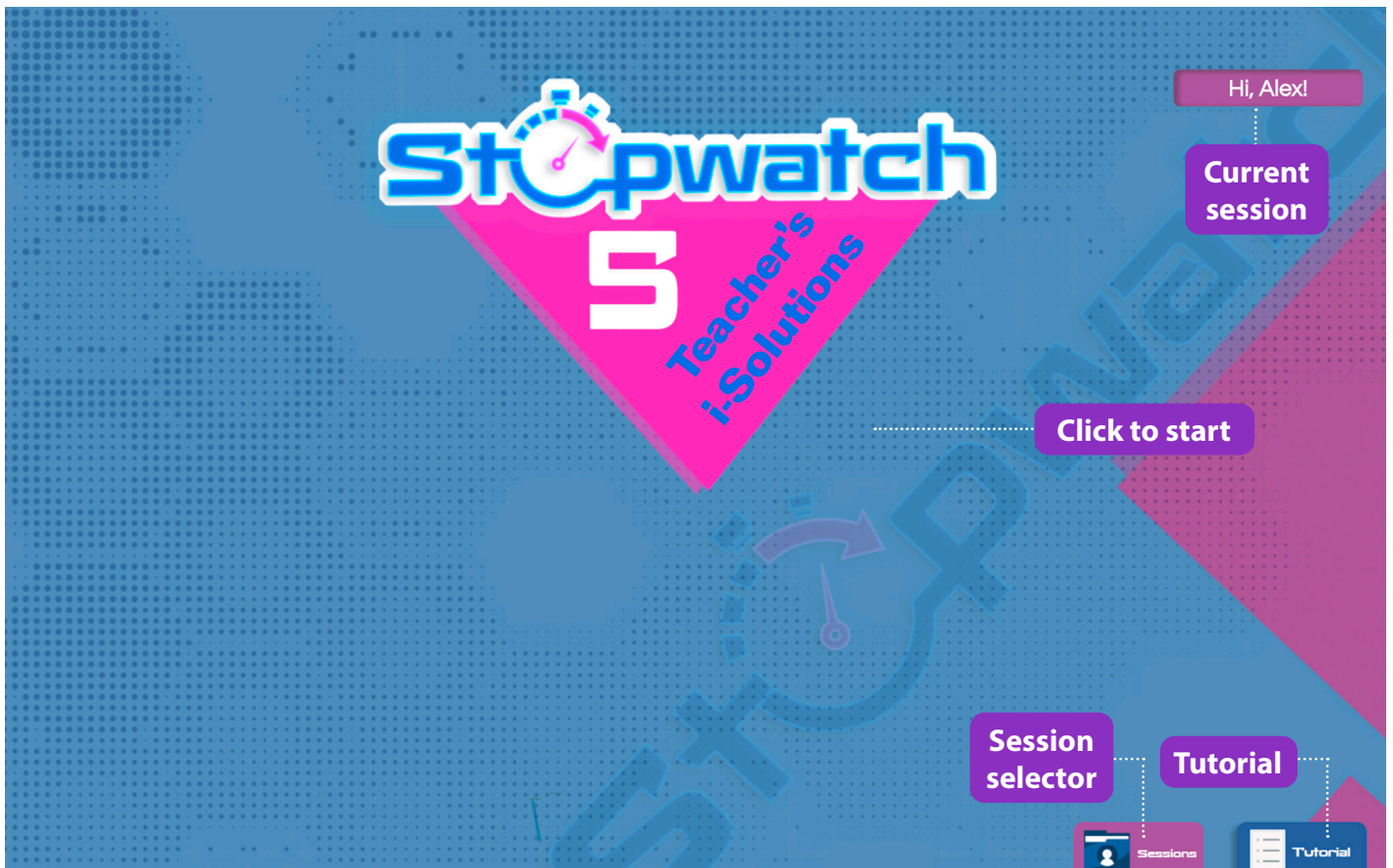
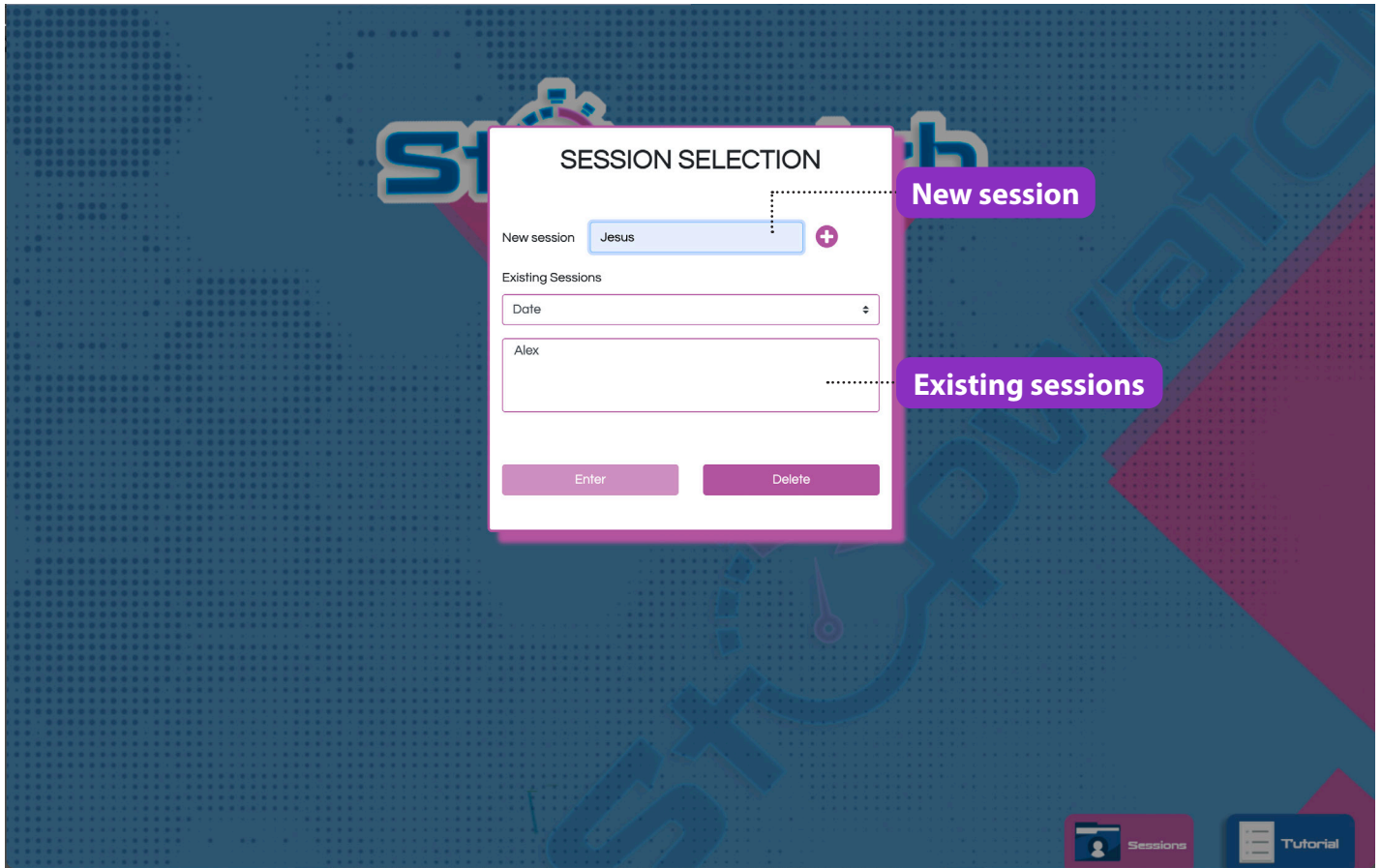


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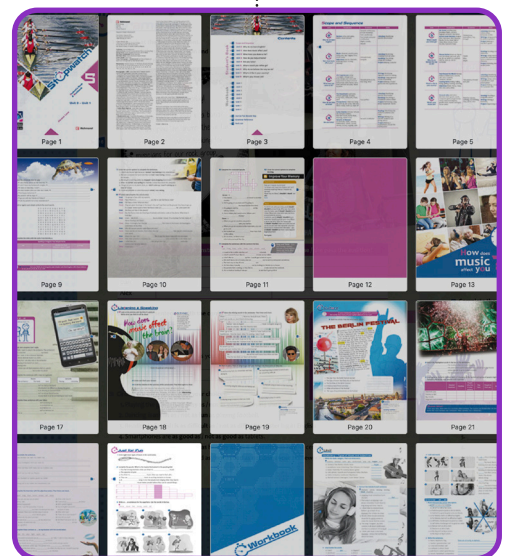
Resources

- Worksheets
- Tests
- Project Rubrics

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Links to Workbook and
Teacher's Guide pages

Audios

Student's
Book Page

Grammar

Look at the announcement. Then listen to the audition and complete the table.

Questions today!
Do you want to play in a band? Do you play the drums, the guitar or the bass? We're looking for musicians for our rock group, Orange Dream. Come by after school on Wednesday.

Learning Path

not as ... as
Emily's not as tall as Chris.

as ... as
Emily's drums are as big as her.

Look and complete Zoe's reply.

- Well, I want to play in the orchestra. The orchestra's (s, popular) our band, but I want to be a classical musician.
- I know classical music's (s, cool) rock, but I can play solo in the orchestra.
- Playing in the band's (s, fun) playing solo.
- I know you will find someone who's (s, good) me to take my place!

Complete the sentences with a noun or a gerund.

Nouns	Gerunds
The orchestra	Playing
The band	Listening
Jazz	

- _____ isn't as cool as the band.
- _____ the drums is as difficult as playing the guitar.
- _____ is as relaxing as classical music.
- _____ isn't as fun as the orchestra.
- _____ to pop music is as fun as listening to rock music.

Complete these sentences with your ideas.

- _____ isn't as strong as _____.
- _____ is as important as _____.
- _____ is as famous as _____.
- _____ isn't as delicious as _____.
- I'm as _____ as _____.

Links to Student's Book and
Teacher's Guide pages

Workbook
page

Unit 1

Vocabulary - Types of Music and Adjectives

1. Write the music category. There are three extra.

country classical Latin jazz world music pop rap reggae rock

- Jamaica / Bob Marley / drums / bass _____
- saxophone / Louis Armstrong / New Orleans, LA / trumpet _____
- banjo / Nashville, TN / cowboy boots / guitar _____
- Julio Iglesias / Spanish and Portuguese / Salsa / Bachata _____
- violin / orchestra / conductor / Beethoven _____
- Michael Jackson / teenagers / Justin Bieber / dance _____

Correct the mistake in each sentence.

dramatic catchy relaxing moving
loud inspiring

- Inspiring music sometimes hurts my ears. _____
- That song is so relaxing! I can always remember it and I have to sing along each time I hear it. _____
- I often listen to classical music before I go to bed. It's so dramatic that it helps me sleep. _____
- Movies often include orchestra music for its catchy scenes to make the viewer feel the action. _____
- The song "Imagine" by John Lennon, is all about world peace and how to achieve it. It's so loud! _____
- I think Latin music is the most dramatic. I always feel sad hearing about lost loves. _____

Unscramble the words.

- (zaij) _____
- (lacslicas) _____
- (yuncotr) _____
- (eggear) _____
- (korc) _____
- (par) _____

Look and match.

- _____ Amy is listening to loud music!
- _____ The music Ben is listening to is very moving.
- _____ Juan and Lily are listening to relaxing music.
- _____ Sara likes catchy music. She always dances along.
- _____ Many rock songs are very inspiring.
- _____ This kind of music often accompanies ballets or plays to make them more dramatic.

Grammar - as ... as

1. Read and mark the correct description.

- Jill is as tall as her mom.
- Todd is as good at guitar as he is at drums.
- For Melody, math is as difficult as English.
- Jeff thinks a hamburger is as good as a salad.
- Duncan is as old as Sam.
- My dog isn't as big as yours.
- Soccer / basketball / competitive

Write the sentences.

Bears are not as big as elephants.

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Links to Student's Book and
Workbook pages

Teacher's
Guide Page

Learning Path

Unit 0

Lesson 4 Student's Book p. 11

Warm-up

Students play a game called *Word-in-a-Word* to generate interest and activate prior knowledge.

- Write the word **VACATION** on the board.
- Students form pairs.
- Set a stopwatch for two minutes.
- Pairs write as many words as they can with the letters in *vacation*.
- When the stopwatch goes off, pairs come to the board and write their words.
- As a class, check the spelling of the words, crossing out any that are misspelled.
- The pair with the most correctly spelled words wins.

Complete the crossword puzzle.

Students complete the puzzle with travel vocabulary.

Answers

Across 1. passport, 6. stay, 7. train, 8. exchange,
Down 2. suitcase, 3. resort, 4. flight, 5. guide

Circle the correct options to complete the blog.

Students practice using *should* and *shouldn't* as they complete the blog about study advice.

Answers

1. should, 2. shouldn't, 3. should, 4. shouldn't,
5. should, 6. shouldn't

Complete the sentences with the words in the box.

Students use the verbs in the box to complete sentences about habits vocabulary.

Answers

1. keep, 2. stream, 3. stay, 4. go, 5. work, 6. hang,
7. order, 8. sleep

Stop and Think! Value

How does having a balance between school, hobbies, friends and family affect your learning process?

- Draw a circle on the board and write the following words next to it: *school, hobbies, friends, family*.
- Ask *How much time do you think you spend on each?* Elicit some answers and begin shading in percentages, making a pie chart.
- Students draw a circle and complete their own pie chart according to how they spend their time.
- Students form pairs and compare their graphs.
- Then ask *How does having a balance between school, hobbies, friends and family affect your learning process?*
- Monitor as students discuss.

Extension

Students play a card game to practice *should* and *shouldn't*.

- Write scenarios on cards. Make as many sets as there are groups of three in your class.

Here are some scenarios you can use:

- I want to speak English more fluently.
- I want to be more popular.
- I want a well-paying job.
- I want to run a 10-km race.
- I want to save (a certain amount of money).
- I want to learn how to cook.
- I want to be healthier.
- Give each group a set of cards.
- Students deal out the cards equally to group members and turn them face-down.
- The first student turns over a card and reads it. The other students need to give them advice using *should* or *shouldn't*.
- Monitor, offering help as needed.
- Have students come together as a class and share some of the better, or funnier, pieces of advice.

Big Question

Students are given the opportunity to reflect on the Big Question.

- Ask students to turn to the unit opener on page 7 and think of why it's useful to learn English.
- Encourage discussion of the reasons and ask *Why do we learn English?*

➡ (No homework today.)

1

How does music affect you?

Lesson 1

Grammar

Comparatives as ... as Emily's drums are as big as her. Emily's not as tall as Chris.

Gerunds: Playing music is more fun than listening to music.

Vocabulary

Music: classical, country, jazz, Latin, pop, rap, reggae, rock, world music.

Adjectives to Describe Music: catchy, dramatic, inspiring, loud, moving, relaxing, rhythmic

Listening

Predicting meaning from pictures

Speaking

Describing songs and feelings

How does music affect you?



In the first lesson, read the unit title aloud and have students look carefully at the unit cover. Encourage them to think about the message in the picture. At the end of the unit, students will discuss the big question: *How does music affect you?*

Teaching Tip

Using Music in the Classroom

- There are many reasons to use music in your classroom. First, students can hear natural language in context. You can use songs to teach vocabulary and to practice target structures, since music improves concentration and memory. Here are a few tips for using music in your classroom:
- Ask students some questions about the title of the song you're going to play.
 - Then listen to the song. Ask students to say how the song makes them feel.
 - Listen to the song again. Focus on vocabulary, idioms and expressions in the song.
 - Finish up with an activity. Here are some ideas: you can prepare a close activity with the song's lyrics or have students write another verse of lyrics.

zoom

Stopwatch

Teacher's i-Solutions tutorial



Toolbar



Select

You can select the strokes that are made within the book.



Insert Text

italic ☐ bold ☐ 18px ▾ Helvetica ▾



Pencil - freestyle

You can choose the thickness and color of the line.



Eraser

You can choose the thickness of the eraser.



Rectangle

You can change the stroke and fill color.



Free shape tracing

You can change the stroke and fill color.



Circle

You can change the stroke and fill color.



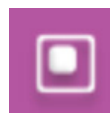
Line

You choose the thickness and color of the line.



Mask

Used to highlight an area.



Hide

Used to hide an area.

Note:

The toolbar can be used throughout the book but is automatically disabled when the Zoom tool is selected.

Stopwatch

Teacher's i-Solutions tutorial



Toolbar



Internet Links

You can save Internet links.



Stopwatch

You can set times and alarms.

stroke



fill



Stroke and Fill Color

The range of colors is extensive, you can also choose the color intensity (saturation) and transparency (alpha).



Paper Bin

Used to erase everything that has been done with the toolbar.

Note:

The toolbar can be used throughout the book but is automatically disabled when the Zoom tool is selected.

Stopwatch

Teacher's i-Solutions tutorial

System Requirements

A web browser