

10

Music



Unit plan

Reading:

missing sentences, checking that the options you didn't choose don't fit one of the gaps

Vocabulary:

words related to music, word formation, phrasal verbs, collocations & expressions

Grammar:

the passive: present simple, past simple, other tenses, modals, *be going to*

Listening:

multiple matching, understanding distractors and eliminating options you have used

Speaking:

speaking cards, music and learning an instrument, giving full answers

Writing:

story, brainstorming ideas using the sentence, using time expressions to guide the reader, using adjectives to describe feelings

Unit Opener (SB page 121)

- Ask students to read the title of the unit (*Music*) and tell you how it relates to the picture (*a microphone is emitting musical notes*).
- Ask students where they listen to music and if they use headphones or earphones.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the list of different kinds of music in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the different kinds of music in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students discuss in pairs before discussing as a class.
- Tell them to justify their answer.

Answer

Students' own answers

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to talk about their favourite kind of music and also explain why they like it.
- Students discuss in pairs before discussing as a class.
- Take a class vote to see which kind of music is the most popular in the class.

Answers

Students' own answers

Background information

Bollywood: Indian music from Bollywood films (Bombay + Hollywood = Bollywood because the Indian film industry is based mainly in Bombay, now called Mumbai)

Classical: music written according to set forms or structures by composers, such as Mozart and Beethoven

Country: a type of popular music from the southern US which usually contains singing, guitars and violins (fiddles)

Dance: a type of music (often electronic) with a strong beat for dancing to in clubs →

Heavy metal: a type of loud rock music that developed in the 1970s that is played on drums and electric guitars

Hip hop: a type of music that African-American musicians developed using rap and short pieces of recorded music or sound that are repeated and combined with musical instruments

Jazz: a type of music that developed in the early 1900s with a lively beat and the musicians often make up the music as they play

Opera: music for a type of play that is performed by singers and an orchestra

Pop: a type of music that is usually played on electronic instruments that has a strong beat and simple tunes that are easy to remember

Punk: a type of music that developed in the 1970s from rock and roll that consists of simple songs played quickly and loudly on electronic instruments and words that often express anger against society

Rap: a type of music that uses a way of talking with rhythm and rhyme, usually over a strong musical beat

Reggae: a type of music that developed in Jamaica in the 1960s with songs about social and political subjects, and usually has strong bass sounds

Rock: a type of music that developed from rock and roll, with a heavy regular beat and electric guitars

TOP TIP

Encourage students to talk about things they are familiar with, such as music in this unit. Ask them to tell you which kind of music and which bands/singers are popular in their country.

Let's talk about it!

- Do you listen to music to relax?
- How does your favourite music make you feel? Why?
- Would you like to be a famous singer or musician? If so, why?

Summary of DVD 10: The video doesn't have a title as such. It is an exercise in which students listen to different extracts of music and match them to the style. There are 10 different kinds of music highlighted on the video, but students will listen to 15 extracts.

They should fill in the information for the first 10 songs only as the remaining five are repeated styles (11 reggae, 12 country, 13 pop, 14 rock, 15 dance).

DVD link: <https://www.youtube.com/watch?v=P-WaYjxazoI>

Answers

classical 6
country 3
dance 9
hip hop 10
jazz 7
opera 5
pop 1
rap 4
reggae 2
rock 8

 **Reading** (SB pages 122-123)

- 1**
- Ask students to read the instructions and check that they understand what they have to do.
 - Ask students to read the statements and explain anything they don't understand.
 - Students discuss in pairs before discussing as a class.
 - Tell them to justify their answer.

Answer

Music can't make you sing better. Music has not been scientifically shown to improve singing.

- 2**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must think about their answer before they read the text.
 - Tell students that the answer is one of the musical styles from the Opener.
 - Ask students to skim read the text and look for the answer. Explain that they do not need to read in detail at this stage as they will have the opportunity to do so later.
 - Students work individually to complete the task.
 - They then check their answer in pairs before checking as a class.

Answer

classical music

DOWNLOAD

- Remind students that they did a missing-sentence task in Unit 4.
- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they should try every option in every gap before they choose their answers. Remind them that there will be more options than questions and that they should look at the options they didn't use and make sure they do not fit anywhere before they finalise their answers.

- 3**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two extra answer options that they will not need to use.
 - Ask students to read the sentences in the conversation and explain anything they don't understand.
 - Remind students that they should try every option in every gap before they choose their answers. Explain anything they don't understand.
 - Students work individually to fit the answer options to the gaps.
 - They then check their answers in pairs before checking as a class.

Answers

- 1G** The short answer (*Yes, it was*) at the beginning of sentence G shows that Alex agrees with the statement by Jenny that *punk was very popular in the 1970s*.
- 2C** Sentence C explains *what attracted Alex to punk music* and the words *that first interested me* echoes *attracted* in Jenny's question. Also *fast and full of life* after the gap echoes *the energy of the music* in sentence C.
- 3A** Before the gap Jenny says that punk music fans are *confident and outgoing* and Alex says that he is *not like that* and that he's *actually quite shy*. 'Shy' is the opposite of 'outgoing'.
- 4H** Jenny says that she finds it *hard to believe* that Alex is shy because he *looks confident on stage*. Sentence H explains that Alex is *a different person when he performs*. The sentence after the gap confirms this.
- 5E** Before the gap Jenny says that *punk music fans are not very relaxed* and Sentence E agrees that *some of them aren't*.
- 6B** Sentence B is a polite response to Jenny saying *thanks*.

- 4**
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will be completing each set of words with synonymous words from the article.
 - Ask students to read the words in the orange box and the word sets, and explain anything they don't understand.
 - Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
 - Students work individually to complete the task.
 - They then check their answers in pairs before checking as a class.

Answers

- 1** imaginative
2 hardworking
3 outgoing
4 gentle

- 5**
- Ask students to read the instructions and check that they understand what they have to do.
 - Explain that the joke is a play on words, that is, a clever or funny use of a word that has two different meanings.

- Students work in pairs before checking answer as a class.

Answer

Neptunes! Neptune is a planet and a 'tune' is a song.

▶ EXTENSION ACTIVITY

Ask students to look back at the music styles highlighted in the video and to rank them from 1 to 10, with 1 being the style they like the most and 10 being the one they like the least. When they have finished, they compare their list with a partner's.

a-z Vocabulary 1 (SB page 124)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to look at the six pictures and tell you which of them they have used or seen. Make sure they know what the pictures are portraying before they label them.
- Students work individually to label the pictures.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 phonograph
- 2 record player
- 3 cassette player
- 4 mini disc player
- 5 MP3 player
- 6 Walkman

2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand. Point out that the words in orange are similar or related in some way.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 taste
- 2 hear
- 3 groups
- 4 head
- 5 songs
- 6 lyrics

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the text, and explain anything they don't understand. Elicit that all of the words in the orange box are verbs.

- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 record
- 2 sound
- 3 produce
- 4 delete
- 5 upload
- 6 store
- 7 connect
- 8 download

▶ EXTENSION ACTIVITY

Students work in pairs. They choose an object from 1 and describe it without naming it. Their partner must guess which of the six objects it is. Alternatively, they can play '10 Questions', asking only yes/no questions in order to guess the object.

Extra Task (for early finishers)

See photocopiable material on page 127.



Grammar 1 (SB page 125)

Before you read the Grammar box

- Introduce/Revise the passive. Write these sentences on the board.
 - 1 *People watch music videos online.* → *Music videos are watched online.*
 - 2 *Sony invented the Walkman.* → *The Walkman was invented by Sony.*
- Ask students which sentences are active (*the first of each pair*) and which are passive (*the second of each pair*). Ask students in which sentences, active or passive, the action is more important than who or what did it (*passive*).
- Ask students to look at sentence 1 again and explain that the object in the active sentence (*music videos*) becomes the subject in the passive sentence. Then explain that the verb *to be* is used in the same tense as the main verb in the active sentence together with the past participle of the main verb in the active sentence (*watch* → *are watched*).
- Ask students to look at sentence 2 again. Explain that we use *by* when we want to mention the agent (the person or thing responsible for the action).

1

- Read through the grammar theory with the class.
- Write these active sentences on the board and ask individual students to come to the board and rewrite them in the passive.
 - 1 *They sell a lot of records.* (*A lot of records are sold.*)
 - 2 *The Arctic Monkeys sang the song.* (*The song was sung by the Arctic Monkeys.*)
 - 3 *Apple created the iPod.* (*The iPod was created by Apple.*)
 - 4 *People upload millions of songs every day.* (*Millions of songs are uploaded every day.*)

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Students should underline 'affects' in the active sentence.
Students should circle 'affected' in the passive sentence.
The passive sentence uses *are* because the tense of the verb in the active sentence is present simple and *people* is plural and so it takes a plural form.

Read 10.1 of the Grammar Reference on pages 146-147 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help. Remind them to use the correct form of *to be* and the past participle of the verb when forming the passive.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 are watched
- 2 was recorded
- 3 are listened
- 4 is taught
- 5 was given
- 6 are stored
- 7 are learnt
- 8 was invented
- 9 was put
- 10 were uploaded

▶ EXTENSION ACTIVITY

Ask students to write a passive sentence about their favourite song and who sings it.

Extra Task (for early finishers)

See photocopiable material on page 127.

Vocabulary 2 (SB page 126)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the table and explain anything they don't understand. Elicit that they must write noun forms for things or people. Point out that one of the sets does not have a noun (thing) form.
- Students work individually to complete the table.
- They then check their answers in pairs before checking as a class.
- Once the table has been completed and checked,

check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 assistant
- 2 beginner
- 3 journalist
- 4 musician
- 5 performance
- 6 player

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will need to use only some of the words from the table in 1.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the sentences.
- They then check their answers in pairs before checking as a class.

Answers

- 1 musicians
- 2 player
- 3 assistants
- 4 performance
- 5 journalist
- 6 beginner

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the meanings and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use all of the phrasal verbs from 3 and write them in the correct form.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 giving away
- 2 bring, down
- 3 pick out
- 4 plug in
- 5 turn up
- 6 sold out
- 7 let in
- 8 checked out

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they must complete the expressions and then they must try to work out what the expressions mean.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Point out that they can work out the meaning of the expressions in bold by looking at the context of the sentence.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Check pronunciation by saying each of the expressions in bold to the students and asking them to repeat after you. Correct where necessary.

Answers

- 1 tune
- 2 music
- 3 song
- 4 record
- 5 bell

Meanings:

change your tune: change your opinion about something
 music to your ears: something is exactly what you had wanted to hear
 for a song: pay very little money for something
 sound like a broken record: say the same thing many times
 ring a bell: sound familiar, but you can't remember the exact details

▶ EXTENSION ACTIVITY

Ask students to write three gapped sentences using a word from the table in 1, a phrasal verb from 2 and an expression from 3. Then students swap with a partner and try to complete each other's sentences.

Extra Task (for early finishers)

See photocopiable material on page 127.

 **Grammar 2** (SB page 127)

Before you read the Grammar box

- Explain to students that the passive is also used with other tenses, modals and *be going to* and that the same grammar rules apply when we form it, ie we use the appropriate tense of the verb *to be* and the past participle.
 - Write the following sentences on the board, with the underlining.
- 1 *Harry is filming the music video.*
 2 *The music video is being filmed by Harry.*
 Ask students to look at sentence 1 and tell you if it is active or passive (*active*). Ask them which tense the verb is in (*present continuous*). Then ask them to look at sentence 2 and explain that it uses the passive form of the present continuous (*is being filmed*).

1

- Read through the grammar theory with the class.
 - Write these active sentences on the board and ask individual students to come to the board and rewrite them in the passive.
- 1 *He is writing the lyrics. (The lyrics are being written.)*
 2 *They were filming the video. (The video was being filmed.)*
 3 *He has recorded the song. (The song has been recorded.)*
 4 *I had uploaded the song. (The song had been uploaded.)*
 5 *Someone will fix the piano. (The piano will be fixed.)*
 6 *I'm going to buy the tickets tomorrow. (The tickets are going to be bought tomorrow.)*
 7 *They must interview the band. (The band must be interviewed.)*

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- a Students should underline: have been recorded (present perfect simple)
 - b Students should underline: are being sold (present continuous)
 - c Students should underline: will be interviewed (future simple)
- Sentence c uses *by* to show who will do the action (the agent).

Read 10.2 of the Grammar Reference on page 147 with your students.

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must use the verbs in brackets in the correct form.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

- 1 need to be deleted
- 2 had been cancelled
- 3 is being recorded
- 4 will be assisted
- 5 have been chosen
- 6 was being uploaded

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Encourage students to look back at the grammar theory for help.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.

Answers

- 1 has been won
- 2 have already been given
- 3 will be flown/are going to be flown
- 4 will be/are going to be photographed
- 5 had been taken

▶ EXTENSION ACTIVITY

Ask students to write three passive sentences – one using a tense other than the present simple or past simple, another using a modal, and one using *be going to*.

Extra Task (for early finishers)

See photocopiable material on page 127.

Listening (SB page 128)

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the names of the instruments and explain anything they don't understand.
- Check pronunciation by saying each of the instruments to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

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

2

- Before they read the instructions, explain to students that sometimes in the multiple-matching task, they will hear an answer choice mentioned twice. Tell them that in such cases, the choice is a correct answer for one question and a distractor for others.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the conversation, find which type of music is mentioned twice and then decide where they think it is a correct answer choice and where they think it is acting as a distractor.
- Ask students to read the conversation and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

Answers

Reggae is mentioned twice.
Students should underline reggae where Vicky says: *Max ... he loves reggae.*
Students should circle reggae where Vicky says: *Most people ... he likes reggae.*

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that in the multiple-matching task, they need to read the instructions carefully in order to identify the question being asked, and to keep it in mind as they do the task. Remind them to be careful with items that are mentioned twice, and to work out when the item is a correct answer and when it is a distractor. Remind them also that each answer choice can only be used once, so after they have chosen an answer, they should cross it out.

3

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they did a multiple-matching task in Unit 5, but explain the mechanics of the task again if necessary.
- Explain that the task involves matching different pieces of information and that there are two extra answer choices that they will not use.
- Remind them to identify the question being asked, to listen carefully for the correct answers, to ignore the distractors, and to cross out each answer after they choose it.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

Answers

- 1F *Bobby plays the classical guitar ...*
- 2D *What about James? / He plays the trumpet ...*
- 3C *And what instrument does Lynda play? / She's been playing the piano since she was six years old ...*
- 4H *Does Jennifer play any instruments? / She plays the xylophone ...*
- 5G *Does Kevin play anything? / He plays the violin ...*
- 6A *Maxine ... / she plays the drums!*

See the recording script on page 117.

Speaking (SB page 129)

1

- Ask students to read the three questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

Answers

Students' own answers

TOP TIP

As this is the final unit of the book, get feedback from the students and involve them in their learning by asking them what they liked most about the course. Ask them about their favourite topics and activities. Also ask them about what they didn't enjoy as much and why.

2

- Before they read the instructions, explain to students that sometimes there is more than one piece of information to give when they answer a question from the speaking cards. Tell them that in such cases, they need to make it clear in their answer that there is more than one piece of information.
- Ask students to read the instructions and check that they understand what they have to do. Elicit that they need to read the questions and complete the answers. Then they should ask and answer the questions with a partner.
- Go through the *Language Bank* with the students and make sure they understand how to give more than one piece of information. Point out that it isn't a simple matter of using *and* because they also need to structure their answer correctly at the start.
- Ask students to read the questions and answers, and explain anything they don't understand.
- Students work individually to complete the task.
- They then ask and answer questions in pairs before checking as a class.

Answers

- 1 are, performing, and
- 2 They, two; and
- 3 There, three, and
- 4 can, two; or

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain to students that they must give complete answers and that they can usually use the question they have been asked to structure their answer. Elicit that when there is more than one piece of information to give, they must include everything in their answer.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Remind them that the task involves asking and answering questions from cards. Tell them that Student A will have a card with information about something (*music lessons*) and that Student B will have a different card with questions to ask about it.
- Go through the *Language Bank* again with the students and make sure they understand the ways of giving more than one piece of information. Ask them to look back at 2 to see how they gave answers there.
- Remind students to give complete answers, as in 2. Remind them also that the questions may just be a few words and that they will need to use them to form complete questions, as they did in Units 3, 4 and 6.
- Students work in pairs to ask and answer the questions.

- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Suggested answers

Do I need to own a musical instrument? No, you don't need your own instrument to begin.
How much do the lessons cost? The cost is 20 pounds for a one-hour lesson and 25 pounds for a one-and-a-half-hour lesson.
What are the names of the music teachers? Their names are Belinda and Liam.
What are their phone numbers? Their numbers are 0788 123 1234 and 0788 123 1235.
Do they have / Have they got an email address? / Is there an email address? Yes, it's musiclessons4U@gmail.co.uk.

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will now swap roles and that Student A will ask questions about a concert while Student B will give answers.
- Remind students that the person answering the questions should give complete answers. Remind them, too, that the questions may just be a few words and that they will need to use them to form complete questions.
- Remind them to use the *Language Bank* to help them answer the questions.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

Suggested answers

Who is performing? / Who will be performing? Alicia will be performing.
Where is the concert? / Where will the concert be? The concert is / will be at Royal Festival Hall, Southbank.
When is the concert? / When will the concert be? There are two concerts; one on Saturday the 23rd of August and one on Sunday the 24th of August.
How much do the tickets cost? / What is the price of the tickets? / What's the price? / How much does it cost? The tickets are from 20 pounds for adults and from 10 pounds for children.
Where can I get tickets (from)? You can get your tickets at the theatre box office or online at www.royalfestival.org.

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.

- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

Answers

Students' own answers

Writing (SB pages 130-131)

Story: Brainstorming ideas using the sentence

- Ask students to read the information on stories and brainstorming ideas using the sentence. Explain that they may be required to write a story and will be given the sentence that the story begins with. Tell them they should use this sentence to brainstorm ideas and put together a storyline by asking themselves questions about *who*, *why*, *where*, *when*, *what* and *how* about characters and events.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there is an opening sentence and a list of questions, and that they need to match these questions with the answers that form a storyline.
- Ask students to read the questions and answers, and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

Answers

1b 2d 3a 4c 5f 6e

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the task is like the one in 1, but this time they need to come up with their own questions and answers to build a storyline about a character called Jasmine.
- Ask students to read the opening sentence and explain anything they don't understand.
- Remind them to use the opening sentence to brainstorm ideas.
- Students work individually to complete the task.
- Monitor and help with vocabulary and grammar if necessary. Make a note of any mistakes to go over with the class afterwards.
- They then compare their answers in pairs before checking as a class.

Suggested answers

- 1 is Jasmine
 - 2 did she delete the song/was it wrong
 - 3 was the song
 - 4 did she delete the song from
 - 5 did she delete the song
 - 6 did she feel
- Students' own answers

3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they have to read the task, complete the questions about the opening sentence and answer them to create a storyline.

- Ask students to read the writing task and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

Suggested answers

- 1 is Claire
- 2 did she have to do something
- 3 did she (have to) do
- 4 did she hear the song/do what she did
- 5 did she hear the song/do what she did
- 6 did she know what to do when she heard the song

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that the story in 4 has been written in answer to the writing task in 3.
- Ask students to read the story and explain anything they don't understand.
- Once they have finished reading, ask a strong student to summarise the story in his/her own words. Then ask students if any of the ideas in the story are the same as theirs.
- Time permitting, draw students' attention to the direct speech used and explain that this helps to make a story come alive.

Answers

Students' own answers

5

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to look back at the model story in 4 and circle the time expressions the writer uses. Then they must answer the questions.
- Point out that time expressions help to create a flow of events that the reader can follow.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task.
- Check answers as a class.

Answers

Students should circle:
 Paragraph 1: When, still, while
 Paragraph 2: as
 Paragraph 4: later, Just as

- 1 still
- 2 as, while
- 3 later
- 4 when
- 5 just as

6

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must find three adjectives in the model story in 4 that show how the character feels, and also say which one tells us what the character thinks about herself.
- Point out to students that adjectives make characters more real for the reader.
- Students work individually to complete the task.

- They then check their answers in pairs before checking as a class.

Answers

Students should underline:
 Paragraph 1: stupid
 Paragraph 4: tired, excited
Stupid is an example of what Claire thinks about herself.

LANGUAGE BANK

- Go through the words and phrases in the *Language Bank* and explain anything students don't understand.
- Remind students that they can use words and phrases from all of the sections in the *Language Bank* to write their story.

7

- Read the task out to students and explain anything they don't understand. Elicit that they must write a story.
- Go over the *Plan* with the students.
- Remind them to begin their story with the opening sentence and to introduce their main character and the situation in the first paragraph. Tell them that the action and description of the events must follow, and that they should end the story and mention how the main character feels.
- Assign the writing task for homework.

Answers

Students' own answers

DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Remind students to create their storyline by asking and answering questions about the opening sentence. Remind them to use time expressions that make the order of events clear to the reader.
- Remind them also to use adjectives to show how the main character feels, and also to make him or her more like a real person.

▶ EXTENSION ACTIVITY

Time permitting, students can write their questions and answers based on the opening sentence.

🔄 Reload 10 (SB page 132)

Objectives

- To revise vocabulary and grammar from Unit 10.

Revision

- Tell students them that Reload 10 revises the material they saw in Unit 10.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items

together and correct them at the end.

- Give students about 20 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Vocabulary 1

- 1: Revise the items for playing music by writing them on the board and asking individual students to tell you how they are used. Alternatively, describe them, one by one, yourself and have students guess the object.
- 2: Write the following pairs of words on the board and ask individual students to give you sentences using them: *taste/opinion, hear/listen, gang/group, ear/head, music/song, lyrics/notes*.
- 3: Revise the words by writing them on the board and asking students to tell you what they mean.

Vocabulary 2

- 1 and 2: Practise word formation. Copy Table A below onto the board, without the answers in brackets, and ask individual students to complete it.

TABLE A

| Verb | Noun (thing) | Noun (person) |
|---------|---------------|---------------|
| assist | (assistance) | assistant |
| begin | beginning | (beginner) |
| - | journal | (journalist) |
| - | music | (musician) |
| perform | (performance) | performer |
| play | - | (player) |

- 3 and 4: Practise phrasal verbs. Write the phrasal verbs on the board and then read out the meanings, one by one. Ask individual students to match the meanings to the phrasal verbs.
- 5: Practise collocations and expressions. Write these expressions on the board (*change your tune, music to my ears, for a song, sound like a broken record, rings a bell*) and ask students the following questions.
 - 1 Which one means you bought something for little money? (*for a song*)
 - 2 Which one means something sounds familiar to you? (*rings a bell*)
 - 3 Which one means to change your mind? (*change your tune*)
 - 4 Which one means you keep saying the same thing? (*sound like a broken record*)
 - 5 Which one means something is good news? (*music to my ears*)

Grammar Revision

Grammar 1

Practise the passive: present simple and past simple.

- Revise the passive voice by writing these sentences on the board and asking students to correct the mistakes in bold. The sentences must be passive.
 - 1 My guitar **was steal** from my music school! (*was stolen*)
 - 2 These songs **were download** from the Internet. (*were downloaded*)
 - 3 The song was written **from my brother**. (*by my brother*)

- 4 We **don't taught** music at my school. (*aren't taught*)
5 The xylophone **isn't playing** by many people. (*isn't played*)

Grammar 2

Practise the passive: other tenses, modals, *be going to*.

- Ask students to complete these gapped sentences with the verbs given in the correct passive form.

1 The CDs ____ (*sell*) in shops right now. (*are being sold*)

2 ____ the photos of the singer ____ (*take*) yet? (*Have ... been taken*)

3 The album ____ (*complete*) by the end of next week. (*will be/have been completed*)

4 The video ____ (*film*) next Monday. (*is going to be filmed/will be filmed*)

5 This guitar ____ (*cannot/repair*), so throw it out. (*cannot be repaired*)

- Students are now ready to do Reload 10.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Answers

Vocabulary

1b 2a 3c 4a 5b 6a 7c 8b 9a 10c

Grammar

1b 2b 3c 4b 5c 6c 7a 8b 9a 10a

HAMILTON HOUSE



Objectives

- To revise vocabulary and grammar from Units 9 and 10.

Revision

- Tell students that Progress Review 5 revises the material they saw in Units 9 and 10.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
- Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question.
- When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise adjectives.

- Unit 9, Vocabulary 1, Exercise 1: Write the following adjectives on the board. Then read out the definitions, one by one, and ask students to match them.
ambitious, brave, cautious, charming, cheap, cheerful, confident, curious, dishonest, disorganised, easy to fool, hot-tempered, impatient, intelligent, kind, loyal, rebellious, romantic, shy, trustworthy
- 1 *polite and friendly (charming)*
 - 2 *care about others and want to help (kind)*
 - 3 *very careful (cautious)*
 - 4 *get angry quickly (hot-tempered)*
 - 5 *has big plans for the future (ambitious)*
 - 6 *very clever (intelligent)*
 - 7 *not truthful, tells lies (dishonest)*
 - 8 *doesn't let others control him/her (rebellious)*
 - 9 *doesn't like to spend money (cheap)*
 - 10 *doesn't like to wait (impatient)*
 - 11 *isn't scared of anything (brave)*
 - 12 *sure he/she will succeed (confident)*
 - 13 *always supports friends (loyal)*
 - 14 *makes everyone feel happy (cheerful)*
 - 15 *not confident with people you don't know (shy)*
 - 16 *honest, safe and reliable (trustworthy)*
 - 17 *doesn't do things in a clear way (disorganised)*
 - 18 *with feelings of love (romantic)*
 - 19 *wants to know everything (curious)*
 - 20 *believes others too quickly (easy to fool)*

Revise parties.

- Unit 9, Vocabulary 1, Exercise 2: Write the following kinds of parties on the board. Then read out the statements and ask students to tell you what kind of party you're going to have.
dinner, fancy-dress, housewarming, pyjama, surprise, theme
- 1 *My friend doesn't know we're having a party for her birthday. (surprise party)*

- 2 *All of my friends and family are coming to my new flat! (housewarming party)*
- 3 *I've told everyone to come dressed as action heroes. (theme party)*
- 4 *I need to put the good plates on the dining table. (dinner party)*
- 5 *Six girls will be staying in my daughter's room tonight. (pyjama party)*
- 6 *Bob's coming as a banana and Julie is going to be a Spanish dancer. (fancy-dress party)*

Revise devices for playing music.

- Unit 10, Vocabulary 1, Exercise 1: Write the names of the items on the board and ask students to explain to you how they are/were used.
- 1 *cassette player: plays cassettes*
 - 2 *mini disc player: is compact and plays discs*
 - 3 *MP3 player: plays digital audio*
 - 4 *phonograph: plays music from a cylinder*
 - 5 *record player: plays vinyl records*
 - 6 *Walkman: plays cassettes and is portable*

Revise music words.

- Unit 10, Vocabulary 1, Exercise 2: Write the words on the board and ask students to tell you what they mean.
musical taste, hear/listen, gang/group, stuck in your head, love song, lyrics/notes
- 1 *musical taste = the kind of music you like*
 - 2 *hear = because you have ears; listen = pay attention with your ears*
 - 3 *gang = a group of young people who often cause trouble; group = a music band*
 - 4 *stuck in your head = you keep 'hearing' a song in your head*
 - 5 *love song = a song about love*
 - 6 *lyrics = the words to a song; notes = the individual sounds in music that can be read*

Revise music verbs.

- Unit 10, Vocabulary 1, Exercise 3: Write the words on the board and ask students to use them in sentences.
connect, delete, download, produce, record, sound, store, upload
- Examples
- 1 *I can't connect to the Internet because there isn't any Wi-Fi here.*
 - 2 *Oh, no! I deleted the video of my sister singing on TV!*
 - 3 *You have to pay before you can download a song.*
 - 4 *He has produced albums for many groups.*
 - 5 *You can't record your voice without a microphone.*
 - 6 *Your voice sounds good on the album.*
 - 7 *I store all of my music on my computer.*
 - 8 *We sang the song and then uploaded it to YouTube.*

Revise phrasal verbs.

- Unit 9, Vocabulary 2, Exercises 1 and 2: Write these phrasal verbs on the board and then read out their meanings, one by one. Ask individual students to match them and then give you sentences using the phrasal verbs.
check up on, fall about, go round, hang on, have round, pass around, take back, turn down

- 1 laugh very much (fall about)
- 2 reduce the volume (turn down)
- 3 entertain people at your home (have round)
- 4 give to everyone there (pass around)
- 5 investigate someone or something (check up on)
- 6 return something to a shop (take back)
- 7 be enough for everyone in a group (go round)
- 8 wait (hang on)

• Unit 10, Vocabulary 2, Exercises 3 and 4: Write these phrasal verbs on the board and then read out their meanings, one by one. Ask individual students to match them and then give you sentences using the phrasal verbs.

bring down, check out, give away, let in, pick out, plug in, sell out, turn up

- 1 not accept money for something (give away)
- 2 make unhappy (bring down)
- 3 choose (pick out)
- 4 connect to electricity (plug in)
- 5 increase the volume (turn up)
- 6 allow to enter a place (let in)
- 7 have no more of something people buy (sell out)
- 8 look at carefully (check out)

Revise collocations and expressions.

• Unit 9, Vocabulary 2, Exercise 3: Write part of each expression on the board. Ask students to complete them and tell you what they mean.

- 1 _____ a great time (have)
- 2 have a _____ (ball)
- 3 have a lot of _____ (fun)
- 4 have a _____ of a time (whale)
- 5 be a _____ animal (party)
- 6 be a _____ butterfly (social)
- 7 _____ a party for someone (throw)
- 8 _____ the town red (paint)
- 9 crash a _____ (party)

(have a great time / have a ball / have fun = enjoy yourself; have a whale of a time = enjoy yourself very much; be a party animal = someone who really enjoys going out to social events; be a social butterfly = someone who has many friends and goes out a lot; throw a party for someone = have a party; paint the town red = go out and have a great time; crash a party = go to a party you have not been invited to).

• Unit 10, Vocabulary 2, Exercise 5: Write part of each expression on the board. Ask students to complete them and tell you what they mean.

- 1 change your _____ (tune)
- 2 _____ to my ears (music)
- 3 buy something for a _____ (song)
- 4 sound like a broken _____ (record)
- 5 it rings a _____ (bell)

(change your tune: change your opinion about something

music to your ears: something is exactly what you had wanted to hear

buy something for a song: pay very little money for something

sound like a broken record: say the same thing many times

it rings a bell: sound familiar, but you can't remember the exact details)

Revise prepositions.

• Unit 9, Vocabulary 2, Exercise 4: Write the following phrases on the board and ask students to choose the correct prepositions.

- 1 be busy in / with something (with)
- 2 be sick of / on doing the same thing (of)
- 3 be proud for / of someone (of)
- 4 be familiar of / with something (with)
- 5 be upset about / for something (about)
- 6 be grateful about / to someone (to)

Revise word formation.

• Unit 10, Vocabulary 2, Exercises 1 and 2: Copy the table on page 126 of the Student's Book on the board and ask students to complete it. Once they have done so, ask them to give you sentences with the words from the table.

Grammar Revision

Revise reported speech: statements and questions.

• Read out these sentences and ask students to rewrite them as reported speech.

- 1 'We're not going out tonight,' said Max. (Max said (that) they weren't going out that night.)
- 2 'I haven't recorded the song yet,' said Judy. (Judy said (that) she hadn't recorded the song yet.)
- 3 'Wendy must listen to our band here,' said Frank. (Frank said (that) Wendy had to listen to their band there.)
- 4 'Are you having a theme party tomorrow night, Jane?' I asked. (I asked Jane if/whether she was having a theme party the next/following night.)
- 5 'Why is the singer leaving now?' Sarah asked. (Sarah asked why the singer was leaving then.)
- 6 'Did you write the song?' Dave asked. (Dave asked me/us if/whether I/we had written the song.)
- 7 'Have you heard this song before?' asked Ian. (Ian asked me/us if/whether I/we had heard that song before.)

Revise passive voice: present simple, past simple, other tenses, modals, *be going to*.

• Write these sentences on the board and ask students to rewrite them in the passive voice.

- 1 They play this song everywhere. (This song is played everywhere.)
- 2 They asked him to leave the party. (He was asked to leave the party.)
- 3 Have you uploaded the video yet? (Has the video been uploaded yet?)
- 4 Mary is cleaning the house. (The house is being cleaned by Mary.)
- 5 They had given him a present. (A present had been given to him.)
- 6 We will put up the decorations later. (The decorations will be put up later.)
- 7 He's going to finish the job. (The job is going to be finished.)
- 8 You should deliver the flowers now. (The flowers should be delivered now.)

- Students are now ready to do Progress Review 5.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

- 1**
1 beginner
2 journalist
3 musician
4 performance
5 disorganised
6 impatient
7 cheerful
8 charming

- 2**
1 dishonest
2 trustworthy
3 brave
4 curious
5 cheap
6 intelligent
7 shy
8 loving

- 3**
1 check it out
2 turn down
3 go round
4 let you in
5 Hang on
6 give away
7 pick out
8 fall about

- 4**
1c 2b 3c 4b 5c 6a

Grammar

Answers

- 1**
1c 2b 3a 4c 5a 6b

- 2**
1 she could meet me
2 who hadn't gone
3 our grandad had been
4 if/whether I/we had gossiped
5 he never downloaded
6 where I had put her

- 3**
1 wasn't shown
2 are needed
3 isn't invited
4 were downloaded
5 is sung
6 was stolen
7 is known
8 am taught

- 4**
1 been
2 will
3 being
4 be
5 was
6 had
7 Were
8 going

HAMILTON HOUSE