

2 Live music

Unit profile

Vocabulary: Music

Reading: *Crisps, sweets and white kittens?*

Grammar: Present tense review

Vocabulary: Verbs + infinitive / -ing with a change in meaning

Listening: People talking about music

Speaking: Describing a favourite song


Warmer

- 1 Find five songs that students are likely to know or recognise.
- 2 Put them into teams of four or five and explain that you are going to play the start of some well-known songs. Tell them to write down the name of the song and the singer.
- 3 Play a few seconds of each song, pausing slightly between each one for students to write down their guesses.
- 4 Check answers. The winning team is the one to guess the most correct songs and singers.

Your profile

Ask students if they have seen any of the singers or bands you played in the Warmer live. Then put them into groups to answer the questions. Discuss answers as a class, and take a class vote to find out the most popular performer and style of music.

VOCABULARY Music

- 1  1.03 Tell students that they are going to hear seven different types of music and that they should try to identify the styles. Play the first one as an example. Then play the rest and check answers. Focus students' attention on the pronunciation of each type of music. You may find that the words are similar to words in your students' language, but that the pronunciation is different.


Answers

- 1 reggae /'reg.eɪ/ 2 opera /'ɒp.rə/ 3 rock
4 classical /'klæs.ɪ.kəl/ music 5 hip-hop
6 jazz /dʒæz/ 7 folk /fəʊk/

- 2 Monitor and help students as they reorder the music reviews. Give them time to read the sentences and encourage them to think about words which frequently go together, e.g. *last year*, *for months*. Ask students to compare their answers with a partner, but do not confirm the correct answers at this stage.

Mixed ability

Simplify the exercise for weaker students by also giving them the final sentence of each review. Stronger students can complete the exercise without this support.

- 3  1.04 Play the recording for students to check their answers, and confirm these as a class.

Extension activity

Find a review of a popular group's album or performance and cut it into half sentences. In groups, ask students to re-form the review.

Answers

- 1 e, b, h, k, i, c 2 j, f, d, a, l, g

Audioscript

Live music review: The Scene

The Scene released their first album last summer and soon had a massive hit with their single *Lucky*, which was in the charts for months. They've been touring the world since the beginning of January, and last night they gave a performance in their hometown to 5,000 devoted fans who were definitely in the mood for dancing.

Live music review: Phoebe White (ex-Blue Lines)

Blue Lines' popularity as background music on TV shows was something that former lead singer, Phoebe White, apparently hated. Her decision to go solo last year was no surprise. Her choice of concert venue for her first live performance since the split, however, was certainly unusual. In fact, White's musical talent was at its best in the tiny and friendly atmosphere here.

- 4 Write an example for some of the words on the board, e.g. *little monsters* (the name given to Lady Gaga's devoted fans), *Chris Martin* (the lead singer of Coldplay), *O2 Arena* (a concert venue in London), and ask them to match them to the words in bold. Tell students to complete the exercise individually. Check answers.

Fast finishers

Ask fast finishers to write three sentences using some of the vocabulary in bold. When checking the answers to exercise 4, elicit some of these example sentences.

Answers

- 1 lead singer 2 go solo 3 background music
4 massive hit 5 the charts 6 concert venue
7 devoted fans 8 touring the world

- 5 Put students into small groups to discuss the questions. Alternatively, you could do this as a class survey, with students choosing one question to ask as many people as possible in five minutes. When feeding back, find out if anyone in the class plays an instrument or is in a band. If so, and if feasible with your class, you could ask them to bring their instrument to the following class to give a short performance.

READING

- 1 Ask students to look at the pictures on page 15 and discuss the questions as a whole class (see the Cultural background box).

Cultural background

Coldplay are a British rock band who achieved worldwide fame with their single *Yellow* in 2000. They are active supporters of various social causes and charity projects.

Rihanna (born 1988) is a singer from Barbados. She has sold more than 150 million records worldwide, including the best-selling single *Umbrella*.

Jennifer Lopez (born 1969) is an American singer and actress. She has sold more than 80 million records, including *If You Had My Love* and *Jenny from the Block*.

Lady Gaga (born 1986) is an American singer-songwriter. She has sold more than 125 million records worldwide, including *The Edge of Glory*.

Maroon 5 is an American pop rock band who have sold more than 27 million albums worldwide, including their debut *Songs about Jane*. Their single *Moves Like Jagger* is one of the best-selling singles worldwide.

- 2 Write *riders* on the board and ask students if they know what the word means. Elicit some ideas and then give them a couple of minutes to read the opening paragraph to check their predictions. Find out if they have heard of any other famous riders or demanding musicians.

Possible answer

Riders are part of the contract between musicians and concert venues. They list things a band or singer requires from the concert venue.

- 3 Check that students understand *recycling* (*putting used paper, glass, etc. through a process so that it can be used again*), *locally-grown* (*from an area near you*), *stamp* (*official paper that you buy and stick onto a letter before you post it*) by eliciting an example sentence using each one. Ask them to read the riders and take a class vote on which one they would choose for themselves. Then put them into pairs to predict who they think each list of riders belongs to. Give students a few minutes to read the article to check their answers and then confirm as a class.

Answers

- 1 Jennifer Lopez 2 Rihanna 3 Maroon 5 and Jack Johnson
4 Coldplay 5 Lady Gaga

- 4 The exercise relates to *First Reading* and Use of English Part 6, in which students have to identify which sentences fit in the gaps. Students will need to look at the sentence before and after the gap and to identify vocabulary on a similar topic or theme. Explain that the actual exam task has seven options (A–G) and six gaps. Give them a few minutes to complete the exercise individually. Allow them to compare answers with a partner before checking as a class.

Answers

- 2 F – The missing sentence is about eating, which fits the content of the paragraph. ‘She’ links to ‘Lady Gaga’ in the previous sentence and to ‘her’ in the sentence after the gap.
3 A – The missing sentence talks about an excessive number of clean towels, which contrasts with the green concerns described earlier in the paragraph. ‘He’ refers to the ‘former member of the Beatles’ in the sentence before the gap.
4 E – The sentence before the gap talks about Adele’s insistence on making a charity donation, which matches the words ‘no exceptions to this rule’ in the missing sentence.
5 C – The paragraph is talking about ‘outrageous’ riders and gives two examples of these before the gap. The missing sentence then refers to ‘the most famous’ of these riders and this is described in the sentence after the gap.

- 5 Ask students whose riders they think would be the best and why. Then tell them to write their own riders. Take in the riders and redistribute them. Ask them to try to guess who wrote the riders they are now holding.

Talking points

Put students into pairs to discuss the questions. You may need to explain the meaning of *unreasonable* (*not fair*). Find out how often students go to concerts and whether the price of tickets puts them off.

Extension activity

Read these situations out and ask students to discuss which one they think is the most annoying and why:

- 1 You go to a concert, but the band refuse to play because their drinks were not cold enough.
- 2 You go to a concert and it starts two hours late because the singer refused to sing until food from their favourite restaurant was delivered.
- 3 You want to go to a concert, but the tickets are much more expensive than usual because the singer is paying over 100 people to help get them ready.

EP Word profile

Ask students to explain each use of the phrases with *on* to their partner. Then set the exercise on page 122. Check answers.

Answers

- 1 on time 2 on purpose 3 on the whole
4 on offer 5 on condition that

Cooler

Tell students that they are going to plan a concert with three different performers. They should decide in small groups who would perform, what the venue would be and what big hits each band would play. Once they have written down their plan they should swap it with another group. The groups should now imagine they have been to the concert planned by the other group and write a review. Encourage students to include as many words from exercise 2 as possible. Ask one or two groups to read out their review to the class.

GRAMMAR Present tense review

- 1 Books closed. Write present simple, present continuous and present perfect on the board. Ask students to tell you when each tense is used (see exercise 1) and to give you an example sentence using each one. Books open. Monitor and help as they match the sentences to the rules and then use the rules to check the ideas on the board.

→ Grammar reference Student's Book page 139

Answers

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

- 2 Look at the first gap as a class. Tell students that we use the present continuous as Sam is on the phone right now. Give them a few minutes to complete the gaps individually. Allow them to compare answers with a partner before checking as a class.

Mixed ability

Encourage weaker students to work in pairs to work out what the correct tense of each missing verb should be, before they decide on its form.

Fast finishers

Ask fast finishers to write a third sentence using the present perfect of each verb. Elicit examples after checking answers to exercise 3.

Answers

1 You've been 2 I'm trying 3 the website is
4 people are doing 5 are playing 6 They're playing
7 Do you want 8 It sounds 9 I listen 10 Lauren's waiting
11 She's been 12 people sell

- 3 Give students a few minutes to read the prompts on page 120 and to think about what they might write. Elicit an example for each prompt from the class and then give students time to write their sentences. Ask students to read their sentences out loud to a partner. Encourage students to ask a follow-up question each time. Elicit an example for each of the prompts and the extra detail they found out from their follow-up question.

Corpus challenge

Books closed. Ask students to write a sentence using the expression *all the time*. Books open. Ask students to compare the grammar of their sentence with the one in the box and elicit any differences. Ask students to correct the sentence in the book. If we do something *all the time*, it means it is normal or usual and therefore we need to use the present simple.

Answer

I listen to music all the time!

VOCABULARY Verbs + infinitive / -ing with a change in meaning

- 1 Explain that the same word can change meaning depending on the verb pattern. Look at the first one as an example and explain the difference in meaning (see Answers below). Then ask students to look at the other pairs with a partner. Check answers.

Answers

- 1 a *remember* + infinitive: remember something you have to do. The example is an instruction to not forget to feed Lady Gaga's team at the correct time.
- 1 b *remember* + -ing: remember an activity or event from the past. In the example, the promoter remembers a past event when someone requested 20 white kittens.
- 2 a *stop* + infinitive: If you stop to do something, you interrupt an activity in order to do something else. In the example, the singer stopped singing in order to have a drink.
- 2 b *stop* + -ing: to not continue doing something that you were doing. The example means Coldplay are always thinking about their friends and family.
- 3 a *try* + -ing: to do something to discover if you like it. In the example, the speaker listened to the music, but did not like it.
- 3 b *try* + infinitive: to attempt to do something. In the example, the fans learn about how they can reduce their impact on the environment.

- 2 Look at the example together and then complete the second one as a class. Allow students to compare their answers with a partner before checking as a class. Tell them to look at the verbs and focus their attention on their spelling when adding -ing (*stop – stopping, forget – forgetting*) and in their past tense forms (*try – tried, stop – stopped, forget – forgot*).

Answers


2 remember 3 stop 4 Try 5 forget 6 Remember
7 stop 8 forget

- 3 Tell students to read through the things they need to describe and to think of a question they could ask their partner to find out more. For example, *Why do you want to stop doing it? Why would you like to try doing it?* Set this as a pairwork discussion task and elicit one or two responses from each pair. As an alternative, you could do this as a closed book activity. Give each pair the discussion points on separate pieces of paper. Ask them to take it in turns to take a paper and talk about that question.

Extension activity

Ask students to choose the discussion point they find most interesting and write a short paragraph describing it in more detail. They can then swap their paragraph with another student and find out more information about what their partner did or wants to do.

LISTENING

- 1  1.05 Put students into pairs to look at the pictures and describe what they can see. Tell them that they are going to listen to four speakers and match each one to a picture. Play the recording and then check answers.

Answers

1 d 2 b 3 c 4 a

Audioscript

Speaker 1: I hadn't heard of many of the bands but there was an amazing variety of music on. It actually goes on for three days, people camp and there's plenty of food on offer.

Speaker 2: It was our band's first live performance so I was just trying to stay calm and not make too many mistakes. We had a lot of support from friends and so on and everything went pretty well on the whole.


Speaker 3: I've got everything they've ever done, though, of course, I've never seen them live! In fact, they released a new album of rare songs yesterday and I reckon I was one of the first to get it.

Speaker 4: I wouldn't go and see him again. I couldn't even stay to the end because he didn't come on stage until after ten. I had to be home by midnight.

- 2 Ask students to do this exercise individually. Tell them that underlining important words can help them to focus on what they are listening to, as the recording often uses synonyms or similar words. Encourage them to compare their underlined words and ask them why they chose the words they did.

Possible answers

- B** first heard her favourite song when it was performed live at a concert?
C mentions a song that brings back good memories?
D learned about her favourite song through a relative?
E thinks that most people recognise one of her favourite songs?
F took up a musical instrument because of her favourite song?


- 3  1.06 This is an introduction to *First Listening* Part 3, in which students match the speakers (1–5) to the options (A–H). Note that there are a total of five speakers and eight options in the exam. Tell students that they will need to choose one option from A to F for the first speaker. Play the recording. Check the answer and ask how the underlined words helped them (she says *My mum recognised it straightaway and told me all about it.*).

Answer

D

Audioscript

I hadn't heard of many of the bands but there was an amazing variety of music on. It actually goes on for three days, people camp and there's plenty of food on offer. One of the bands did a brilliant version of a real favourite of mine – *I Say a Little Prayer*. I first heard that song as background music in an old film on TV. My mum recognised it straight away and told me all about it. The original was sung by Dionne Warwick. But my favourite is a cover by Aretha Franklin. Anyway, it's such a sweet love song and the lyrics are really clever.

- 4  1.07 Tell students that they are now going to do the same with speakers 2 to 4. Give them a couple of minutes to read the options before playing the recording. Check answers.

Answers

Speaker 2: C
Speaker 3: E
Speaker 4: F


Audioscript

Speaker 2: It was our band's first live performance so I was just trying to stay calm and not make too many mistakes. We had a lot of support from friends and so on and everything went pretty well on the whole. We tried out a couple of our new songs too and people seemed to like them. One of them is our best song, I think. It's called *Lazy*. It was written by our lead singer, Joe, in the summer, just after school had broken up. We've practised it for hours and every time I hear or play it, it reminds me of the summer holidays. Lots of good weather and nothing important to do.

Speaker 3: I've got everything they've ever done, though, of course, I've never seen them live! In fact, they released a new album of rare songs yesterday and I reckon I was one of the first to get it. I don't remember the first time I heard *Hey Jude*. It's just one of those songs everyone knows, isn't it? Like all Beatles songs. It's about dealing with bad experiences, I think. And when I'm upset about something, it makes me feel stronger. I think Paul McCartney wrote it for John Lennon's son – his name's Julian but I guess Jude sounds better.

Speaker 4: I wouldn't go and see him again. I couldn't even stay to the end because he didn't come on stage until after ten. I had to be home by midnight. As for the concert itself, well, I'm not sure whether going solo was a good idea. The song *Beautiful* is one of my absolute favourites. I listen to it whenever I need some energy – it makes me want to get up and dance immediately. And I've even learned to play guitar just so I can play it. But without the rest of the band, well, even songs like that didn't sound as good. And his new stuff isn't that great.

SPEAKING Describing a favourite song

- 1 Put students into small groups to discuss the questions. When feeding back, elicit a range of reasons why someone might like a song, e.g. lyrics, rhythm, style of music, memories it brings back, etc.
- 2  **1.08** Tell students they are going to listen to Seb describing a piece of music he likes. Give them a few minutes to read the table and then play the recording. You may need to play it twice. Allow students to compare their answers with a partner before checking as a class. Remind them that they only need to make brief notes, rather than writing complete sentences. If you have a copy of the song, you could play it to the class and ask them what they think of it.

Possible answers

song and artist: *Don't Stop Me Now* by Queen
where you first heard it: at a karaoke party
whether you can sing/play it: can't sing it
description of music: fun, starts slow, gets really fast, makes you tap your foot
how it makes you feel: like he can do anything, makes him forget his worries, gives him a boost

Audioscript

I don't have an absolute favourite. I listen to a range of music from reggae to even the odd bit of classical. But I guess there is one song that I tend to play quite often. It's a classic rock song, by Queen. *Don't Stop Me Now*. Do you know it? I remember first hearing it at a karaoke party and someone sang it really well. I'm terrible at it. I forget half the lyrics. Anyway, it's such a fun song. It starts slow but then it gets really fast! Try listening to it without tapping your foot. It's impossible! It makes me feel like I can do anything in life. For a few minutes I forget all my worries. It really gives me a boost. Music's incredible like that, isn't it?

- 3 Ask students to read the *Prepare* box. Play the recording again, so they can tick the phrases they hear. Check answers and remind students that these are useful expressions to learn for talking about music.

Answers

I remember first hearing it ...
It's such a ... song.
It starts ..., but then it gets ...
It makes me feel ...

- 4 Give students a few minutes to make example sentences. Elicit one example for each phrase from the class.

Extension activity

Ask students to show their sentences to their partner and to talk about each one together. In feedback, elicit what else they found out from their partner.

- 5 Ask students to do this individually. Monitor and join in with the discussions, giving positive feedback for good ideas. Help as necessary with any vocabulary.
- 6 Demonstrate this activity by telling the class about your own favourite song. Then put students into pairs to talk about their favourite song. Remind them to use the expressions in the *Prepare* box.
- 7 Find out if any students have chosen the same song or piece of music. Do they have similar reasons for liking it? If your class is too large to do this as a whole class activity, it can be done in groups of five or six. If you have internet access, you could play one or two songs in the class.

Cooler

Ask students to write down new words and phrases they have learnt to describe music. They should write each word or phrase on a separate piece of paper. Put students into groups and tell them to place all their words face down in a pile in the middle of the group. Each student should take it in turns to take a card and describe the word, without saying it, for others in their group to guess. The first person to guess the word wins the piece of paper. This continues until they have described all the words. The winner is the one with the most pieces of paper.

Project

Tell students they are going to write a blog post reviewing a song, album or performance. They should include information about where they heard it or where it was, what type of music it is, why they like / don't like it and how it makes them feel.

In the following class, put students into small groups. Ask them to read three or four reviews and to discuss whether the review makes them want to listen to the music or not and why.

Teacher's resources

Student's Book

Grammar reference and practice page 139

Vocabulary list page 129

Video

Live music

Workbook

Unit 2, page 8

Go online for

- Pronunciation
- Progress test
- Video extra worksheet
- Corpus tasks

Culture Education

Learning objectives

- The students learn about the secondary education systems in four countries around the world.
- In the project stage, students write a description of their ideal school system.

Warmer

1 Divide the class into two groups. One half should make a list of the positive things about education in their country and the other half should make a list of any negative things about education in their country. Tell them to think about school hours, holidays, exams and compulsory subjects.

2 Put students into pairs (one from each of the two groups) and ask them to debate education in their country. In feedback, discuss their ideas as a class.

1 Elicit which subjects are compulsory (i.e. ones you must do by law) in your students' country. Direct students to the article and tell them to read it quickly to find the answers. Check answers.

Mixed ability

Put weaker students into groups of three and assign one country to each student. They can then complete the exercise as a group. Stronger students can work individually.

Answers

Australia: English, maths, science, history, geography, physical education and another language

France: French, maths, science, history, geography, civics, physical education, art, two modern languages

South Africa: maths, two South African languages, life orientation

2 Tell students to read the sentences and to discuss with a partner which ones they think are a good idea. Are any true for their country? Then ask them to read the texts again and to match them to a country. Check answers.

Fast finishers

Ask fast finishers to rewrite some of the sentences in exercise 2 so that they are true for the education system in their country. Elicit some examples as you check answers to exercise 2.

Answers

- 1** South Africa **2** Australia **3** France **4** France
5 Australia and South Africa **6** South Africa
7 Australia and South Africa


3 Put students into groups to discuss the questions. After a few minutes, elicit some ideas from the class. You could copy the questions onto slips of paper (one set for each group) and do this as a 'books closed' activity, with students taking turns to take a slip of paper and talking on the subject for one minute. Alternatively, you could ask them to choose the questions they think are most interesting, and form groups based on the topics they most want to discuss.

Extension activity

Put students into groups of four and give them these debate topics (or any of your own). Tell two students to argue in favour of the statement, and two students to argue against it. They should swap roles for each topic.

- 1** People should not study science, as it is not relevant to everyday life.
- 2** People rarely make use of complicated maths in their daily life, so we should stop studying it at 14.
- 3** Studying art is unlikely to lead to a job and should therefore be banned.
- 4** Girls perform better in single-sex schools, so all schools should be single-sex.

After the debates, ask each group to summarise some of their main arguments and feed back as a class.

4  **1.09** Tell students that they are going to listen to a description of the secondary school system in China, and elicit anything that they already know about it. Before they listen, ask students to read the sentences and to think about the type of information they will need to complete each gap (e.g. a word or a number). Play the recording and allow them to check their answers in pairs before checking as a class.

Extension activity

Put students into pairs to discuss the Chinese school system. How is it different from the system in their country? Elicit ideas from different pairs.

Answers

- 1 junior secondary 2 two terms 3 four 4 eight
5 Maths; science 6 exam; last year 7 secondary
8 enter university 9 eight million

Audioscript

In China, there are nine years of compulsory education. During the first six years, students attend primary school, which is followed by another three years of junior secondary school, which begins when students are twelve years old.

The Chinese school year is divided into two terms of twenty-one weeks. The first term starts in September, and the second in March. Students have about ten weeks of holidays every year. The longest breaks are in summer, when students have four weeks of holidays, and in January or February, when they get three weeks off to celebrate the spring festival, or Chinese New Year.

Chinese students have classes from Monday to Friday, and the school day is usually about eight hours, from seven or eight in the morning until four in the afternoon. Most students also take extra classes after school and at the weekends, especially in maths and science, which are the most important subjects for their exams. Most students also spend a lot of their free time studying as well.

At the end of their last year of junior secondary school, when students are fifteen years old, they must take an official exam called Zhong Kao. Their results on this exam are extremely important, since students with the highest grades can attend the best senior secondary schools and their parents will also pay less for their education. Students who don't do very well cannot go to the senior school they prefer, and they may have to attend a private school, which is more expensive. Students who fail the Zhong Kao exam can go to special schools for basic job training.

After passing the Zhong Kao exam, Chinese students attend senior secondary schools for three or four years. Some schools offer more technical programmes, while others prepare students for the National University Entrance Exam, or Gao Kao. This is another very important exam, since it affects where students can go to university, what careers they can study, and how much their education will cost. As a result, there is enormous pressure on senior students to do as well as possible.

The Gao Kao exam takes place in summer, and lasts for three days. About eight million Chinese students take the exam every year, but only three million of them are successful.

Again, science and mathematics are a big part of this exam, along with Chinese and a foreign language, which is usually English. The Gao Kao exam is also very important for teachers, because if their students don't do well, it's not good for a teacher's reputation.

- 5 Put students into pairs to describe their secondary school system. They can use the reading texts and the listening text as a model. Monitor and join in with the discussions, helping and giving positive feedback where possible. Nominate a stronger pair to describe the system to the class. Elicit what students think about the system compared to others they have studied in this unit.

Cooler

Put students into pairs and give them two minutes to make a list of all the academic and vocational subjects that they know of. Ask the pair with the longest list to come and write them on the board. Tell students to imagine they attend a school where they are only allowed to study four of the subjects on the board. Give them a few minutes to choose their subjects. Then put students into groups of four to discuss which subjects they would choose and why. Share ideas as a class.

Project

Put students into small groups to discuss the questions. Tell each group to choose a spokesperson to feed back their thoughts to the class. Get students to vote on the ideal system, and hold a brief class discussion about why it is so popular. For homework, ask students to write an individual response to the questions. These can either be posted on the class blog or displayed around the classroom for other students to read.