

1

Time for culture



1.1

VOCABULARY Culture

I can talk about cultural activities, likes and dislikes.

VOCABULARY

Culture | People | Cultural activities | Likes and dislikes | Age groups | News and entertainment

GRAMMAR

Present Simple: affirmative and negative | Adverbs of frequency | Present Simple: questions and answers

Grammar: He's awesome



Speaking: At the cinema



BBC Culture: Young Dancer Competition



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Art 1

Reading 2

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1.1 VOCABULARY Culture

Lesson learning objective

Students can talk about cultural activities, likes and dislikes.

Culture notes

Flamenco is an art form from the Andalusia area of Spain. It is a form of dancing but also singing, guitar playing and hand clapping. It is associated with the Romani people of Spain. Salsa is a Cuban dance, which students will find out more about later in the unit.

Lead in: topic introduction

Write the word *CULTURE* vertically on the board. Using the first two letters, make the words *cinema* and *music*.

CINEMA
MUSIC

Tell students to work in pairs and try to do the same with the other letters of the word. Set a time limit and then elicit ideas. Write the best ideas on the board.

Exercise 1 1.18

Give students a time limit to do the matching.

Ask students for the key words in the sentences which allowed them to do the matching (*concert, [dance] steps, stories, camera, painting, actors/movie*).

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

1.18

See page 249.

Exercise 2 1.19

Pause after each word to check students' pronunciation.

Encourage students to start making a note of people words for each suffix on a new page in their notebooks.

-er **-ist** **-or** **-ian**
writer artist actor musician
photographer director
dancer

Tell students that these suffixes will also come up in other topics, such as jobs, and that they can add more words to them then.

After checking the answers to Exercise 2, remind students that when we talk about jobs, we need to use the indefinite article *a* or *an* (e.g. *I'm an artist. She's a dancer*). Point out that we still need to use the indefinite article when we add an adjective, but that the article is to be placed before the adjective (e.g. *I'm a good artist. She's a great dancer*).

Exercise 3

Point out that *I'm not a bad ...* is more positive than *I'm not a great ...*

Elicit what students could say if they can't do something at all (*I'm a terrible ...*).

Set a time limit and then ask individual students to report back to the class.

Exercise 4 1.20

Set a time limit.

Elicit additional words that students think of.

Check that students understand all the vocabulary items (e.g. ask for examples of the different types of films or ask them to mime playing different types of instruments).

Answers: 2 horror films 3 short stories 4 Zumba 5 violin 6/7 rock/techno

Activity for fast finishers

Students work in pairs. Tell them to write a short description of the plot of a film but without mentioning any distinguishing nouns (people's names, places, etc.).

They then join up with a different pair, and take turns to read out their descriptions and to try to guess the other pair's film name and the type of film.

1 1.18 What can you see in the photos? In pairs, match photos 1–6 with phrases a–f. Listen and check.

- a Is the concert very long?
b It isn't easy to learn the steps.
c I like stories with a happy ending.
d Look at the camera ... say 'cheese'!
e I like the colours in that painting but what is it?
f The actors in this movie are terrible!

2 1.19 Listen and repeat the words.

Vocabulary A		People	
art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

3 In pairs, make true sentences with the phrases below and the words in Vocabulary A.

I'm a good ... I'm not a bad ... I'm not a great ...

A: *I think I'm a good actor. What about you?*

B: *No, I'm not a great actor but I'm not a bad ...*

4 1.20 I KNOW! Add the words below to the correct category. Listen and check. Can you add more words?

~~action films~~ horror films rock short stories techno violin Zumba

Vocabulary B Cultural activities

Types of films: cartoons comedies documentaries fantasy films romantic films science fiction (sci fi) films ¹ *action films* ² _____

Things to read: comics novels graphic novels ³ _____

Types of dance: ballet flamenco salsa ⁴ _____

Musical instruments: drums guitar piano ⁵ _____

Types of music: classical music hip-hop pop traditional ⁶ _____ ⁷ _____

Exercise 5 1.21

Look at the first sentence with the class. Show students the difference in meaning between *I'm really interested* (very interested) and *I'm not really interested* (not very interested).

Play the audio for students to listen and choose the correct words.

Play the audio again, pausing after each sentence from the Speaking box for students to repeat with the correct intonation.

Ask students to make the sentences true for themselves.

Answers: hate really like love not into don't like acting much

1.21

1 S = Sam B = Bernadette

- S: Bernadette? Look! I like the colours in that painting, but what is it?
 B: Em ... I'm not sure ... Is it a tower? Or a house? Or maybe it's a window? Anyway, I think she's a really talented artist!
 S: Eh ... yeah ...
 B: Oh look at that one!
 S: Do you *really* like that?
 B: Yes, I do. It's wonderful. I'm really interested in modern art.
 S: Really?

2 C = Craig J = Jodie

- C: What's the book, Jodie?
 J: Oh, hi, Craig. It's called *One Day*. It's ...
 C: Who's the writer?
 J: Eh, someone called Kirsty Stewart. It's ...
 C: What's it about?
 J: It's about two students who fall in love and ...
 C: Has it got a happy ending? I like stories with a happy ending.
 J: I don't know, Craig. I'm only reading chapter two! But I don't think so. It's a horror story with ghosts and vampires and zombies and dead people and ...
 C: Oh stop it! I hate reading horror stories.

3 D = Dan S = Sarah

- D: Let me take one. I'm a good photographer.
 S: Yes, but you always want to be in all the photos, don't you?
 D: That's no problem. I'll take a selfie. OK, everyone stand behind me. Look at the camera ... say 'cheese'!
 S: Let's have a look! Oh! I look really nice.
 D: Yeah, we all look nice. I really like taking selfies! People usually look good in them because they're more relaxed, you know.

4 T = Tammy R = Rafa

- T: This is great, but it's difficult.
 R: What?
 T: It's difficult! It isn't easy to learn the steps. I don't know what to do.
 R: Don't worry! You're a great dancer! Just follow me and enjoy yourself.
 T: Woo! I love dancing flamenco! Olé!

5 D = Darren M = Mother

- D: Mum! What's that terrible noise?
 M: The musicians are tuning their instruments.
 D: Is it very long?
 M: What?
 D: Is the concert very long?
 M: Ssh!
 D: I'm not into classical music.

6 C = Clapper board girl A = Anna S = Stephen J = Jenny

- C: 'I love you.' Take three!
 A: Don't go! Don't leave me! I love you!
 S: Cut! I don't believe it! The actors in this movie are terrible!
 A: Huh! The problem with this movie is the actors are good, but the director's terrible! Goodbye!
 S: Hey you!
 J: Who? Me?
 S: Yes, you! Do you want to act in this movie?
 J: But I'm the make-up artist.
 S: I know that! Do you want to be an actor?
 J: Eh ... no, thanks. I don't like acting much.

Exercise 6 1.22

Set a time limit for students to complete the sentences. Elicit the answers before students write their own sentences. When they have finished, encourage students to compare their answers in pairs.

Ask follow-up questions about the activities: *Who likes flamenco? Really? Do you go to lessons? etc.*

Answers: 2 listening 3 playing 4 taking 5 acting 6 drawing 7 reading 8 watching

Exercise 7 1.23

Set a time limit for students to complete the text on their own.

Answers: 2 great 3 acting 4 into 5 taking 6 interested 7 pictures 8 reading

Exercise 8

Before putting students into groups, tell them to note down three things from the lesson that they have the strongest feelings about, either positive or negative.

Encourage students to listen out for those in their group who have similar likes and dislikes to them.

When students have finished, choose one group and ask the other groups to guess which of the students in that group have similar likes and dislikes, and what these are. The group then report back about what similarities and differences they actually found.

Activity for fast finishers

Tell students to work alone and to write six sentences starting: *I love ... , I'm really interested in ... , I really like ... , I hate ... , I'm into ... , I'm not into ...*. They then get into pairs but don't show each other what they wrote. One student starts by reading out only the second part of one of their sentences, e.g. *listening to pop music*. The second student has to guess which stem it goes with: *You love listening to pop music*. The first student tells them the correct answer if the guess is incorrect: *No, I hate listening to pop music!*

Further practice

- Workbook pages 6–7
- Resource Pack
Resource 1: Unit 1 Lesson 1 Vocabulary – Snap



Photography 3



Dance 4



Music 5



Cinema 6

5 1.21 Listen and choose the correct option.

Speaking Likes and dislikes

I'm really / not really interested in modern art.
 I love / hate reading horror stories.
 I really like / don't like taking selfies.
 I love / hate dancing flamenco.
 I'm into / not into classical music.
 I like acting / don't like acting much.
 After these phrases you can use a verb + *-ing* or a noun.

6 1.22 **WORD FRIENDS** Complete the sentences with the words below. Listen and check. Then change the sentences to make them true for you.

acting dancing drawing listening
 playing reading taking watching

- I like **dancing** flamenco.
- I hate _____ to techno.
- I'm interested in _____ the guitar.
- I love _____ photos.
- I'm not into _____ in plays or films.
- I really like _____ pictures.
- I'm into _____ comics.
- I don't like _____ horror films much.

7 1.23 Complete the text. Then discuss with a partner. Are your answers the same? Listen and check.

michaelfblog.com

I'm Michael

I like ¹ **listening** to classical music. I've got a violin but I'm not a ² _____ musician so I can't play it very well. I'm shy so I hate dancing and ³ _____ in plays but I'm really ⁴ _____ photography – I've got a good camera and I love ⁵ _____ photos. I'm not a bad photographer. I'm ⁶ _____ in art too. I don't like painting much but I really like drawing ⁷ _____ and I love ⁸ _____ graphic novels and watching science fiction films. What about you?

- 8** In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?
- A:** *Are you into music?*
B: *Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?*





I can use the Present Simple to talk about habits and routines.

1 1.24 Read Rose's blog. Has Rose got the same interests as her sister, Violet?

10 Feb 4:56

We look the same but we don't like the same things. Violet studies classical music but I study art. She reads novels and poems but I don't read much. And she often watches TV but I never watch TV – it doesn't interest me. Violet writes poems. I write texts on my phone. I paint pictures. Violet tries to paint but she never finishes her paintings. She doesn't understand art! I love hip-hop. She says that hip-hop annoys her. Our friends don't understand. 'You don't like the same things!' they say. 'But you always go out together! Why?' 'We have some fantastic arguments!' I say.

added by Rose Tweet 13 Like 2

2 Find more examples of the Present Simple in the text in Exercise 1.

Grammar	Present Simple: affirmative and negative
+	-
I love hip-hop. She writes poems. She often goes out. She studies art.	I don't watch TV. She doesn't like music.
Adverbs of frequency (<i>always, usually, often, sometimes, never</i>) go before the verb but after <i>to be</i> .	
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3 In pairs, say how Rose and Violet are different.
Rose studies art but Violet studies music.

4 Add adverbs of frequency to make these sentences true for you. Compare with a partner.

- I write poems. *I sometimes write poems.*
- My mother reads novels.
- My teacher draws pictures on the board.
- We (my friends and I) go dancing.
- My classmates listen to classical music.

5 1.25 Complete the text with the correct form of the verbs in brackets. Listen and check.

I ¹ **live** (live) in a village so I ² _____ (not go) to the cinema very often. My brother often ³ _____ (watch) films on TV but I ⁴ _____ (prefer) playing games with my friend, Dylan. He usually ⁵ _____ (win) but he ⁶ _____ (not win) every game. We ⁷ _____ (not play) very often on school days but we ⁸ _____ (play) a lot at weekends.

6 Correct the sentences.

- Taylor Swift plays the drums in a group.
Taylor Swift doesn't play the drums. She sings.
- One Direction play classical music.
- Director Tim Burton makes documentaries.
- J.K. Rowling acts in films.
- Daniel Radcliffe and Emma Watson paint pictures.

7 1.26 Complete the text with the words below. There is one extra word. Listen and check.

dancing doesn't don't go
sometimes loves

I love ¹ **dancing**! I ² _____ to dance classes with my friend, Kay. We do hip-hop – it's great! – and we ³ _____ do Zumba but not very often. I ⁴ _____ like salsa much but Kay ⁵ _____ it.

8 1.1 In pairs, use the phrases below to say what you do in your free time. Tell the class about you and your partner.

see action films read film reviews
listen to rap music read comics take photos

I often listen to rap music but Jo prefers pop.



Lesson learning objective

Students can use the Present Simple to talk about habits and routines.

Lead in: review of vocabulary from the previous lesson

Put students into pairs. Ask one student to choose a word from the Vocabulary A box on page 10. They should try to define the word for their partner to guess but they cannot say, spell or translate the word. When their partner has guessed the word, the pairs should swap roles and choose a different word from the box.

Language note

The spelling rules for the third person -s in the *he/she/it* forms of the Present Simple are as follows:

After -s, -sh, -ch, -x, and with the verbs *do* and *go*, we add -es to the verb.

When the verb ends in a consonant + -y, we change the -y to -i and add -es (*study* – *studies*), but when the verb ends in a vowel + -y, we just add -s (*play* – *plays*).

Students may try to use the third person -s in the main verb as well as the auxiliary verb in negative sentences, e.g. *He doesn't likes ...* Point out that we only use the third person -s once – in the main verb in affirmative sentences and in the auxiliary verb in negative sentences and, to be learnt later in the unit, in questions.

Culture notes

Taylor Swift is an American pop singer-songwriter, born in 1989. One Direction is an English-Irish 'boy band'. They became famous when they came third on the talent show *X Factor*. Tim Burton is a film director who has made several fantasy films with Johnny Depp, such as *Alice in Wonderland*. J.K. Rowling is famous for writing the *Harry Potter* books. Daniel Radcliffe and Emma Watson played the parts of Harry Potter and Hermione Granger in the *Harry Potter* films.

Exercise 1 1.24

Elicit the word *twins*. Encourage students to discuss their ideas in pairs. Elicit the correct answer.

Answers: No, she hasn't./No, they have completely different interests.

Exercise 2

Look at the Grammar box with students. Elicit other forms of the verbs in affirmative and negative sentences.

Tell students to find examples of the Present Simple in the text and to write these in their notebooks.

Exercise 3

If students are discussing in pairs, set a time limit. If they are writing in their notebooks, tell them to write a specific number of sentences. Remind them that we combine two contrasting ideas with *but*.

Possible answers: Violet reads novels and poems but Rose doesn't read much. Violet often watches TV but Rose never watches TV. Violet writes poems but Rose writes texts. Rose paints pictures but Violet never finishes her paintings. Rose loves hip-hop but hip-hop annoys Violet.

Exercise 4

Ask students to look in the text to find all the examples of adverbs of frequency (*often, never, always*).

Revisit the Grammar box in Exercise 2 and elicit examples of adverbs of frequency alongside the verb *to be* and other verbs (e.g. *She often watches TV.*).

If necessary, discuss the meanings of different adverbs of frequency and write the order on the board: *always* (100%) → *usually* → *often* → *sometimes* → *not often* → *never* (0%). Tell students to complete the sentences in their notebooks.

Exercise 5 1.25

Set a time limit, then go through the answers to ensure that students have correctly used the third person -s with negatives. Elicit the correct spelling of *watches*.

Answers: 2 don't go 3 watches 4 prefer 5 wins
6 doesn't win 7 don't play 8 play

Exercise 6

Before students do this exercise, elicit information about the well-known people (and band) mentioned in the sentences. Help them where necessary.

Tell students to rewrite the sentences in their notebooks, using full negative and affirmative sentences.

Possible answers:

- One Direction don't play classical music. They play pop music.
- Director Tim Burton doesn't make documentaries. He makes (fantasy) films.
- J.K. Rowling doesn't act in films. She writes books.
- Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

Exercise 7 1.26

Tell students to complete the text on their own. Go through the answers with the students.

Answers: 2 go 3 sometimes 4 don't 5 loves

Exercise 8

Elicit what students would say if they both gave the same answers, e.g. *We never read film reviews.*

Tell students to note down what their partner says so that they are able to write the sentences when they have finished the activity or for homework.

VOX POPS 1.1

While watching, students should write down one thing said by one of the speakers that is also true for them. After watching, encourage students to share their ideas with the class.

Further practice

- Workbook page 8
- Grammar Time page 118
- Resource Pack
Resource 2: Unit 1 Lesson 2 Grammar – Truth or lie?

Lesson learning objective

Students can find specific detail in an article and talk about age groups.

Lead in: review of adverbs of frequency

Divide the class into groups of three or four. Each group needs a piece of paper, on which every student in the group writes two true sentences about themselves, using *I like/hate ...* or *I often/never ...*. Groups then pair up to swap their papers. They have to guess which student in the other group wrote each sentence. The groups then take turns to say what they have guessed and how many the other group have got correct.

Exercise 1

Ask the questions to the whole class and tell students to raise their hands.

For each answer, count the number of hands and write the number on the board.

Ask follow-up questions, such as what do those who never watch TV do instead and what programmes the other students like best.

Background notes

The phrase *couch potato* was first used by a man called Tom Lacino in 1976. He phoned his friend, whose girlfriend answered the phone. He asked the question: *Is the couch potato there?* without really thinking about what he was saying. He later said that he was unsure about why he used the word *potato*. At the time of the phone call, his friend was, in fact, sitting on the couch, watching TV.

The phrase *square eyes* is used because the shape of early TV screens was square (not rectangular as they are now). It means that someone's eyes will become the same shape as a TV screen because they watch a lot of TV.

Exercise 2

Set a time limit.

Elicit ideas and, if necessary, give students more information about the two phrases.

Answers:

- a someone who spends a lot of time sitting or lying on a sofa (or couch) watching TV
- b to watch a lot of TV

Exercise 3 1.27

Go through each of the headings with the class, to make sure students understand what they mean.

Before students read the rest of the text, elicit ideas of what the headings could refer to. For example, *A global change* could refer to a new TV habit taken up by people all over the world, such as watching TV over the internet.

Ask students to explain their answers by referring to clues in the text.

Answers: 1 d 2 b 3 a 4 e

Exercise 4 1.28

After students have listened to the audio, discuss the ages each word corresponds to. Some of these may be clearer than others. For example, a teenager is any age ending in *-teen*, but when does middle age start and finish, and do you become an adult at eighteen, twenty-one or some other age?

Exercise 5

Tell students that for some of the sentences, more than one answer could be correct. However, they can use each word from the Vocabulary box only once, so they need to decide which sentence is the most suitable match for each word.

Answers: 2 They're kids. 3 They're pensioners.
4 They're adults. 5 They're middle-aged.

Exercise 6

Tell students to identify in which section of the text they can find each answer. They should underline or note down the relevant sections.

Encourage students to compare their answers in pairs and, if they disagree, to explain their answer by referring to the relevant section.

Elicit the answers and students' explanations for their answers.

Answers:

- 1 ✓
- 2 ✓
- 3 ✗ (They watch six hours a day.)
- 4 ✗ (They spend the time on the internet.)
- 5 ? (It says they use the internet in their bedroom but doesn't mention TVs.)

Exercise 7

Discuss the example with the class. Elicit what other kinds of information students could consider, e.g. the kinds of programmes watched by different family members or their favourite programmes.

Students can write sentences before they discuss in pairs.

Activity for fast finishers

Students work in pairs. They think of a TV programme they enjoy and imagine that they are at home with their partner. They want to watch the programme, but their partner doesn't know the programme and isn't keen to watch it. Students have one minute to explain what the programme is about, why it is worth watching, and to persuade their partner to change his/her mind.

Further practice

- Workbook page 9
- Resource Pack
Resource 3: Unit 1 Lesson 3 Reading and Vocabulary – Memory test



I can find specific detail in an article and talk about age groups.

- 1 **CLASS VOTE** How many hours of TV do you usually watch after school?
 I never watch TV. One–two hours
 Under one hour More than two hours
- 2 Read the first paragraph of the text. What do you think these phrases mean?
 a a couch potato
 b to have square eyes
- 3 **1.27** Read the rest of the text. Match headings a–e with paragraphs 1–4. There is one extra heading. Listen and check.
 a A global change d Too much TV?
 b Surprising statistics e A new obsession
 c TV is cool again
- 4 **1.28** How do you say the words below in your language?

Vocabulary Age groups

adults kids middle-aged (people)
pensioners teenagers

- 5 Use the words in the Vocabulary box to make sentences about the people below.
 1 Jon and Cara are sixteen. *They're teenagers.*
 2 Wendy is eight and Peter is five.
 3 Bob and his wife are seventy-nine.
 4 Emma and Dom aren't children.
 5 Dick and Helen are both fifty-two.
- 6 Read the text again. Mark the sentences ✓ (right), ✗ (wrong) or ? (doesn't say).
 1 Parents and teachers agree that teenagers watch too much TV.
 2 Middle-aged people watch more TV than teenagers.
 3 Pensioners watch six hours of TV a week.
 4 Teenagers don't watch TV because they prefer to be outside in the fresh air.
 5 Teenagers in Britain usually have a TV in their bedroom.

7 The survey shows British people watch a lot of TV. What about you and your family?

I don't watch TV very often but my sister watches TV all evening.



Where are all the couch potatoes?

1 _____

Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

2 _____

The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

3 _____

Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.



4 _____

Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato is alive and well – he's just back in his bedroom.



I can ask and answer questions about habits and routines.



VIDEO HE'S AWESOME (Part 1)

- Lee: Hey, Amy. Do you want to hear my new song?
 Amy: Yes, I do, but not right now, Lee. There's a Bro concert on TV.
 Lee: What time does it start?
 Amy: Eight o'clock.
 Lee: To be honest, I don't really like ...
 Amy: He's awesome! He plays the guitar and the piano and he's a wonderful singer!
 Lee: Does he write his songs?
 Amy: No, he doesn't. Do you know what he does in his free time?
 Lee: I've no idea. What does he do in his free time?
 Amy: He works in a home for sick animals once a week. He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!
 Lee: Yeah, right.

Not right now. To be honest, ...
 Awesome! I've no idea. Yeah, right.

OUT of class

- 1 1.2 1.29 Watch or listen to Part 1. Is Lee a big fan of Bro?
 2 Find more Present Simple questions and answers in the dialogue.

Grammar Present Simple: questions and answers

?	
Do you want to play?	Yes, I do ./No, I don't .
Does he write songs?	Yes, he does ./No, he doesn't .
Do they like animals?	Yes, they do ./No, they don't .
Where does he live ?	In Hollywood.
How often do you go there?	Once/ Twice/ Three times a day. Every Sunday/ Often.

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- 3 Read the dialogue again and answer the questions.

- 1 What time does the concert start?
- 2 What does Amy think of Bro?
- 3 What instruments does Bro play?

- 4 Read the dialogue again and find Bro's answers to the questions below.



- 5 1.3 1.30 Make questions in the Present Simple. Watch or listen to Part 2 and answer the questions.

- 1 Tom Lewis / play music / ?
Does Tom Lewis play music?
- 2 what / Tom Lewis / do in his free time / ?
- 3 how often / he / go there / ?
- 4 where / Tom Lewis / live / ?
- 5 Lee / always / listen to Amy / ?
- 6 what / Amy / want to do / ?

- 6 In pairs, ask and answer the questions.

- 1 Who's your favourite actor/pop star?
Where does he/she live?
- 2 What does he/she do in his/her free time?

*My favourite actor is Emilia Clarke.
She lives in ...*

- 7 In pairs, ask and answer questions about the activities below.

watch music videos make videos
 play an instrument take photos sing
 change the posters in your room

- A: *Do you watch music videos?*
 B: *Yes, I do.*
 A: *How often do you do it?*

1.4 GRAMMAR Present simple: questions and answers

Lesson learning objective

Students can ask and answer questions about habits and routines.

Lead in: review of vocabulary from the previous lesson

Before the lesson starts, write the following sentences on small pieces of paper: *You are a couch potato. You are a pensioner. You are an artist. You are a photographer. You are a dancer. You are a musician.*

Invite a volunteer to come to the front of the class and to choose a piece of paper. The student mimes what is written on the paper, while the rest of the class has to guess. When the class has guessed correctly, invite a new volunteer to the front of the class to mime.

Exercise 1 1.2 1.29

With Student's Books closed, ask students to watch the video and be ready to answer some general comprehension questions.

Play the video and ask: *Where are they?* (at Amy's home); *What is Amy watching?* (a concert/a Bro concert).

Ask students to open their Student's Books and to answer the question in Exercise 1. They can watch the video again if they need to. Encourage them to check their answers by reading the dialogue. Ask them to justify their answers.

Go through the Out of class box, to make sure students understand the different words and phrases. Check understanding by asking for synonyms (e.g. *Not right now.* = *Not at the moment.*; *To be honest, ...* = *Actually, ...*; *Awesome!* = *Brilliant!*; *I've no idea.* = *I don't know.*; *Yeah, right.* = *I don't believe you.*).

Answers: No, he isn't. (He doesn't know much about Bro and doesn't believe all the things Amy tells him.)

Language notes

Short answers can cause problems as they may be formed using the main verb in the students' L1. Give lots of practice and correction to prevent errors such as *Yes, I like.* (instead of *Yes, I do.*) or *No, I don't want.* (instead of *No, I don't.*).

Exercise 2

Go through the Grammar box. Elicit the rules for using the third person -s in affirmative and negative sentences and how to form questions and answers. Tell students to work in pairs to find four more questions and answers in the dialogue. You could play the video again, or the audio only version as students look for examples in the dialogue.

Exercise 3

Tell students to use full sentences as they answer the questions and to make sure they use the correct form of the Present Simple.

Invite a student to ask the first question to another student in the class. When that student answers correctly, they ask the next question to a different student, etc.

Answers:

- 1 It starts at eight o'clock.
- 2 She thinks he is great/awesome.
- 3 He plays the guitar and the piano.

Exercise 4

Tell students to work in pairs and to write full answers to the questions. In their pairs, students then take turns to ask and answer the questions.

Answers: 1 I live in Hollywood. 2 No, I don't.
 3 I work in a home for sick animals. 4 I go there once a week.

Exercise 5 1.3 1.30

Ask students to close their Student's Books, and play the video. When it has finished, ask: *Who's on the poster?* (Tom Lewis); *Does Amy like him?* (Yes, she does.); *Does Lee like him?* (No, he doesn't.).

Answers:

Questions:

- 2 What does Tom Lewis do in his free time?
- 3 How often does he go there?
- 4 Where does Tom Lewis live?
- 5 Does Lee always listen to Amy?
- 6 What does Amy want to do?

Answers:

- 1 No, he doesn't. He's an actor.
- 2 He helps old people in a hospital.
- 3 He goes there three times a week.
- 4 He lives in New York.
- 5 No, not always.
- 6 She wants to go to the movies.

1.3 1.30

See page 249.

Exercise 6

Give students one or two minutes to note down what they know about their favourite actor/pop star. Put them in pairs to ask and answer the questions. When they have finished, invite different students to tell the class about their partner's favourite star.

Exercise 7

Encourage students to think of other questions they could ask (e.g. *What's your favourite music video? Do you watch music videos on the TV or over the internet?*).

Set a time limit for students to ask and answer questions. Invite pairs to ask and answer in front of the class.

Further practice

- Workbook page 10
- Grammar Time pages 118–119
- Resource Pack
Resource 4: Unit 1 Lesson 4 Grammar – Find someone who ...
Resource 5: Unit 1 Lesson 4 Video – He's awesome (Part 1)

1.5 LISTENING and VOCABULARY Types of media

Lesson learning objective

Students can identify specific detail in a conversation and talk about media habits.

Lead in: review of Present Simple questions and answers

Write some verbs on the board from earlier lessons: *watch, make, like, play, do, listen to, read*. Tell students to think of a question using one of these verbs. Invite a student to ask their question to any other student in the class, who has to answer. The second student then asks a different question to another student and so on.

Exercise 1 1.31

Elicit the meaning of *media*. Tell students to read the questions in the survey, and elicit some answers. Remind them that it is possible that not every speaker will say they use the internet, even if students themselves might.

Encourage students to compare their answers in pairs, then play the audio again for them to check their answers.

Answers: B 8 C 1 D 5 E 4

1.31

- A: Well, I listen to the radio every morning before I go to work just to catch the headlines. And I always buy a serious newspaper such as *The Times* on Saturday and I read everything in it. I think it's important to know what's in the news – things change so quickly nowadays.
- B: Oh, I never check! I mean, what's the point? It rains the next day nine times out of ten! It's funny though – my mum always watches the late night forecast on the news, and she always forgets it immediately afterwards!
- C: A lot of my friends listen to the radio in the evenings but I never do. The music stations play the same groups all the time. I find a lot of music by listening to video clips on the internet. So yes, I suppose the internet is the way I discover new music.
- D: I'm probably a bit old-fashioned because I still buy the local newspaper every Friday and I always check what's on. But I'm sorry to say the choice is very poor these days – the films they show are just rubbish! My husband and I don't often go to the cinema now. It's a shame!
- E: Oh, newspapers, definitely. I buy a paper every day and I read it during my morning coffee break but, really, it's just for the sports pages. I think *The Daily Record* is the best for all the football news.

Exercise 2

Tell students to discuss the questions in pairs or small groups. Do the survey with the whole class and find out which form of media is the most popular for each of the questions.

Exercise 3 1.32

Elicit students' ideas and find out which of the items students are and aren't interested in, and why.

Exercise 4

Tell students to work in pairs. Remind them that to fill each gap, they have to read the whole sentence and sometimes the clue can be found after the gap.

Answers: 2 message board 3 soap opera 4 game reviews 5 video clips

Exercise 5

When students have finished, elicit some of the TV shows, radio shows and websites that they named. Discuss students' opinions of them, how often they watch them, etc.

Exercise 6 1.33

Before students listen, ask them to look at the different kinds of programme in pairs, and to think of reasons why people might like these kinds of show. Elicit ideas. Encourage students to compare answers in pairs after the first listening. Play the audio a second time, for students to check and complete their answers.

Answers: 1 e 2 a 3 c 4 d

1.33

RA = Radio Announcer C = Cara D = Dad

- RA: You're listening to *Politics Today* here on Radio 7. And with me in the studio are Tim Smith, from the Conservative Party, and Jemima Young, from the Green Party. My first question is about plans to ...
- C: Please, dad. Can't we listen to something else? I hate listening to current affairs, especially before school!
- D: I'm surprised at you Cara. The politics show is your brother's favourite programme.
- C: No, it isn't! You like programmes with boring politicians. You know very well that Rob and I hate this programme. Rob is only interested in programmes about sport!
- D: OK then. Let's listen to Radio 1. I think the Pop Top 20 is on at the moment!
- C: Dad! You know I hate *all* the songs in the Top 20.
- D: So what do you listen to in the car with mum?
- C: Well, sometimes we listen to a rock music station like Kerrang, but mum is never happy about it. Or sometimes we listen to her favourite radio phone-in. But then *I'm* not happy.
- D: I think the only answer is to listen to one of my fantastic punk CDs.
- C: Dad! No!

Exercise 7a

Set a time limit for the activity.

Exercise 7b

Invite different students to talk about their partner.

VOX POPS 1.4

While watching, students should write down the name of one newspaper or magazine, one website and one TV show mentioned by the speakers. After watching, ask if students ever read/visit/watch any of these.

Further practice

- Workbook page 11
- Resource Pack
Resource 6: Unit 1 Lesson 5 Listening and Vocabulary – Media survey



1.5

LISTENING and VOCABULARY Types of media

I can identify specific detail in a conversation and talk about media habits.

Newspapers

The radio


The TV

The internet

What type of media do you use:


- 1 to listen to new music?
- 2 to watch pop videos?
- 3 to check news about your favourite celebrity?
- 4 to check sports results?
- 5 to see what's on at the cinema?
- 6 to find information for school projects?
- 7 to check the news headlines?
- 8 to check the weather forecast?



- 1  1.31 Read the survey. Then listen and match speakers A–E with questions 1–8. There are three extra questions.

A B C D E

- 2 **CLASS VOTE** Answer the questions in the survey. What is the most popular type of media in the class?

- 3  1.32 In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

Vocabulary News and entertainment


blog/vlog current affairs documentary game show
film/game reviews horoscopes message board
news headlines phone-in reality show soap opera
sports pages talk show video clips weather forecast

- 4 Use the Vocabulary box to complete the sentences.


- 1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
- 2 The group's _____ is a place on the internet for fans to meet and write about the group.
- 3 My favourite _____ is on Channel 4 on Mondays. I think the actors are fantastic!
- 4 I don't often read _____ because my friends tell me which games to buy.
- 5 My sister often sends me links to funny _____ with cats on the internet.

- 5 In pairs, take turns to name an example of the types of media in the Vocabulary box.

A: *The X Factor*. B: *That's a reality show*.

- 6  1.33 Listen and match speakers 1–4 with the type of radio programme they like a–e. There is one extra answer.

- | | |
|--|-------------------|
| 1 <input type="checkbox"/> Cara | a current affairs |
| 2 <input type="checkbox"/> Cara's dad | b Pop Top 20 |
| 3 <input type="checkbox"/> Rob, Cara's brother | c sports |
| 4 <input type="checkbox"/> Cara's mum | d phone-ins |
| | e rock music |

- 7a [VOX POPS  1.4] Complete the sentences to make them true for you. Use the Vocabulary box to help you. Then compare with a partner.

- 1 I often read these newspapers/magazines: _____.
- 2 My three favourite websites are _____, _____ and _____.
- 3 My favourite radio station is _____. I usually listen to it when I _____.
- 4 My favourite types of TV programme are _____ and _____.
- 5 I watch _____ every week.

- 7b Tell the class about your partner.
Tara often reads ...





1.6 SPEAKING At the cinema

I can buy a ticket at the cinema.

WHAT'S ON JOIN OUR CLUB BOOK NOW

FILMWORLD

TRUE LOVE

True Love	6:15 / 8:15
Return of the Dead	6:20 / 8:40
ZooWorld	6:30 / 8:30
Crime of the Century	6:45 / 9:00
Toy Story 6	6:15 / 8:15

VIDEO AT THE CINEMA

Lee: So, what's on?
 Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.
 Lee: No way! I want to see *ZooWorld*.
 Amy: I don't like fantasy films. They're boring.
 Lee: Oh, come on, please.
 Amy: Oh, OK.
 ...
 Lee: Can I have two tickets for *ZooWorld*, please?
 Tess: Sure, which screening?
 Lee: The 6.30.
 Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.
 Lee: Great!
 Tess: But they're in the front row.
 Amy: Lee, I don't want to sit in the front row!
 Lee: OK ... I'd like two for *True Love* at 6.15, please.
 Tess: Row seven. Is that OK?
 Lee: Yes, thanks. How much is that?
 Tess: That's twelve fifty, please.
 Amy: Here you are.
 Tess: Thank you. Enjoy the film!
 Lee: Yeah, right.

No way! Come on, please!
Hold on!

OUT of class

1 CLASS VOTE Look at the cinema programme and say what types of film are on. Which ones would you like to see?

I think True Love is a romantic comedy. I'd like to see it.

2 **1.5** **1.34** Watch or listen. Answer the questions.

- Which film do Lee and Amy go to see?
- What time does it start?
- How much is each ticket?

3 **1.35** Complete the dialogue below with one word in each gap. Listen and check.

Speaking At the cinema

You need to say:

- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

You need to understand:

- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

Krystal: Can I have two ¹tickets for *True Love*, please?

Tess: Which ²_____?

Krystal: The 8.15 screening.

Tess: Here you are... Two tickets in ³_____ five.

Krystal: How ⁴_____ is that?

Tess: That's twelve fifty, ⁵_____.

Krystal: ⁶_____ you are.

Tess: ⁷_____ you, enjoy the movie.

4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.

And YOU

1.6 SPEAKING At the cinema

Lesson learning objective

Students can buy a ticket at the cinema.

Lead in: review of vocabulary from the previous lesson

Use words from the previous lesson in the *Hangman* game. One space represents one letter and students take turns to guess letters to fill the gaps. They can guess the whole word if they think they know it. If a guessed letter doesn't appear in the word, on the board, draw a section of a hangman's noose and the victim's head. Students have to find the word before the victim is hung.

Words to use: *horoscope, message board, soap opera, talk show, weather forecast, vlog, current affairs*. To make it easier for students, where there are two-word vocabulary items, write the gaps for each word on a separate line rather than next to each other.

When students guess a word correctly, elicit a definition or translation of the word.

Exercise 1

Before students open their Student's Books, have a class discussion about the different films that are on at the cinema at the moment and what kind of film each one is. Tell students to open their Student's Books to page 16 and to look at the cinema programme but not at the dialogue. Students look at the list of films in pairs to guess what kind of film each one is and to say which ones they would like to see.

Elicit ideas from the class.

Suggested answers:

True Love – romantic comedy; *Return of the Dead* – horror film; *ZooWorld* – fantasy (or possibly documentary); *Crime of the Century* – action film; *Toy Story 6* – cartoon

Exercise 2

Tell students to close their Student's Books. Play the first part of the video and ask questions about the previous episode (e.g. *Who's on Amy's poster? Is he a pop star? Is Lee a fan of Tom Lewis? What does Amy want to do?*). Tell students that they are going to watch the next part of the video without sound. Ask them to focus on the characters' expressions and actions. Play the video, pausing at the relevant parts to ask the following questions: *Where are they?* (at the cinema); *How many films are on?* (two); *What are they doing?* (buying tickets); *Who pays for the tickets?* (Amy).

Now tell students to open their Student's Books and read the three questions. Explain that they are going to watch the video again, this time with sound, in order to answer the questions. Play the video and elicit answers. At this stage, don't confirm which of the students' answers are correct or incorrect. Ask students to check their answers while they read and listen to the dialogue, and play the audio only version. Elicit ideas and this time confirm the answers.

Go through the phrases in the Out of class box. Point out to students or elicit from them that *No way!* is an informal way to refuse and that they shouldn't use this phrase with teachers or parents. Make sure they understand that in the

phrase *Come on, please!*, the words *come on* don't add any meaning – they just add emphasis. *Hold on!* means 'wait a minute'.

Answers: 1 *True Love* 2 6.15 3 £6.25 (two tickets for £12.50)

Exercise 3

Go through the Speaking box with students. You could ask them to find examples of the phrases in the dialogue and play the video or audio only version again when you check answers.

Set a time limit for students to work in pairs to complete the dialogue and to practise it as a roleplay.

Invite a pair of students to act out the roleplay in front of the class.

Answers: 2 screening 3 row 4 much 5 please 6 Here 7 Thank

Exercise 4

Students work in the same pairs. Give them time to think about what they are going to say in their roleplays.

Encourage stronger students to introduce a problem into their roleplay, e.g. the film is sold out, the only seats left are in the front row, there are two tickets left but they aren't seated together.

When students have thought about their roleplays, play the video once more and pause for students to repeat phrases with the correct intonation, especially when the ticket seller is saying sorry or mentioning a problem.

Encourage students to practise their roleplays, focusing on using the correct intonation.

Invite pairs to act out their roleplays in front of the class.

Further practice

- Workbook page 12
- Resource Pack
Resource 7: Unit 1 Lesson 6 Speaking – Order the dialogue
Resource 8: Unit 1 Lesson 6 Video – At the cinema

1.7 WRITING A personal introduction

Lesson learning objective

Students can write a personal introduction to a webpage.

Lead in: review of vocabulary from the previous lesson

On the board, write some phrases without their vowels. Tell students to work in pairs to guess the phrases and then use them in a roleplay about buying tickets at the cinema.
Wh't's n? Hw mch s tht? th frnt rw Whch scrngg? Hryr. sld t
 (What's on?; How much is that?; the front row; Which screening?; Here you are; sold out)

Exercise 1

Ask students about the social media they use, giving examples such as Facebook and Flickr to get them started, and encouraging them to name further examples of social media.

Write the different examples of social media on the board and then do a class survey. Ask students to raise their hands for the different kinds of social media they use writing the results on the board.

Choose the most popular kind of social media and ask students why they think it is more popular than the others.

Exercise 2

Before students open their Student's Books, ask them what kinds of personal information they have included on their webpages on social media. Discuss the possible dangers of putting too much information on the internet and how it is possible to restrict viewing of private information.

Tell students to open their Student's Books and do Exercise 2.

Elicit the answer and ask where each piece of information can be found on Lee's webpage.

Answer: Sentence 3 isn't true.

Exercise 3

Ask students to complete the exercise in pairs.

Elicit the answers and what students can tell you about each topic. (School: Harlow Mill High School; Nationality: English; Hobbies: He sings, plays the guitar, makes music and writes songs; Name and age: Lee Marshall, fifteen; Family/hometown – parents and sister, Ruby/Harlow Mill, near London; Interests: books, movies, music)

Answers:

School, Nationality, Hobbies, Name and age, Family/hometown, Interests (books, music, etc.)

Exercise 4

Remind students of the linking words *and* and *but* and when to use each one.

Elicit or give students the meaning of the word *too* (as well) and look at its position at the end of the sentence in the example.

Tell students to try to find two ways in which they are similar to Lee and two ways in which they are different from him. Invite ideas from different students.

Activity for fast finishers

Give students additional practice of making sentences using *and* and *but*. Write a suitable sentence stem on the board, e.g. *My name is ... but ...*, and ask students to complete it, using their imagination (e.g. *but my friends call me The Martian*). In pairs, students write on a piece of paper a few sentence stems using *and* or *but*. They swap papers with another pair and complete the sentences using their imagination. Elicit some of the completed sentences to make sure that *and* and *but* have been used correctly.

Exercise 5

Tell students to copy the Writing box into their notebooks and to complete the sentences so that they are true for them. This will give them a clear written record that they can refer back to.

Invite different students to read out a completed sentence about themselves.

Exercise 6

This writing exercise can be done in class or for homework. Encourage students to design their text as a blog or a website profile. They don't have to draw pictures, but can plan the layout of the text, considering where different items would go, what sort of fonts they would like to use and a background colour scheme for the page. If students have access to computers, they can use these to design their texts.

When students have finished, display the profiles on the classroom wall so that students can see the different ways information has been laid out to be most eye-catching.

Homework

Each unit will contain a suggestion for homework in preparation for the BBC Culture lesson. This is to give students a chance to look up any unknown vocabulary and will also raise interest in the topic of the lesson.

Tell students to read the text on page 20 of the Student's Book. They should look up any words they don't know and translate them into L1.

As an additional task, ask students to write a similar paragraph about another kind of dance, with information about where the dance comes from, what it is like and why people like that kind of dance.

Further practice

- Workbook page 13
- Resource Pack
Resource 9: Unit 1 Lesson 7 Writing – Mixed-up profiles


1.7

WRITING A personal introduction

I can write a personal introduction to a webpage.

Lee Marshall

Harlow Mill, near London, England
alternative/lo-fi

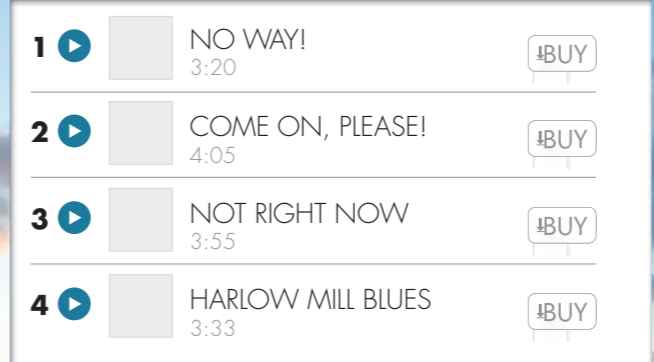



About me

1 My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.

2 I like books and movies but my big passion is music. My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar.

3 I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!





Writing A personal introduction

Personal details

- 1 My name is ...
 I'm ... years old.
 I come from ... [place]/ I'm ... [nationality]
 I live with my family in/My hometown is ...
 I'm in Year ... at ... School.

Interests/Hobbies

- 2 I like/I'm into/I'm mad about ...
 I'm interested in/My big passion is ...
 My favourite ... is ...
 In my free time,/Outside school I ...
 I often ...

Routines

- 3 I often/sometimes/usually ...
 I ... once a week/every day.

3 In pairs, read Lee's introduction. Tick (✓) the things he writes about.

- School Nationality Hobbies
 Best friend Name and age
 Family/hometown Personality
 Interests (books, music etc.)

4 Look at Lee's profile again. Say how you are similar to or different from Lee.

*He's English but I come from Poland.
 He's got a sister and I've got a sister too.*

5 Look at the Writing box. Complete the sentences to make them true for you. Look at Lee's text to help you.

Writing Time

6 Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.

Write about:

- 1 personal details
 2 interests and hobbies
 3 routines

Activity for fast finishers

Students work in pairs to study the wordlist and write down three words relating to a category of their choice. They swap lists with another pair and take turns to guess the category.

Further practice

Workbook page 14

WORDLIST Culture | Media | Growing up

- act /ækt/ v
- acting /'æktɪŋ/ n
- action film /'ækʃən fɪlm/ n
- actor /'æktə/ n
- adult /'ædʌlt, ə'dʌlt/ n
- art /ɑ:t/ n
- artist /'ɑ:tɪst, 'ɑ:tɪst/ n
- ballet /'bæleɪ/ n
- blog /blɒg/ n
- camera /'kæməɾə/ n
- cartoon /'kɑ:tun/ n
- celebrity /sə'leibrəti, sɪ'leibrəti/ n
- cinema /'sɪnəmə, 'sɪnɪmə/ n
- classical music /'klæsɪkəl 'mju:zɪk/ n
- comedy /'kɒmɪdi, 'kɒmɪdi/ n
- comics /'kɒmɪks/ n
- concert /'kɒnsət/ n
- current affairs /'kʌrənt ə'feəz/ n
- dance /dɑ:ns/ v
- dancer /'dɑ:nsə/ n
- dancing /'dɑ:nsɪŋ/ n
- director /dɪ'rektə, dɪ'rektə, daɪ-/ n
- documentary /'dɒkjə'mentəri/ n
- drawing /'drɔ:ɪŋ/ n
- drums /drʌmz/ n
- fantasy film /'fæntəsi fɪlm/ n
- film/game review /fɪlm geɪm ri'vjʊ:/ n
- flamenco /flə'menjkəʊ/ n
- game show /geɪm ʃəʊ/ n
- graphic novel /'græfɪk 'nɒvəl/ n
- guitar /'gi:tɑ:/ n
- hip-hop /hɪp hɒp/ n
- hobby /'hɒbi/ n
- hometown /'həʊm 'taʊn/ n
- horoscope /'hɒrə'skəʊp/ n
- horror film /'hɒrə fɪlm/ n
- horror story /'hɒrə 'stɔ:ri/ n
- interests /'ɪntrəsts/ n
- kid /kɪd/ n
- media /'mi:diə/ n
- magazine /'mægə'zi:n/ n
- message board /'mesɪdʒ bɔ:d/ n
- middle-aged (person) /'mɪdl əɪdʒd 'pɜ:sn/ adj
- modern art /'mɒdn ɑ:t/ n
- music /'mju:zɪk/ n
- musician /'mju:zɪʃən/ n
- nationality /næʃə'næləti, næʃə'nælti/ n
- news headlines /'nju:z 'hedlaɪnz/ n
- novel /'nɒvəl/ n
- painting /'peɪntɪŋ/ n
- pensioner /'penʃənə/ n
- phone-in /'fəʊn ɪn/ n
- photographer /'fəʊtəgrəfə/ n
- photography /'fəʊtəgrəfi/ n
- piano /'pi:ənəʊ/ n
- picture /'pɪktʃə/ n
- play /pleɪ/ n
- poem /'pəʊəm, 'pəʊɪm/ n
- pop /pɒp/ n
- poster /'pəʊstə/ n
- (cinema) programme /'sɪnəmə 'prəʊgræm/ n
- radio station /'reɪdiəʊ 'steɪʃən/ n
- reading /'ri:dn/ n
- reality show /ri'æləti ʃəʊ/ n
- rock /rɒk/ n
- romantic film /rəʊ'mæntɪk fɪlm/ n
- row (in cinema) /rəʊ ɪn 'sɪnəmə/ n
- salsa /'sælsə/ n
- science fiction film /'saɪəns 'fɪkʃən fɪlm/ n
- screening /'skri:nɪŋ/ n
- seat /si:t/ n
- sing /sɪŋ/ v
- soap opera /səʊp 'ɒpərə/ n
- sold out /səʊld aʊt/ adj
- sports pages /'spɔ:ts 'peɪdʒ ɪz/ n
- story /'stɔ:ri/ n
- survey /'sʌveɪ/ n
- talk show /tɔ:k ʃəʊ/ n
- techno /'teknəʊ/ n
- teenager /'ti:neɪdʒə/ n
- traditional /trə'dɪʃənəl/ adj
- TV programme /ti:'vi: 'prəʊgræm/ n
- video clip /'vɪdiəʊ klɪp/ n
- violin /'vaɪə'lɪn/ n
- weather forecast /'weðə 'fɔ:kəst/ n
- website /'websaɪt/ n
- writer /'raɪtə/ n
- writing /'raɪtɪŋ/ n
- Zumba /'zʊmbə/ n

WORD FRIENDS

act in plays/films
be interested in sth
be into sth
be mad about sth
check sports results/the weather forecast/the news
couch potato
dance flamenco
find information
go dancing
happy ending
have square eyes
learn the (dance) steps
listen to (dance) music/
hip-hop
make videos
play the guitar
read comics/film reviews
see what's on (at the cinema)
take photos/selfies
watch music videos/pop videos

Exercise 3

- 2 take
- 3 about
- 4 happy
- 5 check
- 6 in

VOCABULARY IN ACTION

- Use the wordlist to find:
 - eight types of film: **horror film, ...**
 - eight types of radio/TV programmes:
 - nine things you can read:
 - five types of music:
- In pairs, say which three things you prefer in each category in Exercise 1. *I prefer horror films, comedies and ...*
- Complete the Word Friends. In pairs, say if the sentences are true for you.
 - I'm really **into** poems.
 - I never **take** selfies.
 - I'm mad **about** game shows.
 - I hate films with **happy** endings.
 - I **check** the weather forecast once an hour.
 - I'm very interested **in** horoscopes.
- Complete the sentences with the correct form of the word in bold.
 - Banksy is a famous British **artist**. **ART**
 - My sister's a great **actor** - she can play four instruments. **MUSIC**
 - Who is your favourite film **director**? **ACT**
 - I want to be a **photographer** when I leave school. **PHOTOGRAPH**
 - The **author** of *The Hunger Games* novels is called Suzanne Collins. **WRITE**
 - I love **pop** Zumba. **DANCE**
- 1.36 PRONUNCIATION Listen to the underlined vowel(s) in each word and decide which sound you hear. Write the word in the correct column.

guitar	interest	media	middle-aged	reading	seat
sing	teenagers	video			
1 /i:/	2 /ɪ/				
					guitar
- 1.37 PRONUNCIATION Listen, check and repeat.

Exercise 4

- 2 musician
- 3 actor
- 4 photographer
- 5 writer
- 6 dancing

Exercise 5a

- 1 media, reading, seat, teenagers
- 2 interest, middle-aged, sing, video

Exercise 1

- action film, cartoon, comedy, documentary, fantasy film, romantic film, science fiction film
- current affairs, documentary, game show, phone-in, reality show, soap opera, talk show, weather forecast
- blog, comic, film/game review, graphic novel, news headlines, novel, poem, sports pages, story
- classical, hip-hop, pop, rock, techno

Activities for fast finishers

- Ask students to work in pairs to write definitions for four words from the unit. They then join up with another pair and take turns to read out their definitions and guess the words.
- Tell students to make sentences using *I want to/I don't want to* with different collocations, in a similar way to the poem in Exercise 3. Encourage them to use their imagination.

Further practice

- Workbook page 15
- Resource Pack Resource 10: Unit 1 Vocabulary - What is it? Resource 11: Unit 1 Grammar - Questions, questions

Revision

VOCABULARY

- Write the correct word for each definition.
 - This person makes films and tells actors what to do. **director**
 - It's something you like doing in your free time. **hobby**
 - It's a big photo or drawing. **poster**
 - It's a good idea to read one before you see a film. **review**
 - This person is aged from thirteen to nineteen. **teenager**
 - This person doesn't work because of his/her age. **pensioner**
- Complete the Word Friends in the text. Then ask and answer the questions in pairs.

Exercise 1

- 2 hobby
- 3 poster
- 4 review
- 5 teenager
- 6 pensioner

Exercise 2

- 2 forecast
- 3 soap
- 4 talk
- 5 game
- 6 reality
- 7 magazines

Exercise 3

- 2 play
- 3 sing
- 4 write
- 5 act
- 6 take
- 7 watch
- 8 potato

* the media and your parents

Do your parents:

- listen to the radio? When? Which programmes do they prefer?
- watch the ¹news on TV? At what time?
- watch the weather ²forecast every day?
- watch documentaries on TV? What about ³soap operas, ⁴talk shows, ⁵game shows, ⁶reality shows?
- buy newspapers or ⁷magazines? Which sections do they read first?

SUBMIT >

- Complete the poem with the words below. There are two extra words.

act go make play potato sing
story take watch write

I want to ¹go dancing and ²play the guitar
And then ³take a song with my favourite pop star.
I want to ⁴write a poem and ⁵act in a play
And ⁶take some photos of a beautiful ballet.
I don't want to ⁷watch films on TV all day
Or be a couch ⁸potato, no way!

SELF-ASSESSMENT

Think about this unit. What did you learn? What do you need help with?

Exercise 8

Mark's into painting pictures. He loves bright colours. He works every day and he always paints in the morning. Mark is fifteen years old but he doesn't go to school. Why? Because he's a monkey!

Exercise 4

- 1 doesn't live
- 2 goes
- 3 never watch
- 4 prefer; don't enjoy
- 5 do; listen

Exercise 5

- When does Jo go to dance classes?
- Do you (ever) watch reality shows?
- What kind of films do your friends prefer/like?
- Do you (ever) listen to techno?

GRAMMAR

- Complete the sentences with the Present Simple form of the verbs in brackets.
 - Beyoncé **lives** (live) in the USA. She **doesn't live** (not live) in England.
 - Jo **goes** (go) to dance classes on Fridays.
 - No, I **never watch** (never/watch) reality shows.
 - My friends **prefer** (prefer) romantic films. They **don't enjoy** (not enjoy) science fiction films.
 - Yes, I **listen** (listen) to it every day.
- Make questions for the answers in Exercise 4.
 - Where ... ?
Where does Beyoncé live?
 - When ... ?
 - ... reality shows?
 - What kind of ... ?
 - ... to techno?
- In pairs, use the words in A and B to write five sentences about a classmate. Then ask your classmate questions with *how often* to check.

A: always often sometimes usually
never once/twice/three times a ...

B: act go listen paint play read watch

Lucas always listens to rap music.
A: *Lucas, how often do you listen to music?*
B: *I ...*

SPEAKING

- Work in pairs. Student A, ask your partner these questions and buy two tickets to see a film. Student B, look at page 131.

Student A

 - What's on? • How much ... ?
 - What time ... ? • ... two tickets / please?
 - ... seats / row 7?

DICTIONATION

- 1.38 Listen, then listen again and write down what you hear.

Why do we dance?

Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, ceroc, ballet and salsa.

Street-dancing has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

Ceroc is a simple version of swing, salsa and jive. You can do ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

Ballet is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

Salsa is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa dancers have got a lot of passion and energy. People usually dance salsa to fast and fun music. One reason we do this dance is to show how attractive we are to other people.

So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun.



GLOSSARY

attractive (adj) good-looking
flexible (adj) bends and moves easily
skilful (adj) good at doing something
spicy (adj) a strong, pleasant taste
spin (n) the movement of something turning around very quickly

Lead in: topic introduction

One part of the homework suggestion for this lesson was to look up any unknown vocabulary. Ask students if they can explain the word *popping* (a street dance based on the technique of quickly contracting and relaxing muscles to cause a jerk in the dancer's body, referred to as a pop or a hit).

Elicit any other vocabulary students found difficult and had to look up.

Put students into small groups and tell them to discuss any kind of dance that they know and like. If students did the additional task in the homework suggestion for the lesson, they will have their short paragraphs about a kind of dance and they can choose one of these to talk about. When students have finished discussing, invite a student from each group quickly to tell the class about the kind of dance they discussed in their group and to answer any questions that other students might have.

1.6

Young Dancer Competition

Part 1

In this competition there are five dancers in each group and the best ones in each group go through to the grand final. So, let's meet the five dancers in the hip-hop section and learn how and why they dance.

First up is Harry Barnes from Liverpool. Why does he dance? Harry says that dancing is uplifting. If he's feeling sad, he usually puts on a favourite song and just dances. Then he's happy and everything is better. His favourite style is 'popping'. His advice for new dancers? Always, always, always practise – never stop!

Next is Jonadette Carpio. She was born in the Philippines but now she lives in South Wales. Why does she dance? Because dance is very creative. She invents a lot of amazing movements. Her favourite style is 'krumping'. That's a new dance style which is very popular these days. The face is as important as the body. Here, in this dance, she's a prisoner.

Third is Jodelle Douglas. He's from Bristol and he loves breaking. Jodelle dances because dance is his passion. He never stops learning. He meets up with other dancers in Bristol to exchange ideas and learn new steps. They are all passionate about dance. Here he dances in the 'popping' style.

Fourth is Sharifa Tonkmor from London. She loves dance because it's really liberating. Her favourite form of dancing is 'free-styling', or improvisation. She decides her dance style when she dances, not before! She sometimes dances with other people in Charing Cross train station. Sharifa likes dancing to rap music, like this. This type of song makes her really happy.

Last is Kieran Lai from Southend. He loves dance because he thinks it's hypnotic. He dances in the 'popping' style because he loves dancing like a machine. He creates different characters in his dances – heroes and fantasy characters. In this dance, he is the Tin Man from *The Wizard of Oz*. It's thrilling to watch him.

1.7

Part 2

So, which of the five dancers is the winner? What do you think? Jonadette, Harry, Sharifa, Kieran or Jodelle? Who do you want to win?

'And the winner of the 2015 BBC Young Dancer Hip-Hop category is Harry Barnes!'

For the judges, he is both a very talented and natural performer. He now goes through to the grand final at a big theatre in London. Watch him again then!

Exercise 1

Set a time limit of one minute for each question. Tell students that they must keep talking about the question until you stop them. They can't just answer *no* and move on to the next question.

After one minute, tell all students to move on to the next question, even if they have more to say about the previous question.

Repeat for all the questions and then elicit answers from different students.

Exercise 2

Tell students to work alone. For each false answer, they should identify the words or phrases which indicate that the sentence is false.

When students have finished, elicit the answers and ask if anyone in the class has tried any of these kinds of dances. If not, ask which one students would like to try or watch and why.

Answers: 1 F (young people) 2 F (fast or slow music)
3 F (It doesn't say where it is from originally.) 4 T

Exercise 3

Before students look at the text once more, write this sentence stem on the board: *People dance to/because ...*. Tell students to find four ways of finishing the sentence stem, one covering each style of dancing, and to write the completed sentences in their notebooks.

Elicit the answers and compare them to students' ideas from Exercise 1.

Possible answers:

to show our friends how strong and skilful we are; because it's a good way to keep fit; because it's beautiful to watch; to show how attractive we are; because it's great fun

Exercise 4

Ask students to read the advert.

Elicit the four styles of dance that contestants can perform: ballet, contemporary (a mixture of modern and classical ballet), hip-hop (street dancing) and South Asian (based on dances from India and Pakistan).

Talk about dance programmes that students have seen on TV in their own countries. For example, have they seen a programme partnering professional dancers and celebrities to perform ballroom dancing together?

Exercise 5 1.6

Before students watch the video, put them in pairs and tell them to look at the photos and to predict what kind of dance is reflected by each photo.

Answers: 2 D 3 C 4 E 5 B

Exercise 6

Ask a general question about whether students enjoyed the video and if they would watch a similar TV programme in their own country.

Set a time limit for students to discuss in pairs. Invite different students to say which their favourite dancers were and why they enjoyed these performances.

Exercise 7 1.6

Put students in pairs and ask them to read through the sentences before they watch the video. If they can remember what was said in the video, they can discuss what they think the correct answers are.

Play the video again and then elicit the answers, asking students to correct the false statements.

Answers:

- 1 F (Dancing makes him feel happy.)
- 2 T
- 3 F (He meets up with other dancers in Bristol.)
- 4 T
- 5 F (He loves dancing like a machine.)

Extra activity

Before students see the results in the next video, invite them to give their opinions of who they think should win. Make this a quick 'put your hands up vote' and write the results on the board.

Exercise 8 1.7

After students have watched the video, encourage them to discuss the questions in pairs.

Play the video again for students to check their answers.

Answers:

- 1 Harry Barnes
- 2 because he's a talented and natural performer
- 3 thrilled/excited/happy
- 4 He goes through to the grand final (at a big theatre in London).

Exercise 9

Tell students to note down what their partner says.

When students report back to the rest of the class about their partner's opinion, ensure that everyone is paying attention by calling on individual students to say what they have just heard.

If there is time, put students into groups according to their opinion about who the winner should have been. Each group then presents their reasons for their opinion.

Presentation tip

Before students give their presentations, encourage them to search for TED talks for English language students on the internet. These can help them with ideas about how to give effective, interesting presentations.

Exercise 10

Give students a realistic time limit for this activity, as they may need to meet up outside of school hours to plan their presentation.

Go through the instructions carefully so that students know exactly what is required.

Encourage competition between the groups, to see which group can create the most engaging digital presentation.

Further practice

- Workbook pages 16–17
- Resource Pack
Resource 12: Unit 1 BBC Culture – We've got talent
Resource 13: Unit 1 Culture – Find the words

EXPLORE

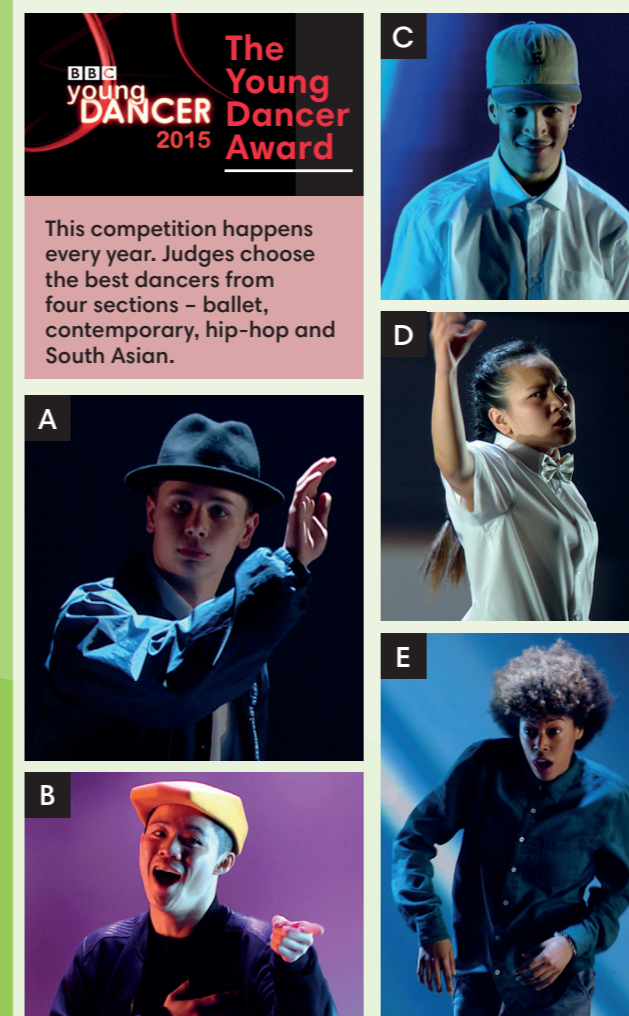
1 In pairs, discuss the questions.

- 1 Do you like dancing? Are you a good dancer?
- 2 How popular is dancing in your country?
- 3 Do you know anyone who is a very good (or bad) dancer?
- 4 Why do you think we dance?

2 Read the text. Mark the sentences T (true) or F (false).

- 1 Street-dancing is popular with middle-aged people.
- 2 Ceroc is always danced to fast music.
- 3 Ballet is from Cuba.
- 4 Salsa also means a hot and spicy sauce in Spanish.

3 Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Exercise 1?



The Young Dancer 2015 Award

This competition happens every year. Judges choose the best dancers from four sections – ballet, contemporary, hip-hop and South Asian.

A **B** **C** **D** **E**

EXPLORE MORE

4 You are going to watch part of a video from the BBC about a dance competition. Read the advert for the programme. Do you have competitions like this in your country?

5 1.6 Watch Part 1 of the video and match photos A–E with the names of the contestants 1–5.

- 1 A Harry Barnes
- 2 Jonadette Carpio
- 3 Jodelle Douglas
- 4 Sharifa Tonkmor
- 5 Kieran Lai

6 In pairs, discuss who your favourite dancer is and why.

7 1.6 Watch the video again. Mark the sentences T (true) or F (false). Correct the false statements.

- 1 Harry always feels happy.
- 2 Jonadette was born in a different country.
- 3 Jodelle usually works alone.
- 4 Sharifa doesn't plan her dances.
- 5 Kieran uses machines when he dances.

8 1.7 Watch Part 2 of the video and answer the questions.

- 1 Who is the winner?
- 2 Why do the judges like him/her?
- 3 How does the winner react/feel?
- 4 What happens next for the winner?

9 Work in pairs. Do you think the winner is the best dancer? Why?/Why not?

*Yes, I agree with the result.
No, I don't think so. I think ...*

YOU EXPLORE

10 **CULTURE PROJECT** In groups, use the language and ideas covered in the lesson to create a digital presentation promoting dance and its benefits.

- 1 Use the internet to research traditional or popular dances in your country.
- 2 Write a short script and include some photos or video.
- 3 Share it with your class.