

# Feeling good

# 1

**Vocabulary:** Feelings: nouns; Feelings: phrasal verbs

**Grammar:** Present perfect review; Verb patterns (1)

**Speaking:** Describing recent experiences

**Writing:** A personal profile

## VOCABULARY Feelings: nouns

**I can** identify and describe different feelings.

**1** Read the title of the text and the introduction. Have you used any emojis today?

## The international language of emotion

Are emojis the new global language? More than 90% of social media users use emojis to add emotion to messages, and there's an emoji for almost every feeling and social situation. How emoji-literate are you? Can you spot which two emojis are with the wrong messages?

So my phone hadn't been stolen after all – I've just found it under the sofa. What a **relief**!



I'm so excited as we're about to go to the Ed Sheeran concert. I'm jumping for **joy**!

I've just finished my 10 km 'fun run'. So this is what total **exhaustion** feels like!



We're feeling a great sense of **pride** today. Our son has just graduated! Congratulations, Ben!

Does anyone else suffer from **depression** in winter? Grey skies make me feel really miserable.



Has anyone got any tips for managing **anxiety**? I've got exams next week and I'm feeling so stressed.

Right now, I'm chilling out at the beach and listening to music. This is my idea of **relaxation**!



Thanks for the birthday wishes! Sending love and **affection** to you all!

Much to my **amusement**, our dog is singing along to the radio. She must really like Taylor Swift!



I don't understand my Maths homework! Is anyone else in a state of total **confusion** or is it just me?

I've just got to school and realized I'm still wearing my slippers! Imagine my **embarrassment**!



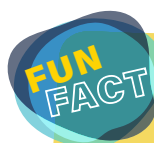
I'm feeling a lot of **anger** this morning. To the person that stole my bike lights – have a horrible day!

**2** 1.1 Read the text and complete the table with the noun forms. Listen and check.

Adjective	Noun	Adjective	Noun
affectionate	<i>affection</i>	embarrassed	
amused		exhausted	
angry		joyful	
anxious		proud	
confused		relaxed	
depressed		relieved	

**3** Which two emojis are with the wrong messages? In pairs, compare your answers.

**4** Work in pairs. Discuss when you experienced some of the feelings in Exercise 2.



Over 60 billion emojis are sent every day. One of the most popular emojis on social media is this laughing face.



Now watch the vlog.

### FAST FINISHER

Write definitions or example sentences for other emojis (real or imagined).

LS Language summary: Unit 1 SB p.127

# Feeling good

# 1

**UNIT 1 OVERVIEW:** The topic of this unit is feelings and happiness. Sts read about the world's happiest teenagers and listen to a radio programme about the effect of music on our emotions. They learn nouns and phrasal verbs for talking about feelings and read some adverts, tickets and posters for music events. They then read an article about different eras in British popular music. Finally, they read and write a personal profile. They also watch a vlog about songwriting and a culture video about Ana, a musician who uses her life experience to inspire her music.

Vocabulary	Grammar	Pronunciation	Reading	Listening	Speaking	Writing
Feelings: nouns; Feelings: phrasal verbs	Present perfect review; Verb patterns (1)	Stress in verb patterns	Understanding comparisons in texts	Listening for specific information	Describing recent experiences	A personal profile

## VOCABULARY Feelings: nouns

Sts learn nouns for 12 different feelings. They identify these by matching them to adjectives that they already know. They confirm understanding by matching the nouns to familiar emojis expressing feelings. They personalise the vocabulary by discussing when they last experienced some of the feelings.

### Vocabulary

Feelings: nouns (*affection, amusement, anger, anxiety, confusion, depression, embarrassment, exhaustion, joy, pride, relaxation, relief*)

### Vlog

Regal: *Songwriting tips*

### WARMER

Ask: *How are you feeling today? Are you happy? Are you worried about an exam?* Elicit answers from individual sts and encourage them to give reasons. Write the adjectives they use on the board, then ask: *Can you think of any more words for feelings?*

- Sts read the title and introduction to the article. Check they understand *emoji-literate* (able to understand the language of emojis). Elicit who has used emojis today, and which ones they have used.
- 1.1 Read through the adjectives in the table and elicit or teach the meanings. Point out the nouns in bold in the quiz. Sts complete the table with the correct noun forms. Play the audio track for sts to listen and check. See Answers for audio script. Check answers.

### Answers

amused – amusement	exhausted – exhaustion
angry – anger	joyful – joy
anxious – anxiety	proud – pride
confused – confusion	relaxed – relaxation
depressed – depression	relieved – relief
embarrassed – embarrassment	

- Put sts into pairs. Ask them to look at the introduction to the text again and identify which two emojis are with the wrong messages. Check answers.

### Answer

The emojis for confusion and anger are with the wrong messages.

- Give an example about yourself, e.g. *I last felt relief last week, when I found my purse – I thought I had lost it!* Put sts into pairs to talk about when they last experienced some of the feelings in Exercise 2. Ask some sts to tell the class something they learned about their partner.

### FUN FACT

Encourage sts to read this fun fact for pleasure. Ask who uses this emoji. Sts might also be interested to know that the first emoji was created by Shigetaka Kurita, a designer working for a mobile phone company in Japan in 1999. There are now over 2,000 different emojis to choose from.

### Vlog

This lesson features a vlog in which a vlogger talks about songwriting. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG pages 289 and 307.

### FAST FINISHER

Sts who finish early can practise the vocabulary further by writing definitions or example sentences for other emojis, e.g. *This emoji expresses a strong feeling of anger.* Weaker sts could work in pairs, taking turns to point to the emojis and say the correct noun that it represents.

- Vocabulary practice: WB p.6**  
Sts will find more practice of nouns for feelings here. Set these exercises for homework.

**LS Language summary: Unit 1 SB p.127**

# My happy place

## READING

I can understand comparison in texts.

- Look at the picture. Read the title of the text and the introduction. Where do these teenagers live, and why are they smiling?
- 1.2 Read and listen to the whole text. Put topics a–e in the order that they are mentioned in the text.
  - A healthy lifestyle
  - Feeling respected
  - Stress-free studying
  - Different, but just as good!
  - Lots of freedom
- 1.2 Read and listen to the article again. Are the sentences true (T) or false (F)? Correct the false sentences.
  - Frankie hasn't been living in the Netherlands for very long.
  - The most important thing for Dutch parents is the grades that their kids achieve at school.
  - Frankie thinks that Dutch teenagers are given a lot of freedom.
  - Dutch teenagers only use their bikes when the weather is good.
  - In Ruben's opinion, Dutch schools are more relaxed than American schools.
  - Ruben's teachers in San Diego haven't been supportive.
  - Dutch teenagers form strong relationships more quickly than American teenagers.
  - Ruben has found it easy to make new friends at his new school.
- Word Power** Study the table. Then look at the words in bold (1–8) in the text. Is each word an adjective, an adverb or a noun?

Suffixes		
suffix	form	example
-able/-ible, -ic, -ive	adjective	<i>reliable, energetic, creative</i>
-ly	adverb	<i>happily, enthusiastically</i>
-ance/-ence, -ment, -(t)ion, -ness	noun	<i>annoyance, embarrassment, frustration, unhappiness</i>

- COMPARE CULTURES** How is life for teenagers in your country similar to life in the Netherlands? How is it different? Where would you rather live and why?



Have the Dutch found the recipe for happiness? A UNICEF report has just identified the Netherlands as the happiest country in the world for teenagers!

Although I'm American by birth, I've lived in Amsterdam since I was eight. Here are three things I've learned to love about Dutch culture.

There's less anxiety about academic **1achievement** in the Netherlands. Students do less homework and take fewer tests, and teachers and parents prioritize teenagers' well-being over their grades. In other words, they think it's more important to raise happy kids than smart ones!

Teenagers enjoy a great deal of **2independence** here. For example, I've been making my own way to school since I was ten. My parents trust me to behave **3sensibly** – most of the time! At school, teachers treat students as equals, and they respect our opinions.

The Dutch are very **4enthusiastic** about outdoor activities, and cycling is a national passion. Whatever the weather, Dutch teens love to get on their bikes. Scientists say that physical activity not only improves our **5fitness**, but it also protects us against depression and lifts our mood!

### COMMENTS



Ruben Smit

Interesting article, Frankie! I was born in Amsterdam, but I've been living in San Diego for six months now. I've been very happy in both places.

I sometimes miss the freedom I had in Amsterdam. My new school has so many rules that I haven't learned them all yet. And we have a lot more tests here, so it can get quite stressful. On the other hand, my new teachers are great. They've encouraged me to have more **6ambition**. So I've been learning how to become an internet entrepreneur! My classmates have been so **7supportive**, too. Dutch teenagers often take time to build relationships, while Americans seem to be **8capable** of making friends for life in seconds. I've made lots of new friends here.



# My happy place

## READING

Sts read an article and an online comment about the world's happiest teenagers and focus on comparisons in two texts. They see examples of the present perfect simple and continuous, past simple and expressions of frequency in context, and study suffixes. Sts then compare life for teenagers in the Netherlands with life for teenagers in their own country.

### Reading text

An article and an online comment about a UNICEF report identifying the Netherlands as the happiest country in the world for teenagers

### Reading skill

Understanding comparisons in texts


### WARMER

Ask for a show of hands: *Who thinks your country is a good place for teenagers?* Ask some of the sts who put up their hands to say why they think this. Then ask: *Who thinks it is a bad place for teenagers?* Ask some of the sts who put up their hands to give their reasons.

- 1 Put sts into pairs to look at the pictures, read the title and introduction to the text and answer the questions. Check answers.


### Answers

They live in the Netherlands and they are smiling because they live in the happiest country in the world for teenagers.

- 2  1.2 Read out the task, then read through the topics in a–e and check sts understand them all. Play the audio for sts to read and listen to the article and comment and put the ideas in order. Check answers, and elicit the part of the text which gives each answer.

### Answers

1 c	4 a
2 e	5 d
3 b	

- 3  1.2 **Understanding comparisons in texts** Ask: *Does Ruben express the same ideas as the article, or different ideas?* Elicit that he expresses some similar and some different ideas. Explain to sts that sometimes they might read two different texts on a topic, which express different ideas. Say that it is important to recognise which ideas are expressed in which text. Ask sts to read through the true/false sentences, then play the audio again for them to read and listen. They then decide if the sentences are true or false, and correct the false ones. Check answers with the class and elicit the part of the text which confirms each answer.

### Answers

- 1 F – She has been living there since she was eight.
- 2 F – The most important thing is for their kids to be happy.
- 3 T
- 4 F – They use their bikes whatever the weather.
- 5 T
- 6 F – His teachers have encouraged him a lot.
- 7 F – American teenagers make friends more quickly.
- 8 T

- 4 **Word Power** Read through the table with the class. Elicit some other words that sts know with the various endings, e.g. *enjoyable, artistic, attractive, quickly, patience, disappointment, imagination, kindness*. Sts then look at the words in bold in the two texts and decide if they are adjectives, adverbs or nouns. They then read the words in their context and try to work out the meanings. They could work in pairs for this, and could use a dictionary to check the meanings. Go through the answers and check that sts understand all the words. Point out the collocations *enthusiastic about* and *capable of*. Remind sts that when they learn new vocabulary, they should also learn typical collocations and grammar patterns.

### Answers

- 1 noun
- 2 noun
- 3 adverb
- 4 adjective
- 5 noun
- 6 noun
- 7 adjective
- 8 adjective

## 21st Century skills

### 5 COMPARE CULTURES

Ask: *How is life for teenagers in your country similar to life in the Netherlands and how is it different?* Elicit a few ideas, referring back to some of the ideas in exercise 2 to prompt them, e.g. *Do you have the same amount of freedom as Dutch teenagers? What about a healthy lifestyle? Do you think you have more or less stress than Dutch teenagers?* Then put sts into groups to discuss which of the two countries they think is better for teenagers, and where they would rather live. Monitor and help while sts are working, then ask one person from each group to tell the class their group's ideas. At the end, you could hold a class vote on which country is better for teenagers, the Netherlands or the sts' own country.

### **R** Reading practice: WB p.7

Sts will find more practice for reading here. Set these exercises for homework.

## GRAMMAR Present perfect review

**I can** use the present perfect simple, the present perfect continuous and the past simple appropriately.

**Now watch the grammar animation.**

- 1 Read the grammar box and complete the rules with **present perfect simple** or **past simple**.

### Present perfect simple vs past simple

I've **made** lots of new friends here.  
My family **moved** here six months ago.  
How long **have** you **lived** in Amsterdam?  
I've **lived** here for nine years / since I was eight.  
How long **did** you **live** in London?  
I **lived** there for two years, from 2016 to 2018.

### Rules

We use the <sup>1</sup>... to connect the past with the present, for an action or situation that started in the past and continues in the present and for a completed action in the past when we don't specify when it happened.

We use the <sup>2</sup>... with past time expressions, e.g. *last Saturday, three weeks ago*, and to talk about an action or situation that is complete.

- 2 Complete the text with the past simple or the present perfect simple of the verbs in brackets.



For centuries, people <sup>1</sup>... (celebrate) the start of spring as a happy, optimistic time. So, in 2012, when the United Nations decided to create an International Day of Happiness, they <sup>2</sup>... (choose) 20<sup>th</sup> March! The first festival <sup>3</sup>... (take) place in 2013, and since then it <sup>4</sup>... (inspire) numerous happiness events and projects around the world.

For the second festival in 2014, Pharrell Williams <sup>5</sup>... (create) the world's first 24-hour music video, featuring people dancing to the song 'Happy'. <sup>6</sup>... (you / see) it on YouTube? I <sup>7</sup>... (watch) the 'Happy' video for about 20 minutes last night and I really <sup>8</sup>... (enjoy) it.

- 3 Read the grammar box and complete the rules with **simple** or **continuous**.

### Present perfect simple vs present perfect continuous

Tom's **been reading** *The Hunger Games*.  
He's enjoying it. (He's still reading it.)

Tom's **read** *The Hunger Games*. He loved it!  
(He isn't reading it any longer.)

I've **been playing** basketball regularly since I came to San Diego.

I've **played** basketball two or three times since I came to San Diego.

We're thirsty because we've **been playing** basketball all morning.

I've **had** a bike since I was eight.  
(NOT I've been having ...)

### Rules

We use the present perfect <sup>1</sup>...

- for actions that are complete now.
- to say how often something has happened.
- with stative verbs (e.g. *be, have, know, like*).

We use the present perfect <sup>2</sup>... for

- actions that started in the past and continue in the present.
- long and repeated actions that continue in the present.
- long and repeated actions that have a present result.

- 4 Choose the correct answers.

- I've *seen* / *been seeing* the film *La La Land* three times – I love it!
- She's *done* / *been doing* her homework, so now she can relax.
- You've *studied* / *been studying* all day. Why don't you stop and have a break?
- Sorry I'm late! How long have you *waited* / *been waiting*?
- I've *visited* / *been visiting* Amsterdam several times.
- She's *been knowing* / *known* Adam since they were at school.

- 5 Work in pairs. Talk about a hobby that makes you happy.

*I've been ... -ing ... since ...*

*I've always enjoyed ... because ...*

*The first time I ...*

*Recently, I've been ... -ing ...*

### FAST FINISHER

What have you done this week that's made you happy? Write sentences with the present perfect simple, present perfect continuous and the past simple.

## GRAMMAR Present perfect review



### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *You've been looking for them for a month!*, including the form and use of the present perfect simple, present perfect continuous and past simple. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 314 for animation script.

- 1 Read the example sentences in the grammar box. Ask sts to copy and complete the rules. Point out that the example sentences are from the texts on page 10. Sts could look at these texts to help them do the exercise. Check answers.

#### Answers

- 1 present perfect simple
- 2 past simple

Focus on the examples again. Point out that some time expressions are only used with the past simple because they refer just to the past, e.g. *I left Amsterdam six years ago / in 2018 / when I was eight*. Point out that *since* is only used with the present perfect because it refers to the past and the present, e.g. *I've lived here since I was eight* (I lived there in the past and I still live there now). Point out that *for* can be used with both tenses, e.g. *I lived in Amsterdam for two years* (in the past) or *I've lived in Amsterdam for two years* (in the past and the present).

Ask questions to check concept.

**Concept check questions:** *I lived in London for three years - Do I still live there?* (no - it was in the past). *I've been at this school for six years - am I still at this school?* (yes). *When did you move to San Diego - am I asking about just the past, or the past and the present?* (just the past.) *How long have you known Carlo? - am I asking about just the past, or the past and the present?* (the past and the present).

- 2 Pre-teach *optimistic*. Sts read the text and write the correct verb forms in their notebooks. Point out that they can use the context and also the time expressions in the text to help them decide which tense each verb should be. Go through the answers and refer back to the rules to explain any answers that sts had problems with.

#### Answers

- 1 have celebrated
- 2 chose
- 3 took
- 4 has inspired
- 5 created
- 6 Have you seen
- 7 watched
- 8 enjoyed

- 3 Read the example sentences in the grammar box. Elicit which sentences have the present perfect simple, and which have the present perfect continuous. Ask sts to copy and complete the rules. Check answers.

#### Answers

- 1 simple
- 2 continuous

Point out the form of the present perfect continuous: *have / has + been + -ing* form.

Ask questions to check concept.

**Concept check questions:** *I've been playing tennis for two hours - am I still playing?* (yes). *I've cleaned my bedroom - am I still cleaning it?* (no). *have I finished?* (yes). *I've only been playing tennis a few times - correct?* (No. *I've only played tennis ...*, because it says how often something has happened). *I've been playing tennis, so I need a shower - Did I play recently?* (yes). *What is the present result?* (I need a shower).

- 4 Sts write the sentences in their notebooks with the correct verb forms. Go through the answers and refer back to the rules to explain any answers that sts had problems with.

#### Answers

- 1 seen
- 2 done
- 3 been studying
- 4 been waiting
- 5 visited
- 6 known

- 5 Allow sts time to prepare some sentences and ideas individually first, then put them into pairs to tell their partner. Monitor and help while sts are working and correct any mistakes in a feedback session at the end.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing sentences about things they have done this week that have made them happy. Weaker sts could work in pairs and write one sentence using each tense about things they did, have done or have been doing this week.

- G Grammar practice: WB p.8**  
Sts will find more practice of present perfect review here. Set these exercises for homework.
- LS Language summary: Unit 1 SB p.127**



# Music for every mood

## VOCABULARY and LISTENING Feelings: phrasal verbs

I can listen for specific information in a radio programme.

### 1 When and where do you usually listen to music?



**PLAYLIST TO YOUR LIFE**

They say there's music for every mood and situation! So which song or piece of music ...

**A** ... always **cheers you up** and makes you smile, even when life's been **getting you down**?

**B** ... **gets to you** and makes you feel really sad or annoyed?

**C** ... could help you **get over** a broken heart when a relationship ends?

**D** ... didn't you like at first, but it **grew on you** and now you love it?

**E** ... did you use to like before, but now you've **gone off it**?

**F** ... is so exciting or energising you sometimes **get carried away** (maybe you even start dancing)?

**G** ... helps you to **calm down** or even **chill out** completely when everyday problems are **stressing you out**?

### 2 Read the questionnaire. Match the phrasal verbs in bold with definitions 1–9.

make you sad **get you down**

- 1 stop liking something
- 2 make you stressed
- 3 feel completely relaxed and happy
- 4 get too excited
- 5 start to like something more and more
- 6 make you happier
- 7 recover emotionally from
- 8 become more relaxed
- 9 make you feel upset or angry

### 3 In pairs, do the questionnaire. Do you have similar musical tastes?

### 4 1.3 Listen to the radio programme and choose the best summary.

- a A musician talks about which songs make her feel happy.
- b A music psychologist talks about scientific research into music and emotions.
- c A professional DJ talks about the songs she likes to play in different situations.

### 5 1.3 Listen again and choose the correct answers to complete the sentences.

- 1 When we listen to a song, the thing that most makes us feel happier is ...
  - a the type of music.
  - b the speed.
  - c the lyrics.
- 2 The title of the happiest song in the world is ...
  - a 'Apparently'.
  - b 'Don't Stop Me Now'.
  - c 'Queen'.
- 3 When we sing along to a song, we ...
  - a feel a sense of well-being.
  - b really understand the lyrics.
  - c improve our singing.
- 4 When we're feeling down, sad music can ...
  - a make us feel worse.
  - b have an instant effect on us.
  - c have a reassuring effect on us.
- 5 Amy recommends that we listen to ...
  - a music more often.
  - b happy music all the time.
  - c various types of music.

### 6 FIND OUT What's the best-selling song in the world? How does it make you feel? Why?

# Music for every mood

## VOCABULARY AND LISTENING

### Feelings: phrasal verbs

Sts do a questionnaire on the kinds of music they listen to and study phrasal verbs for feelings. They listen to a radio programme about the effect that music has on our feelings and focus on listening for specific information. They see examples of *-ing* forms and infinitives and talk about how some popular songs make them feel when they listen to them.

#### Vocabulary

Feelings: phrasal verbs (*calm down, cheer you up, chill out, get carried away, get to you, get over something, grow on you, go off something, stress you out*)

#### Listening text

A radio programme about the effect of music on our feelings

#### Listening skill

Listening for specific information

### WARMER

Ask: *What's your favourite song? Who is your favourite singer or band?* Elicit a few answers from individual sts, then put them into pairs to discuss the questions and make a list of three songs and three singers or bands that they both like. Ask pairs in turn to tell the class their ideas. See which songs, singers and bands are the most popular with the class.

- Put sts into pairs to discuss the questions. Ask some sts to tell the class what they learned about their partner.
- Sts read the questionnaire and match the phrasal verbs in bold with the definitions. Weaker sts could work in pairs for this. Check answers.

#### Answers

- go off
- stress you out
- chill out
- get carried away
- grow on
- cheer you up
- get over
- calm down
- get to you

- Sts work in pairs to do the questionnaire and decide if they have similar or different tastes in music. Ask which pairs have similar tastes and ask them to tell the class some of the answers they shared. Ask other pairs which of their answers were the most different.

- 1.3** Explain to sts that they are going to listen to a radio programme about the effect of music on our feelings. Read the three summaries, then play the audio for sts to listen and choose the best one. See TG page 274 for audio script. Allow sts to compare their answers in pairs, then check answers.

#### Answer

b

- 1.3 Listening for specific information** Read through the questions with the class and point out that to answer these questions, sts need to listen for some specific information. Read out each question and elicit the specific information that is missing, e.g. the thing that makes us feel happier, the place where people voted for 'Don't Stop Me Now'. Point out that more than one of the possible answers may be mentioned in the audio, but only one is correct. Play the audio again for sts to choose the correct answers. Check answers with the class, playing the audio again and pausing to confirm the answers.

#### Answers

- b
- b
- a
- c
- c

## 21st Century skills



### **6** FIND OUT

Set this exercise for homework if you prefer. However, if you have time, you could brainstorm some ideas with the class to help with their research later. For example: which singers and bands have been popular for a long time, what songs you often hear in public places, what songs are popular with people of different ages. Sts can find the information by searching online, then listening to the song to decide how it makes them feel. The answer to the question is Bing Crosby's 1942 hit 'White Christmas.'

- V L** **Vocabulary and Listening practice: WB p.9**  
Sts will find more practice for listening, and practice of phrasal verbs for feelings here. Set these exercises for homework.

**LS** **Language summary: Unit 1 SB p.127**



## GRAMMAR Verb patterns (1)

**I can** use the *-ing* and *to + infinitive* forms accurately.

**Now watch the grammar animation.**

- 1** Read the grammar box and choose the correct answers to complete the rules.

**Singing** creates feel-good chemicals in your body.  
Dad **loved playing** rock music in the car.  
We listen to sad music **to explore** our feelings.  
We **need to match** our music to our moods.  
You should listen to any song you **like listening to!**  
Many of us **like to sing** along to this song.  
I **remember listening** to that when I was a kid.  
(past memory)  
Just **remember not to listen** to sad songs all the time. (advice)

### Rules

We use the *-ing* form as the subject of a sentence, and after certain verbs, e.g. *love, don't mind, feel like, suggest*.

We use *to + infinitive* to give a reason, and after certain verbs, e.g. *decide, help, need, plan, refuse, would like*.

We can use both forms after certain verbs, e.g. *start, like, prefer*. The meaning <sup>1</sup>*changes / doesn't change*.

We can use both forms after certain verbs, e.g. *remember, forget, stop, try*. The meaning <sup>2</sup>*changes / doesn't change*.

- 2** Complete the blog post with the correct *-ing* or *to + infinitive* form of the verbs in brackets.

## TWO SONGS THAT SAY IT ALL ...

### THE SONG THAT MEANS 'FAMILY'

<sup>1</sup>... (perform) is in my blood – my mum was a pop star! I'll never forget <sup>2</sup>... (see) her sing live on TV when I was a kid. I was so proud! Next month, I'm taking part in a singing competition on TV because I'd like <sup>3</sup>... (become) a famous singer like her one day. I've decided <sup>4</sup>... (sing) 'We Are Family' by Sister Sledge, as it's my family's favourite song!

### THE SONG THAT MEANS 'FRIENDS'

<sup>5</sup>... (hang out) with my friends is so important to me. I love <sup>6</sup>... (spend) time with my 'besties'. My friends help <sup>7</sup>... (cheer) me up if I'm feeling down and when I don't feel like <sup>8</sup>... (smile), we put on some music and dance! My favourite song about friendship is 'I'll Be There For You' by the Rembrandts – it's the theme song for the TV series *Friends*. Sometimes I play it <sup>9</sup>... (remind) myself how lucky I am!

## 3 PRONUNCIATION Stress in verb patterns

- 1.4** Are *to* and *-ing* stressed or unstressed? Listen and repeat.

- I love playing the guitar, and I'd like **to** be in a band one day.
- I don't like dancing **and** I generally try **to** avoid it!

- 4** In pairs, take turns to ask questions with the correct *-ing* form or *to + infinitive*. Give as much detail as possible in your answers.

Do you enjoy / dance / or / sing?

**A:** *Do you enjoy dancing or singing?*

**B:** *I don't mind dancing, but I can't sing! My friends cover their ears when I try to sing!*

- Why is / learn / the lyrics of pop songs good for your English?
- What music do you play / relax?
- Are there any instruments you'd like / learn?
- What talents do pop stars need / have?
- Which singer or band will you never forget / see / in concert?
- Which singer or band do you really want / see / in the future?

- 5** What are your 'two songs that say it all'? Look at Exercise 2 again. Then complete sentences 1–4 with your own ideas.

The song that means 'family'

- I'll never forget hearing / listening to / seeing ...
- I listen to / play ... to remind myself of ...

The song that means 'friends'

- Being with my friends is ...
- We love listening to / playing / dancing ... when ...



- 6** Work in pairs. Tell your partner about your 'two songs that say it all'. What's the most interesting or surprising thing you learn about your partner?

### FAST FINISHER

Write about your 'two songs that say it all'. Include as many *-ing* and *to + infinitive* forms as possible.

## GRAMMAR Verb patterns (1)



### Grammar animation

This lesson features an optional animated presentation of the grammar in context called *Remember to check for viruses!*, including the form and use of verb patterns with *-ing* and *to + infinitive* forms. You can watch this in class if you have time and access to a computer or tablet, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See TG page 000 for the animation script.

- 1** Read the grammar box examples. Point out that some verbs are followed by an *-ing* form and some are followed by *to + infinitive*. You could elicit some more examples of each verb pattern. Explain that some verbs such as *like* can be followed by both patterns with the same meaning (*I like singing / I like to sing*), but point out that *I'd like* is always followed by *to + infinitive* (*I'd like to sing*), but *feel like* is always followed by an *-ing* form (*I feel like singing*). Point out that some verbs such as *remember* can be followed by either pattern, but warn sts that the meaning is different: *I remembered to phone her* = I remembered, so I phoned her; *I remember phoning her* = I phoned her, and I can remember doing this. Point out also that we can use an *-ing* form as the subject of a sentence, and we can use *to + infinitive* to say why we do something (*We listen to sad music to explore our feelings.*)

Sts copy the rules into their notebooks, choosing the correct words to complete them. Check answers.

#### Answers

- 1 doesn't change      2 changes

Ask questions to check concept.

**Concept check questions:** *Dan suggested to go to the cinema - correct? (no - suggested going). I need to go home - correct? (yes). I love dancing/I love to dance - same meaning? (yes). I stopped buying chocolate - did I buy chocolate in the past? (yes). Did I stop? (yes). I stopped to buy some chocolate - was I doing something else? (yes.) Did I stop what I was doing and buy some chocolate? (yes). To ride a bike is fun - correct? (no - Riding a bike ...). I went outside to get some fresh air - Why did I go outside? (to get some fresh air).*

- 2** Read out the title and explain that 'say it all' means 'have a lot of meaning for me'. Teach the word *bestie* (best friend). Sts read the texts and write the correct verb forms in their notebooks. Check answers.

#### Answers

- |               |                       |
|---------------|-----------------------|
| 1 Performing  | 6 spending / to spend |
| 2 seeing      | 7 to cheer            |
| 3 to become   | 8 smiling             |
| 4 to sing     | 9 to remind           |
| 5 Hanging out |                       |

### 3 PRONUNCIATION 1.4

Play the audio and elicit that *to* and the *-ing* form are unstressed. Play the audio again, pausing for sts to repeat.

#### Answer

They are unstressed.

- 4** With weaker classes, ask sts to write the questions in their notebooks first. Check these answers, then put them into pairs to ask and answer. Stronger sts can go straight into the pairwork. Read out the example question and answer and point out to sts that they should give as much detail as possible in their answers. Monitor while sts are working, and correct any mistakes in a feedback session at the end. Ask some sts to tell the class something they learned about their partner.

#### Answers

- Why is learning the lyrics of pop songs good for your English?
- What music do you play to relax?
- Are there any instruments you'd like to learn?
- What talents do pop stars need to have?
- Which singer or band will you never forget seeing in concert?
- Which singer or band do you really want to see in the future?

- 5** Sts complete the sentences in their notebooks. Ask one or two sts to read some of their sentences to the class. Correct any errors with the form.

- 6** Sts work in pairs to tell their partner about their two songs that 'say it all'. Ask some sts to tell the class something interesting or surprising they learned about their partner.

### FAST FINISHER

Sts who finish early can practise the grammar further by writing a short paragraph about their 'songs that say it all', using *-ing* and *to + infinitive* forms. Weaker sts could write three sentences about themselves using some of the verbs in the grammar box.

### G Grammar practice: WB p.10

Sts will find more practice of verb patterns (1) here. Set these exercises for homework.

### LS Language summary: Unit 1 SB p.127

# KEEP TALKING!

## Have you been to any good gigs recently?

### READING and LISTENING

I can understand information about events.

**a**

*La Traviata*  
Central Opera House



Sunday, 10 May  
Time: 2.30 p.m.  
Seat: H11

**b**

WEEKEND PASS  
Phoenix Music Festival  
7th and 8th July

Music – dance – jamming sessions – workshops and much, much more!


**c**

## GRAND FINALE

TONIGHT'S THE NIGHT!

Come along and support this year's Battle of the Bands in the school hall

£5



**d**

## OPEN MIC NIGHT

With host Jess Glenn




Coconut Tree Club  
All kinds of musicians and music welcome!  
Saturdays, 8.00 – 11.00 p.m.  
Free entry

**e**

ROYAL OPERA HALL

Kanye Michaels performs Mozart's Violin Concerto No. 3



Door 7  
Seat: H15  
Price: £30  
Doors open 45 minutes before the performance.

**f**

THIS IS YOUR TICKET

Circular Waves present their new album SEA

O2 ARENA, OXFORD  
Saturday, 9th October  
Doors open 7p.m.  
Standing only



**g**

## DANCE CLASSES.COM

Home About Classes

### Street dance classes

Dynamic, fun and energetic!  
Open to anyone aged 11 to 18.  
Wednesdays and Saturdays, 4.30–6.00 p.m.  
Ace Community Centre  
£6 per class or £40 for 8 classes.



**1** Look at the adverts, tickets, posters and passes. Which one is different to the others?

**2** Match the sentences with the events in Exercise 1.

- 1 You don't have to pay to go to this event.
- 2 You can't do this if you're over 18.
- 3 This is an afternoon performance.
- 4 This is taking place on Saturday and Sunday.
- 5 There aren't any seats for this event.
- 6 There will be a solo performer at this event.
- 7 This event is taking place at a school.

**3** **1.5** Listen to the dialogue. Which of the events in Exercise 1 do Marco and Lucy decide to go to at the weekend?

**4** **1.5** Listen again. Are the sentences true (T) or false (F)?

- 1 Lucy doesn't want to do anything at the weekend.
- 2 Lucy suggests going to a football match.
- 3 Marco isn't very keen on the street dance class.
- 4 They're too old to go to the street dance class.
- 5 Marco has been to the Coconut Tree Club before.
- 6 Lucy thinks Marco should perform a song on Saturday.

**5** Work in pairs. Find out if your partner has ever been to any events like those in Exercise 1.

**A:** Have you ever been to a street dance class?

**B:** Yes, I have. I went to a hip hop class last year.



## KEEP TALKING!

# Have you been to any good gigs recently?

## READING and LISTENING

Sts read some adverts, tickets, posters and passes for music events and focus on understanding them. They listen to two people discussing events and deciding which one to go to, then answer some true/false questions. They then learn how to describe recent experiences. They read and hear a model dialogue and personalize the useful language by following the steps in the Speaking plan to practise describing recent experiences.

### WARMER

Ask: *What kinds of events happen in your town or city?* Elicit a few ideas and ask more questions if necessary to prompt sts, e.g. *What films can you see? What about sports events? Are there any exhibitions at the museum? Are there any festivals or concerts?* Elicit a few answers, then ask: *How do you find out what's on in your town or city?* Elicit some answers, and elicit the idea of looking at adverts and posters.

- 1 Read out the task and check that sts understand *pass* (a document that allows you to go into a part of a building or festival site where members of the public are not usually allowed, e.g. backstage in a concert hall). Sts look at the adverts, tickets, posters and passes and answer the question. Check the answer.

#### Answer

g because the others are music events, whereas this is an advert for dance classes

- 2 Read out the first sentence and ask: *Which event is this true for? How do you know?* Sts look at the texts again and find the answer (d – Free entry). Sts match the remaining sentences with the events. Allow sts to compare their answers in pairs then check with the class. Elicit the part of each advert etc. which confirms each answer.

#### Answers

1 d	5 f
2 g	6 e
3 a	7 c
4 b	

- 3 **1.5** Tell sts they will hear a conversation between Marco and Lucy about which event they can go to this weekend. Read out the question, then play the audio for sts to listen and note down the event they decide to go to. See TG page 274 for audio script. Check the answer with the class, playing the audio again if necessary and pausing to confirm the answer. Check sts understand what an open mic night is (an evening when anyone can take the microphone on stage and perform).

#### Answer

They decide to go to the open mic night at the Coconut Tree Club.

- 4 **1.5** Allow sts time to read through the sentences. Check they understand them all. Play the audio again for them to listen and decide if the sentences are true or false. Allow sts to compare their answers in pairs, then check answers with the class, playing the audio again if necessary and pausing to confirm the answers.

#### Answers

1 F	4 T
2 F	5 F
3 T	6 F

- 5 Demonstrate the task by asking a confident student the example question and eliciting their answer. Sts then ask and answer questions in pairs. Ask some sts to tell the class what events their partner has been to. If some sts have been to interesting events, encourage them to tell the class about their experiences.

### EXTRA PRACTICE

Put sts into small groups and ask them to think of a fun music event they would like to see in their town or city. Ask them to design a poster or advert for their event, giving details of where it is, when it is, who can go, the price, etc. When sts have finished, display the adverts and posters around the classroom for other sts to see. Ask one person from each group to tell the class about their event. You could then use a show of hands to decide which event sts would most like to go to.

## SPEAKING Describing recent experiences

I can talk about a recent experience.

### 1 1.6 Listen and read. What did Jack do last weekend?

- Jack:** Hi, Nora. How's it going?  
**Nora:** Fine, thanks. I haven't seen you for ages. Have you been to any good gigs recently?  
**Jack:** Yes, I have, actually. I went to see Maroon 5 on Saturday.  
**Nora:** Wow! I'm so jealous! I've never seen them live. Where did you see them?  
**Jack:** In Manchester. They're only doing three shows in the UK.  
**Nora:** Wow! That's a long way to go! You really are a super-fan. Who did you go with?  
**Jack:** I went with Oscar.  
**Nora:** Nice! So, come on, tell me. What was it like?  
**Jack:** It was absolutely brilliant! They're even better live.  
**Nora:** That sounds amazing! It seems like you had an amazing weekend.  
**Jack:** Yes, I did.



### 2 1.7 Listen and repeat the Useful language. Which phrases are used in Exercise 1?

#### Useful language

##### Talking about a recent experience

Have you been to / seen any good ... recently?  
 I've just been to / seen ...  
 I went to / saw ... last weekend.

##### Asking follow-up questions

Where did you see it / them?  
 Who did you go with?  
 What was it like?

##### Showing interest and responding

Cool! / Wow! / Nice!  
 I'm so jealous!  
 I've never been / seen / done ...  
 I can imagine!  
 That sounds amazing!

### 3 Put the dialogue in order. Then work in pairs and practise the dialogue.

- That's far! Who did you go with?
- I've just been to a music festival, actually.
- Have you been to any good concerts recently?
- It was in Reading, to the west of London.
- Nice. What was the music like?
- No, it wasn't! We had fun though.
- That doesn't sound great at all.
- I went with my older brother and his friends.
- Wow! That's exciting. Where was it?
- It was a bit disappointing, actually. I didn't know any of the bands.

### 4 Work in pairs. Prepare a dialogue about an event from the list below. Follow the steps in the Speaking plan.

- an open mic night
- a film
- an opera
- a concert
- a music festival
- a football match

#### Speaking plan

##### Prepare

- > Choose an event for your dialogue.
- > Make notes for your dialogue.

##### Speak

- > Practise your dialogue.
- > Use phrases from the **Useful language** box.
- > Act out your dialogue without notes.

##### Reflect

- > Swap roles and choose a new event.
- > Did you ask follow-up questions and show interest?
- > How can you improve next time?

Now play *Keep moving!*

#### FAST FINISHER

Write a dialogue about an event you have been to recently.

## SPEAKING Describing recent experiences

- 1 1.6 Ask sts questions about what they did last weekend, e.g. *Did you have a good weekend? Did you do anything exciting? Where did you go? What was it like?*

Focus on the question. With stronger classes, you could start by playing the dialogue with books closed and have sts listen for the answer. Then play the audio again for them to listen and read to confirm their ideas. With weaker classes, play the dialogue for sts to listen and read. Check the answer.

### Answer

He went to see Maroon 5 in Manchester.

- 2 1.7 Read through the Useful language box with the class and check sts understand all the phrases. Play the audio for sts to listen and repeat. Ask sts to work with a partner to check which phrases they heard in Exercise 1. For more practice, you could ask sts to cover the dialogue in Exercise 1, then elicit the answers to the follow-up questions.
- 3 Ask sts to write the dialogue in the correct order in their notebooks. Check answers. Put sts in pairs to practise the dialogue.

### Answers

1 c	6 h
2 b	7 e
3 i	8 j
4 d	9 g
5 a	10 f

- 4 Sts follow the steps in the Speaking plan to practise describing recent experiences.

### Speaking plan

#### Prepare

Sts work in pairs to choose an event. You could brainstorm some ideas with the class. They then make notes about when the event was, who they went with and what it was like.

#### Speak

Sts choose their roles and create a dialogue, using phrases from the Useful language box. They can practise with and then without notes. Monitor and help as necessary. If your sts use smartphones in class, they could record and listen to their conversations. When they finish, they swap roles and make a new dialogue about a different event.

#### Reflect

Discuss as a class how sts could improve next time, for example, by including more of the Useful language. Encourage them to be honest and open about the things they did well and the things they can do better. Ask them to use their recordings to help them think about how they could improve next time.

### Keep moving!

This lesson features an optional language revision and consolidation game for use in digital classrooms. Players control different characters, each with their own personalities and special abilities.

### FAST FINISHER

Fast finishers can practise the useful language further. They write a dialogue about an event they have been to recently. Weaker sts could work in pairs and write two questions and answers.

#### **S** Speaking practice: WB p.11

Sts will find more practice for describing recent experiences here. Set these exercises for homework.

#### **LS** Language summary: Unit 1 SB p.127



## THE FAB FOUR

This week we've chosen four decades in British music that we think have had a major impact on music today.

### 1 The Swinging Sixties

This was a time of creativity and innovation for British music. Britain was experiencing a period of economic growth and in the 1960s, teenagers wanted to be different from their parents. They were the first generation to create a genuine youth culture and they expressed their identity through their fashion and their tastes in music. The Beatles defined this decade. They had a huge influence on popular culture and their distinctly British sound had simple melodies, clever lyrics and rhythmic guitar work. They loved playing chords and using vocal harmonies and their music cheered people up.



### 3 Electric Eighties

The early 1980s produced a new wave of manufactured pop bands and techno pop using synthesizers, percussion and saxophones. These included bands like Depeche Mode.

However, it was the Manchester indie rock band, the Smiths, which became one of the most important bands of this decade. They reacted against the superficial techno pop of the early 1980s and instead they wrote socio-political songs. Their songs were observations on the lives of ordinary people and expressed their feelings about the government and the monarchy in Britain at the time. Many of their songs were rather depressing, so, unless you were in the right mood, their songs could really get you down.

### 2 Sounds of the Seventies



The early 1970s was the era of Glam rock with artists like David Bowie and Queen. In the mid-1970s, a new type of music emerged at the same time as an economic decline in the UK: punk. It was aggressive and loud and many people saw punk as anti-establishment, anti-politics and anti-pop. A lot of young people felt angry and rebellious because they were unemployed and thought that they had no future. They had strong opinions so they used punk to express their concerns and frustrations. Siouxsie and the Banshees, with Susan Ballion on lead vocals, were a famous British punk band.



### 4 COOL BRITANNIA

With the end of the Cold War and the introduction of the World Wide Web, the 1990s was an optimistic decade and 'Britpop' was born. Bands like Oasis and Blur used their local identities and regional accents to create a sense of belonging and pride with songs about British places and culture. Until now, all-male bands had dominated the British pop scene, but in 1996, the all-girl band, the Spice Girls, with the 'girl power' message of their debut single 'Wannabe' and album 'Spice', became the fastest-selling British group since the Beatles.

## Four decades of British bands

Sts learn about four decades of British popular music. They practise comparing British pop music with music in their country. They learn some words to do with music, and check their understanding by using them to complete a music quiz. They then check their general knowledge by doing the quiz. Finally, they choose a decade or period for music in their own country and prepare and give a short presentation on it.

This lesson features an optional culture video about a musician who uses her life experience to inspire her music: see SB page 17.

### WARMER

Ask: *What's your favourite music?* Elicit a few ideas from the class, then ask: *Do you sometimes listen to singers and bands from the past? Which ones do you like?* Put sts into pairs to discuss the questions, then find out what music from the past sts like.

### BACKGROUND INFORMATION

The Beatles, made up of John Lennon, Paul McCartney, George Harrison and Ringo Starr, are considered to be one of the most successful bands of all time. The band split up in 1970, but Paul McCartney (now Sir Paul McCartney) went on to have a successful solo career.

David Bowie (1947-2016) was an English singer-songwriter who is best remembered for his success during the Glam rock period of the 1970s. During this period, he often performed as the flamboyant character Ziggy Stardust.

Queen, with their lead singer Freddie Mercury, were a successful Glam rock band of the 1970s in Britain. Their single *Bohemian Rhapsody*, remained at number one in the UK charts for nine weeks and helped make music videos more popular.

Punk rock emerged in the 1970s and was very different to the Glam rock that was popular at the time. Punk bands such as The Clash and The Damned wore leather jackets, often decorated with studs or safety pins, and set out to challenge authority and offend the moral standards of the time.


Oasis were an English rock band formed in Manchester in 1991, with the two main members being brothers Liam and Noel Gallagher. Their hit singles include *Wonderwall* and *Don't Look Back in Anger*, which has been sung as a song of reconciliation and healing after a disaster or tragedy.

The Spice Girls were an English girl group formed in 1994. They have sold over 85 million records worldwide, which makes them the best-selling girl group of all time. Their hit singles include *Wannabe* and *Say You'll Be There*. They were responsible for popularising the phrase *Girl Power*.

- Put sts into pairs to look at the pictures and discuss what they know about British bands and singers. Discuss their ideas as a class.
- Sts read the article quickly and match the singers and bands with the decades. Check answers and ask sts which of these bands and singers they have heard of.

### Answers

- d
- c
- a
- b

-  1.8 Check understanding of *decade*. Allow sts time to read the sentences, then play the audio for sts to read and listen and decide if the sentences are true or false. Check answers, eliciting the part of the article which confirms each answer.

### Answers

- |     |     |
|-----|-----|
| 1 T | 5 F |
| 2 F | 6 F |
| 3 T | 7 T |
| 4 F | 8 F |

### 21st Century skills



#### 4 THINK CRITICALLY

Read out the questions and elicit some of the social and political events mentioned in the article (a period of economic growth, an economic decline, unemployment, the end of the Cold War, the introduction of the World Wide Web). Ask: *How might these events make people feel about the future?* Elicit that they might make people feel more optimistic or pessimistic. Put sts into pairs to discuss the questions. Discuss their ideas as a class.

**1 In pairs, discuss the questions.**

- Which British bands or singers do you know?
- Which British bands or singers are popular in your country?
- Which British bands or singers do you enjoy listening to?

**2 Read the article quickly. Match the singers and bands with the decades.**

- |                             |         |
|-----------------------------|---------|
| 1 The Spice Girls           | a 1960s |
| 2 The Smiths                | b 1970s |
| 3 The Beatles               | c 1980s |
| 4 Siouxsie and the Banshees | d 1990s |

**3 1.8 Read and listen to the article. Are the sentences true (T) or false (F)?**

- The 1960s was a decade of prosperity in Britain.
- In the 1960s, British teenagers wore similar clothes to their parents.
- There was a strong connection between socio-political events and the start of punk in Britain.
- British people of all ages identified with punk music in the 1970s.
- The Smiths were one of the most important techno pop bands of the 1980s.
- The Smiths' songs were usually happy and joyful.
- In the 1990s, British pop groups wanted to show they were proud of their culture.
- The Spice Girls were much more successful than the Beatles.

**4 THINK CRITICALLY In groups, discuss the questions.**

- How do social and political events influence a country's music?
- What can you learn about another culture from its music?

**5 Word Power Find the words in the article. Can you explain their meaning?**

album chord harmony lyrics  
percussion single vocals

**6 Complete the Music Quiz questions with words from Exercise 5. Ask and answer the questions in pairs.****7 GET CREATIVE In groups, choose a key decade or period for music in your country. Prepare a short presentation. Include the following information and any audio clips:**

- decade, year
- socio-political situation
- bands, artists/musicians
- type of music
- albums, singles/songs
- reasons for your choice

# MUSIC QUIZ

**1 Which British musician helped Justin Bieber write the <sup>1</sup>... for 'Love Yourself'?**

- Adele
- Elton John
- Ed Sheeran

**2 Who sings lead <sup>2</sup>... for the British band Coldplay?**

- Chris Martin
- Jonny Buckland
- Guy Berryman

**3 What was the name of Adele's first <sup>3</sup>...?**


- 'Hello'
- 'Skyfall'
- 'Hometown Glory'

**4 Which singer's self-titled <sup>4</sup>... is one of the most-streamed on Spotify?**

- Dua Lipa
- Rita Ora
- Ellie Goulding

**5 Boy bands like One Direction are famous for singing beautiful <sup>5</sup>... . Where are One Direction from?**

- Wales and Scotland
- Scotland and Ireland
- England and Ireland

 Now watch the culture video.

**>> FAST FINISHER**

Write your own quiz question for the music quiz and test your partner.



## REAL CULTURE!

- 5 Word Power** Sts could work in pairs to find the words in the article and work out the meanings. With weaker classes, write these definitions on the board for sts to match the words with: *drums* (percussion), *people singing different notes together* (harmony), *the words of a song* (lyrics) *the main voice in a song* (vocals), *one song that is released on its own* (single), *a combination of more than one musical note* (chord). Check answers, and check that sts understand all the words.
- 6** Sts read the music quiz and write the missing words in their notebooks. Check answers, then put sts into pairs to do the quiz. Check answers to the quiz, and see which pair got the most answers right.

### Answers

- 1 lyrics; c
- 2 vocals; a
- 3 single; c
- 4 album; a
- 5 harmony; c

### EXTRA PRACTICE

Ask sts to work individually to write three sentences about a song they like, using the words in Exercise 5. Ask some sts to read their sentences to the class. Ask other sts if they agree with the sentences.

## 21st Century skills



### 7 GET CREATIVE

Put sts into small groups. Read out the task then, as a class, brainstorm information about different decades in the sts' own country, including ideas about social and political events of that decade and also the music that was popular. Make notes on the board. Sts then work in their groups to choose a decade and prepare their presentation. They could do some research if they have access to computers or tablets. Encourage them to include at least one audio clip in their presentation if they are able to. Alternatively, they could do some research for homework and prepare their presentation in the next lesson.

Monitor and help while sts are working, and ask them to organize their presentation so that they all take part. Before groups present, give sts some tips for presenting, e.g. speak slowly and clearly, look at the audience, etc. Ask groups in turn to give their presentations to the class. When all groups have presented, discuss as a class which decades produced the best popular music in their country and why.

### Culture video

This lesson features an optional culture video about a musician who uses her life experience to inspire her music. You can watch this in class if you have time and access to video, or you can ask sts to download it from the Richmond Learning Platform to watch at home. See Ana: A musical soul on TG pages 298 and 311.

### FAST FINISHER

Sts write their own quiz question for a music quiz, then test their partner. Weaker sts could do the activity in pairs, then test another pair.

# About me

## WRITING A personal profile

I can write a personal profile.

- 1 Read Laura's personal profile. What is her favourite free-time activity?

### International Student Chat

Profile

Hi! I'm Laura and I'm sixteen. I was born in Medellín, Colombia, but I <sup>1</sup>**grew up** in Barranquilla. I've never wanted to live anywhere else since it's such an exciting city. However, I'd also like to travel – especially around North America.



So, what am I into? Well, I love <sup>2</sup>**hanging out with** friends, and I enjoy seeing live music and watching films, too. However, my main passion is dancing. I <sup>3</sup>**got into salsa** when I was little, and I've been practising ever since. Dancing makes me happy even when life's <sup>4</sup>**getting me down**, so I do it whenever I can. Every year in Barranquilla we have a huge carnival, and the whole community joins in.

At the moment, I'm studying at high school, and after that, I'd really like to go to university in the USA. That's why I've joined this site. I'd love to chat with an English speaker from the USA or Canada in order to improve my English.

Where do you live and what are you into? Send me a message and we can start chatting!



- 2 Which of the features below make Laura's profile more effective?

- 1 using a chatty, informal style
- 2 using a serious, formal style
- 3 using phrasal verbs and idioms
- 4 using connectors to organize the information
- 5 giving personal details and opinions
- 6 talking to the reader directly
- 7 giving long, factual descriptions

- 3 Look at the **Useful language** box. Find examples of these connectors in Laura's profile.

### Useful language

#### Adding ideas

and, also, too, as well as, what's more

#### Contrasting ideas

but, however, although, even though

#### Giving reasons

because, as, since

#### Explaining consequences

so, that's why

#### Explaining the sequence of events

then, next, after, before, after that, later

- 4 Read the **Look!** box. Match phrases 1–4 in Laura's profile with phrasal verb types a–d in the box.

### Look! Phrasal verbs

#### Separable phrasal verbs

- a Some transitive phrasal verbs  
It **cheers me up**. (me = object)

#### Inseparable phrasal verbs

- b Three-word phrasal verbs  
I'm **looking forward to** my holiday.  
c Intransitive phrasal verbs  
We **eat out** every night. (no object)  
d Some transitive phrasal verbs  
She **looked after us**. (us = object)

- 5 Complete the sentences in your notebook.

- 1 I grew up in ...
- 2 I got into ... when ...
- 3 ... always cheers me up.
- 4 I'm looking forward to ...

- 6 Write your own profile for an international student website. Follow the steps in the **Writing plan**.

### Writing plan

#### Prepare

- > Write notes for your profile.

#### Write

- > Organize your profile into paragraphs.
- > Include at least one sentence from Exercise 5.
- > Follow the ideas in Exercise 2 to make your profile more effective.

#### Reflect

- > Check your use of the present perfect.
- > Check your use of connectors and phrasal verbs.

# About me

## WRITING A personal profile

Sts read a personal profile by a teenager in Colombia. They learn useful language for adding and contrasting ideas, giving reasons, explaining consequences and explaining the sequence of events. They then follow the steps in the Writing plan to write their own personal profile.

### Writing

A personal profile

### Useful language

Adding ideas (*and, also, too as well as, what's more*); Contrasting ideas (*but, however, although, even though*); Giving reasons (*because, as, since*); Explaining consequences (*so, that's why*); Explaining the sequence of events (*then, next, after, before, after that, later*)

### Look!

Phrasal verbs

### WARMER

Ask: *Where can you read a personal profile?* Elicit that you can read personal profiles online. Ask: *What information would you expect to find in a personal profile?* Elicit that you might find information about where someone lives, their family, their school life and their hobbies.

- Focus on the picture and read out the title of the text. Explain that this profile is on an international student chat website. Read out the question, then ask sts to read the profile quickly to find the answer. Check the answer, eliciting the part of the profile which confirms the answer.

### Answer

dancing

- Put sts into pairs to discuss the questions. Discuss the answers as a class, referring back to the profile to give an example of each feature.

### Suggested answers

- e.g. *Hi, I'm Laura ...; So, what am I into?*
- e.g. *I love hanging out with friends.*
- e.g. *However, I'd also like to travel.*
- e.g. *Dancing makes me happy.*
- e.g. *Where do you live and what are you into?*

- Read the Useful language box with sts and discuss how to say these expressions in their first language. Point out that we use *also* before a verb, but we use *too* and *as well* at the end of a sentence, e.g. *I also like singing. / I like singing, too / as well.* Explain that we use *however* at the beginning of a sentence, to connect it back to the sentence before. We use *but, although* and *even though* to connect two ideas in the same sentence. Sts then read Laura's profile again to find examples of the connectors.

- Read the Look! box with sts. Sts match the phrases in Laura's profile with the phrasal verb types a-d in the box. Tell sts that when they learn new phrasal verbs, they should always note down some examples of how they are used, so they know if they are separable or inseparable.

### Answers

1 c    2 b    3 d    4 a

- Ask sts to copy and complete the sentences in their notebooks. Allow time for them to compare their answers with a partner, then ask some sts to read some of their sentences to the class.
- Sts write a personal profile following the steps in the Writing plan.

### Writing plan

#### Prepare

Sts work as individuals and make notes for their profile. Monitor and help with vocabulary if necessary. Remind them to include information about where they live, what they are doing at the moment, what they want to do in the future, and things they enjoy doing.

#### Write

Explain that sts should organize their profiles into paragraphs. Read out the paragraph plan and show how Laura's profile follows this plan. Sts write their profile using Laura's profile as a model. Encourage them to use connectors from the Useful Language box and phrasal verbs. They can also use nouns and phrasal verbs for feelings from pages 9 and 12.

#### Reflect

Ask sts to check their grammar, spelling and punctuation and make any necessary changes. Explain that it is normal to make changes to a first draft of written work. Sts then work in pairs. They swap profiles with a partner and give feedback on the use of the present perfect, connectors and phrasal verbs. Remind sts to be positive and encouraging when they give feedback, and always find aspects to praise.

### W Writing practice: WB p.12

Sts will find more practice for writing here. Set these exercises for homework.

### W Writing summary: WB p.84

### E Exam: Unit 1 SB p.118

### LS Language summary: Unit 1 SB p.127