

## 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

- 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.

- Students do the task.
- 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.

- 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**

- He grew up in Jamaica/the Caribbean and London.
- He decided to go on an expedition after a life-changing experience/after an experience of gang violence.
- He saw seals and polar bears while he was walking to the North Pole.
- When he arrived at the North Pole, he took photos, cooked hot soup and called base camp.
- 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

- See the audioscript on p130.

- Students do the task.

**Exercise 6**

- This is **an amazing** story.    2 Dwayne had **an unforgettable** trip.
- The North Pole is a **huge** area of ice.    4 It's **freezing** there.
- 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

- 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**

- c – used to + infinitive
- b – past simple
- 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**

- He didn't use to play in the snow. He used to play in the forest.
- He didn't use to train in the mountains. He used to train in/at the gym.
- 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**

- Has Jade been to the South Pole yet? Yes, she has.
- Where did she celebrate New Year last year? She celebrated New Year in the Antarctic/in Antarctica.
- Has she ever been to Everest Base Camp? Yes, she has.
- When did she travel there? She travelled there when she was 12.
- 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.

- 1 • 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            |

- 2 • 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

- 3 • 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.

- 4 • 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
<i><u>in</u>crease</i>	<i>in<u>cr</u>ease</i>	<i><u>in</u>voke</i>	<i>in<u>vo</u>ke</i>
<i><u>de</u>crease</i>	<i>de<u>cr</u>ease</i>	<i><u>ob</u>ject</i>	<i>ob<u>je</u>ct</i>
<i><u>per</u>mit</i>	<i>per<u>mi</u>t</i>	<i><u>sub</u>ject</i>	<i>sub<u>je</u>ct</i>
<i><u>up</u>date</i>	<i>up<u>d</u>ate</i>	<i><u>pre</u>sent</i>	<i>pre<u>se</u>nt</i>
<i><u>up</u>grade</i>	<i>up<u>gr</u>ade</i>	<i><u>pro</u>ject</i>	<i>pro<u>je</u>ct</i>

- 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.
  - 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



## 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

- 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.
- 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