

**Unit profile****Vocabulary:** Music**Reading:** A profile, an advertisement and an email**Grammar:** Present perfect and past simple**Vocabulary:** Word families**Writing:** An informal letter or email (1)**Warmer**

Ask students what their favourite kinds of music are (e.g. rock, pop, jazz, classical, rap) and write the top five on the board. Put students into pairs to list as many performers for each category as they can in a set time. Ask the pair with the longest list to read it to the class.

**Your profile**


Tell students to make notes to answer the questions before putting them into pairs to discuss their ideas. Model the activity by giving your own responses and encourage students to extend their answers with reasons and examples. Invite students to tell the class about what another student thinks and feels about music.

**VOCABULARY Music**

- 1 Do the exercise as a class. Ask students to look at the photos and answer the questions. Write any interesting or useful music vocabulary on the board.


**Answers**

- a in a TV studio, presenting a programme  
b at an outdoor concert or music festival, watching the show  
c in a radio studio, giving an interview  
d in a music studio, mixing the sound  
e in a concert hall, waiting for a classical concert

- 2  1.19 Tell students they will hear five short conversations. Play the recording. If you feel students need more support, pause the listening after each of the texts and elicit answers. You could ask students to recall what they can remember about each conversation.

**Answers**

1 c 2 b 3 e 4 a 5 d

- 3  1.19 Books closed. Read the words and phrases from the box and elicit their meanings. Do not over-correct for accuracy but help students communicate their ideas. Books open. Students work individually to complete the sentences. Monitor and help with vocabulary as necessary. Allow them to compare their answers with a partner before checking as a class.

Nominate individuals to give answers and model words for pronunciation where necessary. Point out the difference in pronunciation in the word *live* /laɪv/ (seen or heard as it happens) and *live* /lɪv/ (have your home somewhere).

**Mixed ability**

Ask stronger students to complete the sentences without looking at the box first. They can then check and make any necessary changes.

**Audioscript****Narrator:** 1

**Speaker 1:** Hello, and welcome to the morning show! I'm DJ Mike playing your favourite music. We just heard Lola Suarez and a track from her album *Peace and Hope*. And this morning, Lola is in the studio with us. Welcome, Lola!

**Speaker 2:** Hi! It's great to be here.

**Speaker 1:** Now, Lola, you're famous in your own country, but it's your first time in London?

**Speaker 2:** That's right. I guess you could say I've been a celebrity at home for about three years now. But I'm new to London and Europe really.

**Speaker 1:** How did it happen?

**Speaker 2:** Well, one day I was just ...

**Narrator:** 2

**Speaker 3:** I can't see anything!

**Speaker 4:** Well you don't have to look! Just listen! You know, it's live music! That's what it's all about! I can hear the amazing bass guitarist, can't you?

**Speaker 3:** No, I've stood in the rain for long enough! I'm wet and you know what, the music is awful. I'm leaving. I don't think they have even done a proper sound check. And it's all recorded anyhow – not even live! They shouldn't call this event a live music festival! I'm off!

**Speaker 4:** Good luck with finding your way out of this crowd.

**Narrator:** 3

**Speaker 5:** And now we have the Sydney Symphony Orchestra, who'll be joined by the Russian musician, Irena Akifieva. Her performance will be the Beethoven Piano Concerto Number 5, also known as the Emperor Concerto. While we are waiting, to remind listeners who have just joined us, we are live from the Sydney Opera House – a concert hall that is familiar to our regular listeners. And here she is, Irena Akifieva, walking onto the stage ...

**Narrator:** 4

**Speaker 6:** Hello! I'm Belinda! And this is VVTV – the only TV music channel that plays your music. Later on, we have an important announcement about everyone's favourite band, Morning Tea. I've heard that they're advertising for young people for their next video. And that could be you! So hang around for that! But first, let's take a look at a video clip from EE's latest video – he has just released it and you're going to love it!

### Speaker 7: 5

Hello! And in today's programme, I'm going to talk to two people who get the music to you. They produce the music. Do you know how they do it? Like me, you probably think the musicians record their music and that's it. I have just come back from the London Sound Studio where I spoke to sound technician Bobbi Jackson and she has introduced me to a whole new world: the world of sound production ...

### Extension activity

Put students into same-ability pairs. Tell them to choose five things from the box in exercise 3 to talk about. They write a list and swap with a partner. Their partner chooses three things to ask their partner about. Monitor and join in with the conversations, giving positive feedback for interesting ideas. Nominate individuals to share their ideas with the class.

### Answers

- 1 DJ 2 studio 3 celebrity 4 guitarist 5 live 6 festival  
7 concert hall 8 music channel 9 video clip  
10 musicians 11 sound technician 12 production

- 4 Put students into pairs to read the questions and to sequence them in order of interest. Remind them to expand their answers with examples and reasons as they discuss the questions, starting with the most interesting first. Monitor and give positive feedback for detailed and/or interesting information. Bring the class together and report any interesting comments. Ask different students to answer each of the questions. Encourage others to comment or add their own ideas or experiences.

### Fast finishers

Ask fast finishers to choose two questions from exercise 4. They should write a paragraph about their partner using as much vocabulary from exercise 3 as possible.

## READING

- 1 Find out what students can remember about Allan (he appears in Unit 1) before asking them to read his profile.

### Possible answer

He's musical.

- 2 Read the instructions and ask students to read the advertisement. Do the exercise as a class and encourage students to respond to each other's comments for question 3, either agreeing or disagreeing and using the expressions from the *Prepare* box in Unit 6. Give your own opinion as a model.

### Answers

- 1 A music course  
2 How to record music in a studio and see what happens backstage.  
3 Students' own answers.

- 3 Read the list of topics aloud and set a short time limit for students to scan the text and decide which topics are mentioned.

### Answers

his teachers (Matt the technology instructor); difficulties on the course (e.g. finding it hard to get the technology apps); things he's learning about (how to record a singer)

- 4 You could do the exercise by asking one student to choose a question, and nominate another to give the answer. Alternatively, put students into mixed-ability pairs and tell them to read the questions and underline key words and phrases in the questions to help them locate the information in the text. For example, 1 *long, Allan, course* 2 *surprised, singer* 3 *describe, instructors* 4 *Why, Matt, send, text* 5 *How, help, band* 6 *doing, sound track, tomorrow* 7 *didn't, finish, today* 8 *say, course, overall*. Monitor and help as students answer the questions. Nominate individuals to give answers and see if the class agrees before confirming.

### Answers

- 1 since last Thursday  
2 she didn't know her words  
3 as 'cool'  
4 about a technology app  
5 he sorted out a volume program they were using  
6 mastering it, i.e. checking its volume  
7 hasn't had time and he wants Matt to help him check it first  
8 it's great and he's learnt lots of new skills

- 5 Tell students to match the highlighted words from the texts to meanings 1–4 individually. Allow them to compare their answers with a partner before checking as a class.

### Extension activity

Choose a sentence from the email which contains the present perfect, e.g. *We've just about finished recording the instruments and we've nearly finished recording the voices*. Write the sentence on the board and give students two minutes to memorise it. Erase two words and ask a student to say the memorised sentence. Repeat until the board is clear, with the final student having to say the full sentence without any words on the board for support.

### Answers

- 1 technology 2 confusing 3 crew 4 update

## EP Word profile

Ask students to read the sentences and then set the exercise on page 133. Check answers and then put students into pairs. Tell them to take turns saying a sentence with the word *just* for their partner to identify its use.

### Answers

- 1 just as 2 just in time 3 just about 4 just 5 just  
6 just

## Talking points

Monitor and comment on interesting ideas as students discuss the questions in pairs. Encourage them to give reasons and use expressions from the *Prepare* box in Unit 6 to express their opinions. Invite two or three students to share interesting information with the class.

### Cooler

Ask students to write three sentences about musicians, festivals or music channels they like, using the words in the box on page 42. Put them into pairs to discuss their ideas, and share any interesting ideas as a class.

## GRAMMAR Present perfect and past simple

Books closed. Nominate individuals to answer these questions: *Have you been to (local place)? When did you go?* Continue until two or three have given their answers and write both questions on the board.

- 1 Ask students to find and underline sentences 1–4 in Allan's email. Read the rules aloud and do the exercise as a class. Tell stronger students to find two additional examples of each tense in Allan's email.

Focus on sentences 2 and 3 and ask about the time each one is referring to (sentence 2 = yesterday, sentence 3 = before now). Point out that the time referred to in both sentences is in the past and the actions are both completed.

Focus on sentences 1 and 4 and elicit the form of the present perfect (*have* + past participle). Ask *How are the two sentences linked to the present?* (sentence 1 = Allan is still on the course, sentence 4 = has the implicit idea of *so far* or *until now*, implying that Allan expects to learn more skills on the course). Explain that although both the past simple and present perfect would be grammatically correct, in sentences 1 and 4, if Allan had used the past simple he would not be conveying the idea that the information is still significant at the time of writing his email or that he is thinking about the present result.

### Answers

- rule a: 1, 4  
rule b: 2, 3

→ Grammar reference Student's Book page 151

- 2 Put students into mixed-ability pairs to do the exercise. Monitor and focus on accuracy, especially negative structures and subject/verb agreement, helping as necessary. Nominate individuals to give answers and ask the class to say if they are correct before confirming.

Elicit why the present perfect has been used in sentences 3, 4 and 5 (3 he's excited about seeing his favourite band live; 4 Mike's mum offered the lift a short time ago and we don't yet know if they accepted the offer; 5 Mike is now in the position that he has a lift already (but the lift is not yet in the past)).

### Mixed ability

Write the following sentence stems on the board, and write the possible endings on slips of paper to give to weaker students. They match the endings with the sentence stems, while stronger students add their own present result. Check answers.

- 1 *I've just come back from the London Sound Studio ... I learnt how to record music professionally.*  
2 *I've joined the backstage crew on a two-day tour ... we're having a great time.*  
3 *Matt's sent me a text explaining how the app works ... I'll find out how to use it later.*  
4 *We've finished recording the instruments ... and now we need to put it all together.*

### Answers

- 1 bought 2 paid 3 hasn't seen 4 has offered  
5 has organised 6 called

- 3 Focus on the words in bold and tell students that they all give extra information about how an action is connected to the present. Do the matching activity as a class, emphasising the difference in meaning in options a–c by referring back to the examples.

### Answers

- a already b just c yet

- 4 Books closed. Write sentences 1–4 on the board without the adverbs. Say an adverb and a sentence number and ask a student to say the sentence with the adverb. Ask the class to listen and say if the adverb was in the correct position. If so, add it to the sentence.

### Mixed ability

If some students need more support, make sentences about the lesson using the adverbs, e.g.

- 1 *We've just read Allan's email.*  
2 *We haven't done Exercise 5 yet.*  
3 *We've already done Unit 6.*  
4 *I haven't told you what your homework is yet.*

Ask students to make similar true sentences. Stronger students write one sentence with a blank for the adverb on a slip of paper. They give these to a weaker student to complete.

## Answers

yet is used at the end of a sentence; *just* and *already* are used between the auxiliary (*have*) and past participle.

## Corpus challenge

Tell students to look at the sentence and find the mistake before comparing with a partner. Ask a student to write the correct sentence on the board and confirm with the class before feeding back. Ask students to name the tense (present perfect).

Book closed: say some of the verbs from exercises 1–3 (for example, *buy*, *pay*, *spend*, *learn*, *be*, *go*, *send*) for students to give the past participles.

### Answer

I have just bought a new book.

- 5 Tell students to read the sentences and check any new vocabulary. You may need to explain *apply* (request something officially), *judges* (people who choose the winner of a competition) and *annual* (every year). Ask students to do the exercise individually and monitor and check for accuracy. Allow them to compare their answers with a partner before checking as a class. See if the class agrees before confirming.

### Extension activity

Put students into small groups. Tell them to take turns to mime something they have done today. The others in the group have to guess the activity, using the present perfect. You could write some suggestions on slips of paper to get students started, e.g. *You have just eaten lunch* and *You have sent an email*. Ask each group to share one mime with the class.

### Answers

- 1 've just seen 2 have already sung
- 3 haven't announced; yet 4 have already put
- 5 hasn't performed; yet 6 has just had

## VOCABULARY Word families

- 1 Tell students to look at the example sentences and the words in bold. Ask *What have they got in common?* (they all contain the word *help*). Draw three columns on the board, headed *Noun*, *Verb* and *Adjective* and do the exercise as a class. Write the words in the appropriate columns.

### Answers

- 1 verb (help) 2 adjective (helpful) 3 noun (help)

- 2 Put students into mixed-ability pairs to complete the table. Invite two or three students to give answers and monitor and check for pronunciation. Point out the difference in syllable stress in *REcord* (noun) and *reCORD* (verb).

## Answers

- 1 musical 2 perform 3 advertisement 4 entertain
- 5 entertaining 6 achievement 7 record/recording

- 3 Students continue in mixed-ability pairs. Monitor and check spelling as they complete the exercise. Check answers and elicit the spellings of the words. As a follow-up, put students into small groups and tell them to write the nouns on slips of paper. They take turns to pick a noun and describe it using the verb or adjective for the other students to guess, e.g. *They perform on stage or TV* (performer) or *Someone who entertains people* (entertainer).

### Fast finishers

Ask fast finishers to write anagrams of the vocabulary. Tell them to swap papers with another fast finisher to guess the word.

### Extension activity

Books closed. Say a word for students to call out the part of speech (e.g. *performance* – noun). They continue testing each other in pairs. One says a word and their partner says the part of speech. Ask them to make a note of any they are struggling with, and to share these in whole-class feedback.

### Answers

- 1 performer 2 musicians 3 advertisement 4 entertainer
- 5 record/recording 6 achievement

## WRITING An informal letter or email (1)

- 1 Read the instructions and ask students to read the letter and Toby's questions. Check answers.

### Answers

Yes. The event took place in the school hall. It was awesome. She went with her band mates.

- 2 Ask students if Miina's letter is formal or informal (informal, it's to a friend). Read the question aloud. Direct students to the *Prepare* box to identify which of the phrases Miina uses.

### Answers

Dear; Write soon

- 3 Read the instructions and ask for an example of a short form (e.g. *I've* in the fourth sentence) to check understanding. Remind students that these are common features of informal letters or emails. Set a short time limit for them to find the short forms.

### Answers

I've (x4), can't, I'll

- 4 Monitor and help as students rewrite the sentences. Check answers and pronunciation of short forms.

### Answers

1 He's 2 We're 3 who's 4 I'd 5 haven't 6 couldn't

- 5 Say each of the words in turn for students to call out the more informal equivalents. Remind them not to mix formal and informal language in the same text. Write the answers on the board. Ask students to close their books and see if they can remember the more formal equivalents. You could also get them to write a sentence that is true for them in their vocabulary notebooks using each of the highlighted words.

### Answers

1 loads 2 scary 3 awesome 4 mates 5 been into

- 6 Monitor and help with ideas as students write notes to answer the questions. Put them into pairs to tell a partner about the event. Ask students to share ideas and help each other with their plans.

## ● Prepare for Preliminary for Schools

### Reading and Writing, Writing Part 3 Question 7 informal letter

#### Task description

Writing Part 3 tests students' control and range of language. They can choose between writing an informal letter or a story of about 100 words. Students are assessed on Content, Communicative achievement, Organisation and Language. For the informal letter, students are given part of a letter from a friend providing the topic they must write about. They must answer all of the friend's questions.

#### Tip

Tell students that they should read the friend's letter carefully and make sure they answer all of the questions in it. Students should not write a pre-learned text, as it is unlikely to be suitable for the task set.

→ See Exam Profile 4, Student's Book page 127

- 7 ● Give students 15 minutes to write their letter and tell them to revise their work when they have finished. Pair students who finish at the same time to read each other's stories. They can comment on whether or not their partner has used the tips in the *Prepare* box.

### Sample answer

Dear Toby

It was great to hear from you. I went to a fantastic concert with some friends last weekend. It was held in an old theatre, and the lighting was really awesome. There were two bands on and my favourite one played first – they're called The Red Riders.

They have three guitarists and a brilliant keyboard player, who sings. Unfortunately, they only played for half an hour. My friends and I wanted them to do a lot more songs! Anyway, the second band was also quite good and I bought their latest album after the concert.

Keep in touch!

Bye,

### Cooler

Students reread the unit and make a list of the past participles (e.g. *spent*, *learned*) they can find. They take turns saying a past participle to their partner, who replies with its infinitive form. Ask students to make a note of any that they struggle with, and share these during class feedback.

### Project

Put students into pairs or small groups to find out about a music festival or other cultural festival (e.g. drama, dance, art) they would like to go to. In class, they make a list of the type of information they plan to find out, e.g. where, when, how many people go, what types of artist perform. They share out the topics and use the internet to find out more information. They can either make a poster or present the information in the next class. The class check they have included sufficient information about the event and vote for the most interesting one.

### Teacher's resources

#### Student's Book

Grammar reference and practice page 151

Vocabulary list page 139

#### Workbook

Unit 7, page 28

#### Go online for

- Pronunciation
- Corpus tasks