

Voices

Teacher's Book

2


MACMILLAN

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RECYCLE

pop, reggae, rock, punk, rap, techno, soul, heavy metal

1 Making music

Unit contents

Vocabulary Instruments and musicians; adjectives of opinion
Language Focus Present simple; frequency adverbs and expressions; *like, love, hate, not mind + -ing*
Skills Reading: a website article, an article
 Listening: a game show
 Speaking: expressing preferences and opinions
 Interaction: talking about likes and dislikes
 Writing: advertisements
CLIL Music **Culture** Great Britain
Exam Builder Rozumienie ze sluchu *dobieranie*

Exercise 1

- 1 c – keyboards
- 2 d – vocals
- 3 e – saxophone
- 4 a – guitar
- 5 g – recorder
- 6 b – bass guitar
- 7 h – drums
- 8 f – piano



GUESS

- 1 Rafał Blechacz is a well-known:
 - a) saxophonist
 - b) pianist
 - c) guitarist
- 2 What is the oldest known musical instrument?
 - a) drum
 - b) bone flute
 - c) harp

GUESS

- 1 b 2 b



RECYCLE

Find eight types of music in the wordsnake. Which is your favourite?

pop reggae rock punk rap techno soul heavy metal

Vocabulary 1

Instruments and musicians

- 1 **7.02** Listen to the instrument sounds and match them with the pictures.

1 – c keyboards

- 2 **7.03** Listen, check and repeat.

- 3 Match the musicians with the instruments in exercise 1.

keyboardist – <i>keyboards</i>	pianist – _____
bass guitarist – _____	recorder player – _____
drummer – _____	vocalist – _____
guitarist – _____	saxophonist – _____

- 4 Ask and answer the questions in pairs: *Who plays the ...?*



LOOK

Suffixes -ist / -er

Look at the examples and complete the rule.
 guitar → guitarist drum → drummer
 • We use the suffixes and to make nouns for musicians from the names of instruments.

! Exception: recorder player

- 5 Complete the text with words for instruments or musicians.

Coldplay are a British rock band. There are four musicians in the band: Chris, Jonny, Guy and Will. Chris is the main (1) v_____. Will is the (2) d_____, Jonny is the (3) g_____ and Guy plays the (4) b_____. Chris also plays the (5) k_____ and the (6) g_____. Some of Coldplay's CDs are: *Parachutes* (2000), *A Rush of Blood to the Head* (2002), *X&Y* (2005), *Viva la Vida or Death and All His Friends* (2008) and there are more to come.

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- 6 **Your voice** Work in pairs. Ask and answer the questions about types of music.

Do you like rap?

Yes, I do. I like Eminem and Snoop Dogg.
 What about you?

Vocabulary plus → Workbook p116



LOOK

-ist, -er

Exercise 5

- 1 vocalist
- 2 drummer
- 3 guitarist
- 4 bass guitar
- 5 keyboards
- 6 guitar

Unit objectives

- **Vocabulary:** to introduce and practise vocabulary in the following topic areas: musicians and instruments, adjectives of opinion
- **Language Focus:** to revise and practise the present simple, adverbs and other expressions of frequency, verbs used to talk about likes and dislikes (*like, love, hate + -ing*)
- **Skills:** to read a website article (music band profile), to read an article about music, to listen to a game show, to talk about likes and dislikes, to express opinions, to write an advertisement
- **CLIL:** to learn about symphony orchestras and a famous classical composer
- **Culture:** to learn about Great Britain and music in Wales
- **Exam:** to listen for specific information, to select information, task type: multiple matching

Making music



Aim To meet and practise the names of instruments and musicians, and the noun suffixes *-ist* and *-er*, in preparation for the reading text.

+ EXTRA warmer

Set a time limit of three minutes for students to make as many words as possible using the letters in the title on page 8 (*Making music*). Compare lists as a class and find out who has the most words. Elicit and write all the words on the board for students to copy new items.

? GUESS Ask students to read the quiz questions. Give them about two minutes to think about and discuss their ideas in pairs. Elicit answers from the class. Ask: *Do you know any other famous Polish classical musicians? Do you play a musical instrument? What is your favourite instrument?*

Cultural note

Rafał Blechacz, born on June 30 1985, is a young Polish pianist. He graduated from the Academy of Music in Bydgoszcz. In 2005 he was awarded 1st prize at the International Fryderyk Chopin Piano Competition. He has recorded Chopin's piano concertos as well as the works of Haydn, Beethoven and Mozart.

♻️ RECYCLE Students find eight types of music in the wordsnake. Check as a class. Then ask students to copy the words into their notebooks in order of preference. Put students in pairs to compare their preferences and report back to the class. Find out which type of music is the most popular and which is the least popular.

+ EXTRA follow-up

Students close their books and, in pairs, write down the eight types of music from memory in alphabetical order. Award points to the first pair to finish.

Vocabulary 1

Instruments and musicians

1 **1.02** Students look at the pictures for a minute and then close their eyes. Ask how many they remember, then ask the student who says the highest number to tell you which instruments are shown. Students look at the pictures again and check. Play the recording for them to write the instruments in the order they hear them.

2 **1.03** Play the recording for students to listen and check their answers. Play the recording again and ask students to listen and repeat the names of the instruments.

1.03 Audioscript Exercise 2

- | | |
|---------------|-----------------|
| 1 c keyboards | 5 g recorder |
| 2 d vocals | 6 h bass guitar |
| 3 e saxophone | 7 i drums |
| 4 a guitar | 8 f piano |

3 Tell students to match the musicians with the instruments in exercise 1.

4 Put students in pairs to take turns asking and answering questions about the musicians that play the given instruments.

🔍 LOOK Ask students to read the information in the LOOK box. Explain that the examples in the box illustrate how to use suffixes to create the words for different types of people (eg musicians) from other words, eg nouns. Tell students that they should complete the rule by analysing the examples. Focus students' attention on the two exceptions to the rule. You may ask students to copy them into their notebooks.

5 Students look at the photo. Ask if they know Coldplay. They then complete the text about the band using the instruments and musicians in exercise 3. Ask them to compare their answers with a partner and then check them as a class.

6 **🗣️ Your voice** Ask students to look at the examples. Model the activity by asking a student to read the question, then respond giving a true answer. Tell the same student to ask a classmate the question, substituting the type of music for a different one. Elicit a response. Put students in pairs to take turns asking and answering questions about the types of music in the recycling exercise.

Homework → **Workbook p6 and Workbook Vocabulary plus p116**

+ EXTRA homework

Ask students to write a description of a music band of their choice. Refer them to the text in exercise 5 as a model.

Reading

Home

Browse

Find people

Music

Forum

More

OURWORLD MUSIC

The ones to watch



SEND US YOUR QUESTIONS!

What are your musical influences?

We like indie bands like Radiohead and we're fans of American hip hop groups like The Black Eyed Peas too. We don't like heavy metal.

Where do you practise?

We practise in Jason's dad's garage at the weekend. There aren't any people around then. Sometimes we practise in Glen and Polly's garden and the neighbours come and watch!

Who writes your songs?

We write them together. Polly writes the words and we add our ideas for the music.

How often do you have gigs?

We have lots of gigs in the summer, about twenty or thirty. We don't have many gigs in the winter. That's when we practise!

Have you got any CDs?

Our first CD is coming out in December! It's called *Here We Come!*

The Good Karmas

We're an alternative rock band. We are based in the market town of Coleford, near Gloucester. There are four of us in the band: brother and sister, Glen and Polly Jackson (15 & 16), Jason O'Dwyer (16) and John Martin (15). Three of us live in Coleford but John doesn't live here. He lives in a nearby town called Lydney. Glen is the lead guitarist and Polly – the vocalist, Jason is the drummer and John plays the keyboards. We perform at local music festivals and at other events.



based in – mieszczący się w...
lead – wiodący, prowadzący
perform – występować
event – impreza, wydarzenie

GLOSSARY

influence – wpływ
indie band – zespół niezależny
neighbour – sąsiad
gig – koncert, występ

Exercise 1

- 1 15
- 2 vocals
- 3 16
- 4 drums
- 5 keyboards
- 6 December

1 1.04 Read and listen. Complete the table.

name	age	instrument
Glen Jackson	(1) _____	guitar
Polly Jackson	16	(2) _____
Jason O'Dwyer	(3) _____	(4) _____
John Martin	15	(5) _____
First CD coming out: (6) _____ called <i>Here We Come!</i>		

2 Read the text again and choose the correct answers.

- 1 Do the band members live in the same town? Yes / No
- 2 Does John play the keyboards? Yes / No

- 3 Does Polly write the words for the songs? Yes / No
- 4 Do they like heavy metal music? Yes / No
- 5 Do they practise in John's house? Yes / No

3 Answer the questions. Write full sentences.

- 1 What are the names of the band members?
- 2 Where are the band members from?
- 3 Where do they perform?
- 4 When does the band have most gigs?
- 5 What is their first CD called?

Exercise 2

- 1 No 4 No
- 2 Yes 5 No
- 3 Yes

CCIL Across the curriculum Music → Workbook p134

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Exercise 3

- 1 Their names are Glen and Polly Jackson, Jason O'Dwyer and John Martin.
- 2 Glen, Polly and Jason live in Coleford but John lives in a nearby town called Lydney.
- 3 They perform at local music festivals and at other events.
- 4 The band has most gigs in the summer (about twenty or thirty).
- 5 It's called *Here We Come!*



Aim To read and answer questions about a band, meeting the present simple and question words in context.

1

Reading

The ones to watch

+ EXTRA warmer

Individual students stand up and say *I like the ...* and mime playing an instrument, or *I'm a ... in a band*, and mime playing an instrument. The class guess the missing word. Repeat six or seven times.

- ▶ 1.04 Students look at the text and the picture, and tell you what type of text it is (eg *It's from a magazine*, *It's from a news report ...*, etc), and how they know. They then read the profile and complete the summary in the table.

▶ 1.04 Audioscript Exercise 1

See *Student's Book* p9.

+ EXTRA activity

Students find all the words in the text related to music they can and copy them into their notebooks in the form of a word map with MUSIC as a central concept. Compare the word maps as a class. (Words: *rock, band, lead guitarist, vocalist, drummer, keyboards, perform, music festivals, events, musical influences, indie, fans, hip hop groups, heavy metal, practise, write songs, gigs, CDs*).

- Students read the questions and check their meaning. They then read the text again and find the answers.
- Students read the questions and check their meaning. They then try to write the answers from memory, using full sentences. Tell them to read the text again to check their answers. Then check answers as a class.

+ EXTRA follow-up

Put students in pairs and ask them to close their books. They work together to write down everything they remember about The Good Karmas on a piece of paper. When they have finished, stick their work on the wall for students to read and decide which pair remembered the most.

+ EXTRA follow-up

Ask students to think of their favourite band. Ask several students to give you the names of their favourite bands. Choose three questions from the article, modify them slightly and write them on the board, eg *Who writes their songs? What / Who are their musical influences? When and where is their next gig?* Ask students to answer the questions about the band they have chosen.

CLIL: Music



Across the curriculum: Music

If you want to develop this topic further then go to Workbook p134, with worksheets in the Teacher's Resource File.

+ EXTRA homework

Students complete the task in the Extra follow-up task above, searching the Internet for extra information to include in their answers.

Exercise 1

NEGATIVE: don't, doesn't
 QUESTIONS: Do, Does
 SHORT ANSWERS:
 do / don't, does / doesn't

1

Language Focus 1

Present simple

1 Complete the table with *do*, *does*, *don't* or *doesn't*.

AFFIRMATIVE +	We like indie bands. John plays the keyboards.
NEGATIVE -	We _____ have many gigs in the winter. John _____ live here.
QUESTIONS ?	_____ they like heavy metal? _____ Glen play the keyboards?
SHORT ANSWERS	Yes, I _____. / No, we _____. Yes, she _____. / No, he _____.

2 Complete the sentences with the present simple affirmative of these verbs.

buy go like listen play sing start

My parents *buy* lots of CDs.

- My brother _____ to reggae music.
- I _____ in a pop group.
- Our music class _____ at six o'clock.
- They _____ lots of musical instruments.
- I _____ techno music!
- We _____ to lots of pop festivals.

3 Make the sentences in exercise 2 negative.

My parents don't buy lots of CDs.

LOOK
 Write the third person form of these verbs to complete the rules.

do finish listen sing study tidy

- Most verbs → -s:
- Verbs ending in a consonant + y → y + -ies:
- Verbs ending in o, ch, sh, ss or x → -es:

4 Write the third person form of these verbs.

dance fly go like sing teach try watch

5 Complete the questions with *Do* or *Does*. Then write short answers.

Does Rihanna come from Barbados? Yes, she does.

- _____ Shakira sing in English?
- _____ you study music at school?
- _____ professional guitarists practise every day?
- _____ Madonna play the guitar?
- _____ the Rolling Stones come from England?
- _____ you like jazz?

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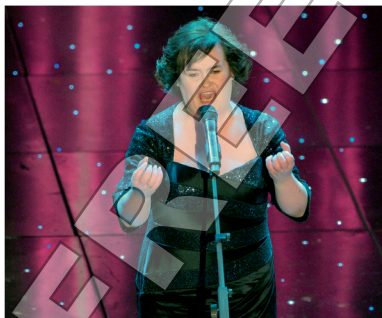
Exercise 5

- Does ... Yes, she does.
- Do ... Yes, I do. / No, I don't.
- Do ... Yes, they do.
- Does ... No, she doesn't.
- Do ... Yes, they do.
- Do ... Yes, I do. / No, I don't.

Exercise 6

- | | |
|------------------|-----------------|
| 1 Do (you) watch | 5 appears |
| 2 Do (they) want | 6 Do (you) know |
| 3 doesn't play | 7 lives |
| 4 loves | 8 gives |

6 Complete the text with the present simple form of the verbs in brackets.



Britain's Got Talent is a TV talent show for people who want to perform. (1) _____ you _____ (watch) it? Each week different people go on the programme. (2) _____ they _____ (want) to get rich? Some people do, of course, but most people want to become famous. Susan Boyle is a runner-up of *Britain's Got Talent*. She's got a great voice. Susan (3) _____ (not play) an instrument but she (4) _____ (love) singing. Now Susan is famous all over the world. She's got two CDs and she (5) _____ (appear) on television. She's got a Grammy Award for her CD *I Dreamed a Dream*. (6) _____ you _____ (know) this song? Susan (7) _____ (live) in the UK but (8) _____ (give) concerts all over the world.

7 Complete the questions with these question words.

How-often What When Where Who Why

How often do you buy CDs?

- _____ is your favourite singer?
- _____ do you like his/her music?
- _____ do you prefer to see a concert – in a concert hall or in a park?
- _____ do you listen to music – before school or after school?
- _____ is your favourite type of music?

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

How often do you buy CDs?

I buy CDs once a month.

Exercise 7

- | | |
|---------|--------|
| 1 Who | 4 When |
| 2 Why | 5 What |
| 3 Where | |

Exercise 2

- | | |
|-----------|--------|
| 1 listens | 4 play |
| 2 sing | 5 like |
| 3 starts | 6 go |

Exercise 3

- doesn't listen
- don't sing
- doesn't start
- don't play
- don't like
- don't go

LOOK

sings, listens
 studies, tidies
 does, finishes

Exercise 4

dances, flies, goes,
 likes, sings, teaches,
 tries, watches



Aim To review the present simple in the affirmative, negative and question forms, and review *wh-* question words.

1

Language Focus 1

Present simple

+ EXTRA warmer

Tell students to think of two musicians or bands, one they like and one they don't like. They write three sentences describing each musician / band for a partner to guess who they are and which one they like, eg *They are brothers and they're from Lublin. Their father is a famous singer (Bracia).* Or *She's got long black hair. She's tall. She's a Polish singer (Kayah).*

- 1 Tell students that they are going to revise the present simple. With a weaker group, you may quickly revise the contexts in which the tense is used. Ask them to read the information in the table and complete the examples with *do*, *does*, *don't* and *doesn't*. After 1-2 minutes allow students to compare their answers in pairs and then check them as a class. Explain any problems or doubts students may have about using the auxiliary verb *do*.
 - 2 Students complete the sentences using the correct affirmative form of the verbs in the box.
 - 3 Students rewrite the sentences in exercise 2, using the negative present simple form of the verbs. Alternatively, for stronger groups, put students in pairs to take turns reading out a sentence from exercise 2 for their partner to make the negative orally. When they've finished, they write down their sentences.
- LOOK** Ask students to read the information in the LOOK box. Explain that the box provides three rules for forming the *-s* ending for 3rd person singular in the present simple tense. Students put the verbs into three categories, according to the spelling the verbs have with the *-s* ending. After 1-2 minutes check answers as a class.
- 4 Students write down the correct 3rd person singular present simple forms of the verbs. After 2 minutes let students compare their verb forms in pairs and then check as a class.

+ EXTRA activity

Distribute Polish-English dictionaries (eg one per group of 4-5 students, unless there are more dictionaries available). Write the following verbs in Polish on the board: *występować na scenie* (perform), *plakać* (cry), *mnożyć* (multiply), *minąć / zdać* (pass), *placić* (pay), *zyczyć* (wish), *łapać* (catch), *wyjaśnić* (explain), *wysyłać* (send), *odkrywać* (discover). Ask students to work in groups looking up the words and forming 3rd person present simple verb forms, paying attention to the rules in the LOOK box. After 4-5 minutes collect the answers from the class and write them on the board for students to copy into their notebooks. You may include the new verbs in a test or just expect students to know them receptively.

- 5 Refer students to the table in exercise 1. Then ask them to complete the questions with *Do* or *Does*. Check answers as a class. Then tell students to answer the questions with a short answer, looking at the example for help. Alternatively, elicit all the answers orally from the class before they write them in their notebooks.
- 6 Tell students to look at the photo and ask them if they know who Susan Boyle is and, if so, if they like her music. Then ask them if they have seen (Britain's) *Got Talent* (*Mam talent!* is the Polish version of the show) or similar TV programmes (eg *The X-Factor*) and, if so, if they like them. Students complete the text, using the correct form of the verbs in brackets.
- 7 Students look at the example, then complete the questions with the words in the box. Check as a class, asking students to read out the complete question and checking pronunciation.
- 8 **Your voice** Put students in pairs to take turns asking and answering the questions in exercise 7, including the example question. Tell them to report back to the class about their partner.

Homework → Workbook p7

+ EXTRA homework

Ask students to answer the questions from exercise 7 in writing.

Exercise 1

POSITIVE: cheerful, lively, great
 NEGATIVE: strange, boring, sad, annoying, terrible
 BOTH: loud, quiet, slow, traditional

Vocabulary 2

Adjectives of opinion

1 Put the words from the box into categories. Which in your opinion are positive, negative or both?

annoying boring cheerful great lively
 loud quiet sad slow strange terrible
 traditional

positive	negative	both

2 Choose the correct adjectives for the sentences.



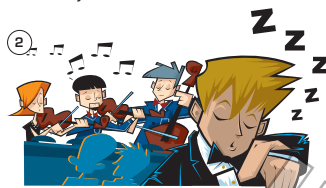
Oh dear! It's very **loud** / **quiet**!
 I can't hear you!



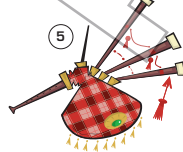
This is my favourite group - they're **great** / **annoying**!



Violins make me feel **sad** / **cheerful**.



Mark doesn't like classical music because he thinks it's **boring** / **lively**.



In Scotland the bagpipes are a **traditional** / **strange** instrument.



Oh no! This music is **slow** / **terrible**!

Exercise 6

- 1 Amy Macdonald
- 2 six hundred pounds (£600)

Exercise 5
informal

Listening

5 ▶ 1.06 Listen to the first part of the game show and decide whether the language is formal or informal.

6 ▶ 1.07 Listen to the game show and answer the questions.

- 1 Who is the mystery musician?
- 2 How much money does Mary win?

7 ▶ 1.06 ▶ 1.07 Listen to the game show again and choose the correct answer: a, b or c.

- 1 You can win a maximum of ____ in *Name the Musician*.
 a) £100 b) £1,000 c) £10,000
- 2 The mystery musician is from ____.
 a) England b) Ireland c) Scotland
- 3 The singer was born on ____.
 a) April 25th b) August 25th c) August 19th
- 4 The singer is also a ____.
 a) bass guitarist b) guitarist c) keyboard player
- 5 ____ is the mystery musician's song.
 a) *This Is the Life* b) *This Is My Life* c) *This Is Your Life*
- 6 The contestant ____ the mystery musician's songs.
 a) likes b) doesn't like c) loves

Exercise 7

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

Exercise 2

- 1 loud 4 sad
- 2 boring 5 traditional
- 3 great 6 terrible

LOOK
agree

LOOK
 Look at the example and choose the correct word in the rule.

▶ I love music. ◀ So do I!
 • We use **so do I** when we **agree** / **disagree** with someone.

4 Compare your answers to exercise 3 with your partner. Do you agree?

- ▶ Do you like piece number 1?
- ◀ I think it's terrible.
- ▶ So do I!



Aim To meet and practise some adjectives of opinion and the expression *So do I!* Then to listen to and answer questions about a TV gameshow about music.

1

Vocabulary 2

Adjectives of opinion

+ EXTRA warmer

Students cover the adjectives in exercise 1 and memorize the pictures for one minute. They close their books and write as many words and phrases as possible related to the pictures, eg *band, violin, heavy metal*, etc. Set a time limit of four minutes. Find out who has the most words.

- 1 Go through the adjectives in the box with the students. Check their meaning. Ask students to work individually and put the adjectives in the table into three categories: positive, negative and both. After 2-3 minutes allow students to compare their answers in pairs. Check them as a class.
- 2 Students look at the pictures and choose the correct adjective in each sentence. Check the answers as a class.
- 3 **1.05** **Your voice** Students listen to the pieces of music and choose adjectives from exercise 1 to express their opinion on each.

- LOOK** Ask students to read the information in the LOOK box. Make sure they understand that the phrase *So do I!* is used when you agree with someone else's opinion. With a stronger group, you may give further explanations saying that you can use this phrase when the person's opinion is stated in the present simple, but not when the verb *be* is used in the sentence, or when the sentence is negative.
- 4 Write *What's your opinion of number (1)?* on the board. Ask a student *Do you like piece number 1?* Elicit a positive answer and say *So do I!* Then ask another student *Do you like piece number 2?* Elicit a positive answer and respond *Oh, I don't!* Put students in pairs to take turns giving their opinions about the pieces of music in exercise 3.

Listening

- 5 **1.06** Ask students in which situations they are likely to hear formal language (eg a science radio programme, a lecture given by an academic) and what makes the language of these talks formal (eg no slang or colloquial expressions are used, sophisticated words and complex sentences are used). Then play the first part of the recording for students to listen and decide whether its language is formal or informal.

1.06 Audioscript Exercise 5

Host: Good afternoon everybody and welcome to today's edition of *Name the Musician*. We are going to give you ten pieces of information about a famous musician. All you have to do is call us up and tell us who the mystery musician is. You can win anything between one hundred and one thousand pounds. All right, the first clue for one thousand pounds is: This musician is from Scotland. Have you got any ideas? Do you know any musicians from this country? Is anybody going to call, no? All right, on with clue number two: Clue number two for nine hundred pounds. This musician is a fantastic vocalist! Do you know any Scottish singers? Yes? No? OK, time for another clue. Clue three for eight hundred pounds. This musician was born on the 25th of August, 1987. 1987! So, how old is our mystery musician? Have we got any callers? No, all right, time for another clue. Clue four for seven hundred pounds. This musician usually plays the guitar. So, we know this person is a vocalist and a guitarist and he or she is from Scotland and was born in 1987. Clue number five for six hundred pounds. The mystery musician's most famous song is called. This is the Life ...

- 6 **1.07** Students read the questions and then listen to the whole recording and try to answer the questions.

1.07 Audioscript Exercise 6

Host: Hello? Have we got a caller? Hello?
Mary: Hello.
Host: Hello! What's your name?
Mary: My name's Mary.
Host: Hello Mary. Do you know who today's mystery musician is?
Mary: I think so.
Host: OK, for six hundred pounds, who is today's mystery musician?
Mary: Is it Amy McDonald?
Host: YES! Amy McDonald! Mary, you are today's winner! You've got six hundred pounds!
Mary: Thank you! That's great.
Host: Do you like Amy McDonald?
Mary: Oh yes, I love her. She's my favourite singer. Her songs are great.
Host: Well, let's listen now to ...

- 7 **1.06** **1.07** Students try to choose the correct answers from memory. Then play the recording again for them to listen and check. Play twice if necessary and allow students to compare their answers with a partner.

Homework → Workbook p8

+ EXTRA homework

Students write 5 pieces of information about a famous musician on slips of paper, similar to the ones in the listening text in exercise 6, and the name of a mystery musician underneath.

1

Culture MUSIC IN WALES

BRITAIN

Britain = England, Scotland and Wales



1 Music is very important to Welsh people. This is why Wales is sometimes called 'The Land of Song'. At school, music is an obligatory subject until children are 14. After that, it is optional. Children often learn how to play musical instruments. Others love singing in groups or choirs.

2 Folk music is popular in Wales. It is lively and fast. Folk groups play at special parties called 'Noson Lawen'. They often play violins and Welsh bagpipes. The Welsh harp is another traditional instrument.

3 Classical music and pop are also popular. All-men or male voice choirs are typical in some parts of the country. Successful pop groups include groups like Manic Street Preachers and Stereophonics. The most famous Welsh singer is probably Tom Jones.

4 Every year there is an important music festival in Wales called the National Eisteddfod. It's the biggest competitive music festival in Europe. The songs are always in Welsh but people don't mind travelling from all around the world to watch the performers.



Exercise 1

- 1 c 3 d
- 2 a 4 b

1 ▶ **1.08** Read and listen. Match paragraphs 1-4 with pictures a-d.

2 Read the text again. Are the sentences true (T) or false (F)?

- 1 Wales is called 'The Land of Singing'.
- 2 Music is an obligatory subject until the age of fourteen.
- 3 There aren't any Welsh pop singers.
- 4 In some parts of Wales, male voice choirs are popular.
- 5 In the National Eisteddfod all of the songs are in Welsh.

Exercise 2

- 1 F 4 T
- 2 T 5 T
- 3 F



GLOSSARY

obligatory – obowiązkowy
 optional – nieobowiązkowy
 choir – chór
 competitive – konkursowy

3 ▶ **Your voice** Work in groups. Answer the questions.

- 1 Are there any music festivals in your area?
- 2 What kind of music is popular in Poland?
- 3 Which instruments can your classmates play?
- 4 Where do people watch live music in Poland?
- 5 What kind of music do your parents like listening to?

...learn more! Britain → Workbook p125



Aim To read about music in Wales, reviewing expressions and adverbs of frequency in context. Then to answer questions about the reading text and discuss music in students' own country.

1

Culture

Music in Wales

+ EXTRA warmer

If you asked students to write the clues about a famous musician for homework, use them as a quiz to start the lesson. Collect the sets of clues from students. Divide the class into groups of 4. Distribute the slips with clues to the groups, lay them face down on the desks. Students take turns to pick slips and read the clues one by one for their peers to guess who the mystery musician is. Ask students to be honest and inform you if they hear their own clues.

- 1 1.08 Students cover the text and look at the pictures. Ask them what they think the text is about. Elicit and write answers on the board. Play the recording for students to check their ideas. Ask what the correct order of the pictures is. Students uncover the text and read it to check their answers. Discuss as a class.

1.08 Audioscript Exercise 1

See Student's Book p12.

Cultural note

The music of the UK draws its cultural basis from the ancient and traditional folk music of England, Scotland, Northern Ireland and Wales, from church music and, of course, from Western culture (the US in particular). Nowadays, the UK has one of the world's largest music industries and is most famous for its pop music. Nevertheless, the Brits also enjoy traditional and classical music.

- 2 Students read the sentences and check their meaning. Ask students to read the text again and decide if the sentences are true or false. After 2-3 minutes let them compare their answers in pairs and then check them as a class.

+ EXTRA activity

Write the following categories on the board: *musical instruments, types of music and people connected with music*. Ask students to work in pairs and find words in the text for each of the three categories. Give them 3 minutes to work on the activity, then elicit the words and write them on the board.

Answers: *musical instruments*: bagpipes, violins, harps; *types of music*: folk, classical, pop; *people connected with music*: groups, performers, choirs, singers.

- 3 **Your voice** Ask students to read the questions and check their meaning. Students work in groups of 3-4 taking turns asking and answering the questions. After 3-4 minutes discuss the answers as a class.



...learn more! Britain

If you want further information on culture, then go to Workbook p125, with worksheets in the Teacher's Resource File.

+ EXTRA homework

Students write a final version of their answers to two of the questions in exercise 3 as two paragraphs. Use the texts to make a wall display.

Language Focus 2

Frequency adverbs and expressions

1 Read the examples. How do you say the orange words in Polish?

0% I **never** sing in the choir.
She **hardly ever** goes to concerts.
He **sometimes** enjoys watching male voice choirs.
100% They **often** go to the National Eisteddfod.
He **usually** plays the Welsh harp.
We **always** listen to Welsh songs.

2 Add frequency adverbs to the sentences to make them true for you.

In my town we **hardly ever** have music festivals.
1 I _____ sing.
2 We _____ listen to pop music at school.
3 I _____ play a musical instrument.
4 I _____ perform in concerts.
5 We _____ listen to classical music at home.

Position of frequency adverbs

Look at the examples and complete the rules with **after** or **before**.

Children **often** learn how to play musical instruments.
The songs are **always** in Welsh.

- Frequency adverbs go _____ most verbs.
- They go _____ be.

3 Write the frequency adverb in the correct place.

1 We speak Italian. (hardly ever)
2 I study before my exams. (usually)
3 Our English teacher is interesting. (always)
4 We listen to English pop songs in the evening. (often)
5 I am late for school. (never)

4 Read the examples. What is the position of the frequency expressions in the sentences? Use the table to write true sentences.

We've got music classes **twice a week**.
There's a big music festival **every year**.

do sport	once a	day
practise my English	twice a	week
have a music lesson	(three) times a	month
see my friends	every	year
chat online		weekend
use a mobile phone		summer

I do sport every day.

LOOK
before
after

Exercise 4

They're at the end of the sentences.

Exercise 3

- 1 We **hardly ever** speak Italian.
- 2 I **usually** study before my exams.
- 3 Our English teacher is **always** interesting.
- 4 We **often** listen to English pop songs in the evening.
- 5 I am **never** late for school.

1

5 **Your voice** Work in pairs. Ask and answer the questions about these activities.

compose music dance do homework
go to the cinema go shopping
play the drums play computer games

How often do you dance?

I dance every day. / I usually dance on Wednesdays.

like, love, hate, not mind + -ing

6 Match sentences 1–5 with symbols a–e.

- 1 He **loves** playing the violin.
- 2 He **likes** composing music.
- 3 He **doesn't mind** performing at concerts.
- 4 He **doesn't like** doing exams.
- 5 He **hates** singing.

a) 😊 b) 😞 c) 😊 d) 😞 e) 😊

7 **PRONUNCIATION:** sentence stress

a) **1.09** Copy the sentences from exercise 6. Listen and underline the emphasis in each sentence.

He loves playing the violin.

b) **1.09** Listen again and repeat. Remember to emphasize the underlined parts.

8 Complete the sentences.

I _____ (😊 sing) I don't mind singing.

- 1 I _____ (😊 listen) to pop music.
- 2 Suzy _____ (😞 go) to rock concerts.
- 3 He _____ (😊 dance).
- 4 My dad _____ (😊 write) music.
- 5 We _____ (😞 learn) about composers.

Speaking

9 Ask and answer the questions about these activities.

buy CDs download music from the Internet
go to concerts go to the disco
listen to MP3 player listen to music sing

How often do you go to the disco?

I go to the disco once a week. I usually go on Saturdays.

Exercise 8

- 1 I like listening to pop music.
- 2 Suzy hates going to rock concerts.
- 3 He doesn't mind dancing.
- 4 My dad loves writing music.
- 5 We hate learning about composers.

Exercise 7a

- 1 He loves playing the violin.
- 2 He likes composing music.
- 3 He doesn't mind performing at concerts.
- 4 He doesn't like doing exams.
- 5 He hates singing.

Exercise 6

- 1 c 4 e
- 2 a 5 b
- 3 d



Aim To review and practise frequency adverbs and expressions, and *like, love, hate, not mind + -ing*. Then to look at sentence stress.

1

Language Focus 2

Frequency adverbs and expressions

+ EXTRA warmer

Draw these lines on the board: _ _ / _ _ _ _ _ _ /
_ _ / _ _ _ _ _ _ .

Play hangman until students guess the phrase (He *performs at concerts*). Ask them to find the phrase on the page and tell you which word is missing (*sometimes*).

- Students read the examples and tell you how to say the words in colour in their language. Elicit and write the answers on the board.
- Students look at the examples in exercise 1 to see where the adverb goes. They then complete the sentences with an adverb of frequency so that the sentences are true for them. Compare answers as a class.
- LOOK** Ask students to read the information in the LOOK box. Explain that they are supposed to pay attention to where adverbs of frequency are placed in different types of sentences. After 1-2 minutes discuss the answers as a class explaining any difficulties students may have with the use of adverbs of frequency.
- Students rewrite the sentences, placing an adverb of frequency in each sentence in the correct place. With a weaker group, do the first one together. After 2-3 minutes check answers as a class.
- Ask students to read the two sentences with frequency expressions. Ask them to take note of the position of such expressions in a sentence. Make sure students understand that they are placed at the end of a sentence. Then tell them to use the table and write true sentences. Refer students to the example. Give them 4-5 minutes and then elicit sentences from selected students and provide feedback.
- Your voice** Students read the activities in the box and think about how often they do them. Put students in pairs to look at the example and take turns asking and answering questions about the activities, using the frequency adverbs and expressions from exercise 4.

Fast finishers → Workbook p9, exercise 1

like, love, hate, not mind + -ing

- Students read the sentences and match them with the correct letters a-e. Check answers as a class.

Pronunciation: sentence stress

- 1.09** Students listen to the recording and underline the words with the stress in the sentences in exercise 6. Play the recording twice if necessary. Check answers as a class.
- 1.09** Play the recording again for the students to listen and repeat. Tell them to be sure to stress the words they underlined. Ask volunteers to read out sentences for the class.

▶ 1.09 Audioscript Exercise 7a & 7b

- He loves playing the violin.
- He likes composing music.
- He doesn't mind performing at concerts.
- He doesn't like doing exams.
- He hates singing.

- Ask students to read the sentences and complete them with verbs expressing likes and dislikes suggested by the symbols. After 2-3 minutes allow students to compare their answers in pairs and check as a class.

+ EXTRA follow-up

Ask fast finishers to write down two sentences about themselves like the ones in exercise 8, but in Polish, for the class to translate into English. Ask individual students to read out their sentences.

Speaking

- Students read the activities in the box and decide if they like them or not. They then write two sentences for each, one with a verb from exercise 8 and one with a frequency adverb or expression, eg I *hate it*. I *never go to the disco*. Put them in pairs to look at the example and take turns asking and answering similar questions about the activities. Tell students to report back to the class about their partner.

Homework → Workbook p9 and Workbook Grammar bank p99

+ EXTRA homework

Ask students to write down what they found out about their partner in exercise 9.

1

Writing Dossier

Advertisements

CRAZY CREAM

is a new product for teenagers. It protects your lips from the sun and wind and it makes you look cool! Available in seven colours – all the colours of the rainbow!

Do you want to be taller?

Well, now you can because **sky-highs** are here!

Put them inside your shoes and watch how you **gROOOW!**



ARE YOU FEELING HOT AND THIRSTY?

Why don't you try new **Lemon Fizz**?

It tastes like other fizzy drinks but it's good for you because there's no sugar, just fresh fruit juice and added vitamins!



Exercise 1

Crazy Cream – a lipstick
Lemon Fizz – a drink
sky-highs – footbeds

- 1 1.10 Read and listen to the advertisements. What are the three products?



and, but, because

Look at the examples and complete the rules with **and, but or because**.

*It protects your lips from the sun **and** it makes you look cool.*

*It tastes like other fizzy drinks **but** it's good for you.*

*Well, now you can **because** sky-highs are here!*

- We use _____ to give a reason for something.
- We use _____ to add an idea.
- We use _____ to contrast two ideas.

LOOK

because
and
but

- 2 Circle the correct alternatives.

- 1 Are you feeling tired **and** / **but** hungry?
- 2 It's bad for you **but** / **because** it's got a lot of sugar.
- 3 This new product is useful **but** / **because** it's expensive!
- 4 We have lemon, orange **and** / **but** strawberry drinks.
- 5 I can't buy it **and** / **because** it is very expensive!
- 6 The drink isn't in shops **but** / **and** you can buy it online.

Exercise 2

- | | |
|-----------|-----------|
| 1 and | 4 and |
| 2 because | 5 because |
| 3 but | 6 but |

Writing Plan

- 1 Choose three products and plan advertisements. Think about these questions.
 - o What is the name of the product?
 - o Why is it good?
 - o Who is it for?
- 2 Write advertisements for the three products. Use the model texts and your plan.

Check your writing:

- ✓ include **and, but and because**
- ✓ use positive adjectives
- ✓ check your punctuation



TIP

Pisząc ogłoszenie, pamiętaj, aby opisać wyjątkowe cechy produktu i zachęcić odbiorców do jego zakupu.



Aim To write an advertisement after reading a model and practise the use of *and*, *but* and *because*.

1

Writing Dossier

Advertisements

+ EXTRA warmer

Students work in pairs or small groups. Tell them to write down all the words or phrases they can that they've learned so far in unit 1 on a sheet of paper. Set a time limit of five minutes. They then exchange their sheets of paper with another pair or group, and categorize all the words (they choose categories themselves, eg music). They then hand the sheet back for the first pair or group to check.

- ▶ **1.10** Ask students to look at the three advertisements and say where they are likely to come across such ads (eg teenage / women's magazines, leaflets, flyers). Then tell them to cover the texts and only look at the pictures and say what they think the advertised products are. Play the recording for students to listen and check if they were right.

▶ **1.10** Audioscript Exercise 1

See Student's Book p14.

LOOK Ask students to read the information in the LOOK box. Explain that the information refers to the conjunctions *and*, *but* and *because*, which help texts to be more logical and easy to follow. Students read the examples and complete the rules. Check answers. Explain any difficulties students may have after completing the rules.

- Students complete the sentences choosing the correct option for each one. After 2 minutes allow them to compare their answers in pairs and then check them as a class.

+ EXTRA activity

Use the following sentence beginnings to practise using the conjunctions *and*, *but* and *because*. Ask individual students to finish their sentences and write their sentence halves on the board asking the other students to work in pairs to complete them.

1. My favourite singer is ... because ...
2. I like school but ...
3. James Blunt is very talented and ...
4. I haven't got a computer in my room but ...
5. I like spending time with my best friend because ...
6. Behemoth are well-known in Poland and ...
7. It is important to learn English because ...
8. Young people like going to rock concerts but ...

Writing Plan

- 1 Tell students they're going to prepare advertisements for three products. Students read the questions and answer them for the products advertised on the page. Then ask students to think of three products they would like to prepare advertisements for, and to think about the answers to the questions for each of the three products.
- 2 Students write a first version of their advertisements, referring to the advertisements on the page as a model. When students have written their advertisements, ask them to look at the checklist and use the points to proofread their texts and improve the content. Explain that they should pay special attention to the use of *and*, *but* and *because* as well as positive adjectives and punctuation.

TIP Go through the TIP box with the students. Explain that when they write an advertisement, it is important that they underline the positive sides of the product to encourage future clients to buy it.

Homework → Workbook p10

+ EXTRA homework

Ask students to choose another three products, this time related to music, and write the advertisements, following the steps in the Writing Plan.

Language in Action

Talking about likes and dislikes



Katy
Well, just a minute then. What do you want?
Hmm ... I'm not sure. What is it?
Well, I prefer groups like *Coldplay* / *Take That*. I don't really like this kind of music.
Er, the bass guitar is *OK* / *fantastic*. The drums are quite good. But the vocals aren't very good! Sorry. I'm being honest.
It's not bad, I suppose. It's *OK*. It's better than the other one.
Do you want the truth?
I can't stand it! Turn it off! I hate it!

Oscar
Hey, Katy. Have you got a minute?
Listen to this song. Tell me what you think of it.
It's my band's new song.
It's different from our other songs.
But what about the instruments?
Do they sound OK?
Hmm. OK.
And what about this one?
So ... do you like it? I really like / love this one.
Katy, what do you think of it?
Yes, of course.

Exercise 2

Coldplay
OK
like

1 Listen to Oscar's new songs. Do you like them? Tick (✓) the column in the table.

	terrible	OK	fantastic
Song 1			
Song 2			

2 Katy is listening to Oscar's new songs. Listen to the dialogue and choose the correct word.

3 Listen again. Work in pairs and practise the dialogue.

4 Complete the table with the expressions in orange from the dialogue.

Polish	English
No cóż, wolę...	
Nie mogę tego znieść.	
Naprawdę podoba mi się.	I really like it.
Wydaje mi się, że jest niezły.	
Co sądzisz o...?	
Nienawidzę...	I hate ...
A co z...?	
Jest w porządku.	It's OK.

Exercise 4

POLISH	ENGLISH
No cóż, wolę...	Well, I prefer ...
Nie mogę tego znieść.	I can't stand it.
Naprawdę podoba mi się.	I really like it.
Wydaje mi się, że jest niezły.	It's not bad, I suppose.
Co sądzisz o...?	What do you think of ...?
Nienawidzę...	I hate ...
A co z...?	What about ...?
Jest w porządku.	It's OK.

5 Look at the list of songs Katy likes (😊), songs she doesn't like (😞), and songs she thinks are OK (😐). Use the list to complete the dialogue. The first letter of each word is given.

- 😊 The Killers – *Somebody Told Me*, Nelly Furtado – *Say It Right*
- 😐 Razorlight – *America*, Nelly Furtado – *I'm Like a Bird*
- 😞 Shakira – *Pure Intuition*, Christina Aguilera – *Candyman*

Jack What do y_____ t_____ o_____ Nelly Furtado's *I'm Like a Bird*?
Katy It's n_____ b_____, but I p_____ *Say It Right*.
Jack W_____ a_____ The Killers' *Somebody Told Me*?
Katy I r_____ i_____ it. And you?
Jack It's OK, I s_____. What about Christina Aguilera's *Candyman*?
Katy I c_____ s_____ it!
Jack Me neither. I h_____ that song!

6 Write your own list of songs. Use the table below.

😊	
😐	
😞	

7 Work in pairs. Compare your lists with a partner. Prepare two dialogues about some of the songs. Use the expressions from exercise 4.

Exercise 5

Jack: What do you think of Nelly Furtado's *I'm Like a Bird*?
Katy: It's **not bad**, but I **prefer** *Say It Right*.
Jack: **What about** The Killers' *Somebody Told Me*?
Katy: I **really like** it. And you?
Jack: It's OK, I **suppose**. What about Christina Aguilera's *Candyman*?
Katy: I **can't stand** it!
Jack: Me neither. I **hate** that song!



Aim To listen to a recording of Katy giving Oscar her opinion on his music, before practising a similar dialogue about musical taste with a partner.

Language in Action

Talking about likes and dislikes

+ EXTRA warmer

Ask students to work in pairs and to think of one title of a song that they both like. Give them a few seconds to decide. Then ask them to write down any words or fragments of lyrics that they remember. Collect the ideas from the students and write down selected ideas on the board.

Ask: *Do you listen to songs which are at the top of the charts? What's at the top of the charts now?*

- ▶ 1.11 Tell students that they are going to listen to fragments of two songs and decide if they like them or not and mark their opinion in the table. Play the recording. Students listen and decide. Elicit opinions.
- ▶ 1.12 Explain that the songs students have just listened to are going to be mentioned in the dialogue (they are Oscar's band's new songs). Ask students to listen to the dialogue and choose the right words to complete it. You may play the recording again for students to check their answers. Check answers as a class.

▶ 1.12 Audioscript Exercise 2

Oscar: Hey, Katy. Have you got a minute?

Katy: Well, just a minute then. What do you want?

Oscar: Listen to this song. Tell me what you think of it.

Katy: Hmm ... I'm not sure. What is it?

Oscar: It's my band's new song. It's different from our other songs.

Katy: Well, I prefer groups like Coldplay. I don't really like this kind of music.

Oscar: But what about the instruments? Do they sound OK?

Katy: Err, the bass guitar is OK. The drums are quite good. But the vocals aren't very good! Sorry. I'm being honest.

Oscar: Hmm. OK. And what about this one?

Katy: It's not bad, I suppose. It's OK. It's better than the other one.

Oscar: So ... do you like it? I really like this one. Katy, what do you think of it?

Katy: Do you want the truth?

Oscar: Yes, of course.

Katy: I can't stand it! Turn it off! I hate it!

- ▶ 1.12 Students listen to the dialogue again, work in pairs and practise the dialogue. Monitor the activity. Ask selected pairs to act out the dialogue for the rest of the class.

- Ask students to read the dialogue again and complete the table with the expressions in orange from the dialogue. Make sure they match the expressions with the Polish equivalents.
- Ask students to look at Katy's preferences regarding songs. Students complete the dialogue on the basis of the information using the expressions from exercise 4. After 3-4 minutes let students compare their answers in pairs and then check them as a class.
- Ask students to complete the table with information about their own music preferences, similar to the way it was done for Katy in exercise 5. Explain that they should think of two titles of songs they like, two they don't like and two they think are OK. Give students about 2 minutes.
- Students compare their lists of songs in pairs. They then prepare two dialogues about some of the songs they mentioned in exercise 6. Remind students to use the expressions from exercise 4. Give students 5-6 minutes to work on the dialogues. Monitor the activity. Then ask selected pairs to act out their dialogues for the rest of the class.

+ EXTRA activity

Ask students to think again about the song they chose in pairs during the warm-up section of the lesson. Ask them to work in pairs again and write a short description of the song that could be used when the song is in the charts. Before students start working, elicit ideas from the class about what they may include in the descriptions. Accept ideas both in English and Polish, if necessary helping with the language. You may suggest the following ideas yourself: *the song hits the charts (= enters the charts) today, number 10 in the charts today is ..., a song by ..., 3 weeks in the charts, a new entry in the charts, a new hot single by ... / from ...*. When students have finished their descriptions, ask the pairs to read them out. If you have enough time, create the class charts on the board.

Homework → Workbook p 11

+ EXTRA homework

Students write down one of the dialogues they worked on in exercise 7. They should recreate it from memory and add any extra details they think are relevant.

Exercise 5

- I'm **hardly ever** late for class.
- I **always** walk to school.
- We study English **twice a week**.
- He **never** listens to pop music.
- We go on holiday **every year**.

1

Self Check

Instruments and musicians

- 1 Complete the names of instruments and musicians.

instrument	musician
drums	
	saxophonist
piano	
	bass guitarist
keyboards	

5

Exercise 1

drums – drummer
saxophone – saxophonist
piano – pianist
bass guitar – bass guitarist
keyboards – keyboardist

Exercise 2

- terrible
 - annoying
 - cheerful
 - boring
 - great
 - lively
- POSITIVE:
cheerful, great, lively
NEGATIVE:
terrible, annoying, boring

Adjectives of opinion

- 2 Complete the words with missing vowels to make six opinion adjectives. Write them in the correct boxes.

- t _ rr _ bl _
- _ nn _ y _ ng
- ch _ rf _ l
- b _ r _ ng
- gr _ _ t
- l _ v _ l y

positive	negative

6

Present simple

- 3 Complete the text with the present simple form of the verbs in brackets.

I (1) _____ (love) classical music! My sister (2) _____ (like) it very much, too. She is a great classical musician! She (3) _____ (play) the violin in an orchestra. But my friends (4) _____ (not like) it at all! They (5) _____ (listen) to pop and rock music. What about you? (6) _____ (you / like) classical music?

6

- 4 Write the present simple questions.

- What time / you / start school?
- Where / your sister / live?
- What music / you / like?
- How often / your friends / go to the cinema?
- When / we / do PE?

5

Exercise 4

- What time do you start school?
- Where does your sister live?
- What music do you like?
- How often do your friends go to the cinema?
- When do we do PE?

Exercise 6

- I love listening to music.
- My father likes playing football.
- My friends hate doing homework.
- My sister doesn't mind speaking English.
- Our teacher doesn't like singing.

Frequency adverbs and expressions

- 5 Rewrite the sentences. Put the frequency adverbs and expressions in the correct place.

- I'm late for class. (hardly ever)
- I walk to school. (always)
- We study English. (twice a week)
- He listen to pop music. (never)
- We go on holiday. (every year)

like, love, hate, not mind + -ing

- 6 Write sentences using the correct form of the verbs.

I	love	listen to music
My father	like	play football
My friends	hate	do homework
My sister	not mind	speak English
Our teacher	not like	sing

5

Cumulative grammar

- 7 * Complete the text with the correct form of the verbs in brackets.

(1) _____ (you / like) Mozart? My older brother Timothy (2) _____ (love / listen) to Mozart. He's got the whole collection of CDs in his bedroom. His favourite is the opera Don Giovanni. He (3) _____ (like / sing) the different parts! He always (4) _____ (go) to classical



concerts and operas too. I never go. I think operas are really boring. I (5) _____ (love / dance)! My friends and I (6) _____ (like / go) to discos but Timothy doesn't. He hardly ever (7) _____ (come) with us. He (8) _____ (not like / be) in places with lots of people! My brother's great but we're very different!

8



Punky:	
36 – 40 Excellent!	12 – 19 Fair
30 – 35 Very good!	0 – 11 Poor ☹
20 – 29 Good	

40

Exercise 7

- Do you like
- loves listening
- likes singing
- goes
- love dancing
- like going
- comes
- doesn't like being

GENERAL GUIDELINES ON HOW TO WORK WITH THE SELF CHECK SECTION

Depending on the group you are teaching, you can approach this section in two ways. If you are working with a weaker or not well-disciplined class, follow the procedure for the Self Check described below, i.e. treat each exercise separately, follow it with feedback and interweave with extra activities. With a class of students who work well autonomously and are self-reliant, set a time limit of about 20 minutes for the students to complete all the exercises. In both cases, after checking the answers, ask the students to count the points for each activity in the section according to the criteria described in the teaching notes. Refer them to the self-assessment box at the bottom of the page to assess their results. Fair and poor grades mean that students need to revise the material again to pass the test, a good grade means satisfactory performance and requires further work on problematic areas only, while very good and excellent grades mean that students have mastered the material from the unit.



Aim To review the language in unit 1 and earlier by completing simple language exercises. To allow students to self-assess their progress and reflect on their own learning.

Self Check

+ EXTRA warmer

Prepare a short quiz for students, eg with three statements, and ask them to decide if they are correct or not. Example:

- *Rihanna is a famous singer whose career started through appearing on Britain's Got Talent.* (incorrect – it was Susan Boyle)
- *The word indie in indie band stands for independent.* (correct)
- *People who take part in an Eisteddfod always sing their songs in Irish.* (incorrect – in Welsh)

Ask students to think of one more quiz question in pairs. Refer them to the previous lessons from the book to look for ideas. Give pairs 2 minutes to formulate the statements. Then ask pairs to read them out to the rest of the class to discuss.

Instruments and musicians

- 1 Ask students to complete the table with names of instruments and musicians, as required. Set a time limit of 2 minutes. Encourage students to write the words without looking at the previous lessons in the book. Check answers as a class. Ask students to count the correct answers and to write down their points (1 for each correct word) in the box. Ask if students remember any other names of instruments or musicians.

Adjectives of opinion

- 2 Students complete the adjectives with vowels. Then they decide which three are positive and which three are negative, and write them in the correct boxes. Give students 3 minutes. Check answers as a class. Ask students to count the correct answers and to write their points (1 for each correct word) in the box.

Present simple

- 3 Students complete the text with the present simple form of the verbs in brackets. Set a time limit of 4 minutes. Check answers as a class. Ask students to count the correct answers and to write their points (1 for each correct verb form) in the box.
- 4 Students write present simple questions using the prompts provided. After 3-4 minutes check answers as a class. Ask students to count the correct answers and to write their points (1 for each correct question) in the box.

+ EXTRA follow-up

Ask fast finishers to write two more questions in the present simple to ask a partner. Then ask them to exchange these questions and the questions in exercise 4 with a partner and answer them.

Frequency adverbs and expressions

- 5 Students rewrite the sentences, placing the frequency adverbs and expressions in the correct place. With a weaker class, you may revise the rules for placing these adverbs and expressions in a sentence, paying special attention to the rule for the verb *be*. After 3-4 minutes check answers as a class. Ask students to count the correct answers and to write their points (1 for each correct sentence) in the box.

like, love, hate, not mind + -ing

- 6 Ask students to write the sentences using the correct forms of the verbs in the second column. Set a time limit of 2-3 minutes. Check answers as a class. Ask students to count the correct answers and to write their points (1 for each correct sentence) in the box.

Cumulative grammar

- 7 This cumulative grammar exercise is marked with an asterisk, which means it is more demanding and complex than the remaining ones in the Self Check section. Encourage all students, not just the best ones, to do it and pay special attention to explaining all their doubts after the activity. Ask students to read the text and check its meaning. Tell them to complete the text with the correct form of the verbs in brackets, working individually and then comparing their answers in pairs. Give students a time limit of 4-5 minutes. Check answers as a class. Ask students to count the correct answers and to write their points (1 for each correct answer) in the box.

Homework → Workbook pp12-13

+ EXTRA homework

Ask students to make up two review exercises of their own for their classmates to complete. Compile their exercises to make simple student-made review worksheets for future use.

Exercise 1

Example answers:

JAZZ: piano, saxophone, trumpet, drums, guitar, recorder / flute, quiet, sad, slow, traditional, boring, great, strange

HEAVY METAL: electric guitar, bass guitar, drums, keyboards, loud, lively, annoying, strange, great, terrible

Exam Builder

Rozumienie ze słuchu

- 1 Pracujcie w parach. Do podanych poniżej dwóch gatunków muzycznych dopiszcie instrumenty z nimi związane oraz przymiotniki, które waszym zdaniem najlepiej określają każdy gatunek.

Jazz	Heavy metal

- 2 **1.13** Wysłuchaj rozmowy dwojga przyjaciół na temat ich ulubionej muzyki. Następnie uzupełnij poniższe zdania odpowiednimi nazwami gatunków muzycznych.

- I'm not a great fan of _____.
- When I was in primary school I loved _____ like all the other boys in my class.
- Then I discovered _____ and now I think it's absolutely fantastic!
- I think the rhythm and lyrics are great. That's why I like _____ so much.
- All the girls in my class were crazy about _____ so I listened to it, too.
- Later, I fell in love with _____ and I still love it.

- 3 Przeczytaj ponownie zdania z ćwiczenia 2. Zdecyduj, które z nich powiedziała Emma, a które Peter. Zastanów się, które zdania odnoszą się do sytuacji obecnej (present), a które do przeszłości (past). Jaki jest obecnie ulubiony gatunek muzyczny Emmy, a jaki Petera?

Emma / present

- _____
- _____
- _____
- _____
- _____
- _____

Emma's favourite kind of music is _____.
Peter's favourite kind of music is _____.

Zadanie egzaminacyjne

1.14 Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie rozmowę dwóch mam zapisujących swoje dzieci do szkoły muzycznej. Do każdego dziecka (1-4) dopasuj instrument, na którym chce się nauczyć grać (A-E). W każdą kratkę wpisz odpowiednią literę. Jeden instrument został podany dodatkowo i nie pasuje do żadnej osoby.

Children	Instruments
1 Alex <input checked="" type="checkbox"/>	A drums
2 Eljana <input type="checkbox"/>	B bass guitar
3 Dave <input type="checkbox"/>	C keyboards
4 Steve <input type="checkbox"/>	D recorder
	E saxophone

TIP
Podczas słuchania staraj się zrozumieć sens całych wypowiedzi. Zrozumienie pojedynczego słowa nie wystarczy, by wybrać poprawną odpowiedź.

- 4 Pracujcie w parach. Zapytaj kolegę/koleżankę o instrumenty z zadania egzaminacyjnego i dowiedz się:

- Which instrument can he/she play?
- Which instrument is interesting for him/her? Why?
- Which instrument is boring for him/her? Why?



Zadanie egzaminacyjne

- E 3 B
- D 4 C

Exercise 2

- techno music 4 rap
- heavy metal 5 pop
- rap 6 rock

Exercise 3

- Emma / present
- Peter / past
- Peter / past and present
- Peter / present
- Emma / past
- Emma / past and present

Emma's favourite kind of music is **rock**.
Peter's favourite kind of music is **rap**.



Aim To practise exam skills: listening. Subskills practised: listening for specific information, selecting information. Task type: multiple matching (wybór wielokrotny).

1

Exam Builder

Rozumienie ze sluchu

- 1 Ask students to work in pairs and think of two types of music – heavy metal and jazz. Explain that they should make a list of instruments typical for each of the styles and adjectives that characterise them. Give pairs 3-4 minutes to come up with their lists. Then elicit ideas and write them on the board.
- 2 1.13 Tell students that they are going to listen to a dialogue between two friends about their favourite types of music. Explain that while listening students need to complete the sentences with the correct type of music. Go through the sentences with students to check their meaning. Play the recording. Students listen and complete the sentences. Let them compare their answers in pairs and then check as a class.

1.13 Audioscript Exercise 2

Peter: I'm going to a techno concert tomorrow. Would you like to come?

Emma: Well, I'm not a great fan of techno music.

Peter: I'm not very fond of it either but I got two tickets from my cousin who can't go to the concert himself.

Emma: Oh, I see. So, what kind of music do you like most?

Peter: When I was in primary school I loved heavy metal like all the other boys in my class. Then I discovered rap and now I think it's absolutely fantastic!

Emma: What is so special about it?

Peter: I think the rhythm and lyrics are great. That's why I like rap so much. And what's your favourite music?

Emma: Oh, it's a similar story. All the girls in my class were crazy about pop so I listened to it, too. Later I fell in love with rock and I still love it.

- 3 Students read the sentences in exercise 2 again. Explain that they should decide which of the sentences were Emma's and which were Peter's, and which of the sentences refer to the past and which to the present. Tell the students to think about Emma's and Peter's favourite music styles at the moment.

EXTRA activity

Play the recording again for students to note down the expressions used in the past simple to express how their tastes have changed. Have a quick discussion with students about their tastes in music and how they have changed.

Ask the following questions: *What can you say about your taste in music now? What do you like? Are you a fan of rock music? Were you a fan of rock in the past? When did you discover soul music?*

1.14 Exam task

Explain that students are going to listen twice to a conversation between two mothers who have decided to enrol their children in a music school. Ask students to read the exam task carefully. Tell students that they need to match each child (1-4) with an instrument (A-E). Remind them that there is one extra instrument that should not be used as it does not match any of the children. Refer students to the TIP box. Explain that they need to be able to understand the entire utterance in order to successfully cope with the task, as answers based only on single words may be incorrect. Play the recording twice. Students listen and complete the exam task. Check the answers as a class.

1.14 Audioscript Exam task

Mum 1: Hi! It's great to see you.

Mum 2: Good to see you, too.

Mum 1: So, what about the instruments Alex and Eliana are going to play?

Mum 2: Oh, that's a long story. It took them almost a week to decide. At first Alex wanted an instrument that is loud and lively like the drums but I suggested something quieter. In the end he chose the saxophone.

Mum 1: What about Eliana?

Mum 2: She couldn't decide between the guitar and the recorder. She thought that the guitar was more universal and the recorder more delicate. Finally, we decided that the recorder would suit her better. And what about your boys?

Mum 1: Dave and Steve also had lots of different ideas and I had to help them a little. They even had a fight because they both wanted to play the guitar!

Mum 2: Really?

Mum 1: Yes, but we agreed that Dave would play the bass guitar whereas Steve would choose something else.

Mum 2: And what did he choose?

Mum 1: The keyboards.

Mum 2: So everyone's happy now?

Mum 1: I hope so.

- 4 Ask students to work in pairs asking and answering the three questions. Monitor the activity. Discuss students' ideas as a class.

Homework → **Workbook pp14-15**

Exercise 1

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

1

Extension

Exercise 2

- 1 obligatory b
2 influence a
3 neighbour d
4 competitive e
5 based in c

1 Match words 1–6 with definitions a–f.

- | | |
|------------|---|
| 1 perform | a) the first, the most important |
| 2 lead | b) to do something in front of the audience |
| 3 event | c) a group of singers |
| 4 optional | d) a performance or a concert |
| 5 gig | e) something that you can do, but you don't have to |
| 6 choir | f) an organised occasion, for example a party or sports competition |

2 Complete the words with missing vowels (a, i, o, u, e, y) and match them with the Polish translations. What parts of speech are those words?

- | | |
|---------------|---------------------|
| 1 _bl_g_t_r_ | a) wpływ |
| 2 _nfl_ _nc_ | b) obowiązkowy |
| 3 n_ _ghb_ _r | c) mieszczący się w |
| 4 c_mp_t_t_v_ | d) sąsiad |
| 5 b_s_d _n | e) konkurencyjny |

3 Complete the email with the words or phrases from the box.

based in choir events gig influences lead neighbour obligatory optional perform

4 Answer the questions.

- Do you know any choirs? What do you think about their singing?
- Which sports events do you watch on TV? Why do you like them?
- Do you know all your neighbours? Who are they?
- What obligatory and optional classes do you go to?
- Which sports, in your opinion, are the most competitive? Why?

Exercise 3

- 1 obligatory 6 events
2 choir 7 optional
3 lead 8 neighbour
4 based in 9 influences
5 perform 10 gig

Hi Sara,
Thanks for your email. How are you? I'm staying at school long hours because I'm preparing for the exam. You won't believe it, but all extra classes are (1)_____ and we have to attend them!
Anyway, you know I love singing and guess what? ☺ I sing in a school (2)_____. Our group has twenty students and four (3)_____ singers. These four people sing solo parts. We're (4)_____ the school attic and I think this place is fantastic. It's our music room and no one else can get there. We (5)_____ at important school (6)_____ like sports competitions and ceremonies. It's hard work and we practise twice a week. These classes are (7)_____ and they're great fun.
Every year our school organises a music festival. There are parents and relatives and a lot of people from other schools. (Last year I invited my next-door (8)_____. She's a guitarist and loves singing too and we both have the same musical (9)_____. During the festival there is a special (10)_____ with school bands and our choir also presents some songs. I'd really like you to come. It's on Saturday. You must be there because I want you to meet my boyfriend. ☺
See you soon.
Kate



PROJECT

Our favourite music

- Work in groups. Prepare a project *Our favourite music*. Choose your favourite group/singer or a musician. Find some information about:
 - the name
 - who they are (members' profiles)
 - kind of music they play
 - their musical influences
 - their next gig
 - their famous songs
 - their CD titles
 - their website and what is on it etc.
- Make a Power Point presentation or a poster. Enclose fragments of songs, lyrics and pictures of your favourite artists. Don't forget to put the sources of information in your project. Prepare a short quiz (5 questions) based on the project.
- Present the project to your classmates. After the presentation, ask the quiz questions.

GENERAL GUIDELINES ON HOW TO WORK WITH THE EXTENSION SECTION

The Extension section is a selection of complementary activities devoted to further practice of language from reading texts. Depending on the group you are teaching, you can approach this section in various ways. It may be used as a regular sequence of exercises for a lesson, to additionally revise the lexical material from the unit in an attractive, more creative way, or it may be only used with more ambitious students or fast-finishers. In both cases, follow the teacher's notes, though it should be remembered that, in the latter case, monitoring and providing feedback after the exercises should be done in an individualised way. It is also possible that only some of the exercises in this section will be selected for use, to suit the individual needs of students in a group.



Aim To further practise the material from unit 1, including the more advanced language points.
To involve students in project work – presentation of a music band.

1

Extension

+ EXTRA warmer

Ask each student to think of two words they have learned in unit 1. Encourage them to choose words which were quite difficult, mainly those which appeared in reading texts. On separate pieces of paper students write a Polish equivalent of each word and the word itself upside down at the bottom of each piece of paper. They fold the pieces of paper and give them to the teacher. Read out the collected words to the whole class. Ask them to guess the words / look for the words in the unit. To add an element of competition, group students and give points for each correctly guessed word.

- 1 Students read the list of words (1-6) and match them with the definitions (a-f). All the words can be found in the Glossary sections on pages 9 and 12. Encourage students to find the words without looking at the sections but allow them to look for the words to check the answers. Set a time limit of 4-5 minutes. Check answers as a class.

+ EXTRA activity

Ask students to work in groups of three and write one sentence with as many words from exercise 1 as possible. Set a time limit of 3 minutes. Elicit the sentences from the groups. Write them on the board. The group who uses most words is the winner.

- 2 Students complete the words with the missing vowels. Tell students that they should also match the words with the Polish equivalents and decide what part of speech the words are. Check answers as a class.
- 3 Go through the words in the box with students to check their meaning. Ask students to read the email and complete it with the words from the box. Give students 5 minutes to work on the text. After that time let students compare their answers in pairs and check as a class.

+ EXTRA activity

As an alternative to exercise 3 above, you may ask students to cover the words in the box and complete the text of the email with their own ideas or at least think of a part of speech / type of word that is required in each space. Students may be asked to work on the text in pairs.

- 4 Ask students to work in pairs and quickly think of answers to the five questions. After 4-5 minutes have a class discussion about the questions, accepting ideas from all pairs.

Project

- 1 Students are going to prepare a project – a presentation of a music band or musician for the class. Ask students to think of their favourite musician, singer or band and find information about them according to the prompts provided in the Student's Book. Remind students that they should collect the information in English.
- 2 Students are going to prepare a poster or a Power Point presentation for their project. Encourage students to enrich their presentation with fragments of songs, videos, lyrics and pictures. Remind students that it is important to include the sources where the information in their project was taken from, as they should not present this information as their own. Students may also be encouraged to prepare a short quiz (up to 5 questions) for their friends, based on the information from their project.
- 3 Students present their project to the class during the next lesson and follow the presentation with the quiz questions. Allow the rest of the class to provide feedback on the projects.

Homework

Ask students to work on their projects and bring them to the next class.