

8 DANCE TO THE MUSIC

OBJECTIVES

FUNCTIONS: talking about music and feelings; describing a scene; talking about likes and dislikes

GRAMMAR: present continuous; *like / don't like + -ing*

VOCABULARY: clothes

READING

1 Match the words in the list with the photos. Write 1–5 in the boxes.

1 a concert | 2 a musician | 3 a singer
4 a trumpet | 5 a violin

2 Look at the photos on page 75. They show a concert. Where is it happening?

- ☐ 1 in a train station
☐ 2 in a concert hall
☐ 3 in a supermarket
☐ 4 in a school

3 Do you use Twitter? What do you know about Tweets?

4  2.13 Read and listen to the Tweets. Answer the questions.

- 0 How does Alex feel at 09:44? (Hint: look at his hashtag.)
bored
- 1 How many musicians are playing at 09:48?
2 How do the people in the supermarket feel at 09:49?
3 How many people are singing in the concert at 09:50?
4 How does Alex feel at 09:51?
5 What are the musicians doing at 09:55?



8 | DANCE TO THE MUSIC

READING

- 1 Ask students what kinds of music they like. Put the main genres they mention on the board. Add, if they don't mention these: *classical, jazz, pop, rock, folk, and world music*. Elicit some examples (musicians, bands, composers, or famous songs) for each genre. Display the photos on the IWB or ask students to look at them in their books. Ask which kind of music each one could be connected to. There is no single correct answer, so accept any reasonable suggestions. Ask students to say in their own words what each photo shows. Students match the words and photos, and then compare ideas in pairs before you check answers with the class. Read the words aloud for students to listen and repeat after you, first together then one or two students individually. Pay special attention to the stress in *musician* /mjuˈzɪʃən/ and make sure it is said as three syllables, not four. Also check the pronunciation of *violin* /ˌvaɪəˈlɪn/, especially if the students' first language has a similar word for the instrument.

Answers

1 C 2 A 3 D 4 E 5 B

Optional activity

This may be a good opportunity to elicit the names of any other musical instruments and which musical genre they are usually connected with. Write the most useful words on the board for students to copy in their notebooks, and briefly practice the pronunciation of these new words by repeating them after you.

- 2 Check comprehension of the four places mentioned, especially *concert hall*, which may be new term. Focus attention on the photos on page 75 or display them on the IWB, and ask students to identify the setting.


Answer

3

- 3 Ask students to brainstorm what they know about Twitter in pairs or small groups. Then elicit suggestions from the whole class, and ask the rest of the class to confirm or correct facts.

Background information

Twitter is a social network on the Internet that allows users to send short, 140-character messages called "Tweets." Messages can be grouped together according to topic or type through the use of *hashtags* (#Hashtag). Hashtags are also often used to highlight the main point of a Tweet. Twitter can be accessed on the Internet but also via text messages sent from cell phones and via phone apps. Twitter was launched in 2006, and within ten years it gained over 300 million active users. It is one of the ten most visited websites in the world.

- 4  2.13 Ask students to read through the questions and decide what kind of information they will need to find to answer them. Ask them to discuss their ideas in pairs. Check comprehension of any unfamiliar language as necessary. Clarify what *hashtags* are and what purpose they serve (see note above). Play the audio for students to listen to and read the Tweets and answer the questions. Ask them to compare their ideas in pairs. Check answers with the class.

Answers

- 1 about 10
- 2 surprised
- 3 four
- 4 not bored
- 5 they are leaving

Optional activity

Elicit students' personal responses to the reading text. To get them started, ask: *Do you like the story? Why? / Why not? How do you feel about shopping? How do you feel about music?* Lead a class discussion, encouraging students to comment on each other's ideas.

Music

- 1 **SPEAKING** Students check the places where they usually listen to music. Remind them to add their own ideas – more than one if their favorite places for listening to music aren't mentioned. Provide help with any unfamiliar vocabulary and allow the use of dictionaries or mobile devices to look things up online. Put students in pairs to compare their ideas. How many places do they have in common? Elicit some feedback from a number of pairs. Ask the rest of the class to check those ideas against their own lists. You may like to ask for a quick show of hands for each place to find out where students in the class listen to music the most.
- 2 Ask students to read through the statements, and check comprehension of *free*, *forget*, and *dance to*. Remind students that the task is not to rank the statements in order of their importance, but to rate the importance of each statement. Allow a minute or so for this stage.

Optional activity

You may also want students to consider if what matters to them differs with the kind of music. Do they listen to different music for different reasons?

- 3 **SPEAKING** Form groups of four or five for students to compare their ideas from the previous exercises and discuss the role of music in their lives. Encourage them to discuss their feelings, their listening habits, and the benefits (or drawbacks) of music. Monitor the conversations and provide help with any challenging or unfamiliar language. Some first language may be used, but encourage students to use as much English as possible. To wrap things up, elicit ideas from each group and ask the rest of the class to say if they have similar or different views.

Optional activity

Groups could create a poster summarizing their discussions. They could include images and descriptions of the types of music they listen to, the places where they listen to them, their feelings, and their reasons for turning to music. Organize a class exhibition of the posters and then have a vote on the best poster.

#musicsupermarket

Alex Smith

#AlexSmith

09:44

In the supermarket with Mom. We're shopping. People are walking around. I'm listening to music on my phone. #BoringSaturday!

09:47

Hey, something's happening. A woman is sitting on a chair and she's playing a violin. She's really good, but what's happening here?!



09:48

Wow! A flash mob at the supermarket! Now about 10 people are standing here, and they're playing music on violins and trumpets and stuff.

09:49

This is great! I'm looking at the people in the supermarket. They're surprised but they like the music. They aren't thinking about food now!

09:50

Now four people are singing! They're giving a concert but they aren't wearing special clothes. Why is this happening? I don't know!

09:51

Mom says that the music is by Handel??!! She isn't shopping now – she's standing with me and we're listening. I'm not bored now!



09:53

Lots of people are taking out their phones and recording the concert. Other people are tweeting, like me! And a little girl's dancing.

09:55

OK, it's over. All the people here are smiling and talking about the music. The musicians and singers are leaving. What a great morning!

#CoolSaturday!

Music

- 1 SPEAKING** Check (✓) the places where you listen to music. Tell your partner. How many are the same?

<input type="checkbox"/>	in my room	<input type="checkbox"/>	on the bus/train
<input type="checkbox"/>	outside	<input type="checkbox"/>	at concerts
<input type="checkbox"/>	at school	<input type="checkbox"/>	another place (Where?)

*I listen to music in my room,
outside, and on the bus.*

- 2** What's important for you about music?
Write 1–3 in the boxes: 3 = very important,
2 = important, 1 = not important.

- ☐ It makes me happy.
- ☐ I can listen with friends.
- ☐ It's free.
- ☐ I can forget my problems.
- ☐ I can dance to it.

- 3 SPEAKING** Work in groups. Compare your ideas.

GRAMMAR

Present continuous

- 1 Look at the examples of the present continuous. Underline other examples in the reading text on page 75. Then circle the correct words to complete the rule and the table.

I'm listening to music on my phone.

A woman is sitting on a chair.

They aren't wearing special clothes.

What's happening?

RULE: We use the present continuous to talk about things that ¹*happen every day / are happening now*. We form the present continuous with the present tense of ²*be / have* and the *-ing* form of the main verb.

Affirmative	Negative	Question + short answer
I'm (am) listening.	I'm not (am not) listening.	⁵ _____ I listening? Yes, I ⁶ _____. No, I'm not.
You/We/They ¹ _____ (are) listening.	You/We/They aren't (are not) ³ _____.	⁷ _____ you/we/they listening? Yes, you/we/they are . No, you/we/they ⁸ _____.
He/She/It ² _____ (is) listening.	He/She/It ⁴ _____ (is not) listening.	⁹ _____ he/she/it ¹⁰ _____? Yes, he/she/it ¹¹ _____. No, he/she/it isn't .

- 2 Look at the pictures. Then write a name to complete the sentences.

- | | |
|----------------------------------|--|
| 0 <u>Jake</u> is singing. | 5 _____ is reading. |
| 1 _____ are sitting. | 6 _____ are dancing. |
| 2 _____ is taking a picture. | 7 _____ is standing and cheering. |
| 3 _____ is talking on the phone. | 8 _____ is wearing a blue hat and smiling. |
| 4 _____ is leaving. | 9 _____ is running. |

LOOK! Spelling

sing – singing live – living
swim – swimming

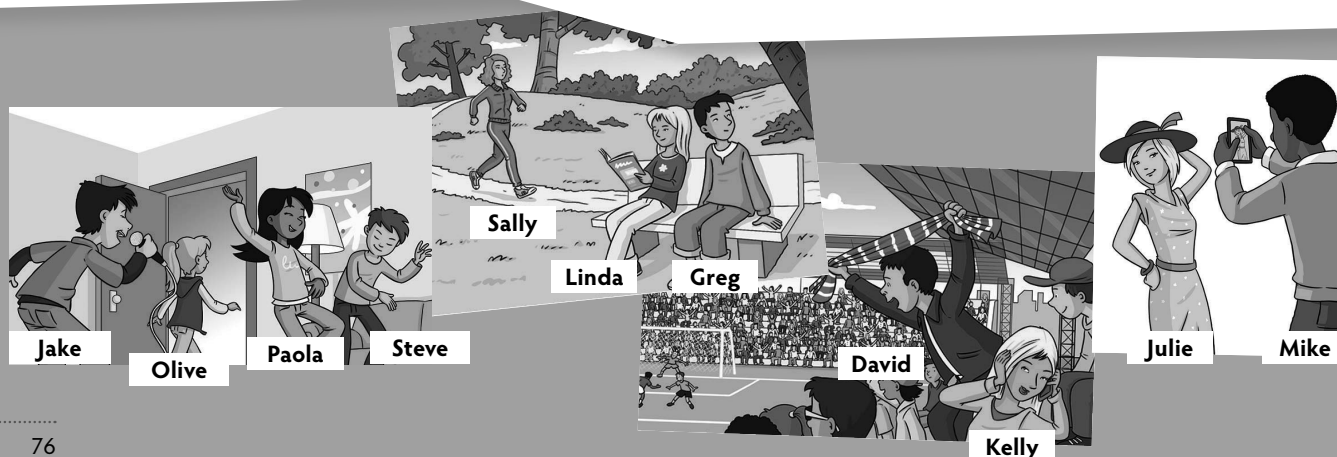
- 3 Write the correct *-ing* form of these verbs.

- | | |
|---------|---------------|
| 0 come | <u>coming</u> |
| 1 take | _____ |
| 2 get | _____ |
| 3 shop | _____ |
| 4 bake | _____ |
| 5 watch | _____ |
| 6 play | _____ |
| 7 study | _____ |

- 4 Complete the sentences with the verbs from Exercise 3 in the correct form.

- | | |
|------------------------------------|---|
| 0 A Come on, Jane, we're late! | B OK, Sam, I <u>'m coming</u> now! |
| 1 A Where's Molly? | B She's in the living room. She _____ TV. |
| 2 A Is Jacob here? | B No, he isn't. He _____ computer games in his bedroom. |
| 3 A Can I talk to Mike, please? | B Sorry, he's at the mall. He _____. |
| 4 A Let's go home now. | B You're right. It _____ late. Look, it's almost ten o'clock. |
| 5 A Is your dad in the kitchen? | B Yes, he is! He _____ a cake! |
| 6 A Where are Alex and Emma? | B They _____ the dog for a walk in the park. |
| 7 A So, your sister is in college? | B That's right. She _____ medicine. |

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GRAMMAR

Present continuous

- 1 Students study the examples and then work in pairs to find additional examples. Ask them to compare their findings with another pair before you check answers with the class. Then ask pairs to complete the rule and table and check answers again. Make sure students notice that when we form the present continuous, the form of the main verb + *ing* doesn't change for the third person, and that we use the verb *be* as an auxiliary in the affirmative, not only the negative and question forms. In short answers, we only repeat the correct form of the verb *be*, but not the main verb: *Is she sitting?* Yes, she is *sitting*.

Answers

We're shopping. People are walking around. Something's happening. She's playing a violin. 10 people are standing here. They're playing music, I'm looking at the people. They aren't thinking about food now! Four people are singing. They're giving a concert. Why is this happening? She isn't shopping now. She's standing with me. We're listening. Lots of people are taking out their phones and recording the concert. Other people are tweeting. A little girl's dancing. All the people here are smiling and talking about the music. The musicians and singers are leaving.

Rule

- 1 are happening now
- 2 be

Table

- 1 're
- 2 's
- 3 listening
- 4 isn't
- 5 Am
- 6 am
- 7 Are
- 8 aren't
- 9 Is
- 10 listening
- 11 is

- 2 Ask students to read through the ten sentence endings, and check comprehension of the main verbs. If necessary, elicit or explain the meaning of any unfamiliar verbs. Students look at the pictures carefully and find the right person for each activity. Allow three minutes for this. Ask students to compare ideas in pairs. Then check answers with the class.

Answers

- 1 Linda and Greg
- 2 Mike
- 3 Kelly
- 4 Olive
- 5 Linda
- 6 Paola and Steve
- 7 David
- 8 Julie
- 9 Sally

Optional activity

To activate the other forms of the present continuous, you could ask Yes / No questions instead of checking the names at the end of Exercise 2. For example, rather than have students read aloud *Paola and Steve are dancing*, you could ask: *Is Steve dancing?* (Yes, he is.) *Is Sally dancing?* (No, she isn't.), and so on.

- 3 Focus attention on the LOOK! box. Before students begin completing the *-ing* forms, ask them to match each of the eight verbs to the correct type from the box and compare ideas in pairs. Students complete the verb forms individually and compare answers again in pairs. Then check as a class.

Answers

- 1 taking
- 2 getting
- 3 shopping
- 4 baking
- 5 watching
- 6 playing
- 7 studying

Fast finishers

Students write at least three more examples for each type of verb – both the base form and the *-ing* form.

- 4 Students complete the sentences. If you're short on time, you could assign this task for homework. Ask students to compare their answers in pairs before you check them with the class.

Answers

- 1 is / 's watching
- 2 is / 's playing
- 3 is / 's shopping
- 4 is / 's getting
- 5 is / 's baking
- 6 are / 're taking
- 7 is / 's studying

LISTENING

- 1 Display the photos on the IWB or ask students to look at them in their books. Ask students to try to identify the countries they come from – first using their own ideas and then by selecting from the seven possibilities listed in the book. Ask them to compare their ideas in pairs before you check answers with the class.


Answers

A Indonesia B Spain C Greece D Turkey

- 2 Look at the example together, and ask students to point to the elements described as a stronger student reads the sentence out loud. Students then match the remaining descriptions to the photos. Ask them to compare ideas in pairs before you check answers with the class. Check comprehension of *in a line*.


Answers

1 B 2 D 3 C 4 A

- 3  2.14 Read the instructions together. Check that students understand they are going to hear people talking about three of the four dances. Ask students to work in pairs to brainstorm what key words they expect to hear in the description of each dance. Play the audio for students to listen and identify the three dances. Remind them not to worry about trying to understand every detail. Check answers with the class. Elicit what key words students heard that helped them decide.

Answers

B, D, and A

- 4  2.14 Elicit or pre-teach: *skirts, moving, and only*. Play the first part of the audio with Janie's description, look at the example, and then complete sentence 1 together as well. Play the rest of the audio, pausing after Joe's description to give students time to consider the information they heard, then play David's description as well. Ask students to compare their ideas in pairs before you check answers, replaying the audio, and pausing at the relevant passages that give information about each statement.

Answers

1 women
2 different colors
3 stop
4 music
5 men

- 5 Read the instructions together, and check that students understand the hypothetical situation. Ask them to choose the dance they like best and think about why they like it. Give them a minute or two to consider the question and take notes, if they want. Have a quick show of hands for each of the four dances from Exercise 1. Elicit some opinions and reasons from a few students for each option. Which dance is the most popular in the class, and why?

Optional activity

As a group project, you could ask students in groups of three or four to find some pictures and videos and prepare a description of a type of dance specific to their country or region, or a type of dance from around the world that they like. They can use the materials they collected to prepare a short two-minute presentation, a poster, or a web page on the chosen dance. Have a show-and-tell session in a subsequent lesson with groups presenting their projects, or organize a class exhibition. Vote on the best project.

FUNCTIONS

Describing a scene

- 1 Read the title. Elicit a translation to check comprehension. Ask students to look at the grammar structures 1–3, and give some examples of what they are. Put students in pairs to think about the functions and do the matching together. When they have done the matching, ask them to compare their ideas with another pair before you check answers with the class.

Answers

1 b 2 c 3 a

- 2 Ask students to skim-read the text to answer the first question. Elicit the answer from the whole class, and ask the class to confirm or correct the answer offered.

Answer

1 B

Students look through the paragraph and underline the structures. Ask them to compare ideas in pairs before you check answers with the class. Check comprehension of *clapping*, which may be an unfamiliar verb, by asking students to demonstrate the action.

Answers

- 2 **present continuous:** one woman is dancing, she's wearing (a red dress), they're playing (music), two people are sitting, they are watching and clapping, they're enjoying (the music and dancing)
prepositions: behind (her), on (chairs), of
adjectives: red, happy

- 3 **SPEAKING** Put students in pairs to describe the photo together. They can take notes. Monitor their preparation, and check that English is used throughout and that all the pairs are on task. If necessary, provide help with difficult or unfamiliar language. Then put two pairs together to form groups of four and ask them to listen to each other's descriptions. The listeners should check if the present continuous tense is used for actions, and write down any examples of adjectives and prepositions. Monitor the conversations, but refrain from error correction unless mistakes hinder comprehension. At the end, get some feedback from some of the groups.

LISTENING

- 1 Look at the different dances in the photos. Where do you think they come from? Choose from the countries in the list.

Brazil | China | Greece | Indonesia
Spain | Thailand | Turkey



A



B 7



C



D

- 2 In which photos can you see these things? Write 1–4 in the boxes.
- 1 A man is playing a guitar and a woman is dancing.
 - 2 The men are wearing clothes of different colors.
 - 3 The men and the women are dancing in a line.
 - 4 The men are wearing black-and-white cloths around their bodies.
- 3 2.14 Listen to the program. Which three photos in Exercise 1 do the people talk about?
- 4 2.14 Listen again and choose the correct options.
- 0 Janie's family goes to Spain / Turkey every year.
 - 1 Janie loves the clothes that the *men* / *women* wear.
 - 2 The dancers in Turkey wear skirts that are the *same color* / *different colors*.
 - 3 The dancers in Turkey *don't have any music* / *stop*.
 - 4 In the Kecak dance, there isn't any *music* / *moving*.
 - 5 The Kecak dance is only by *men* / *musicians*.
- 5 Imagine you can go and watch one of the dances. Which dance do you want to watch?

FUNCTIONS

Describing a scene

- 1 Match 1–3 with a–c.

When we describe a scene, we often use:

- | | |
|--------------------------|--------------------------|
| 1 the present continuous | <input type="checkbox"/> |
| 2 prepositions | <input type="checkbox"/> |
| 3 adjectives | <input type="checkbox"/> |
- a for colors, sizes, etc.
b to say what people are doing.
c to say where people and things are.

- 2 Read the text and answer the questions.

- 1 Which photo in Listening Exercise 1 is this person describing?
- 2 Underline examples of the language mentioned in Exercise 1 (present continuous, prepositions, adjectives).

There are lots of people. One woman is dancing. She's wearing a red dress. There are some musicians behind her. They're playing music. Two people are sitting on chairs. They are watching and clapping. Everyone is happy. They're enjoying the music and the dancing.

- 3 **SPEAKING** Look at the picture. Work in pairs. Describe the scene.



READING

- 1  2.15 Read and listen to the dialogue and look at the picture. Who is Andy?



- EMILY Hi, Mike. Are you enjoying the party?
- MIKE Hey, Emily. Yeah, it's OK, but I don't like the music.
- EMILY Oh, really? I like the music. Hey! Come and dance! I really like dancing!
- MIKE No, thanks. I don't like dancing very much. Ask Andy to dance with you. He's a really good dancer.
- EMILY Andy? Who's Andy?
- MIKE He's over there. Look – he's wearing gray pants and a green shirt. Can you see him?
- EMILY Oh, yes, I can see him. A green shirt!! Ugh!
- MIKE Oh, it's just a shirt! Go and ask him to dance.
- EMILY No. I hate talking to boys.
- MIKE But you're talking to me.
- EMILY I know, but you're my friend. That's different. I don't know Andy. And he's wearing a green shirt!
- MIKE You're crazy. Andy is really nice. He loves going to parties, and dancing and meeting new people. Oh, look, he's coming over here.
- ANDY Hi. I'm Andy.
- EMILY Oh, hi. I'm Emily. Do you like dancing?
- ANDY Yes, I love it! Do you want to dance?
- EMILY OK! I like your shirt!
- MIKE What? Wow. I really don't understand girls!

- 2 Read the dialogue again and complete the sentences.

- 0 Mike is enjoying the party but he doesn't like the music.
- 1 Andy is wearing _____.
- 2 Emily doesn't like _____.
- 3 Emily and Mike are _____.

GRAMMAR







like / don't like + -ing

- 1 Complete the sentences from the dialogue in Reading Exercise 1. Then complete the rule.











- 0 Come and dance! I really like dancing!
- 1 I hate _____ to boys.
- 2 He loves _____ to parties.
- 3 Do you like _____?

RULE: We use the verbs (don't) like / _____ / hate + verb + -ing to give opinions about activities.

- 2 Write *like*, *don't like*, *love*, and *hate* in the correct places.

-   1 _____
-  2 _____
-  3 _____
-   4 _____


- 3 Complete the sentences. Use *like*, *don't like*, *love*, or *hate* and the correct form of the verb.

- 0 I love watching sports on TV.
  (watch)
- 1 I _____ to the movies.  (go)
- 2 I _____ early.   (get up)
- 3 My family _____ on vacation.
 (go)
- 4 My best friend _____.
  (run)
- 5 My parents _____.  (dance)
- 6 _____ your father
_____ ?  (cook)

- 4 Look at the sentences in Exercise 3. Which are true for you? Change the ones that are not true for you.

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READING

- 1  2.15 Display the picture on the IWB and enlarge it so students can see the details, or ask them to look at it in their books and cover the dialogue below it. Elicit a description from the whole class, and encourage the rest of the class to add or correct details as necessary. Accept any reasonable suggestions; it is not important at this stage to reflect the dialogue content accurately. Students read and listen to the dialogue to check their predictions and to point out Andy in the picture. Ask them to compare their ideas in pairs before you check the answer with the class. You could check comprehension of *shirt* and *pants* by asking students to point to someone in class wearing these items, and to also say what color shirt and pants they're wearing.

Answer

Andy is the boy in the green shirt and gray pants.

- 2 Ask students to read the prompts, and check comprehension. Elicit or explain any unfamiliar vocabulary. Do the example item together. Ask students to find the passage that gives information to complete the sentence. Students read the dialogue. They work on their own to find the information in the dialogue and complete the sentences. Ask them to compare their ideas in pairs before you check the answers with the class. Ask students to quote the passages that support their suggestions.

Answers

- 1 a green shirt and gray pants
- 2 talking to boys
- 3 friends

Optional activity

Students practice role-playing the dialogue in groups of three.

GRAMMAR

like / don't like + -ing

- 1 Ask students to complete the sentences, check answers with a partner, and then work together to complete the rule. Finally, check all the answers as a class. You may like to elicit that we use *(don't) like + -ing* to give opinions about activities the same way we use *(don') like + noun* to talk about other preferences. Using the *-ing* form allows us to talk about an activity as the object of a sentence. Elicit or remind them about the spelling rules for *-ing* forms, covered on page 76.

Mixed-ability idea

Stronger students could cover the dialogue, complete the sentences from memory, then look back to check their answers. Weaker students could find the sentences in the dialogue then copy the missing words. Check answers as above.

Answers

- 1 talking
- 2 going
- 3 dancing

Rule

love

- 2 Students match the verbs and emoticons. They then compare ideas in pairs before you check answers with the class. Elicit that the difference between the words is one of degree: how much we like or dislike an activity or thing.

Answers

- 1 love
- 2 like
- 3 don't like
- 4 hate

- 3 Read the example together, and check that students understand why the answer is correct. You may like to do the next sentence together as well as a model. Students complete the remaining sentences with the correct verb + *-ing* form. Ask them to compare answers in pairs before you check the answers with the class. To check that students can apply the correct spelling rules for the *-ing* forms, ask a different student to write each answer on the board, and have the rest of the class check and correct the spelling as necessary.

Answers

- 1 don't like going
- 2 hate getting up
- 3 likes going
- 4 loves running
- 5 don't like dancing
- 6 Does ... like cooking

- 4 Students rewrite the sentences so they are true for them. (Remind them to turn the question in number 6 into a statement.) Put students in pairs to compare their sentences. How many do they have in common? Monitor and check correct use of the *(don't) like + -ing* structure. Ask a few students to report back to class the most interesting thing they learned about their partners.


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Be aware of common errors related to *like / don't like + -ing*. Go to Get it right! on page 124.

VOCABULARY

Clothes

- 1  2.16 Read each word in the list aloud and ask students to repeat it after you, first together then two or three students individually, to check pronunciation. Pay special attention to the different pronunciation of the *-ea-* vowel in *jeans* /dʒinz/, *sweater* /'swetər/, and *sneakers* /'sni:kərz/, and the pronunciation of the vowel in *shoes* /ʃuz/. Students match the familiar items first, compare ideas with a partner, and then continue working together as a pair to match the remaining items. Ask them to compare their ideas with another pair before you play the audio for them to check the answers with the class. If you use an IWB, invite a different student to label each item of clothing onscreen for the class to check.

Answers

1 E 2 D 3 A 4 J 5 H 6 F 7 G 8 K 9 I
10 B 11 C 12 L

Optional activity

Ask students to look through the list and find the items that have plural names. Elicit why we use plural words for them in English (*They are all paired items*). Elicit whether there are singular or plural words with the same meanings in the students' first language. We never use the singular for *jeans*, *shorts*, and *pants* . . . Are these words plural in the students' language? Explain that in English we can only use a singular word for plural clothing items when we specifically want to refer to only one of a pair, for example: *I have my left shoe, but I can't find my right shoe. Is this your red sock?*

- 2 Students complete the descriptions with colors and clothes. Ask them to compare ideas in pairs before you check answers with the class. If you're short on time, you could assign this task for homework.

Answers

- 1 Anna is wearing a green dress, a black coat, and white shoes.
- 2 Jake is wearing a blue shirt, yellow shorts, and white socks.
- 3 Amanda is wearing a pink sweater and a gray skirt.
- 4 Simon is wearing a black shirt and gray pants.

Optional activity

Ask students to say where they think the people are, based on what clothes they are wearing. Elicit the point that we wear different clothes for different occasions. Ask students to say which of the five people dress most similarly to them. (They should look at the general style and formality of the clothes, not the sex of the wearer.) They can choose more than one person, but they must explain in what situations they wear either outfit. You could lead a class discussion on the above, or put students in small groups to talk about them. Elicit feedback from some of the groups afterward.

- 3 **SPEAKING** Put students in pairs or small groups to talk about the questions. Monitor the conversations, providing help with any difficult or unfamiliar language. If you introduce any new vocabulary for clothes, write these on the board, and present them with meanings and pronunciation for the whole class to copy at the end of the activity. Get some feedback for each question from a few pairs or groups, and ask the rest of the class to comment, agree, or disagree.

Optional activity

For questions 1, 2, and 4, ask pairs or groups to try to guess your own answers. Give them two or three minutes to discuss their ideas. Then answer the questions, and ask students to check how many of their predictions were correct.

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Pronunciation 2.17 2.18

To practice intonation of listing items, go to page 121.

TRAIN TO THINK

Memorizing

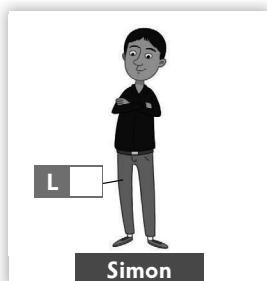
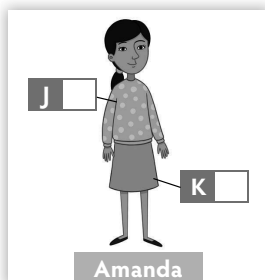
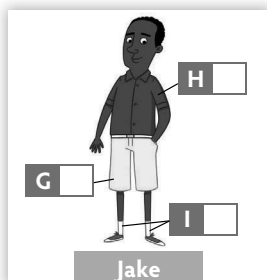
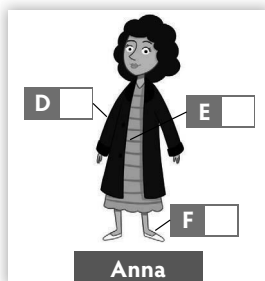
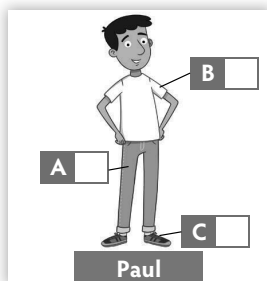
- 1 Display the picture on the IWB and enlarge it for details, or ask students to look at it in their books for two minutes. Students should not take any notes. Blank the screen at the end of the two minutes, or ask students to close their books.
- 2 **SPEAKING** Students in pairs turn to their respective pages for their questions. They then take turns questioning their partners. They must not look back at page 79. Monitor the correct use of the present continuous for describing a scene. At the end, check answers for both sets of questions – elicit suggestions from students, and ask the class to confirm or correct them. Finally, display the picture again on the IWB, or ask students to open their books to page 79 and check the answers. At the end, elicit some ideas about how students tried to memorize the details. This may involve some use of their first language – but the focus should be on discussing memorization techniques, not on using English with complete accuracy.

VOCABULARY

Clothes

- 1 2.16 Match the names of the clothes with the pictures. Write 1–12 in the boxes. Listen and check.

1 a dress | 2 a coat | 3 jeans | 4 a sweater
5 a shirt | 6 shoes | 7 shorts | 8 a skirt
9 socks | 10 a T-shirt | 11 sneakers | 12 pants



- 2 Look at the pictures in Exercise 1 again. What are the people wearing?

- 0 Paul is wearing blue jeans, a white T-shirt, and sneakers.
1 Anna is wearing _____.
2 Jake _____.
3 Amanda _____.
4 Simon _____.

- 3 **SPEAKING** Work in pairs. Ask and answer the questions.

- What clothes do you love wearing? What clothes do you hate wearing?
- Do you like shopping for clothes? Why or why not?
- What is your teacher wearing today?
- Which colors do you love or hate wearing?

I love wearing jeans and sneakers but I hate wearing shoes and pants.

Workbook page 75

Pronunciation

Intonation: listing items

Go to page 121.



TRAIN TO THINK

Memorizing

- Look at the picture for two minutes.
- SPEAKING** Student A: Go to page 127. Student B: Go to page 128. Listen to the questions your partner asks and answer with short answers. Correct the negative answers.



Culture

Musical instruments around the world

[HOME](#)[ABOUT](#)[NEWS](#)[CONTACT](#)

1

The berimbau

This is a Brazilian instrument. It's made of wood. It's long and thin and has one string. You play the berimbau by hitting the string with a stick. Musicians play the berimbau when people dance *capoeira*. Capoeira is now famous in many parts of the world, not only in Brazil.



Brazil

2

The didgeridoo

The didgeridoo is a famous musical instrument that comes from Australia. It's like a big, long trumpet, but it's made of wood. You blow into it, and it makes a very unusual deep sound. Didgeridoos are difficult to hold because they are one to three meters long. The musician usually puts the didgeridoo on the ground.



Australia

3

The bonang

The bonang is a group of round, metal pots. Musicians play these in Indonesia in an orchestra of many musicians. They put the pots together in lines. Then they hit the pots with a stick that has a piece of cloth around it. All the pots are different sizes so they all make different sounds. Some people say that the sound is very relaxing.



Indonesia

CULTURE

Musical instruments around the world

With books closed, write the words *berimbau*, *didgeridoo*, and *bonang* on the board. Elicit suggestions for what these words might mean. Accept any ideas whatsoever, no matter how far-fetched, and ask the rest of the class what they think about them. Try also to get students to speculate on what the words might have in common. If they have managed to figure out that the three words are various musical instruments (for which you may need to pre-teach the word (*musical*) *instrument*), elicit any other unusual or less-known instruments students have heard about and a few facts about them. Allow about three minutes for this discussion. Ask students to try to guess which countries the three instruments you mentioned at the beginning come from (*Brazil*, *Australia*, and *Indonesia*).


Background information

Capoeira is a Brazilian martial art that combines elements of dance, acrobatics, and music to optimize speed, power, and complex movements in order to overcome an opponent. It is often practiced as a game or as a form of dance performance with few or no combat elements involved. In 2014, UNESCO granted it the status of an “intangible cultural heritage.”

- 1 Students go through the list in pairs and try to identify them in the photos. Warn them that one of the words is a verb for an action, not an object of thing. (In weaker classes, you may prefer to tell them that *blow* is the verb.) Display the photos on the IWB, and ask a different student to point to each of the elements mentioned. Ask the rest of the class to say if they agree or disagree. Elicit or explain the meaning of each word. Then ask the class to repeat it after you, first together and then one or two students individually, to check pronunciation. Pay special attention to the vowel sound in *blow* /blou/ and *ground* /graund/, and that *wood* /wud/ is pronounced short, not long. Check that the stress is on the first syllable in *orchestra* and that the *ch*- letter combination is pronounced /k/, not /tʃ/.

Answers

- A stick, wood
- B blow, ground, wood
- C cloth, orchestra, stick

- 2  **2.19** Play the audio for the students to listen, read the article, and decide on their answers. They compare ideas in pairs before you check the answers with the class.

Answers

- The berimbau, Brazil
- The didgeridoo, Australia
- The bonang, Indonesia

- 3 Ask students to read the sentences, and elicit or explain any unfamiliar vocabulary, for example: *string*, *trumpet*, *pot*, and *stick*. You may also like to elicit or pre-teach key words from the article: *made of*, *long*, *thin*, *hit*, *unusual*, *deep*, *hold*, *round*, *in lines*, and *relaxing*. Ask students to find the passage which contains information about the example sentence. Suggest that, for each sentence, they first try to find the information that relates to it in the article and then study this more carefully to decide whether or not it matches the statement. They should only use information from the text to decide, not their general knowledge or opinions. Remind them that the sentences are in the same order as the information about them in the article. Students mark their answers and then check their ideas in pairs before you check the answers with the class. For each sentence, ask students to read aloud the information from the text that supports or contradicts it.

Answers

1 F 2 T 3 F 4 F 5 T

- 4 **SPEAKING** Put students together in small groups to brainstorm ideas and discuss the questions. Monitor, providing help with any difficult or unfamiliar vocabulary. Ask each group to report back with their ideas, and ask the rest of the class to listen and comment on what they hear.

Optional activity

Students could work in groups to prepare a project about musical instruments in their country. They could include short descriptions and pictures of any special instruments as well as information on what types of music are popular in their country and what instruments are used to play them. They could use the information and pictures for an information poster, web page, leaflet, or a slideshow presentation. Arrange a show-and-tell session for the projects or organize a class exhibition. Have a class vote on the best project.

WRITING

Describing a scene

- 1 Remind students about Alex's Tweets on page 75, and elicit what Tweets are. Ask them to read Sandra's Tweets and decide which photo illustrates them. They compare ideas in pairs before you check the answer with the class.

Answer

B

- 2 Students find examples of the present continuous tense. Check the answers, and elicit why we use this tense here (*To describe actions that are happening at the moment*).


Answer

're waiting, are singing and smiling, 're coming (out), is shouting and cheering, are smiling, 're playing, 's smiling and singing, 'm watching

- 3 Explain that Tweets describe events as they are happening and also describe the feelings of the Tweeter. Ask students to study the situations carefully, check comprehension with a partner, and then write notes. Remind them to use adjectives for feelings, which they first practiced in Unit 2, on page 22. You may also want to tell them to choose an appropriate hashtag for each Tweet.
- 4 Read the reminders together, and check that students understand them. Students write Tweets for all three situations. If they have their cell phones with them, you could ask them to send their Tweets to you as text messages. If you don't want to deal with so many messages from everyone, ask each student to choose just one situation to text you about, and write the other two Tweets in their notebooks. Alternatively, you could ask students in pairs to send their Tweets to each other and then compare how similar their messages were. Tweets are very informal messages, so don't put too much emphasis on accuracy as long as the events are described clearly and the messages are easy enough to understand. Do check that the messages are within the 140-character limit.

- 1 Look at the photos on page 80. Find these things.

blow | a piece of cloth
an orchestra | the ground
a stick | wood

- 2  2.19 Read and listen to the article. Which countries do these instruments come from?

- 3 Read the article again. Mark the sentences T (true) or F (false).

- 0 There is only one string on a berimbau.
1 Capoeira is the music that you play on the berimbau.
2 A didgeridoo is like a trumpet.
3 Didgeridoos are always the same size.
4 The bonang has one pot.
5 You play the bonang using a stick.

T

- 4 **SPEAKING** Are there any special musical instruments in your country? Can you play any musical instruments? Tell the class.

WRITING

Describing a scene

- 1 Read these three Tweets and look at the photos. Where is Sandra? Check (✓) the correct photo.

- 2 Read the Tweets again. Underline examples of the present continuous tense.

- 3 Write notes to describe how you are feeling in each of these situations.

- You're at a bus stop. It's raining. You're going to meet friends and then go and see a local band play. The bus doesn't come.
- You're at home. The weather outside is very nice and you want to go out, but you can't. You have to study.
- You're at home. You're watching a very good movie. You want to tell your friends that it's really good.

- 4 Write three Tweets for each situation in Exercise 3.

Remember:

- A Tweet can only be 140 characters (including spaces).
- You can say something in your second and third Tweet about how the situation is changing.



3:22

Here we are. We're waiting. I think there are 3,000 people here! It's fantastic. People are singing and smiling – great! #Excited4MyBoys

3:28

I think they're coming out. Yes – they're here! Everyone is shouting and cheering!! The people in the band are smiling, they're very happy.

3: 49

They're playing my favorite song! Everyone's smiling and singing. I'm watching my favorite band – this is the best! #BestNightEver



CAMBRIDGE ENGLISH: TOWARD Key

THINK EXAMS

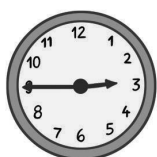
LISTENING

Part 1: Multiple-choice pictures

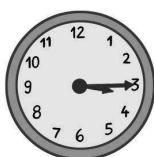
1 2.20 You will hear five short conversations. There is one question for each conversation.

For each question, choose the right answer (A, B, or C).

0 What time does Rob get home from school?



A ☐



B ☒



C ☐

1 When is Kim's birthday?



A ☐



B ☐



C ☐

2 What is Lidia's favorite month?



A ☐



B ☐



C ☐

3 Which instrument does Mike play?



A ☐



B ☐



C ☐

4 Which of Jessica's clothes does Luke like?



A ☐



B ☐



C ☐

READING AND WRITING

Part 6: Word completion

2 Read the descriptions of some words about sports. What is the word for each one? The first letter is already there. There is one space for each other letter in the word.

0 You ride this. It has two wheels.

b i c y c l e

1 You do this in white clothes.

t _ _ k _ _ _ _

2 You need snow to do this.

s _ _ _ _ _

3 You play this on a team of six people.

v _ _ _ _ _

4 You do this in water.

s _ _ _ _

5 In this sport, you throw a ball through a hoop.

b _ _ _ _ _

LISTENING

Part 1: Multiple-choice pictures

1  2.20

Answers

1 B 2 B 3 B 4 C

READING AND WRITING

Part 6: Word completion

2

Answers

- 1 tae kwon do
- 2 snowboard
- 3 volleyball
- 4 swim
- 5 basketball

TEST YOURSELF UNITS 7 & 8

VOCABULARY

1

Answers

- 1 coat
- 2 baseball
- 3 sitting
- 4 making
- 5 studying
- 6 sneakers
- 7 doing
- 8 taking
- 9 third
- 10 cheering

GRAMMAR

2

Answers

- 1 like
- 2 standing
- 3 can't
- 4 stand
- 5 don't
- 6 can

3

Answers

- 1 can ~~to~~ count
- 2 I'm ~~study~~ studying
- 3 ~~doesn't can~~ cannot / can't
- 4 don't like ~~watch~~ watching
- 5 She ~~shops~~ 's / is shopping
- 6 ~~Do you can~~ Can you

FUNCTIONAL LANGUAGE

4

Answers

- 1 What, o'clock, don't, How
- 2 wearing, time, to / after, Let's

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

baseball | cheering | coat | doing | fourth | making
sitting | sneakers | studying | surf | taking | three

- 1 It's cold outside! Put a _____ on when you go out.
- 2 I love playing _____.
- 3 We like _____ under the big tree in the backyard on hot summer days.
- 4 I'm in the kitchen. I'm _____ sandwiches for the party.
- 5 My brother is going to college in Australia. He's _____ math there.
- 6 You can't wear _____ to a party! Wear your new shoes!
- 7 My sister's at the gym. She's _____ tae kwon do.
- 8 I love _____ pictures of different sporting events. Look at this one!
- 9 Thanksgiving? In the U.S., it's the _____ Thursday in November.
- 10 They're winning! Everyone is _____!

/10

GRAMMAR

2 Complete the sentences with the words in the box.

can | can't | don't | like | stand | standing

- 1 Do you _____ reading magazines?
- 2 I don't like _____ on the bus.
- 3 I'm sick. I _____ go out today.
- 4 I don't want to sit down. I can _____ and watch. It's OK.
- 5 We really _____ like going for hikes in winter.
- 6 He _____ run 100 meters in twelve seconds.

3 Find and correct the mistake in each sentence.

- 1 He can to count to 20 in Japanese. _____
- 2 Please be quiet. I'm study for the test tomorrow. _____
- 3 She doesn't can speak English. _____
- 4 I don't like watch sports. _____
- 5 She's downtown right now. She shops. _____
- 6 Do you can play the piano? _____

/12

FUNCTIONAL LANGUAGE

4 Write the missing words.

- 1 A _____ time is it?
B It's three _____. I'm bored!
A Me too. Why _____ we play a game?
B A game? No, thanks. _____ about going for a hike?
- 2 A Look at those people! They're _____ very strange clothes.
B Yes, they're going to a big party in the park. It's Sunday today!
A What _____ does the party start?
B Two o'clock. Oh, look. It's a quarter _____ two now!
_____ go and join them.

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9