 Choose the correct option.

## GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8

### BRINGING people together through music

**What 1 connects/does connect peace and rock music?**

Mitrovica Rock School! The city of Mitrovica is divided into two parts and it is difficult for Serbs and Albanians to meet. The idea of Rock School is to promote peace between people from different backgrounds by allowing them to make music together.

**When 2 it started/did it start?**

For over ten years, the school **3 brought/has been bringing** musicians from these two different communities together. The first classes **4 were/have been** in Macedonia, but then local rock school branches opened in both parts of Mitrovica.

**Do students from both sides ever work together?**

Yes, students from both sides form mixed bands and meet for rehearsals and workshops in Mitrovica and during summer camps. Over 170 students have played in mixed Serb-Albanian bands.

**Have they 5 made/been making any records?**

Yes, and students have performed live in concerts. Some bands **6 have been uploading/have uploaded** videos to YouTube.

**A lot of students have taken part, 7 have they/haven't they?**

Yes, since the school started, over 1,200 **8 have attended/have been attending**.



## Research

Find out more about music organisations that promote peace, e.g. Playing for Change.





## Talking about feelings

- 1 Look at the photos. Where are the people? How do you think they feel?
- 2 Watch the video. How is Matt feeling? Why?
- 3 Complete the dialogue with the words in the box. Watch again and check.  
asked tomorrow wants weeks
- 4 Watch again. Which Key phrases do you hear?

Aisha

Hi! I didn't know you were coming to the concert. I can't wait!

Matt

Oh, hi! Yeah, they're one of my favourite bands.

Aisha

Is everything all right? You seem upset.

Matt

Well, I **1** (...) Ben to come to the concert with me, but he said no. The thing is, I've just seen him here.

Aisha

Oh! I can see why you're upset.

Matt

It's not just that. He's supposed to be my friend, but now he never **2** (...) to meet up.

Aisha

How long have you been feeling like this?

Matt

For a few **3** (...). To be honest, I've been a bit upset about it.

Aisha

I'm not surprised. I'd feel the same.

Matt

I don't know what to do.

Aisha

Tell you what, watch the band with us. Let's enjoy tonight! Then **4** (...) you should talk to Ben.

Matt

Good idea. Thanks, I feel much better now!

- 5 Create your own dialogue. Follow the steps in the Skills boost.

### THINK

Your favourite band is playing in your town, but there are no tickets left. You meet a friend who asks what's wrong.

### PREPARE

Prepare your dialogue. Remember to use the Key phrases for asking about and expressing feelings.

### PRACTISE

Practise your dialogue.

### PERFORM

Act out your dialogue for the class or record it and play it to the class.

#### SKILLS BOOST

- 6 **Peer review** Listen to your classmates and answer the questions.

- 1 How well did they do the task? Were they sympathetic?
- 2 Which Key phrases did they use?
- 3 Could they improve their dialogue? How?

### Key phrases

#### Asking about feelings

Is everything all right? / Are you OK?

What's the matter? / What's wrong?

How long have you been feeling like this?

Do you want to talk about it?

#### Expressing feelings

To be honest, ...

I felt hurt. / I was upset/angry.

I'm feeling happy/upset/angry because ...

I feel (a bit/much) better now!

I've been (a bit/really) upset/angry about it.

### Real-world grammar

How long **have** you **been feeling** like this?

I've just **seen** him here.



# LATITUDE

## Festival

- ① Latitude Festival has been going since 2006. It takes place every year over four days in July (Thursday to Sunday) at Henham Park, Suffolk. It's an incredible mix of music and other arts. Weekend tickets for over-16s cost around £200, including camping. There are also cheaper weekend teen tickets for 13–15 year-olds and day tickets. Make sure you buy your ticket early, as they sell out fast.
- ② This year, there were seven different music stages to choose from, with a huge variety of bands and music styles, from rap to folk, pop to electronic. In addition, there was theatre, film, literature and comedy. The sound quality was excellent at all the stages and there were some great special effects. If you enjoy watching new music talent, don't miss the Sunrise Arena. I saw some brilliant performances there, including Temples and Sigrid. Teenagers should definitely check out the Teen Area – for me, it was the best thing about the festival. I did two amazing workshops there. I've learnt a lot!
- ③ There isn't much I'd change about the festival: it's well-organised and well-planned. However, I think there should be more showers as they got crowded. In general, the food was fantastic, but small bottles of water cost £2.50, which is too expensive.
- ④ It's well worth going to Latitude. There's something for everyone and the tickets are good value. I'd recommend this festival, especially to teenagers who love music and trying new things.

## A review

- 1 Have you ever been to a concert or festival, or seen one on TV? What was good or bad about it?
- 2 Read the review and answer the questions. Write the number of the paragraph where you found the answer.
  - 1 What was the name of the festival? Where and when was it?
  - 2 What positive things does the review mention about the festival? What was the best thing?
  - 3 Was there anything the reviewer didn't like or thought could be better?
  - 4 Does the reviewer recommend the festival or not? Who for?
- 3 Read the review and the questions in exercise 2 again. Write a paragraph plan.

Paragraph 1:

Give the name, location, date and other general information.

Paragraph 2:

## Subskill: Giving recommendations

We use a variety of expressions to give recommendations, e.g. *You should definitely ...*

- 4 Which of these expressions can you find in the review? What are they recommending?

Don't miss ...	I'd recommend ...
You should definitely ...	Make sure you ...
You definitely shouldn't ...	It's well worth ...

- 5 Rewrite the sentences using the words in brackets. Make any necessary changes.
  - 1 The support band is great. (**don't miss**)
  - 2 I think everyone should see this band live. (**make sure you**)
  - 3 It's a good idea to go to the festival, especially if you like indie music. (**I'd recommend**)
  - 4 Buy a ticket. (**it's well worth**)
  - 5 The best place to stand is at the front. (**should definitely**)

6 Write a review of a concert or music festival that you have been to or seen on TV. Follow the steps in the Skills boost.

**THINK**

Choose a concert or festival.  
 Make notes about it. Include basic information and its good and bad points.  
 Note down any useful vocabulary from the model text or unit.

**PREPARE**

Look at your paragraph plan from exercise 3 and write a plan for this review.  
 Organise your notes.  
 Look at the phrases for recommendations and decide which to use and where to use them.

**WRITE**

Write your review. Use the example in exercise 2 to help you.

**CHECK**

Read your review and answer the questions.

- 1 Have you used grammar and vocabulary from the unit?
- 2 Did you make and follow a paragraph plan?
- 3 Have you used phrases for making recommendations?

7 **Peer review** Exchange your review with another student. Answer the questions.

- 1 Was the review clear and well organised?
- 2 Did it include appropriate recommendations?
- 3 Did it make you want to go to the concert/festival? Give reasons for your answer.



**Grammar**

**Present perfect simple**

*I've known my best friend for five years.*  
*The guitarist has learnt to play a new song.*  
*My brother has bought the band's live album.*

**Present perfect continuous**

*The band have been touring for two months.*  
*The lead singer has been writing songs since she was a teenager.*  
*How long have they been singing together?*

**Present perfect simple and present perfect continuous**

We use the present perfect simple when the focus is on the result.  
 We use the present perfect continuous to emphasise the duration or repetition of the action. The focus is on the action or process.  
*I've been listening to music all morning. I've played five albums.*  
*The lead singer has been writing some new songs. He's finished two so far.*

**Questions**

**Question tags**

*It isn't rap music, is it?*  
*The concert was brilliant, wasn't it?*  
*You didn't enjoy the festival, did you?*  
*You've never seen them play live, have you?*  
*They've been playing together for years, haven't they?*

**Questions with prepositions**

*What bands do you like listening to?*  
*Did you switch the music off?*  
*Who is the festival for?*

**Vocabulary**

10 **Music and performance**

Types of music: classical music, hip hop, jazz  
 People: audience, composer, DJ, guitarist, lead singer, musician, support band  
 Nouns: drums, hit, keyboard, live album, lyrics, orchestra, performance, playlist, sound quality  
 Verbs: perform, release, sell out, tour  
 Noun and verb: record

11 **Feelings and emotions**

Adjectives: angry, bored, calm, content, embarrassed, happy, jealous, joyful, kind, lonely, optimistic, pessimistic, sad, satisfied, scared, surprised, sympathetic  
 Nouns: anger, boredom, calmness, contentment, embarrassment, fear, happiness, jealousy, joy, kindness, loneliness, optimism, pessimism, sadness, satisfaction, surprise, sympathy



# 1

# Project

WDYT?  
(What do you think?)


How can music bring people together?

**TASK:** Give a presentation about a singer or band that you think brings people together.

### Learning outcomes

- 1 I can give a well-organised presentation with relevant information.
- 2 I can use appropriate language from the unit.
- 3 I can use communication skills to show the different parts of the presentation.

Graphic organiser → Project planner p118

- 1  Watch a video of students giving a presentation. Who is it about?



### STEP 1: THINK

- 2 Read the presentation outline and the Model project on p23. Match extracts A–D to sections 1–4 of the outline.

## Outline

- 1 Introduction: Guess who?
- 2 Life events
- 3 Main achievements
- 4 Bringing people together
- 5 Conclusion and summary
- 6 Questions

- 3 Which information do the extracts include?

- basic biographical details
- how the singer brings people together
- physical description and description of character
- main achievements
- an interesting introduction
- opinion of the singer

### STEP 2: PLAN

- 4 Work in groups. Choose a singer or band to research. Think about:

- How do they bring people together?
- What kind of change do they help to bring about?
- What are their other achievements?

- 5 Choose who is going to research each part of the presentation. Do your research and make notes.

### STEP 3: CREATE

- 6 Work with your group. Share your research and organise the information. Decide who is presenting each part.

- 7 Read the tips in the Super skills box and practise saying the Key phrases with your group.

### COMMUNICATION



#### Giving a presentation

##### Tips

Organise your presentation.  
Clearly indicate the different parts to help listeners follow more easily.

##### Key phrases

*Our presentation today is about ...*  
*First we're going to ..., then we'd like to ... and finally we'll ...*  
*Let's start by ...*  
*Now we'd like to move on to ...*  
*In this part of the presentation, we ...*  
*OK, that's the end of our presentation.*  
*Does anyone have any questions?*

## Model project

# Guess who



She's been in the *Guinness Book of World Records* six times.

She's helped schoolchildren in Africa.

She's been singing since she was seven years old.

She's banned audiences from bringing umbrellas to her concerts.

**B** She's done four big concert tours worldwide, bringing audiences together to enjoy her live performances. These have sold out! But she's also brought people together in different ways. She's been doing charity work for many years. She started the Clara Lionel Foundation, CLF, in 2012.

**C** She's one of the best-selling artists in the world. She's sold over 280 million records worldwide. She's had more than 14 number-one hits and over 30 top-ten hits in the US and the UK. She's the only artist in the world who's done that this century! She's won many awards for her music.

**D** She was born in Barbados in 1988. She started singing when she was just seven years old and she's been singing since then! She likes experimenting with different sounds including pop and hip hop, and she's recorded some great dance songs. Some of her most famous songs include *Diamonds*, *Umbrella* and *We Found Love*.

**8** Create your presentation. Use the tips and Key phrases in the Super skills box.

### STEP 4: PRESENT

**9** Read the *How to ...* tips on p118. Then practise your presentation in your group.

**10** Give your presentation to the class.

**11** **Peer review** Listen to the other presentations and answer the questions.

- 1 Which presentation do you like best? Why?
- 2 Think of a question to ask about each singer/band.

## 1 FINAL REFLECTION

### 1 The task

Was your presentation well organised?



Was it easy for others to follow your presentation? How do you know?



### 2 Super skill

Did your group use communication skills effectively in the presentation?



### 3 Language

Did you use new language from this unit? Give examples.



### Beyond the task

Why do you think music is such a powerful way to bring people together? How could musicians use this better?



## 1

# Making music

## Vocabulary

### Music and performance

#### 1 ☆ Circle the odd one out.

- 1 drums / keyboard / pop / piano
- 2 composer / musician / guitarist / hit
- 3 keyboard / tour / live album / playlist
- 4 audience / tour / performance / hip hop
- 5 support band / lead singer / keyboard player / tour
- 6 lead singer / drums / DJ / composer

#### 2 ☆ Choose the correct option.

- 1 The lyrics/lead singer has got an amazing voice.
- 2 The sell out/sound quality at the concert was great: you could hear everything.
- 3 The audience/lyrics of that song are fantastic. I sing it all the time!
- 4 I've made a new playlist/performance for my birthday party with lots of dance music on it.
- 5 The band are brilliant. I hope they hit/release a new album soon.
- 6 The singer is in the studio at the moment. She's going to record/tour a new song.
- 7 The live album/support band at the concert were great. They performed/released really well. I hope they go on hit/tour.

#### 3 ☆☆ Complete the sentences. The first letter is given.

- 1 I hope Morat are going to release a new single soon.
- 2 There were over 3,000 people in the a at the last concert I went to – it was amazing.
- 3 The l s of Coldplay is Chris Martin.
- 4 Our school hall is a great place for concerts because the s q is excellent – you can hear everything really well.
- 5 The s b at the Ed Sheeran concert were brilliant. I'd never heard of them, but I'd certainly go and see them p again.
- 6 Many young YouTube artists r songs at home and then upload them for people to listen to.

#### 4 ☆☆ Complete the text with the words in the box. There are two extra words.

albums audience ~~lead singer~~ lyrics performed  
released sold out sound quality tour

Maroon 5 are a band from Los Angeles, USA. The **1** lead singer is Adam Levine, the guitarist is James Valentine, Jesse Carmichael is the keyboard player, Mickey Madden plays the bass and the drummer is Matt Flynn. They **2** their first album in 2002 and won their first Grammy award in 2004. Since then, they have been busy. They've had four number 1 singles and sold millions of **3** ! On their last world **4** they played concerts in North and South America, Europe and Australia, and in 2018 they **5** at the Super Bowl, one of the biggest sporting events in America, in front of an **6** of over 98 million people! Fans love the interesting **7** in their songs as well as the music.



#### 5 ☆☆☆ Complete the questions with the correct form of the words in the box. Then answer the questions for you.

lyrics playlist record sell out tour

- 1 What songs are on your favourite playlist at the moment?  
\_\_\_\_\_
- 2 Have you ever \_\_\_\_\_ a song in a professional music studio? When? If not, would you like to?  
\_\_\_\_\_
- 3 Can you sing all the \_\_\_\_\_ to your favourite song? What is it and why do you like it?  
\_\_\_\_\_
- 4 What would you do if the tickets for a concert you really wanted to go to \_\_\_\_\_ before you could buy one?  
\_\_\_\_\_
- 5 How often do you think bands should go on \_\_\_\_\_? Why?  
\_\_\_\_\_

## Present perfect simple and present perfect continuous

### 1 ☆ Write sentences using the present perfect simple.

- Ariana Grande / record / a new single  
*Ariana Grande has recorded a new single.*
- they / not buy / tickets for the concert  
\_\_\_\_\_
- you / play the guitar / in public?  
\_\_\_\_\_
- he / not hear / that song before  
\_\_\_\_\_
- your brother / listen to / your favourite song?  
\_\_\_\_\_
- we / write / a rap song  
\_\_\_\_\_

### 2 ☆☆ Complete the text with the present perfect simple form of the verbs in brackets.

Ramin Djawadi's music **1** *has amazed* (amaze) people all over the world. He's a composer and **2** \_\_\_\_\_ (work) on music soundtracks for films such as *Batman* and *Ironman*, but he's probably most famous for composing the music for the TV series *Game of Thrones*. If you **3** \_\_\_\_\_ (not listen to) the music, you should – it's fantastic and it **4** \_\_\_\_\_ (win) several awards. The main theme tune **5** \_\_\_\_\_ (inspire) many people to make cover versions which people **6** \_\_\_\_\_ (upload) to YouTube. There's everything from heavy metal versions to a traditional Indian music style cover! Each season, the producers **7** \_\_\_\_\_ (release) an album of the music for that series and millions of fans **8** \_\_\_\_\_ (buy) or downloaded the albums.

### 3 ☆ Match 1–6 with a–f to form sentences and questions.

- |   |   |               |
|---|---|---------------|
| 1 | How long have you                             | <u>  b  </u>  |
| 2 | I haven't been                                | <u>      </u> |
| 3 | I'm tired because I've                        | <u>      </u> |
| 4 | She hasn't been singing                       | <u>      </u> |
| 5 | What songs has your friend                    | <u>      </u> |
| 6 | They haven't been recording                   | <u>      </u> |
| a | with this group for long.                     |               |
| b | been learning the guitar?                     |               |
| c | songs this year because they've been on tour. |               |
| d | been dancing for over an hour!                |               |
| e | practising much lately.                       |               |
| f | been listening to this week?                  |               |

### 4 ☆☆ Write sentences using the present perfect continuous.

- They *have been performing* (perform) for almost two hours. Everyone in the audience is delighted!
- We \_\_\_\_\_ (learn) the saxophone for ages. It's an unusual instrument, but we love it.
- They \_\_\_\_\_ (not do) their homework. They \_\_\_\_\_ (watch) TV.
- Sam \_\_\_\_\_ (think) about lunch. He \_\_\_\_\_ (not listen) to the teacher.
- I haven't got much money, so I \_\_\_\_\_ (not download) many songs recently.
- Your new song is brilliant! \_\_\_\_\_ you \_\_\_\_\_ (work) on it for long?

### 5 ☆☆ Complete the text with the correct form of the verbs in brackets. Use the present perfect simple or present perfect continuous.

Perhaps you **1** *haven't heard* (not hear) of Grace Chatto or Jack and Luke Patterson, but you **2** \_\_\_\_\_ probably \_\_\_\_\_ (hear) their music.

They are Clean Bandit and they **3** \_\_\_\_\_ (make) music together for over ten years. They **4** \_\_\_\_\_ (have) several number 1 hits, including 'Rockabye', which they recorded with Anne-Marie and Sean Paul. They **5** \_\_\_\_\_ (collaborate) with artists such as Rita Ora, Jess Glynne and Luis Fonsi. They **6** \_\_\_\_\_ (make) their own music videos since they started – in fact, Grace and Jack set up their own film company. **7** \_\_\_\_\_ you ever \_\_\_\_\_ (listen to) any of their music? The style is electronic and mixes dance music and classical music. What isn't surprising to learn is that Clean Bandit **8** \_\_\_\_\_ (win) many awards for their music. Fans **9** \_\_\_\_\_ (call) themselves 'fandits' – a mix of 'fan' and 'bandit' – for years, and now the name **10** \_\_\_\_\_ (stick). So, listen to a track now and you could be their latest fandit!



### 6 ☆☆☆ Complete the sentences about you and your music. Use the present perfect simple or present perfect continuous.

- I have \_\_\_\_\_
- I haven't \_\_\_\_\_
- Recently I've been \_\_\_\_\_ ing \_\_\_\_\_
- I haven't been \_\_\_\_\_ ing \_\_\_\_\_

## Feelings and emotions

- 1 ☆ Find 17 feelings and emotions in the word square.

Y	G	O	J	S	M	Q	D	D	T	P	X	S	S
V	E	M	B	A	R	R	A	S	S	E	D	U	V
J	F	J	V	T	T	P	C	P	A	S	R	R	C
O	C	E	G	I	B	O	R	E	D	S	R	P	O
Y	M	A	W	S	C	A	R	E	D	I	L	R	N
F	L	L	Q	F	M	K	N	C	H	M	R	I	T
U	O	O	F	I	U	I	C	A	A	I	H	S	E
L	N	U	T	E	S	N	M	L	O	S	S	E	N
B	E	S	O	D	R	D	T	M	K	T	Y	D	T
X	L	O	P	T	I	M	I	S	T	I	C	F	C
S	Y	M	P	A	T	H	E	T	I	C	W	P	W
S	A	N	G	R	Y	R	G	H	A	P	P	Y	X

- 2 ☆☆ Complete the sentences.

- I was really angry when my sister broke my guitar.
- The film music made me feel so \_\_\_\_\_ that I started crying.
- I had nothing to do, so I felt rather \_\_\_\_\_.
- They're really \_\_\_\_\_. They help everyone whenever they can.
- Adnan said he wasn't going to the party, so I was really \_\_\_\_\_ to see him there.
- When the stage caught fire, the musicians stayed \_\_\_\_\_ and didn't panic. They quickly walked off.
- I'm so \_\_\_\_\_! My favourite band is playing next month and I've got a ticket!
- We were a bit \_\_\_\_\_ before we performed in public for the first time. I was so nervous my knees were shaking!

- 3 ☆☆ Complete the comments with the words in the box. There are three extra words.

bored content embarrassed jealous joyful  
lonely optimistic pessimistic satisfied  
surprised sympathetic



**How has your week been? How have you been feeling? Tell us about your best – or worst! – moments.**

I won a song competition! I couldn't believe it!! I was so 1 surprised and happy! **Hafiz, 16**

My two best friends have been off school ill all week. I've felt a bit 2 \_\_\_\_\_ because I haven't had anyone to talk to. I was 3 \_\_\_\_\_ too because we couldn't meet up and I didn't have anything to do. **Izzy, 15**

I made a silly mistake in class and everyone laughed at me. I felt so 4 \_\_\_\_\_! I'm sure my face was red. **Carolina, 14**

I had a problem and when I told my friend, he didn't laugh. He was very 5 \_\_\_\_\_. He really listened to me and tried to understand. He was very kind. I felt much better after. **David, 15**

We've had exams and I was feeling quite 6 \_\_\_\_\_ about the results. I was sure I had failed them all! Then I heard the teachers were pleased with me, so now I'm feeling much more 7 \_\_\_\_\_. I hope I've done well! **Danika, 16**

My brother's going on holiday with his friends, but I'm not allowed to. My parents say I'm too young. I'm 8 \_\_\_\_\_ of him. I wish I could go – he's so lucky! **Natalia, 15**

- 4 ☆☆ Complete the sentences with the correct noun form of the words in brackets.

- Alex knew it was dangerous, but he felt no fear (scared).
- It can be hard to feel any \_\_\_\_\_ for people who create their own problems. (sympathetic)
- I was so happy I wanted to shout with \_\_\_\_\_! (joyful)
- Imagine our \_\_\_\_\_ when we found out that we had won the talent competition. (surprised)
- I can always find something to do to keep busy, so I never suffer from \_\_\_\_\_. (bored)
- \_\_\_\_\_ is a hard feeling. It can ruin relationships. (jealous)

- 5 ☆☆☆ What good feelings and emotions have you experienced recently? Why? Write a short paragraph using adjectives and nouns to talk about them.

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## Question tags

### 1 ☆ Choose the correct option.

- They've released a new album, **have they/haven't they?**
- You didn't come to school yesterday, **did you/didn't you?**
- Your guitar is from Spain, **is it/isn't it?**
- John wasn't at the performance, **was he/wasn't he?**
- She wrote that song, **did she/didn't she?**
- You live near school, **do you/don't you?**
- She hasn't played the guitar for three years, **has she/hasn't she?**
- He doesn't like rap music, **does he/doesn't he?**

### 2 ☆☆ Complete the conversation with the correct question tags.

You know a lot about the singer Adele, **1 don't you** ? I've written a blog about her and checked it, but I want to make sure it's all correct.

Sure, what do you want to know?

Well, Adele doesn't come from America, **2 \_\_\_\_\_** ?

No, she's British.

Her first album was *21*, **3 \_\_\_\_\_** ?

No, it wasn't. It was *19*. The album *21* came out three years after that, **4 \_\_\_\_\_** ?

Oh, yes, you're right. Marta said she wrote a song for a James Bond film, but I don't think that's true. She didn't write one, **5 \_\_\_\_\_** ?

Actually, she did. She wrote and performed the theme tune for *Skyfall*.

I know she's won lots of awards, but she hasn't won Songwriter of the Year yet, **6 \_\_\_\_\_** ?

Yes, she has. She won that in 2016. You haven't actually checked your facts yet, **7 \_\_\_\_\_** ?

Not yet! I thought I'd ask you first!

## Questions with prepositions

### 3 ☆ Choose the correct option.






- We need to go. Have you turned the TV **off/up**?
- That music is too loud! Can you turn it **back/down**?
- What are you thinking **about/to**?
- We're late! Can you please hurry **on/up**?
- It's too dark in here. Can you turn the light **on/for**?
- What are you waiting **up/for**? Let's dance now!

### 4 ☆☆☆ Complete the questions with the correct preposition.

- Which singers do you often listen to ?
- When you're listening to music, do people ever ask you to turn the volume \_\_\_\_\_ ?
- Who is that present \_\_\_\_\_ ? Angela or Kasia?
- Do you ever make any song lyrics \_\_\_\_\_ ?
- What sort of things do you worry \_\_\_\_\_ ?
- When you leave the room, do you always switch the lights \_\_\_\_\_ ?

### 5 ☆☆☆ Read the fact file and then write 3 questions with question tags and 2 questions with prepositions at the end.

#### All about Ariana

-  Ariana Grande is an actor and singer. She was born in the USA in 1993.
-  She is famous for her hit songs such as 'Dangerous Woman' and 'Problem'.
-  She has won several awards, including five MTV video music awards.
-  She has worked with several musicians, including rapper Iggy Azalea and singers Nicki Minaj, Lil Wayne and Jessie J.
-  Ariana cares about mental health. She also supports various charities, including Kids who Care, and raises money for them.



- born in USA?  
She was born in the USA, wasn't she?
- what / famous for?  
\_\_\_\_\_
- won 3 MTV awards?  
\_\_\_\_\_
- who / work with?  
\_\_\_\_\_
- raise money for charity?  
\_\_\_\_\_

## An online article



### The online music stars you'll want to hear!

Teenagers have been creating music trends for decades, right back to the early days of pop. What's fascinating is how young people today are using the Internet to shape the music industry in ways people had never dreamed of before.

One of the most interesting ways teens are doing this is by helping young stars become well known. Clairo's song 'Pretty Girl' has had over 40 million views on YouTube, and songs by KhaiDreams have been streamed over 13 million times! Beabadoobee and Eli are also hugely popular. If you haven't heard of these artists, you're not alone. They're all young and most don't have recording contracts or give interviews, and you won't hear them on the radio. Teenagers have discovered them and shared their music – all online.



So how do teens 'discover' these stars? One way is on YouTube channels. 85% of teens are on YouTube daily and YouTubers with lots of teen followers can have a huge influence. Take YouTuber Emma Chamberlain, for example. She's a teenager herself and has been making funny videos on her channel since 2017. When she recommends songs during her videos, many of her 8 million followers check them out.

Another way teens are discovering music is through online tutorials. If they've watched a make-up demonstration or one about, for example, building a robot and liked the song that's playing in the background, they share it with their friends on social media.

Have you discovered a new singer and shared a song with friends recently? You never know, you could be helping to create a star of the future!

**1 ☆** 1 Read and listen to the article. Choose the best description.

It's a magazine article about ...

- 1 how record producers find new singers and bands.
- 2 the advantages and disadvantages of YouTube music videos.
- 3 how ordinary teenagers are helping to create new stars.

**Subskill: Recognising informal writing**

Informal writing is used for writing to friends and for magazine articles. It is more personal in tone.

**2 ☆☆** Read the Subskill and tick the features of informal writing you find in the article.

- contractions
- addressing the reader (you)
- asking the reader questions
- exclamation marks (!)
- colloquial language and idioms

**3 ☆☆** Read the article again. Are the sentences T (true) or F (false)?

- 1 The music video of 'Pretty Girl' has been downloaded over 30 million times. F
- 2 KhaiDreams and Beabadoobee are two of the new Internet stars. —
- 3 All of the young musicians mentioned now have record deals. —
- 4 85% of teens watch YouTuber Emma Chamberlain. —
- 5 Emma Chamberlain makes videos of her songs and posts them on YouTube. —
- 6 Emma's YouTube channel has around 8 million followers. —
- 7 Teenagers are sharing songs with friends that they've heard in online tutorials. —
- 8 The author recommends young people share songs with friends. —

**4 ☆☆☆** Answer the questions with your own ideas.

- 1 How often do you share songs with friends?

\_\_\_\_\_

- 2 How do you find new music to listen to?

\_\_\_\_\_

## A radio phone-in

1 ☆ Listen to a radio phone-in. What is it about?

- 1 people's experiences at concerts
- 2 paying to meet or speak to pop stars
- 3 people's favourite bands

► **Subskill: Understanding the speaker's attitude**

Listen to what the speaker says and their tone of voice to understand their attitude.

2 ☆☆ Listen again and complete the descriptions with words in the box. There are four extra words.

angry bored calm embarrassed  
excited satisfied surprised ~~upset~~

- 1 Atharv is upset about his experience.
- 2 After meeting a famous singer, Alana feels \_\_\_\_\_.
- 3 Katerina is \_\_\_\_\_.
- 4 After meeting the band, David was \_\_\_\_\_.

3 ☆☆ Are the sentences T (true) or F (false)?

- 1 Atharv didn't have time to get a photo of himself with the band. F
- 2 Atharv still feels the same about the band as he did before meeting them.
- 3 Alana's favourite part was meeting Rita Ora.
- 4 Katerina is definitely going to meet George Ezra before his concert.
- 5 There were around 50 fans at the event David went to.

4 ☆☆☆ Answer the questions. For question 5, give your own opinion.

- 1 Would Atharv pay to meet another band in the future?  
No, he wouldn't.
- 2 How much did Alana pay?  
\_\_\_\_\_
- 3 What has Katerina bought?  
\_\_\_\_\_
- 4 Who took the photos at the event David went to?  
\_\_\_\_\_
- 5 Would you pay to meet your favourite singer or band? If so, how much? If not, why not?  
\_\_\_\_\_  
\_\_\_\_\_

## Talking about feelings

1 ☆ Complete the phrases for asking about and expressing feelings.

a bit upset all right honest How long  
I'm feeling talk about it ~~the matter~~

- 1 What's the matter ?
- 2 To be \_\_\_\_\_, I felt hurt.
- 3 Do you want to \_\_\_\_\_ ?
- 4 \_\_\_\_\_ really happy about it!
- 5 Is everything \_\_\_\_\_ ?
- 6 I was \_\_\_\_\_ because the concert was cancelled.
- 7 \_\_\_\_\_ have you been feeling like this?

2 ☆☆ Choose the best option.

- 1 Is everything all right?
  - a I've been feeling upset about it.
  - b** Well, to be honest I'm a bit upset.
- 2 How long have you been feeling like this?
  - a I suppose for a few days.
  - b** Thanks for asking.
- 3 Do you want to talk about it?
  - a Thanks for asking, that would be great.
  - b** You seem upset.
- 4 Are you OK?
  - a What's wrong?
  - b** Yes, I'm feeling much better now, thanks.

3 ☆☆☆ Read the task and then write a short dialogue. Remember to include expressions for asking about and expressing feelings.

You meet a friend who looks upset. When you ask about the problem, your friend explains that he/she is in a band, but now the other members don't want to continue.

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## A review

- 1 ☆ Complete the sentences with the expressions in the box.

definitely shouldn't I'd recommend  
It's well worth especially should definitely

- You should definitely buy a ticket for the festival soon, because they sell out quickly.
- \_\_\_\_\_ spending some time planning the trip to make the most of your time.
- If you're not a fan of heavy metal music, then you \_\_\_\_\_ go to this concert.
- The band are fantastic! \_\_\_\_\_ them to anyone, \_\_\_\_\_ to fans of indie music.

- 2 ☆☆☆ Complete the blog post with one word in each gap.



WOMAD (World of Music, Arts and Dance) festivals are fantastic. It's well 1 worth going to one if you want to find out more about world music. If you haven't been to one before, you should 2 \_\_\_\_\_ spend some time at the main stage. It's a good idea to camp at the site, but make 3 \_\_\_\_\_ you take enough food as it can get expensive to eat out all the time. There are always incredible workshops too, so don't 4 \_\_\_\_\_ them, 5 \_\_\_\_\_ if you want to learn a new skill. Most WOMAD festivals also have a World of Words section. You definitely 6 \_\_\_\_\_ forget to go if you love poetry, debates and fascinating talks. We're sure you'll have a good time!

- 3 ☆☆☆ Imagine there has been a music event at your school or in your town. Write a short review. Remember to include recommendations.

## Super skills

### COMMUNICATION



#### Giving a presentation

#### Order the sentences.

Let's start with her biography. \_\_\_\_\_  
Our presentation today is about Taylor Swift. \_\_\_\_\_  
OK, that's the end of our presentation. Thank you for listening. Does anyone have any questions? \_\_\_\_\_  
Now we'd like to move on to her achievements. \_\_\_\_\_  
In the final part of our presentation, we'd like to talk about the lyrics of a Taylor Swift song. \_\_\_\_\_

## Vocabulary review

### Music and performance

- 1 Complete the sentences. The first letter is given.

- The band gave a really good performance at their first concert. The **s** \_\_\_\_\_ **q** \_\_\_\_\_ was excellent too. You could hear the instruments and the singer's voice really well.
- When I study, I prefer music without **l** \_\_\_\_\_ because I find the words distracting.
- Everyone in the **a** \_\_\_\_\_ at the concert loved the **s** \_\_\_\_\_ **b** \_\_\_\_\_ – they were better than the main act!
- I think the band are going to **r** \_\_\_\_\_ a new single. It's sure to be a big **h** \_\_\_\_\_ – I hope it gets to number 1!
- Who is the **l** \_\_\_\_\_ **s** \_\_\_\_\_ of Swimming Girls? Is it Vanessa Gimenez? She's got a great voice!
- I hope Ariana Grande **r** \_\_\_\_\_ a **l** \_\_\_\_\_ **a** \_\_\_\_\_ of one of the concerts from the **t** \_\_\_\_\_ this summer.
- They're going to **p** \_\_\_\_\_ at a concert next month. Let's get tickets before they **s** \_\_\_\_\_ **o** \_\_\_\_\_!
- Which songs are on your favourite **p** \_\_\_\_\_? Have you put any new ones on it recently?
- If you were in a successful band, would you prefer to make lots of new **r** \_\_\_\_\_ or **t** \_\_\_\_\_ round the world?

### Feelings and emotions

- 2 Choose the correct option.

- I fell over in front of the whole class. I was so **lonely/embarassed**. My face went bright red!
- We had a fantastic day at the festival and I was feeling very **content/jealous**.
- Inaya is a really **optimistic/pessimistic** person. She always expects the worst to happen.
- I've been working hard at my music and I'm really **sympathetic/satisfied** with my progress.
- Matt's brilliant at playing the guitar, but he can't sing that well. He's always been a bit **jealous/content** of his brother because he's got a great singing voice.
- There was nobody else my age at the hotel we were staying at, so I felt a bit **joyful/lonely** because I had nobody to hang out with.

Grammar review

Present perfect simple and present perfect continuous

1 Complete the text with the correct form of the verbs in brackets, present perfect simple or present perfect continuous.

Meet Billie Eilish

If you 1 *haven't heard* (not hear) of Billie Eilish yet, chances are that you soon will. She's a singer from Los Angeles, USA, who 2 \_\_\_\_\_ (become) famous – and she's still a teenager! Billie's parents



3 \_\_\_\_\_ (always encourage) her as they love music, and Billie 4 \_\_\_\_\_ (write) and singing her own songs since before she was 11 years old. However, it was a song by her brother, Finneas, that launched her career. Billie recorded his song 'Ocean Eyes' and it went viral! Since then Billie 5 \_\_\_\_\_ (have) several hit songs, including 'Watch' and 'Bad Guy'. She 6 \_\_\_\_\_ (also collaborate) with the singer Khalid – they released 'Lovely' in 2018, which was another hit. Since then, Billie 7 \_\_\_\_\_ (work) hard on promoting her work. She has been on tour and 8 \_\_\_\_\_ (win) a number of awards for her music.

Question tags

2 Complete the question tags.

- 1 Jon has downloaded the new album, *hasn't he* ?
- 2 That song's fantastic, \_\_\_\_\_ ?
- 3 You don't like rap music much, \_\_\_\_\_ ?
- 4 They didn't go to the concert yesterday, \_\_\_\_\_ ?
- 5 She loves playing the guitar, \_\_\_\_\_ ?

Questions with prepositions

3 Order the words to make questions.

- 1 you / music / usually / what kind / do / of / to / listen / ?  
*What kind of music do you usually listen to?*
- 2 was / to / what / the last song / danced / you / ?  
\_\_\_\_\_
- 3 volume / down / do / how / turn / you / the / ?  
\_\_\_\_\_
- 4 kind of things / what / you / about / do / worry / ?  
\_\_\_\_\_
- 5 songs / you / do / not enjoy / to / whose / listening / ?  
\_\_\_\_\_

Round-up

- 1 2 3 4 5 6 7 8

Read the article and choose the correct option.

Music, music, music

Each week we publish an interview with a reader. This week we spoke to Alex, 16, from Bristol.

Which song do you always dance 1 *to/with*?

'Happy' by Pharrell Williams! I know it's an old song, but it still makes me feel joyful! I 2 *have loved/have been loving* this song since I first heard it.

Which bands or singers 3 *have inspired/have been inspiring* you?

I 4 *have always thought/have always been thinking* Selena Gomez's lyrics are inspiring. Her songs always remind me I'm perfect just as I am. That's a good message.

Over the past few weeks, what 5 *have you listened to/have you been listening to* a lot?

I just love Imagine Dragons' 'On Top of the World'. I 6 *have just discovered/have just been discovering* their music and this song really makes me want to do something with my life and not give up – ever!

The lyrics are amazing, 7 *are they/aren't they*? I've uploaded all their albums to a playlist and I 8 *have listened to/have been listening to* them on repeat. I'm not bored yet!

When you want to feel calm, what 9 *song do you put on/song on do you put*?

Anything without words ... I love classical music for feeling calm. It's perfect for that, 10 *isn't it/wasn't it*?

Self-evaluation

Read the objectives for this unit. How well can you do each one?



- 1 I can talk about music and performance.
- 2 I can use the present perfect simple and present perfect continuous.
- 3 I can use question tags and questions with prepositions at the end.
- 4 I can recognise informal writing.
- 5 I can understand a speaker's attitude.
- 6 I can talk about feelings and emotions.
- 7 I can write a review of a music event and give recommendations correctly.

If you choose , ask your teacher for extra help.

## Look after yourself!

Student's Book pp6–7

**Lesson aims** Students revise vocabulary related to health and well-being and review the present simple and present continuous and present and past modal verbs.

## Warmer

Write *look after* on the board and elicit the meaning of the phrasal verb. Note to students that we can say *look after someone* (e.g. *a child, an elderly relative, a pet*) or *look after yourself*. Though similar in meaning, the former has a more practical sense, whereas the latter also has mental and emotional connotations.

Ask students to write three things they do to look after themselves. Ask them to share their ideas with a partner.

## Vocabulary: health and well-being

1 1 See the audioscript on p130.

- Give students time to read through the phrases and check the pronunciation and meaning by asking them to discuss each one in pairs before confirming with a dictionary.
- Clarify any phrases students don't understand.

## Exercise 1

1 out   2 fit   3 down   4 cut   5 stressed   6 mood

## Extra activity

Ask students to add to the list they made in the Warmer with ideas from the box in exercise 1.

- 2 • Students copy and complete the three diagrams in their notebooks.
- Ensure students understand that the number of branches off each circle reflects how many items they should be assigning to that category.
- ▶ **Challenge** Ask students to add one more idea to each diagram.

## Exercise 2

**diet:** cut out sugary snacks, cut down on fast food

**fitness:** keep fit, work out

**relaxation and well-being:** take care of yourself, feel stressed, meet up with friends, spend time outdoors, get enough sleep, chill out, improve your mood

- 3 • Review what phrasal verbs are before students identify them. To help students, you could tell them that there are six phrasal verbs to find.
- ▶ **Reinforcement** Tell students to find the phrasal verbs in context in the questionnaire as this will help them with the meaning.
  - ▶ **Challenge** Ask students to cover items 1–5 and write their own definitions first, before uncovering and matching.
- After checking answers, ask if they know the meaning in this context for the one that **wasn't used**. (*work out* = to exercise (usually at the gym))

## Exercise 3

- |                                      |             |
|--------------------------------------|-------------|
| 1 cut down on                        | 2 cut out   |
| 3 take care of                       | 4 chill out |
| 5 meet up (with) work out (not used) |             |

## Extra activity

Ask students to write five health goals for the year, using phrasal verbs from exercise 3, e.g. *I will cut down on watching TV, I want to cut out junk food, I'm aiming to meet up with friends every weekend, etc.*

Ask them to write them in their notebooks and review them throughout the year, asking them if they have been able to keep to their goals or if they want to adapt them.

- 4 • Students do the task.
- **Follow-up questions:**  
*How does Michael's school compare to ours?*  
*How would you have answered the questionnaire?*

## Exercise 4

- 1 At his school, students can talk to their tutors if they have a problem.
- 2 He suggests having outdoor gym machines in the playground.
- 3 Yes, it does.
- 4 He suggests having a 'chill-out' space at school where students can go to relax.



## Grammar: present simple and present continuous

- 5 • Ask students to read the examples and tell you what they can remember about how the tenses are used.
- Students do the task.

### Exercise 5

- 1 The present continuous is for actions in progress.
- 2 The present simple is for habits and routines.
- 3 Time expressions:  
**With present simple:** twice a week (+ for example, often, never, hardly ever, sometimes, always, once a month, etc.)  
**With present continuous:** now (+ for example, today, right now)

### Fast finishers

Ask students to find other examples of present simple and continuous in the questionnaire and note why each one is used.

- 6 • Go through the sentences and ask what tense is used in each and why.
- Check students are confident writing negative sentences with the frequency adverbs from the exercise using the present simple, by writing an example on the board, e.g.:  
*I don't usually work out every day.*

### Exercise 6

- Suggested answers:**
- 2 We don't study English six times a week. We study English ...
  - 3 I'm not sitting next to the teacher at the moment. I'm sitting next to ...
  - 4 I don't usually work out every day. I (never) work out./I work out ...
  - 5 I don't often meet up with friends on Sunday evenings. I often meet up with friends on ...
  - 6 We aren't finishing exercise 8 now. We're finishing exercise 6.

## Grammar: modal verbs (present and past)

- 7 • Before doing the task, close books. Ask students what they can remember about how modal verbs are used, plus any examples they can think of.
- Have them read through the questionnaire and identify the modal verbs. (can't, have to, could, should, can, don't have to, should, would, can)
  - Ask students to think how they are used in the context before copying and completing the table in exercise 7.

### Exercise 7

- |         |           |                 |          |
|---------|-----------|-----------------|----------|
| 1 can't | 2 have to | 3 don't have to | 4 should |
|---------|-----------|-----------------|----------|

- 8 • Read through the sentences first, and have students say whether a past or present tense is needed and if the sentence contains advice, obligation, etc.
- Part way through the task, write on the board how many possible answers there are for each question to provide support for students.

### Exercise 8

- |                       |                           |
|-----------------------|---------------------------|
| 1 had to              | 2 couldn't                |
| 3 must/have to/should | 4 didn't have to/couldn't |
| 5 don't have to       | 6 mustn't/shouldn't       |

- 9 • Ask students to think about what they discussed after exercise 4 (if they did the follow-up questions).
- Remind them to use modal verbs in their answers.

### Get online

Have students research schools and colleges that have an interesting or new approach to well-being. Ask them to look at diet and food, exercise, how they help students relax, etc. Ask them to use the information they find to help with their discussion in exercise 10.

- 10 • Students compare their answers, then think of ways their school could improve students' well-being.
- After students have discussed with a partner, open the discussion up to the class and identify two or three popular ideas. Write the ideas on the board. Promote further discussion.

### Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Following on from the discussion in exercise 10, ask students to write a paragraph summarising the suggestions for improving their school's approach to students' well-being.

# Explorers

Student's Book pp8-9

**Lesson aims** Students review vocabulary related to explorers and travelling and listen to a presentation. Students review extreme adjectives, past simple, past continuous, used to and present perfect.

## Warmer

Give students 1-2 minutes to name a famous explorer and where they explored. Ask them to look at the title of the fact file and say if they know anything about Dwayne Fields (e.g. where he's from, what parts of the world he has done expeditions in, etc.).

## Vocabulary: personal qualities

- 1 • Read through the qualities in the box. Check students' understanding by asking them to use each adjective in a sentence.
  - ▶ **Challenge** Ask students to think of three additional adjectives and write sentences for why explorers would or wouldn't need that personal quality.

**Fast finishers**  
Ask fast finishers to read through the words in the box again and mark the stressed syllable in each word.

**Exercise 1**  
**Suggested answers:**  
I don't think they need to be talented because it's more important that they're practical.  
Explorers have to be sensible because they have to make important decisions.

- 2 • Students do the task.
- 3 2 See the audioscript on p130.
  - Before listening, tell students there are no right or wrong answers, but they should try to note down examples or reasons for choosing any quality.
  - Play the audio and have students do the task.

**Exercise 3**  
**Suggested answers:** Dwayne is brave/curious/enthusiastic/sensible/confident/practical.

- 4 • Before doing the task, ask students to predict what type of information is needed for each gap (e.g. place, date, number, etc.).

**Exercise 4**

1 Jamaica/the Caribbean	2 London	3 (more than) 600
4 22	5 -40/minus 40	

## 5 • Students do the task.

**Get online**

Ask students to go online and find out about one other ambassador for the Scouts movement. Ask them to find out about their achievements and personal qualities.

**Exercise 5**

- 1 He grew up in Jamaica/the Caribbean and London.
- 2 He decided to go on an expedition after a life-changing experience/after an experience of gang violence.
- 3 He saw seals and polar bears while he was walking to the North Pole.
- 4 When he arrived at the North Pole, he took photos, cooked hot soup and called base camp.
- 5 Caleb thinks that Dwayne is inspirational because he was the first black British person to travel to the North Pole/because he is an ambassador for the Scouts and is inspiring a new generation of explorers.

## Vocabulary: extreme adjectives

- 6 3 See the audioscript on p130.

• Students do the task.

**Exercise 6**

- 1 This is **an amazing** story.
- 2 Dwayne had **an unforgettable** trip.
- 3 The North Pole is a **huge** area of ice.
- 4 It's **freezing** there.
- 5 I'd be **exhausted** if I walked to the North Pole!

**Extreme adjectives** **ABCD**

Tell students that we don't use *rather, a little, very* or *a bit* with extreme adjectives. To add emphasis we use *absolutely, completely, utterly*. We can also use *pretty* and *really*.

**Extra activity**

Ask students to work in pairs and write a short paragraph about a trip or expedition using the extreme adjectives.

## Vocabulary: travelling

- 7 • Give students time to read through the words. Review the difference in meaning first.

**journey/tour/travel/trip** **ABCD**

- *Journey* (noun) describes going from one place to another. It usually describes a longer distance:  
*The journey takes about three hours.*
- *Tour* (noun and verb) describes going around a particular building, estate, country, etc. It is commonly used for a guided experience:  
*The tour of the castle was fascinating.*
- *Travel* (verb and noun) is usually used to describe going to another place in general:  
*I travel somewhere new every year.*
- *Trip* (noun) describes going to another place and returning. It's commonly used to describe a shorter period of time:  
*We took a short trip to Stratford.*

**Exercise 7**

**journey** – noun; can be a verb but is uncommon  
**tour** – noun  
**travel** – usually verb, only noun when talking about travel in general, e.g. 'Travel broadens the mind'.  
**trip** – noun

**Suggested answers:**

It's a four-hour journey back home.  
 We went on a tour around Italy.  
 My parents often have to travel with work.  
 Last year we went on a school trip to France.

**Grammar: past simple, past continuous, *used to***

- 8** • Students do the task.
- ▶ **Reinforcement** Draw a timeline for each sentence and ask students if it shows a single completed action, a longer one or two actions happening at the same time.

**Exercise 8**

- 1 c – *used to* + infinitive
- 2 b – past simple
- 3 a – past continuous for the action in progress, past simple for the completed action

- 9** • Students do the task.

**Fast finishers**

Have fast finishers practise question forms and short answers for *used to* by asking and answering about the sentences in exercise 9:

*Did he use to live in Canada? No, he didn't.*

**Exercise 9**

- 2 He didn't use to play in the snow. He used to play in the forest.
- 3 He didn't use to train in the mountains. He used to train in/at the gym.
- 4 He didn't use to be a Scout ambassador. He used to be a Cub Scout.

- 10** • Ask students to look at the photo and say if they know anything about her or if they can guess what she has achieved. Don't provide answers – ask them to read to find out.
- When checking answers, ask students why they chose each tense.  
 (1 past continuous because this action was in progress while another one happened 2, 3 past simple because this action interrupted another action that was in progress 4, 5 past simple because this is a single completed action 6 past continuous because this action was in progress while another one happened)

**Exercise 10**

- |               |        |                    |
|---------------|--------|--------------------|
| 1 was reading | 2 saw  | 3 were celebrating |
| 4 began       | 5 took | 6 was lying        |

**Grammar: present perfect and past simple**

- 11** • Review how the present perfect is formed in negative and affirmative sentences and in questions if necessary.
- Check answers and write the suggestions for time expressions in question 3 up on the board in two lists, to clarify which are used with past simple and which are used with present perfect.

**Exercise 11**

- |                   |                       |               |
|-------------------|-----------------------|---------------|
| 1 the past simple | 2 the present perfect | 3 when, Since |
|-------------------|-----------------------|---------------|
- Other time expressions:**  
**With present perfect:** already, ever, for, just, never, since, yet  
**With past simple:** ago, last . . . , yesterday

- 12** • Go through the questions and identify which tense is to be used. Review any past participles.
- ▶ **Reinforcement** Write the questions for 1 and 2 on the board after a few minutes and have students check their questions against them if necessary before continuing the exercise.

**Exercise 12**

- 1 Has Jade been to the South Pole yet? Yes, she has.
- 2 Where did she celebrate New Year last year? She celebrated New Year in the Antarctic/in Antarctica.
- 3 Has she ever been to Everest Base Camp? Yes, she has.
- 4 When did she travel there? She travelled there when she was 12.
- 5 Has Jade already had lots of adventures? Yes, she has.

**been vs gone**

**ABCD**

Remind students that when using the present perfect, *been* is used to describe completed visits, when you have been away and then returned. If someone has visited a place but not yet come home, *gone* is used.

**Extra activity**

Have students write two extra questions about the text in exercise 10, one using the past simple and one using the present perfect. Then have them ask a partner.

- 13** • Give students a few minutes to think about their own travel experiences and adventures and to make notes.
- Ask them to use the phrases in the left-hand box to help them. Also point out the right-hand box, which helps them think about what sort of questions to answer in their notes.



- Encourage them to look for opportunities to use the past simple and present perfect; they may also be able to use some of the extreme adjectives and travelling words from earlier.
- Nominate students to share their partner's experiences.

**Further practice**

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

**Homework**

Ask students to write down three questions they would ask Jade Hameister or Dwayne Fields using any of the tenses they covered in the lesson. Ask them to research and write down the answers if possible or create their own if they can't find the information.

**Good intentions**

**Student's Book p10**

**Lesson aims** *Students learn vocabulary related to learning techniques and review future tenses.*

**Warmer**

Books closed. In pairs, have students think of any things they do to help them learn vocabulary.

Ask them to think about things they did in the classroom throughout the previous level of the course (e.g. ways to record and remember new words) and outside the classroom (e.g. watch films with English subtitles, etc.).

Ask them to say which methods were helpful. Nominate pairs to share some of their ideas.

**Vocabulary: learning techniques**

- Students read the text; choose a different student to explain the meaning of each of the words in blue.
  - Ask students if any of the ideas came up in their discussions in the Warmer.
- Read through the speech bubbles and ask students how they could complete the questions using phrases from exercise 1.
  - After nominating pairs to share some of their answers, ask students to think of some advice they would give their partner to help them with studying English vocabulary.

**Get online**

Divide students into small groups and assign each one a topic of *podcasts*, *video tutorials* or *apps*. It doesn't matter if more than one group has the same topic. Ask them to research the best ones for learning English based on reviews plus their own experiences.

Have them report back their ideas and recommendations to the rest of the class.

**Grammar: future tense review**

- Students do the task.
  - ▶ **Reinforcement** Allow students to do the activity in pairs.
  - ▶ **Challenge** Students think about the difference in usage in each sentence ahead of exercise 4.

**Fast finishers**

Ask fast finishers if they can write questions for the sentences in exercise 3, e.g. *Do you think you will pass your exams in June?*

**Exercise 3**

future simple (*will*), *be going to*, present continuous (for future), present simple (for future)

- After checking answers, check that students are confident with forming each tense (e.g. in negative sentences, with different subjects, etc.).

**Exercise 4**

- b – future with *will* (often used after *think/believe*)
- d – *be going to*
- e – present continuous for future
- c – present simple for future
- a – future with *will* (promises and spontaneous decisions)

- Read through the sentences and identify as a class if they're predictions, arrangements, etc.

**Exercise 5**

- |               |                      |            |
|---------------|----------------------|------------|
| 1 'm revising | 2 does               | 3 will get |
| 4 'll         | 5 're going to speak |            |

**Extra activity**

Ask students to write one example for each of a–e in exercise 4 that is true for them.

- Ask students to read through the speech bubbles. Then ask them to make notes of questions they want to ask their partner.
  - Ask students to ask and answer in pairs, using examples from the extra activity where relevant.

### Further practice

- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics and standard) → Teacher's Resource Centre
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics and standard) → Teacher's Resource Centre

### Homework

Ask students to write five intentions for improving English, together with how they are going to achieve them, in their notebook.

Have them return to their intentions and predictions throughout the term and ask themselves if they need to adapt their techniques and approach in order to achieve them.

## What's in this book?

### Student's Book p11

**Lesson aims** *Students are introduced to the content and structure of the book.*

### Warmer

Ask students to review their intentions and predictions from the previous lesson.

Then ask them to look through the book and find lessons and topics that might help them achieve their goals. Ask them to look at the contents page and think what things they think they'll find interesting. Nominate students to share their ideas with the class.

- Ask the class to look at the photos and describe to a partner what they think they show. Ask them to think about what type of language might be linked to each photo.
- Give students time to find the photos in the book and have them find any information about each picture. Set a time limit if necessary.

### Exercise 1

- |                              |                                 |
|------------------------------|---------------------------------|
| 1 Latitude Festival, p20     | 2 Dark matter, p36              |
| 3 A Tamagotchi, p86          | 4 Krakow, p53                   |
| 5 A shoplifting seagull, p75 | 6 Harry, Niamh and Terence, p27 |
| 7 A recycling machine, p64   | 8 Kylian Mbappé, p97            |

- Read through features 1–8 as a class. If students studied a previous level, ask them if they can remember what type of exercise the feature contains and which lesson they usually come in.
- Tell students to read through Unit 1 then match the features with a–h.

- After checking answers, ask students which sort of features they enjoy doing, or think they'll enjoy doing, and why.

### Exercise 2

1 e 2 b 3 g 4 h 5 c 6 d 7 a 8 f

- Before doing the task, ask students to look at the contents pages and see how they are structured as this will help them with some of the questions.
- Give students time to read the questions.
- Then set the clock for two minutes and tell students to find (or check) as many answers as possible in that time.

### Exercise 3

1 8 (plus Starter unit and Look what you know unit) 2 12 3 Vocabulary  
4 pp134–135 5 4 6 contents 7 Unit 9 8 Project planner

### Extra activity

Ask students to look through the book and write three extra questions about the content. Then have them swap with a partner for them to find the answers.

- Read through the topics listed. Then tell students to match with Units 1–8 as quickly as they can. Ask them to raise their hand when they've finished.
- After checking answers, ask students to order the topics starting with the one they are most looking forward to studying. Ask them to give reasons why they are interested in each topic.

### Exercise 4

A Unit 8 B Unit 6 C Unit 2 D Unit 7  
E Unit 3 F Unit 5 G Unit 4 H Unit 1

### Homework

Ask students to look through the Projects and write which one they think will be the most useful, the most interesting and the most challenging and why.

### End-of-unit further practice



- Diagnostic test → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre

# 1

# Making music

## Vocabulary

Student's Book pp12–13

**Lesson aims** Students learn about music and talk about their musical preferences.

### Warmer

Play an **Alphabet race** on the topic of *singers and bands*.

(See Activities bank, p6, for full instructions.)

(**Suggested answers:** ABBA, Beyoncé, Coldplay, Drake, Eminem, Florence and the Machine, George Michael, etc.)

### WDYT?

#### How can music bring people together?

Check the meaning of *bring together* (= to create a situation in which people meet and do something together, especially when they would not usually do so).

Elicit one or two examples from the class, e.g. sharing an experience at a concert, learning an instrument together, etc.

Tell students that they will return to this question at the end of the unit.

## Music and performance

1 Students do the task.

- Share with students the information below on *Suffixes for musical jobs*.

- ▶ **Challenge** Ask for ideas about what a person who plays the drums might be called. (*drummer*) Drill the word with the whole class and ask students to identify which syllable is stressed. (*drummer*)

### Exercise 1

**Types of music:** classical music, jazz (pop, rap, heavy metal, reggae, indie, folk ...)

**Musical instruments:** drums, keyboard (guitar, violin, piano, trombone, saxophone ...)

**People in music:** composer, DJ, guitarist, musician (band, singer, keyboard player ...)

**Other music words:** orchestra (concert, concert tickets, radio)

Students' own answers

### Suffixes for musical jobs

ABCD

- Write the answers to exercise 1 on the board and ask students what they notice about the endings.
- Underline *-er, -ist, -ian* and *-or*. Explain that these suffixes are commonly used for nouns describing jobs and that students will need to learn each one individually.

### Extra activity

With books closed, put the students into teams to play a game. You will need a piece of paper for each group.

Make four columns on each piece of paper and write one of the four job endings *-er, -ist, -ian* and *-or* at the top of each.

Read out the following music nouns and verb and ask the students to work with their team to choose which column to write each one into to form musical jobs.

*drum* → *drummer*

*piano* → *pianist*

*music* → *musician*

*compose* → *composer*

*guitar* → *guitarist*

*sing* → *singer*

*cello* → *cellist*

*conduct* → *conductor*

*violin* → *violinist*

2 • Students do the task.

- Provide students with any words they may need for kinds of music, instruments or jobs.
- Monitor pairs and note any language errors.
- Write on the board the errors you noted while monitoring. Keep all errors anonymous to avoid embarrassment. Ask students to correct the errors, either in pairs or as a class activity.

3 Before doing the quiz, allow students access to a dictionary, and ask them to record the definitions they look up in their notebooks.

- ▶ **Reinforcement** Allow less confident students to work together. Also encourage students to first try to use the context to figure out the meaning.
- Point out that some of the bold items contain two words (e.g. sound quality). They will need to look up both words and put the meanings together. Concentrate on these when checking answers.
- Students then do the quiz individually and check their results using the final box.



- 4 • Students do the task.
- ▶ **Reinforcement** Allow less confident students to work in pairs for this task.

#### Exercise 4

**Nouns:** audience, hit, lead singer, live album, lyrics, performance, playlists, sound quality, support band

**Both:** record, release, tour

**Verbs:** perform, sell out

#### Changing stress for nouns and verbs

ABCD

- Discuss how the word stress can change when the same word is used as a verb or a noun.
- Write on the board the word *record*. Say the verb form of the word to the class and clearly stress the second syllable. (*record*) Ask students to identify which syllable is stressed. (*the second*) Then say the noun form of the word and clearly stress the first syllable. (*record*) Again, ask students to identify the stressed syllable. (*the first*)
- Drill the different pronunciations with the class.

#### Extra activity

Write some more words on the board which are stressed differently when used as nouns and as verbs. Ask the class to guess how to pronounce each:

(Point out to students that many of these words they will only know in one of their forms (usually the noun), not both at the moment.)

verb	noun	verb	noun
<u>increase</u>	<u>increase</u>	<u>invite</u>	<u>invite</u>
<u>decrease</u>	<u>decrease</u>	<u>object</u>	<u>object</u>
<u>permit</u>	<u>permit</u>	<u>subject</u>	<u>subject</u>
<u>update</u>	<u>update</u>	<u>present</u>	<u>present</u>
<u>upgrade</u>	<u>upgrade</u>	<u>project</u>	<u>project</u>

- 5 • Encourage students to make a guess about their partner, and remind them there is no right or wrong answer.
- 6 • Students do the task.

#### Fast finishers

Pairs take turns giving more information and explanations about the statements in exercise 5.

#### VIDEO SKILLS

#### 7 See the videoscript on p139.

- Before watching the video, point out that the video is called *What music and when?* Ask students to predict what it will be about. Then after watching the video silently, ask them if their ideas have changed and to give reasons for their answers. Encourage them to think about text, images and equipment (e.g. headphones and mobile phone) seen in the video.
  - Then watch the video with sound.
  - **Follow-up questions:**  
*What instrument does Amelia play?* (guitar)  
*How does Amelia describe rock and classical music?* (rock music: great, loud, energetic; classical music: relaxing)  
*What music genres do they talk about?* (rock, classical, dance and jazz)
- 8 • Students do the task.

#### Exercise 7

It's about music and studying and the different types of music that people like.

#### Exercise 8

##### Suggested answers:

- 1 A vlog is normally created to share experiences, thoughts and ideas with an audience.
- 2 Young people can identify with vloggers because they are often the same age and come from a similar background. Young people often share the same interests as the vloggers. Vlogs are popular because they are short, entertaining and often funny. The vloggers are also often physically attractive and portray a pleasant and engaging personality.
- 3 Students' own answers

#### Further practice

- Vocabulary → Workbook p4
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre

#### Homework

Ask students to choose one or two statements from exercise 5 and write an explanation to support their opinion.

# Reading and critical thinking

Student's Book pp14–15

**Lesson aims** Students learn to understand specific details in an infographic and discuss opinions about listening to music.

## Warmer

Play **Charades** to practise music vocabulary from the last lesson.

(See Activities bank, p6, for full instructions.)


(**Suggested vocabulary:** DJ, guitarist, lead singer, drums, keyboard)

## An infographic

- 1 • Students do the task.
- 2 • Check students understand *memory* (= the ability to remember things) and *movement* (= how somebody moves their body) first.
  - Afterwards, have a short class feedback session for students to share their ideas.
- 3 • Check students understand what an *infographic* is (= a visual representation of data or information) and point to the one on p15.
  - Ask students how many sections there are in the infographic on p15 and what the section headings are. (six: Thinking, Focus, Memory, Language, Physical ability, Mood)
  - Students do the task.

### Exercise 3

**not mentioned:** your dreams, movement

- 4  4 Students do the task.
  - When checking answers, ask students to specify where the answer is in the text.

### Exercise 4

- 1 solving problems, making decisions and planning
- 2 Stay alert and concentrate for longer.
- 3 Music activates the parts of the brain involved in controlling memory.
- 4 You'll be better at grammar and pronunciation in a foreign language.
- 5 house, hip hop, pop and disco
- 6 When you listen to music, the brain releases dopamine. This makes you feel good.

- 5 • Students do the task.

### Fast finishers

Ask fast finishers to write two more sentences based on the infographic. One sentence should be true and the other should be false. They can then share these later.

### Exercise 5

- 1 False – When you listen to music, you use many different parts of the brain. (para 1, lines 1–4)
- 2 True (para 2, lines 6–7)
- 3 False – Hearing an old favourite song can bring back memories (but this won't necessarily happen). (para 3, lines 7–9)
- 4 No information – It doesn't say if people who play music also speak another language.
- 5 No information – We are not told how long adults spend listening to music.
- 6 True (para 4, lines 10–12)
- 7 True (para 5, lines 1–5)
- 8 No information – The text only says that being in an audience and performing can also improve mood.

### ► Subskill: Recognising informal writing

Tell students that recognising informality in writing will help them understand the main purpose of the text. For the purposes of text analysis in school and in exams, there are certain characteristics that students must learn to recognise as specific to informal writing.

- 6 • Students do the task, by underlining and numbering each answer in the text or in their notebooks.
  - **Challenge** Point out to students that the rubric says 'at least one', so ask confident students to try to find all the instances of each characteristic.

### Exercise 6

**Suggested answers:**

**contractions:** ... they've only been speaking languages for 200,000 years.

**talking to the reader:** Background music ... can help you concentrate.

**asking the reader questions:** Have you ever felt happier ... ?

**exclamation marks:** That's about 6,280 songs a year! Listen to music!

**colloquial language and idioms:** Want to exercise for longer?

- 7 • Elicit examples of formal texts (e.g. reports, essays, official documents, news articles) first.

### Exercise 7

It wouldn't be an infographic, but a text that focuses on developing arguments. It would use the third person (not *you*), present facts and analyse them. There would be no exclamation marks or colloquial language or idioms.

- 8 • **Word work** Students do the task.
  - When checking answers, drill pronunciation.

### Exercise 8

- |                |                 |                   |
|----------------|-----------------|-------------------|
| 1 alert (adj)  | 2 distracts (v) | 3 process (v)     |
| 4 occasion (n) | 5 beats (n)     | 6 strengthens (v) |

### Extra activity

Tell students to take turns making sentences using one of these words plus a target word from exercise 8.

If you prefer, run this as a teamwork racing game. Give extra points for creative ideas and for perfect grammar.

(**Suggested answers:** Weddings are the perfect occasion for a family to have fun together. My favourite song has a strong beat that I love dancing to. When I'm studying for an exam, I get distracted very easily. Going to the gym will help strengthen your muscles. The factory near me can process 3,000 shoe orders a day. My new puppy is so alert and smart, but he gets tired easily too.)

- 9
- Remind students to take turns asking and answering and use natural conversation reactions like *Yes, me too*, *Oh really?* and *I see*.
  - ▶ **Reinforcement** Encourage students to make a few notes on their answers before they start speaking.
  - Have a short class feedback session. Ask students to vote on whether they should be able to listen to background music at school and to explain why.

### CRITICAL THINKING



- 1 • **Remember** (LOT) Give students 3–4 minutes to answer the question. Allow students to refer to the infographic if they can't remember enough details. Nominate students to share their facts.
- 2 • **Apply** (HOT) Ask students to think carefully about the questions and make notes on their answers without looking at the infographic this time.
  - Nominate different students to share their personal reactions to music. Ask students if their answers support the facts in the infographic.
  - Follow-up questions:  
*What music ...*  
*doesn't help you study?*  
*doesn't make you feel happy?*  
*doesn't make you want to continue exercising?*
- 3 • **Create** (HOT) Students could work in pairs to complete this task.
  - Remind them to think about their answers to question 2 above and create a playlist.
  - If time is short, assign a, b or c to different students or pairs.

### Critical thinking

- 1 People who listen to music are better at solving problems, making decisions and planning; background music can help you concentrate; listening to music improves memory; people who play a musical instrument are better at learning grammar and pronunciation of foreign languages; listening to music distracts the brain and helps you to exercise for longer; when you listen to music, the brain releases dopamine – the 'feel-good' chemical.
- 2 Students' own answers
- 3 Students' own answers

### Further practice

- Reading → Workbook p8
- The longer read → Teacher's Resource Centre
- Accessible reading worksheet → Teacher's Resource Centre

### Homework

Ask students to write a short description for the playlist they created in Critical thinking exercise 3. Ask students to include:

- 1 why they chose the songs
- 2 how the playlist makes them feel
- 3 when/where they (will) listen to the playlist

### Get online

Ask students to find another infographic relating to music (a search for 'music infographic' should give lots of choices).

Ask them to choose three interesting facts and share these with the class.

## Grammar

### Student's Book p16

**Lesson aims** Students learn how to use the affirmative, negative and question form of the present perfect simple and present perfect continuous.

### Warmer

Write *Have you ever felt happier after listening to music?* on the board.

Do a class poll to see what students' experiences are.

Ask students if they remember the specific songs that made them happier. Then ask students to identify the main verb (felt) in the question and its base form. (to feel)

## Present perfect simple and present perfect continuous

- 1 • Students do the task.
- 2 • Ask students to match the explanations 1–3 with the examples in the box. (1 I've never sung on stage. 2 I've been here for two hours. 3 I've seen Shawn Mendes in concert.)

### Exercise 1

- 1 experiences    2 states    3 time



## 2 • Students do the task in pairs or individually.

### Fast finishers

Ask students to complete prompts 1–4 with a different verb and information about themselves.

### Exercise 2

- |                          |                         |
|--------------------------|-------------------------|
| 1 listened to ...        | 2 heard ...             |
| 3 has/hasn't written ... | 4 have/haven't seen ... |
- Students' own answers

- ## 3 • Have three students read the sentences.
- Ask concept questions to elicit the difference in form to the present perfect simple:
    - Do both forms use have?* (yes)
    - How many verbs does the present perfect simple have before the main verb?* (one)
    - How many verbs does the present perfect continuous have before the main verb?* (two) – *What are the two verbs?* (have, been)
  - After checking answers, ask students to read each rule again and decide which examples reflect each rule. (Point out that some match to more than one.) (Rule 1 = example 1; Rule 2 = example 3; Rule 3 = examples 2 and 3)

### Exercise 3

- |                 |           |            |
|-----------------|-----------|------------|
| 1 past, present | 2 are not | 3 repeated |
|-----------------|-----------|------------|

## 4 • Students do the task.

### Exercise 4

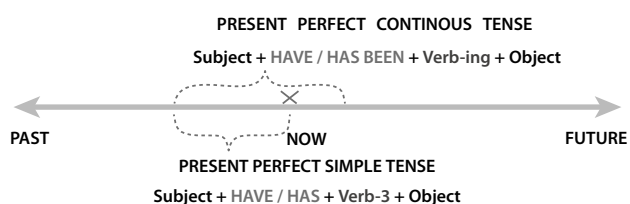
- |                          |                          |                   |
|--------------------------|--------------------------|-------------------|
| 1 haven't been listening | 2 hasn't been practising | 3 has been making |
|--------------------------|--------------------------|-------------------|

### State verbs and continuous tenses

ABCD

Explain to students that state verbs are not usually used in continuous tenses. This is because state verbs describe a state or condition, such as an emotion or a thought, rather than an action. Examples of state verbs are *hate, know, love, need, remember, understand* and *want*.

- ## 5 • Students do the task.
- Draw a timeline with empty boxes for *present perfect continuous* and *present perfect simple* on the board. Allow students to copy the timeline and elicit the answers for the boxes.



- When checking answers, ask students to say which example demonstrates each answer.

### Exercise 5

- |                              |
|------------------------------|
| 1 present perfect continuous |
| 2 present perfect simple     |

- ## 6 • Read the text aloud to the class or nominate students to read alternate sentences (ignoring the gaps). Then elicit the first answer by asking concept questions: *Has Ebony stopped achieving?* (no) *Will she achieve more?* (yes)
- **Reinforcement** Tell students to use the timeline in exercise 5 to help.

### Exercise 6

- |                          |                      |
|--------------------------|----------------------|
| 1 has achieved           | 2 has been producing |
| 3 has been working       | 4 has produced       |
| 5 has been experimenting | 6 has just started   |

- ## 7
- See the audioscript on p130.

- Students do the task.

### Exercise 7

- |                           |                          |
|---------------------------|--------------------------|
| 1 listened listening      | 2 perform performed      |
| 3 been listening listened | 4 learning been learning |

- ## 8 • Monitor while students do the task and correct any errors on the spot.
- Have a short feedback session by asking the questions in exercise 7 to different students.
- ## 9 • Put the class into teams and allow them five minutes to solve the puzzle.
- After two minutes, if no one has solved the puzzle, draw a timeline on the board with *NOW* on the right-hand side (see below). Suggest that they place the names on the line.
  - After three minutes, suggest that unfinished teams leave number 1 to the end.
  - After four minutes, write the following numbers onto your timeline on the board:

6y      4y      NOW

- Check ideas as a class, before confirming the answers by writing them into the timeline.

### Exercise 9

Alex (longest), Carla, Ben, Debbie (shortest)

### Further practice

- Grammar → Workbook p5
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre

## Homework

Ask students to ask the questions in exercise 7 to another English speaker or a friend/family member. Tell them to write up their answers using the correct form of the present perfect simple and the present perfect continuous.

## Get online

Ask students to go online and research Wondagurl. Encourage students to listen to her music and choose a favourite song, or say why they don't enjoy her music.

# Vocabulary and Listening

Student's Book p17

**Lesson aims** *Students learn and use words related to feelings and emotions and learn how to understand the attitude of a speaker.*

## Warmer

Draw a simple smiling face on the board (or show a picture of a smiling emoji). Elicit what the emotion is. (happy) Repeat with a sad face.

Put students into small groups to draw three faces or emojis, each showing a different emotion or feeling. (They can't use *happy* or *sad*.)

Groups show their faces to the class and the class guesses the emotion.

## Feelings and emotions

- Ask students what part of speech the words in the box are. (adjectives)
  - Put students in small groups to work together and share the meanings of new words or look them up in a dictionary.
  - Ask students if each word is positive or negative.

### Extra activity

After drilling the pronunciation of the words, put students into pairs and write the stress patterns in bold below on the board. Ask students to put the words into the correct category. Check answers and drill again, if necessary.

●	●●	●●●
<i>bored</i>	<i>happy</i>	<i>satisfied</i>
<i>calm</i>	<i>jealous</i>	●●●
<i>kind</i>	<i>joyful</i>	<i>embarrassed</i>
<i>sad</i>	<i>lonely</i>	●●●●
<i>scared</i>	●●	<i>optimistic</i>
	<i>content</i>	<i>pessimistic</i>
	<i>surprised</i>	<i>sympathetic</i>

- Students do the task.

### Exercise 2

- A angry
- B calm/content/happy/joyful/optimistic/satisfied
- C embarrassed
- D scared
- E calm/content/happy/joyful/optimistic/satisfied
- F surprised
- G sad/pessimistic
- H bored/lonely

- Before listening, remind students there are no correct answers and to choose whichever adjective describes their feelings best.
- Check students understand *abstract* (= existing in the mind, not related to physical objects).

### Exercise 4

**-ment:** content – contentment

**-ness:** calm – calmness, happy – happiness, lonely – loneliness, sad – sadness

**-ism/-ion:** optimistic – optimism, satisfied – satisfaction


other: angry – anger, bored – boredom, scared – fear, jealous – jealousy, surprised – surprise, sympathetic – sympathy

### Extra activity

Put students into small teams and designate a column on the board for each team. Say one adjective from exercise 1. Teams decide on the correct noun version, and one designated student runs to the board and writes the noun into their column. The first student/team to write the word correctly wins a point. Repeat for the other words.

- Students do the task.

## Short interviews

- Explain that questions 1–3 are interview questions, and they are going to listen to the responses.
    - Check the meaning of *busker* (= someone who performs music in the street and asks for money).
    - Students read the questions and guess what different opinions the speakers might have.
-  7 See the audioscript on p130.
- Students listen and make notes.
  - Students compare their notes in pairs.



### Culture note

**Busking** (or street performing) began in medieval Europe. Merchants would have buskers perform outside their business to attract customers. The buskers would receive money from the customers. Today, there are many types of busking and some countries welcome it, while others have made it illegal.

## Subskill: Understanding the speaker's attitude

First, quickly check students understanding of *attitude* (= someone's opinions or feelings expressed through what they say and how they say it). Tell students that we can understand a speaker's attitude in these ways:

*their choice of language (e.g. positive or negative words)*

*tone of voice (e.g. angry or excited)*

*volume of voice (e.g. quiet or loud)*

*speaker's body language, such as facial expressions and gesturing*

- 7 • Before listening, ask students to read each description and underline the words describing feelings and emotions. (a embarrassed b angry c surprised d calm e boredom f sympathetic)
- Students listen and compare answers in pairs.
- **Reinforcement** Ask students to choose three descriptions and listen for those three only.

### Exercise 7

1 d      2 b      3 a      4 f      5 c

- 8 • Students do the task and, if possible, recall the words or phrases used by the speakers.

### Exercise 8

- 1 True
- 2 False – Slow pop music makes people buy things on impulse.
- 3 False – It is not illegal to listen to music without headphones.
- 4 False – International Busking Day takes place in 100 cities worldwide in July.
- 5 True

- 9 • Students discuss in pairs. Remind students that there are no incorrect answers.

### Further practice

- Vocabulary → Workbook p6
- Vocabulary → On-the-Go Practice
- Vocabulary worksheets (basics, standard and higher) → Teacher's Resource Centre
- Listening → Workbook p9
- Listening worksheet → Teacher's Resource Centre
- Pronunciation → Student's Book p116

### Pronunciation p116 Intonation in question tags Ex. 1

The intonation goes up at the end for real questions.

### Pronunciation p116 Intonation in question tags Ex. 2

The intonation goes down at the end when asking for confirmation.

### Homework

Ask students to choose five nouns and five adjectives that relate to feelings and emotions and write sentences.

## Grammar

### Student's Book p18

**Lesson aims** Students learn how to use question tags and questions with prepositions.

### Warmer

Books closed. Tell students you will dictate one question that they should write down.

Say: *The music isn't for the shoppers, is it?*

Ask students to repeat the question back for you to write it on the board.

If students have not written/understood the comma before the question tag, add it to the question.

Then ask students to identify the punctuation (comma and question mark), verbs (*isn't, is*), nouns (*music, shoppers*) and preposition (*for*).

## Question tags

- 1 • Students do the task.

### Exercise 1

1 agrees    2 be    3 after    4 negative, affirmative

### Extra activity

Ask students to write the opposite (negative or positive) for each example question. Do the first as an example:

*The music isn't for the shoppers, is it?* → *The music **is** for the shoppers, **isn't** it?*

(were, weren't                      haven't seen, have  
doesn't have, does                has/'s bought, hasn't)  
didn't sing, did

- 2 • Refer students back to the rules in exercise 1 in order to encourage self-correction.

► 8 See the audioscript on p131.

- Students listen and check their question tags.
- Then listen again for the intonation.
- Pause the recording after each question and ask students to decide if the intonation goes up or down in the tag. Ask students to listen again and repeat.

### Fast finishers

Ask students to write answers and give reasons.

### Exercise 2

1 have you    2 isn't it    3 do you    4 wasn't it    5 didn't you

The intonation goes up in the tag.



## Intonation in question tags

ABCD

- Explain to students that the intonation of a question tag goes up for 'real' questions when an answer is necessary:  
*We have English this afternoon at 2, don't we?*  
*Yes, we do.*  
*It isn't raining again, is it?*  
*No, it isn't.*
- And it goes down when the answer is already known:  
*The weather's horrible today, isn't it?*  
*We're going to be busy tonight, aren't we?*

### Extra activity

Study the language note with students, then practise choosing the correct intonation for these question tags:

Answers known:

- 1 *She's Russian, isn't she?*
- 2 *The supermarket was full, wasn't it?*

Real questions:

- 3 *You don't know the way to London, do you?*
- 4 *We will be able to go on the day trip, won't we?*

### 3 • Students do the task.

- ▶ **Reinforcement** Drill questions with individual students to encourage correct intonation.

## Questions with prepositions

- ### 4 • Elicit examples of prepositions, then have students do the task.

#### Exercise 4

1 b      2 c      3 a

### 5 See the audioscript on p131.

- Students do the task.
- ▶ **Reinforcement** Help less confident pairs by correcting and modelling correct intonation.

#### Exercise 5

1 up      2 to      3 to      4 from      5 in      6 about

- ### 6 • Before students do the task, run a couple of examples with some confident students.

- ### 7 • Students do the task.

#### Exercise 7

1 connects    2 did it start    3 has been bringing    4 were  
 5 made    6 have uploaded    7 haven't they    8 have attended

## Research

Encourage students to find out the year the organisation was founded, where they are based/ where they work and a little about their aims and their work. Ask students to share their research.



### Culture note

**Playing for Change** representatives travel the world looking for street musicians. They believe that music breaks down boundaries. They have a foundation which funds music and art schools.

**Musicians Without Borders** believes in using music to build peace and enable social change. Their musicians visit areas of conflict to spread their message that 'war divides, music connects'.

### Further practice

- Grammar → Workbook p7
- Grammar reference and practice → Teacher's Resource Centre
- Grammar → On-the-Go Practice
- Grammar worksheets (basics, standard and higher) → Teacher's Resource Centre
- Pronunciation → Student's Book p116

### Pronunciation p116 Intonation in question tags Ex. 3

1 confirmation    2 real question    3 real question    4 confirmation

### Homework

Ask students to write answers to the questions in exercise 5. Say they should write at least ten words for each answer, expanding with additional information.

## Real-world speaking

Student's Book p19

**Lesson aims** Students learn and practise Key phrases to talk about feelings.

### Warmer

Write (and read aloud) the four sentences below on the board:

*I can't wait!*

*You seem upset.*

*I felt hurt.*

*I feel much better now.*

Ask students to decide if the sentences are positive or negative. Confirm answers by putting a positive sign or a negative sign next to each sentence.

(positive: I can't wait! I feel much better now. negative: You seem upset. I felt hurt.)

## Talking about feelings

- Before doing the task, ask students to describe the people and situation in the photo, by asking: *Are they friends? How old are they?*

### Exercise 1

They're at a concert. They probably feel excited.

- Students do the task, before comparing the answers in pairs.
  - Follow-up questions: (You will probably need to write these on the board and allow students to watch the video a second time.)
    - How does Aisha know Matt isn't OK? (The tone of his voice and he looks unhappy even though he says *I can't wait*.)*
    - Who did Matt want to go to the concert with? (Ben)*
    - What is Aisha's solution? (She suggests that Ben watches the band with them and that he should talk to Ben the next day.)*

### Exercise 2

Matt's feeling upset. A friend (Ben) told Matt he didn't want to go to the concert, but Matt's just seen him in the queue. He's been upset for a while because Ben doesn't want to meet up.

- Ask some students to take turns to read out the Key phrases before watching the video again.

### Exercise 3

1 asked      2 wants      3 weeks      4 tomorrow

### Extra activity

Ask students to practise the dialogue in pairs. Give them time to play both roles.

Nominate one or two pairs to act the dialogue to the class. Encourage natural intonation.

- Before the task, ask students to identify and call out the nouns relating to feelings and emotions (e.g. anger) and then the adjectives (e.g. angry). Correct any pronunciation errors and drill some of the phrases.

### Exercise 4

Is everything all right?

How long have you been feeling like this?

To be honest, ...

I've been a bit upset about it.

I feel much better now!

- THINK** Ask students if they have recently been to a concert and elicit a few details (e.g. who, where, when, how did they feel). Ask students to think about their favourite band/singer and choose a few words to describe how they would feel if they couldn't get tickets.
  - PREPARE** In pairs, ask students to compare their answers and use their conversation to prepare their dialogue.
  - Remind students to use at least two phrases from each category in the Key phrases box.
  - Reinforcement** Allow students to note any phrases they don't understand and answer any questions as you monitor pairs preparing ideas.
  - PRACTISE** Before students begin practising, encourage them to read through the **Peer review** section in exercise 6, so that they know what their classmates will be looking and listening for when they perform.
  - Monitor while students do the task, and encourage students to use the intonation practised in exercises 3 and 4.
  - PERFORM** When watching their peers, encourage students to think carefully about each **Peer review** question in exercise 6 and to make notes.
  - Reinforcement** Less confident students may find pre-recording their dialogue less overwhelming than performing it in front of the class. Allowing them this option when possible may yield better results.

- 6** • **Peer review** After each performance, ask the class to share their ideas. Remind students this is a good opportunity to help each other improve through positive feedback and constructive criticism.
- When all performances are complete, go through the Key phrases in exercise 4 and check which were used in the dialogues – was one phrase very popular or was one not used?

### Further practice

- Speaking → Workbook p9
- Phrasebook → Student's Book p122

### Homework

Ask students to rewrite their dialogue using different Key phrases.

Optional: If it's an option to use time in the next lesson, have students leave gaps in their new dialogue just like in the original. Students complete each other's dialogues and check their answers.

### Get online

Ask students to find concerts in their city that they would like to attend or to research information about their favourite singer/band's latest or future concert.

## Writing

### Student's Book pp20–21

**Lesson aims** *To learn and practise writing a review, including giving recommendations.*

### Warmer

Put students in small groups. Give them three minutes to brainstorm as many positive *and* negative things about going to a music festival as they can. Elicit one positive example (e.g. chance to see your favourite singer) and one negative example (e.g. expensive tickets) to start their brainstorming.

Compare ideas as a class and see which group had the most positive and negative things.

## A review

- 1** • Before the task, ask students to look at the photo and identify the audience and the stage. Ask students if they think the audience are enjoying themselves.
- Students do the task in pairs or small groups.
- 2** • Students do the task.
- ▶ **Reinforcement** Allow students to work in pairs. Then each student answers two of the questions, and they share their answers.

### Exercise 2

- 1 Latitude Festival, in July at Henham Park, Suffolk (paragraph 1)
- 2 Positive things: variety of music, good sound quality, special effects, fantastic performances at the Sunrise Arena. Best thing: the Teen Area (paragraph 2)
- 3 There should be more showers, and bottled water was too expensive. (paragraph 3)
- 4 Yes, reviewer recommends it, especially to teenagers who love music and trying new things. (paragraph 4)

### Fast finishers

Students makes notes about all the things they would like about the festival.

- 3** • Elicit ideas for paragraph 2 by asking: *Does the reviewer talk about good things or bad things about the festival in paragraph 2?* (good)
- Students do the task individually. Remind students to use their answers from exercise 2 to help them.
  - Students compare ideas in pairs before confirming ideas as a class. As you are confirming answers, write the paragraph plan on the board (it will be useful for exercise 6).
  - Ask students if the review is largely positive or negative. (positive)

### Exercise 3

#### Paragraph 2:

Describe the good things.

#### Paragraph 3:

Mention any bad things.

#### Paragraph 4:

Sum up and give your recommendation (positive or negative).



### Culture note

Latitude hosts around 40,000 people each day, but it is nowhere near the largest – **Glastonbury Festival** is the world's largest music and performing arts festival. Around 130,000 tickets are available for sale each year, and they usually sell out within an hour of being released online.

### ▶ Subskill: Giving recommendations

Explain to students that recommendations can also consist of recommending people *not* to go somewhere or *not* to do something. These expressions can be used in many alternative topics, such as learning languages (*You should definitely take this class.*), hobbies (*Make sure you download the latest game.*), travel (*It's well worth making a list of clothes you need.*), etc.

- 4** • Students do the task and underline the expressions in the review.
- Ask students where the expressions could be placed in the paragraph plan on the board. (paragraphs 2, 3 or 4)



### Exercise 4

If you enjoy watching new music talent, **don't miss** the Sunrise Arena.

Teenagers **should definitely** check out the Teen Area.

**I'd recommend** this festival, especially to teenagers . . .

**Make sure you** buy your ticket early, as they sell out fast.

**It's well worth** going to Latitude.

- 5
- Students do the task.
  - Check answers with the class, paying close attention to the changes in word order and the omitted words.
  - Check students understand usage by asking:  
*Are the expressions at the beginning or the end of the sentence?* (beginning)  
*Which expression needs a pronoun before it?* (You should definitely . . .)

### Exercise 5

- 1 Don't miss the support band.
- 2 Make sure you see this band live.
- 3 I'd recommend (going to) this festival, especially if you like indie music.
- 4 It's well worth buying a ticket.
- 5 You should definitely stand at the front.

- 6
- **THINK** Encourage students to work individually for this task. Remind students to use ideas from the Warmer, if they wish.
  - **PREPARE** Monitor and assist by checking students are following the paragraph plan and using suitable Key phrases.
  - **WRITE** Before writing, refer students to the three questions in the **CHECK** section plus the **Peer review** questions in exercise 7. Ask them to make sure they take these points into consideration when writing.
  - ▶ **Reinforcement** As you monitor, allow individual students to ask you questions about the task or the language.
  - **CHECK** When students have finished writing, ask them to answer the three questions. If necessary, give students a few more minutes to self-correct their review.
- 7
- **Peer review** Put students into pairs for this task.
  - Ask students to read their new partner's review and answer the three questions. Encourage students to include positive comments as well as negative ones.
  - ▶ **Reinforcement** Briefly check some of the students' reviews are following a clear paragraph plan.
  - Allow time for students to receive their own review back and to discuss the comments with their partner.

- Allow students time to make any further amendments to their review.

### Further practice

- Writing → Workbook p10
- Writing competence → Teacher's Resource Centre

### Homework

Ask students to create an advert for the concert or music festival they reviewed. Students should create a simple poster for the advert and include the name, dates and other important information.

Ask students to include up to three of the expressions from exercise 4 (in complete sentences) in the text.

### Get online

Ask students to research a music festival they would like to attend. Ask students to find out the locations, dates and cost of tickets, plus three interesting things about the festival.

## Project

### Student's Book pp22–23

**Lesson aims** Students prepare and give a presentation using correct grammar and vocabulary as well as appropriate communication skills.

### Warmer

Ask students to look at the Graphic organiser on p118. Give them five minutes to discuss with a partner what they learnt about music and what they enjoyed most about the unit.

### WDYT? How can music bring people together?

Point out to students that this is the same WDYT? question that they were asked at the beginning of the unit. Have students discuss with a different partner.

Give students time to look through the unit and their notebook to reflect on the useful language they have learnt that can help them answer this question.

Then ask them to think about the different topics related to music bringing people together that they have learnt about in the unit:

*An infographic about music and the brain (p15)*

*Interviews about music in public places (p17)*

*Rock School promoting peace in a community (p18)*

*Latitude Festival (p20)*

*Which of these help to bring people together? How do they do this? (Suggested answers: they give people a shared interest; they show people the importance of music and of humanity over other things like fighting; they make people happy together; they bring people of different nationalities together)*

Ask how their ideas have developed since the beginning of the unit.

## TASK

Read through the task and learning outcomes as a class. Tell students that they are going to use their ideas from the WDYT? discussion to prepare their presentation.

Check students understand the meaning of *communication skills* (= the ability to share ideas effectively).

### 1 See the videoscript on p139.

- Read out the question. Then play just the introduction of the video (the first 30 seconds up to *at the end of our presentation*). Check students understand that the presenters won't identify who they are talking about and students will have to guess who it is. Tell them to raise their hands when they think they know who the person is, but do not confirm any answers until the end of the video.
- Ask: *Was the presentation clear? Did you know what to expect in each section?*
- Ask students for their opinion of the presentation.

#### Exercise 1

Rihanna

## STEP 1: THINK

- 2 • Refer students to extracts A–D located on p23, and read through them together. Use the Model project notes to help explain what they must produce.
- Check students understand the following vocabulary:  
*achievement          ban          foundation charity*

#### Exercise 2

1 A          2 D          3 C          4 B

- 3 • Students do the task, using their answers from exercise 2 to help them.

#### Exercise 3

basic biographical details, how the singer brings people together, main achievements, an interesting introduction

## STEP 2: PLAN

- 4 • Give students a short amount of time to decide on which singer or band that has made a difference they will research. If necessary, assign a singer/band to groups to avoid disagreements and time-wasting while they decide.
- 5 • If necessary, assign the parts of the presentation to students (see the outline for the Model project in exercise 2) but encourage students to work together and make decisions collectively.

- Monitor and help, by checking the group is including the information listed in exercise 3.
- Decide what presentation technique or computer program is appropriate to your teaching situation. Alternatively, ask if students could produce a PowerPoint presentation similar to the way the Model project works.

## STEP 3: CREATE

- 6 • Give students time to take turns sharing their information.
  - Refer students back to the outline in exercise 2. Ask groups to make their own presentation outline and choose their roles.
  - ▶ **Reinforcement** Point out to students that they don't have to write out full sentences like in A–D in the Model project. Presenting with notes allows you to connect with your audience.
  - Ensure that students also assign the introduction and conclusion of their presentation to someone.
- 7 • Ask groups to decide which part of the presentation each of the Key phrases should be used in. Check ideas as a class. See also the Extra activity for practice of intonation.

#### Extra activity

Model each Key phrase and ask students to listen to the word stress and intonation you use. Ask them to underline the words you stress and to decide if your intonation sounds interested or bored (make sure it is *interested* in every case!).

*Our presentation today is about ...*

*First we're going to ... then we'd like to ... and finally we'll ...*

*We'll be happy to answer any questions at the end.*

*Let's start by ...*

*Now we'd like to move on to ...*

*In this part of the presentation, we ...*

*OK, that's the end of our presentation.*

- 8 • Students can work individually to write their own sections, then come together to ensure that they fit together to create a cohesive presentation.
  - Monitor and check groups are following the presentation outline and are including Key phrases in their plan.

## STEP 4: PRESENT

- 9 • Before they practise, ask students to each read the questions in the Final reflection, then to think about these as they practise and ensure that they fulfil the criteria for each.
  - Give groups time to practise and to make any changes. Monitor and answer any queries.

- 10** • Students do the task.
- ▶ **Reinforcement** Have groups give their presentation to one other group only. Ask the other group to make notes on the outline of the presentation and the Key phrases used.
- 11** • **Peer review** Once each presentation has concluded, allow time for each group to receive positive feedback from the class and to answer any questions.
- Give the class time to answer questions 1 and 2.

## Model project

The model on p23 shows a poster about a famous female singer with three extracts from a presentation about her. The presenters use the extracts as a 'script' for their presentation. More experienced presenters can use short notes or even just a few words or pictures to remind them of what to say.

For the layout, ignore the extracts A–D (which are there as an oral model only). Students should take note of the large photo of a person, with short facts surrounding it. The poster will be the focus of the audience's attention so it should be attractive.

The text on the poster is short, highlighting only the most interesting information. Each extract covers a different topic.

**Language:** To talk about the star's past actions, perfect tenses are used.



## FINAL REFLECTION

- Ask students to answer the questions individually first and then to compare answers with their group. Encourage students to give reasons and examples to support their answers.
- If students have chosen anything other than the smiley face, ask them what they think they can do differently next time to improve.

### Beyond the task

- Prompt students to think about different aspects of music, e.g. lyrics, communities, events, expression and discuss ideas as a class.

### Further practice

- Super skills → Workbook p10

### Homework

Ask students to reflect on their presentation and think about what went well and what could be improved.

### Get online

Ask students to go online and find more information about the Clara Lionel Foundation, such as when it was founded and who receives help from the foundation.

## End-of-unit further practice



- Social and emotional competence → Workbook pp68–69
- Exam trainer → Workbook pp84–94
- Progress test (standard and higher) → Teacher's Resource Centre
- Communication games → Teacher's Resource Centre
- CLIL and Culture worksheets → Teacher's Resource Centre
- Evaluation rubrics → Teacher's Resource Centre
- Wordlists → Teacher's Resource Centre
- Student's Book audio and audioscripts → Teacher's Resource Centre
- Workbook audio and audioscripts → Teacher's Resource Centre
- Workbook answer key → Teacher's Resource Centre