

8

DANCE TO THE MUSIC

Objectives

FUNCTIONS	talking about music and feelings; describing a scene; talking about likes and dislikes
GRAMMAR	present continuous; <i>like / don't like + -ing</i>
VOCABULARY	clothes

Student's Book page 74–75

READING

1 Books closed. As a lead-in, ask: *Can you play any musical instruments? Can people in your family play any instruments? What can they play?* Write down some of their answers on the board. Divide the class into pairs and give them three minutes to think of any other instruments to add to the board. When time is up, find out which pair has thought of the most instruments and ask them to add their instruments to the list on the board. Ask the rest of the class to add more instruments. Tell students to copy the list of instruments in their notebooks.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Focus on the photos. Say: *a concert*, and nominate a student to call out the correct letter on the board. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the words for students to repeat and check pronunciation.

Answers


2 A 3 D 4 E 5 B

2 Look at the photos on page 75. Ask: *Where is the concert happening?* Ask students to give reasons for their choice.

Answer

3

3 Ask students to work with a partner and discuss the questions. While they are talking, write these additional questions on the board. Ask: *What kind of people use Twitter? What do they use Twitter for? How many Tweets do you send a day? If you don't use Twitter, why not?* Listen to some of their answers in open class.

4  2.13 Tell students they are going to read and listen to some Tweets about the concert in the supermarket. Check/clarify: *flash mob* (an event where people assemble for a sudden performance in a public place, often organised via social media). Refer back to the Telling the time section in the previous unit and point out that when we are being precise about time, we say the hour followed by the number of minutes (e.g. *09.44*). Give students time to read through the questions. Clarify that the boy writing the Tweets describes what he can see at the moment he writes the Tweet. Play the audio while students read and listen to answer the questions. Give students a couple of minutes after listening to check their answers. When students have compared answers with a partner, check in open class.

Answers

- 1 about ten
- 2 surprised but they like the music
- 3 four
- 4 not bored
- 5 leaving

THINK VALUES

Music

- 1 **SPEAKING** Check/clarify: *outside*. Students complete the exercise individually, then compare their answers with a partner or in small groups. Ask: *Do you listen to different types of music in different places?* Elicit some feedback from each group. Ask: *Did any of you have all matching answers?*
- 2 Working individually, students decide how important each of the items are. Give them some examples of your own to get them started. Monitor and help with any questions. Ask: *Would you add anything else to the list?*
- 3 **SPEAKING** In small groups, students compare their ideas from Exercise 2. Tell students to make notes and see how many people have the same answers. Monitor and help with vocabulary as necessary. Encourage students to try to express their real ideas and opinions but to use English to do so. Avoid error correction unless it really impedes comprehension. The focus of this task is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on practice of structures or lexis. Make a note of any nice expressions that students use during the activity.

Write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks. As feedback, ask for volunteers to report back to the class on what they found out.

Optional extension

Ask students to think of one song or piece of music that would go with each of the sentences in Exercise 2 (e.g. *X song makes me happy. I can listen to Y with friends.*, etc.). Students compare their answers in small groups.

Student's Book page 76–77

GRAMMAR

Present continuous

- 1 Read through the examples with students. Clarify that they are all examples of the present continuous. Point out the verbs in bold and elicit that they are made up of *to be* + *-ing*. Students work with a partner and look back at the Tweets on page 75 to find and underline further examples. It isn't necessary to underline every example in the text, but enough to make sure students can correctly identify the present continuous form. Look through these as a group. Students work with a partner to complete the rule. Check answers. Refer to the examples from the text on page 75 to clarify the rule.

Rule

- 1 are happening now
- 2 to be

Students complete the table in pairs. Copy the table on the board and nominate individuals to complete the gaps in open class.

Table

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

Language note

We don't repeat the main verb in short answers, e.g. *Are you listening? Yes, I am.* NOT: *Yes, I am listening.*

- 2 Give students a minute or two to look at the pictures and read the sentences. Use mime to check/clarify: *standing, cheering, smiling*. Students work in pairs to complete the sentences. During feedback, say each of the sentences for students to repeat and check pronunciation.

Answers

- 1 Greg and Linda
- 2 Harry
- 3 Diana
- 4 Debbie
- 5 Linda
- 6 Paula and Steve
- 7 Dave
- 8 Julie
- 9 Sally

Fast finishers

Ask students to look back through Units 1–7 and label some of the actions in other photos using the present continuous, e.g. *They are playing football* (page 70).

- 3 Point out the *Look!* box to students and explain that while the standard spelling of an *-ing* form is base infinitive + *-ing* (e.g. *singing*), some verbs are spelt differently. Look at the examples and elicit spelling rules for *live* (verbs which end in an *e*: drop the *e* and add *-ing*) and *swim* (verbs which end in consonant + vowel + consonant: double the final consonant and add *-ing*). Give further examples of each, e.g. *give/come, run/put*.

Students use the rules to write the *-ing* forms before whole-class feedback. Write the answers on the board for students to check that they are spelling the words correctly.

Answers

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

- 4 If you're short on time, set this exercise for homework. Students read through the dialogues. Go through the first dialogue as an example, making sure students are clear about how to form and use the present continuous. Students work with a partner to complete the exercise. Remind them to contract the verb *to be*. During feedback, say the sentences containing the present continuous for students to repeat. This will give them practice in saying the present continuous in context. Ask students to work together and practise the dialogues, taking turns to be A or B. Ask: *Can you remember B's responses without looking at your books?*

Answers

- 1 's watching
- 2 's playing
- 3 's shopping
- 4 's getting
- 5 's making
- 6 's taking
- 7 's studying

Optional extension

Tell students that they are going to do a role play. It is a Saturday afternoon and there is a party at Student B's house. Student A telephones Student B to say he/she can't go, but asks questions to find out who of their friends is at the party and what they are doing, e.g.:

A: Is John there?

B: Yes, he's playing football in the garden.

A: Is Laura there?

B: Yes, she's eating cake in the kitchen.

Encourage students to be imaginative with their answers and to think of some funny situations! Listen to some example dialogues.

Workbook page 72 and page 125

LISTENING

- 1 Books closed. As a lead-in, ask: *Do you like dancing? What type of dances can you do?* Elicit answers in open class and write the names of any dances on the IWB.

Books open. Students look at the photos and work with a partner to guess where they come from. Write some of their predictions on the IWB, but do not give answers until students have completed Exercise 3.


Answers

- A Indonesia
- B Spain
- C Greece
- D Turkey

- 2 Give students a minute to read through the sentences. Use the photos to clarify the meaning of *in a line*, *round their legs*. Ask students to underline examples of the present continuous and remind them that we use it to describe an action we can see happening now. Students work with a partner to match the sentences with the photos.

Answers

- 2 D
- 3 C
- 4 A

- 3  2.14 Tell students they are going to listen to three people describing one of the dances. Play the audio while students answer the question. Tell them not to worry if they don't understand every word. Check answers in open class. Ask students which countries the dances are from and compare to their predictions. Ask: *Who guessed correctly?*

Answers

- B
- D
- A

Audio Script Track 2.14

Presenter Hello, and welcome to our programme. Today we are talking about different dances around the world. Is there a dance that you really like? Phone and tell us. Our first caller is Janie. OK, Janie, what's your dance?

Janie Hello. Well, my family goes to Spain every year and I love Flamenco. It's wonderful! I love listening to the guitar. And the women in their beautiful dresses – red or blue or black! They look fantastic.

Presenter Yes, thanks, Janie. I like watching Flamenco, too. And now here's Graham. Hi Graham, what's your favourite dance?

Graham Hi there. Well, I go to Turkey a lot and sometimes I see the dance called the Whirling Dervishes. There are four, five or six men who wear big skirts of different colours. And as the music plays, they dance in circles round and round – they don't stop! It's really interesting.


Presenter Thanks, Graham. And now here's David.

David Hi there. My favourite dance is the Kecak – you can see it in Bali in Indonesia. A lot of men sit in a circle. There isn't any music, but the men repeat the word 'kecak' and they move their arms in the air.

Presenter Is it only men who dance?

David Yes, it is. And only for tourists, really.

Presenter OK. Thank you, David, and everyone!

- 4  2.14 Read through the sentences. Play the audio again while students choose the correct options.

Mixed-ability

Stronger students may be able to complete the exercise from memory before listening to the audio again to check answers.

Answers

- 1 women
- 2 different colours
- 3 stop
- 4 music
- 5 tourists

- 5 Students discuss the question in small groups. Encourage them to give reasons for their choice. Hold a quick class vote to find out which dance is most popular.

FUNCTIONS

Describing a scene

- 1 As an introduction to this activity, write items 1–3 on the IWB. Ask students to work with a partner and think of examples of each. Elicit answers and write some of their ideas next to the items on the board. In pairs, students complete the exercise. Check answers.

Answers

- 1 b 2 c 3 a

- 2 In open class, read through the text. Elicit the answer to Question 1. In pairs, students complete Question 2. Monitor and help with any difficulties. During whole-class feedback, point out that we do not need to repeat the subject if there are two actions (e.g. *Some people are sitting on chairs; They are watching and clapping*). Draw attention to the use of *there are* and the way different subjects are used in each sentence (*One woman; Some people; Everyone*). This makes the description more interesting than always starting sentences with *he/she/they*.

Answers

- 1 B
 2 present continuous:
 is dancing, 's wearing, 're playing, are sitting, are watching and clapping, 're enjoying
- adjectives:
 red, happy
- prepositions:
 of, behind, on

- 3 **SPEAKING** Give students time to look at the picture. Students work in pairs and describe the picture. Encourage them to use the text in Exercise 2 as an example, using *there are* and a variety of different subjects and to make sure they are using the present continuous.


Mixed-ability

Stronger students can describe the picture in pairs. Ask them to try to provide detail on each of the people and the group as a whole.

Weaker students: Give students time to write down some of their ideas before describing the picture with a partner.

Student's Book page 78–79

READING

- 1  2.15 Books closed. As a warm-up, write the following questions on the board:
- Do you like parties?*
What music do you listen to at parties?
Do you dance at parties?
Do you wear different clothes to parties?
- Students work in pairs or small groups and discuss the questions. Elicit some answers from each group during whole-class feedback.
- Ask students to quickly read and listen to the dialogue (set a two-minute time limit to encourage them to read quickly) and answer the question, then compare their answer with a partner. Check the answer in open class.

Answer

Andy is a boy at a party who is a really good dancer.

- 2 Check/clarify: *enjoying, crazy, ugh!* Read through questions 1–3 with students and go through the example in open class. Students read the dialogue again and complete the sentences. Students compare answers with a partner before a whole-class check.

Answers

- 1 grey trousers and a green shirt
 2 talking to boys
 3 friends

Optional extension

It is very common for students at lower levels to lack intonation when speaking and to produce sentences with limited emotion. Read through the dialogue with students, making Maggie sound very enthusiastic and Mike a bit bored and lacking in enthusiasm (stop the dialogue before the entrance of Andy). As you read, ask students to repeat the parts with similar levels of enthusiasm. Students work in pairs and practise the dialogue. Monitor, encouraging students to act their part and show some emotion. For feedback, listen to some pairs saying the dialogue (or split up the dialogue, hearing a couple of lines from each pair) and decide as a group who is showing the most emotion.

GRAMMAR

like / don't like + -ing

- 1 Look at the example with students and elicit what comes after *like* (the *-ing* form of the verb). Ask: *Does really mean a lot or a little?* (a lot). Ask students to look back at the conversation and complete sentences 1–3. Stronger students may be able to do this from memory. Students compare answers with a partner before a whole-class check.

Answers

- 1 talking
 2 going
 3 dancing

Students now read through the Rule box and complete it with a partner. Check answers with the whole class. If you did the lead-in, ask students to write three sentences about the things they like using the *-ing* form (e.g. *I like playing with my cat*). Listen to some examples in open class.

Rule

- 1 love

- 2 Look at the verbs and make sure students understand which verb corresponds to each emoticon. Complete the exercise in open class with students.

Answers

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

- 3 If you're short on time, set this exercise for homework. Students read through sentences 1–7. Go through the example sentence, making sure students understand why *love watching* is the correct answer. Working individually, students complete the exercise. Remind them to think about the subject of each sentence before deciding on the form of the verb and to include *-ing* forms after the main verb. Check answers with the whole class.

Fast finishers

Ask students to write more sentences describing things they love / like / don't like / hate doing. Listen to some examples after feedback on Exercise 3.

Answers

- 1 don't like going
- 2 hate getting up
- 3 like going
- 4 loves running
- 5 don't like dancing
- 6 Do, like cooking
- 7 Does, like giving

Language note

Students may form questions such as *Like you swimming?* Point out that we use the auxiliary *do* to form sentences in the present simple (*Do you like swimming?*).

- 4 If you're short on time, set this exercise for homework. Students work individually to complete the exercise. Ask students to change the sentences if necessary. Monitor and check students are using the verbs correctly.



Be aware of common errors related to the use of *-ing*, go to Get it right on Student's Book page 125.

Workbook page 73 and page 125

VOCABULARY

Clothes

- 1 2.16 Books closed. Elicit the names of any clothes students know already in English and write them on the board. Check students know how to pronounce each word.
- Books open. If there is an IWB available in the classroom, this activity could be done as a heads-up activity with the whole class. Zoom in on the pictures, or ask students to cover the words in their books. Say: *a dress*, and nominate a student to point to the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before playing the audio and checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers. During feedback, say the words for students to repeat and check pronunciation.

Answers

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

- 2 Read the example sentence. Point out the position of the adjectives (*blue, white*) before the noun. Remind students that the plural words (*jeans, shoes, shorts, socks, trainers, trousers*) do not need an article. Students work with a partner to describe the people's clothes. Check answers.

Answers

- 1 a green dress, white shoes and a black coat
- 2 is wearing yellow shorts, a blue shirt and white socks
- 3 is wearing a grey skirt and a pink jumper
- 4 is wearing grey trousers and a black shirt

Fast finishers

Ask students to look back through units 1–7 and write descriptions of what people are wearing in some of the photos.

- 3 **SPEAKING** Students work in pairs or small groups to answer the questions. Monitor the correct use of the present continuous and pronunciation of clothes vocabulary. Make a note of any errors to go over at the end of the activity, but avoid interrupting conversations if possible. Input any unfamiliar vocabulary (e.g. names of clothes) that students need. Ask two or three students to report back to the class on something interesting they found out about their partners.

Workbook page 75

PRONUNCIATION

For practice of intonation when listing items, go to Student's Book page 121.

TRAIN TO THINK

Memorising

- 1 Tell students to look at the picture and set a two-minute time limit for them to memorise it. Tell them to try to remember the people's actions and their clothes.
- 2 **SPEAKING** When time is up, divide the class into AB pairs and ask them each to turn to their questions on page 127 and 128. Students take turns to ask and answer questions. Clarify that they should answer in short answers and correct any negative answers. Do not let them look back at the picture to check their answers. When students have completed the exercise, elicit answers in open class and ask the rest of the class to agree or disagree. Finally, allow students to look back at the picture and check answers.

Answers

Student A

- 1 No, there are eight.
- 2 Yes, she is.
- 3 Yes, there are.
- 4 No, there are four.
- 5 No, two people aren't.

Student B

- 1 Yes, there are.
- 2 No, they aren't.
- 3 No, he isn't.
- 4 No, three people are drinking.
- 5 Yes, they are.

Optional extension


For further practice of memorising and describing appearances, do an internet search for a variety of images of people wearing different clothing (or cut out some pictures from magazines). Display the images on the IWB. Show students the screen for two minutes, then hide the images. Divide the class into pairs and ask students a variety of questions about the pictures, e.g. *What is the man wearing in picture B?* Students work together to answer the questions. Give one point for each correct answer. Which pair has the best memory?

Student's Book page 80–81**CULTURE****Musical instruments around the world**

- 1 Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos and read the words one by one. Nominate individuals to find the things in the photos. Alternatively, students complete the activity in pairs before checking answers with the whole class. Use the photos to show the meaning of any words students are not familiar with.

Answers

Photo 1: a stick, wood
 Photo 2: blow, the ground
 Photo 3: a piece of cloth, an orchestra

- 2  2.19 Play the audio while students listen and read the article. Tell them not to worry if they do not understand every word, but to focus on checking their ideas. Allow them to compare answers with a partner before a whole-class check.

Answers

- 1 the berimbau – Brazil
- 2 the didgeridoo – Australia
- 3 the bonang – Indonesia

- 3 Read through the sentences with students and check understanding. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Mixed-ability

Ask stronger students to answer any of the questions they can from memory before they read again.

Answers

- 1 F – Capoeira is the name of a dance.
- 2 T
- 3 F – They are between one and three metres long.
- 4 F – The bonang is a group of metal pots.
- 5 T

- 4 **SPEAKING** Divide the class into pairs for students to discuss the questions. Listen to some of their answers in open class as feedback.

Mixed-ability

Divide the class into pairs roughly according to level. Allow weaker students some time to think about their answers before discussing them. Monitor, helping with vocabulary as required and encouraging students to use English in their answers. Listen to some of their answers with the whole class.

WRITING**Describing a scene**

- 1 Ask students to read through the Tweets and look at the photos. Elicit the answer to the question in open class. Point out that the second Tweet reports a change in the situation from the first tweet.

Answer

Photo B

- 2 Students work with a partner to underline examples of the present continuous. During whole-class feedback, elicit why the present continuous is used (because Sandy is describing something happening now).

Answers

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

- 3 If you're short on time, set this exercise for homework. Give students time to read through the situations and check/clarify: *local*. Students write notes to describe how they are feeling in each situation. Monitor and help with any questions about vocabulary.
- 4 Students write their Tweets. Tell them that their second Tweet should describe a change in the situation from the first Tweet. In a subsequent lesson, give them the opportunity to read each other's Tweets and decide which is the most interesting. Alternatively, this can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their Tweets with another pair for them to read and correct any grammatical errors. If students use Twitter, you could ask them to send each other their Tweets. Listen to two or three examples in open class.

Mixed-ability

With weaker classes, elicit some useful vocabulary for each situation and write it on the board for students to use when writing their tweets.

Narrator Two. What is Lucy's favourite month?
 Steve What's your favourite month, Lucy?
 Lucy Well, I love the summer, June, July, August.
 Steve But which is your favourite?
 Lucy July, because my birthday's in July, too.
 Steve I love August because that's when we're on holiday!

Narrator Three. Which instrument does Mike play?
 Oliver Are you in a band, Milly?
 Milly Yes, I am. I'm the singer.
 Oliver Who else is in the band?
 Milly Mike and Hannah. Mike plays the guitar and Hannah plays the drums.
 Oliver Do you need a piano player?
 Milly Yes. Do you know anyone, Oliver?
 Oliver Yes, me. I play the piano.

Narrator Four. Which of Jenny's clothes does Liam like?
 Liam You look nice, Jenny.
 Jenny Thanks.
 Liam Is your jacket new?
 Jenny Yes, it is. And so are my trainers.
 Liam Well, I like your T-shirt, Jenny. It's great.

Student's Book page 82–83

CAMBRIDGE ENGLISH: Towards Key

THINK EXAMS

LISTENING

1 Part 1: Multiple-choice pictures

Answers

1 B 2 B 3 A 4 C

Audio Script Track 2.20

Narrator Example. What time does Bob get home from school?
 Anne What time do you get home from school?
 Bob Well, my school finishes at quarter to three.
 Anne Quarter to three?
 Bob Yes, and I get home at a quarter past three.
 Anne So it takes you half an hour to get home?
 Bob That's right. Thirty minutes.

Narrator One. When is Sue's birthday?
 Sue When's your birthday, Fred?
 Fred It's next week.
 Sue What day?
 Fred It's on the 13th. I think it's Thursday.
 Sue I don't believe it.
 Fred What?
 Sue It's the day before mine. My birthday's on the 14th.

READING AND WRITING

2 Part 6: Word completion

Answers

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

TEST YOURSELF UNITS 7 & 8

1 VOCABULARY

Answers

1 coat 2 rugby 3 sitting 4 making 5 studying
 6 trainers 7 doing 8 taking 9 third 10 cheering

2 GRAMMAR

Answers

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

3

Answers

1 ~~to count~~ to count to
 2 ~~study~~ studying
 3 ~~doesn't can speak~~ can't/doesn't speak
 4 ~~watch~~ watching
 5 ~~shops~~ is shopping
 6 ~~Do you can~~ Can you / Do you

4 FUNCTIONAL LANGUAGE

Answers

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