

5 MY LIFE IN MUSIC

Objectives

FUNCTIONS	asking about feelings and making helpful suggestions
GRAMMAR	present perfect continuous; present perfect simple vs. present perfect continuous
VOCABULARY	making music; musical instruments; phrasal verbs with <i>out</i>

Student's Book page 48–49

READING

- 1 **▶1.34** Books closed. To wake students up with a physical warmer, ask the whole group to stand up. Nominate an individual to say the name of a musician or group. If a student likes a song by this artist they sit down. You could ask individual students to name which song they like when they have sat down. Keep going until everybody is sitting down. This can then be repeated with students standing up when they own a recording by a named artist.

Books open. Play the audio while students match the types of music to the pictures.

Answers

- 1 rap 2 dance music 3 jazz 4 opera 5 rock
6 pop

- 2 Write *types of music* in the centre of the board. Divide the class into groups of three and ask them to think of as many different types of music as possible. Tell students they should write their list in the form of a mind map with genres of music leading to other genres e.g. rock leading to punk, heavy metal, rock and roll, glam rock etc. After three minutes, ask students how many they have in their list. Ask a student from the highest scoring group to come to the board and try to draw a mind map of their list. When it is complete, elicit further types from the rest of the group and ask them to add them to the mind map.
- 3 **SPEAKING** Divide the class into small groups and ask students to compare their musical tastes. In preparation for their discussion, you might like to write some adjectives on the board for them to use (e.g. *brilliant, great, terrible, awful*). Monitor to make sure students are getting equal opportunity to speak and that students are attempting to describe the music they like, rather than simply giving lists of artists. Try the 'silent tick' – writing a tick on a student's notebook if they speak well. Students can be quite motivated by this! Ask some of the students to share their opinions with the whole class and encourage open class discussion.

- 4 Read through the questions with students before they complete the exercise. Check/clarify: *busker, talent show, talent scout*. Do not check answers at this stage.
- 5 Students read the text quickly to check their ideas. Remind students they don't have to understand every word at this point. Check answers.

Answers

- 1 bottom picture 2 top picture (this picture shows *One Direction* who shot to fame after winning the talent show *X Factor*) 3 (open question) 4 (open question)

BACKGROUND INFORMATION

X Factor is a television music competition franchise. Amateur artists compete to win the affections of a team of judges and the audience. Judges review and then train finalists, helping with song selection and styling. It originated in the United Kingdom.

The Voice is a television music competition franchise created in Holland in 2010. It is different from other talent shows in that competitors are only judged on how well they sing, rather than how they look or perform.

Leona Lewis (born 3 April 1985) is a British singer-songwriter. She won the *X Factor* in 2006, winning a £1 million record contract. She has now released five albums.

Steve Brookstein (born 10 November 1968) is an English singer who won the *X Factor* in 2004. His first single *Against All Odds* reached number one in 2005. He was soon dropped by his original record label but kept recording with other labels and released his third album *Forgotten Man* in 2014.


Olly Murs (born 14 May 1984) is an English singer. He was runner-up in the *X Factor* in 2009. His debut single *Please Don't Let Me Go* reached number one in August 2010. He remains popular and has released three albums.

Joe McElderry (born 16 June 1991) is an English singer. He won the *X Factor* in 2009. His first single *The Climb* reached number one. He has now released four top 20 albums.

Justin Bieber (born 1 March 1994) is a Canadian singer-songwriter. He was first discovered through his YouTube videos in 2007 and was immediately a massive success with seven songs from his debut album charting in the USA.

Lily Allen (born 2 May 1985) is an English singer-songwriter. She left school at 15 to concentrate on music. She posted some songs on MySpace which were played on national radio and resulted in a recording contract. Her first single *Smile* was number one in July 2006 and her first album *Alright, Still* sold over 2.6 million copies.

Eric Clapton (born 30 March 1945) is an English singer and guitarist. His long career includes playing with *The Yardbirds* and *Cream* in the 1960s and as a solo artist since the seventies. He is seen as one of the most influential guitarists of all time.

- 6  1.35 You could set a homework research task for students to find out about these items before they come up in the text. You could then start off the lesson by asking students to tell the class what they have found out.

Students read through questions 1–8. Check/clarify: *publicity, contract, label, posted, attention*. Play the audio while students listen and read and answer the questions. Students can compare answers in pairs before a whole-class check. Play the audio again as necessary, pausing to clarify any problems.

Answers

- 1 TV talent shows 2 Steve Brookstein 3 Third
4 Justin singing in a local competition 5 13
6 She posted some of her music online 7 It helps them get a good local following. 8 London

Optional extension

If you have an Interactive Whiteboard (IWB) in the classroom, show students some clips of videos by the artists mentioned in the reading text. Ask students to work in pairs and give their opinions on the music. This can be done as a speaking or writing exercise. Alternatively, students could work in small groups and give the songs a score from one to ten. Add up the scores to see which song is most popular.

THINK VALUES

Following your dreams

- 1 Books closed. To introduce this topic, you might like to tell students about your ambitions when you were younger. Alternatively, you could put a photo (or photos) that illustrates your dream on the IWB and hide it with the 'reveal' option. Slowly reveal the picture and ask students to guess what your dream was. Ask them: *Did the dreams come true?*

Write sentences 1–4 on the board. Ask students to work in pairs and try to guess what the four people's dreams are. Listen to some of their ideas before students open their books and match the people with their dreams. Check answers with the whole class.

Answers

- 1 d 2 b 3 c 4 a

- 2 This is an opportunity to review the language of advice from Unit 4. Working individually, students make notes on their answers. Monitor and help with any vocabulary as required.

Mixed-ability

Stronger classes: Elicit words and phrases used for giving advice and write them on the board. Weaker classes can look back at Unit 4 to find language of advice.

- 3 **SPEAKING** Divide the class into pairs or small groups. Students compare their ideas and decide which the best piece of advice is for each of the people. Listen to some of their ideas as feedback.

- 4 **SPEAKING** In pairs or small groups, students discuss their dreams. Encourage them to go into detail about what they want to do and how they plan to make it happen. Their partners should give advice to them. Listen to some of their ideas in open class.

Student's Book page 50–51

GRAMMAR

Present perfect continuous

- 1 Focus students on the sentences and ask them to try to complete them, in pairs, before they refer back to Answer #3 in the online forum to check answers. Encourage them to underline the sentences in the text as they find them. During open class feedback, use concept-check questions to check understanding: *In 1 does the speaker write songs now? (yes); When did the speaker begin writing songs? (when he/she was a teenager); Is he/she doing a lot of busking? (yes but not right at this moment); Why does he/she mention this? (to explain the benefits/positive consequences of doing this); In 3 is the band still playing now? (yes); How long have they been playing together? (not long).*

Answers

- 1 've been writing 2 've been doing 3 haven't been playing

- 2 Students match the sentences with the rules. With weaker classes, you may like to do this as a whole-class activity. Check answers. You could also get students to match sentences 1–3 in Exercise 1 with the rules if they need further clarification/support. Do this during feedback or as a follow-on activity.

Answers

- 1 b 2 a 3 c

- 3 This exercise checks students' understanding of the form of the present perfect continuous. Read through the sentences and check understanding of *barked/barking*. Let students compare answers with a partner before a whole-class check.

Answers

- 1 talking 2 been 3 hasn't 4 been 5 haven't
6 barking

Fast finishers

Ask students to write sentences describing how long members of their family have been doing things, e.g. My brother has been learning Spanish for two months. My sister has been playing the violin since she was 10.

4 In preparation for this exercise, you may like to review the use of *for* and *since*, by writing the following on the board:

three days

1989

yesterday

a week

last Tuesday

twenty minutes

Ask students to decide whether to use *for* or *since* with each of the phrases.

Read through sentences 1–6 with students and check understanding of vocabulary. In pairs, students complete the exercise. Check answers with the whole class.

Answers

- 1 've been running; for 2 've been waiting; for
 3 's been watching; since 4 's been lying; since
 5 've been walking; for 6 's been working; since

PRONUNCIATION

For pronunciation practice in **been: strong /bi:n/ and weak /bm/, go to Student's Book page 120.**

5 **SPEAKING** Divide the class into pairs or small groups. Students discuss each of the activities to find out how long each of them has been doing the different things. Monitor to check that students are using English and not L1. As feedback, find out who has been doing each of them for the longest period. If you have a lot of space in the classroom, ask students to stand up and order themselves in a line according to how long they have been doing something. Make sure they are asking each other questions (e.g. How long have you been living in your house?) to find out where they should go in the line.

Workbook page 46 and page 124

VOCABULARY

Making music

1 Ask students to read through the paragraph about the fictional group Dymonde once before they try to fill in the gaps, to get a general idea of the text. Encourage students to guess the meanings of any words they do not know. Students complete the exercise individually. Students check answers in pairs before feedback in open class. Say the words and ask students to repeat them altogether and individually to check pronunciation.

Answers

- 1 writes 2 start 3 playing 4 enter 5 won
 6 record 7 released 8 downloading 9 entered
 10 going

Fast finishers

Ask students to write sentences about a musician or group of their choice using the target vocabulary, e.g. *They released their first album in 2001. They won the Mercury Music Prize in 2005.*

2 **SPEAKING** Divide the class into pairs or small groups. Students discuss their favourite musical artists. To maximize speaking, make sure each person in the group has a different favourite. Monitor and help with vocabulary as necessary and to encourage students to use the vocabulary in Exercise 1. Make a note of any students who use the vocabulary and ask them to repeat their sentence during whole-class feedback.

Workbook page 48

WRITING

This activity can be done with a partner as a collaborative writing task. Ask students to choose a band. If you want them to work in pairs, they should choose an artist they are both familiar with. Students make notes on each of the items. If mobile phone use is permitted in the lesson, encourage them to search for information on the Internet. In the next lesson, ask various students to present their work to the rest of the class. If you're short on time, set this exercise as homework.

LISTENING

1 **1.38** As a warm up, ask students: *Do you know the lyrics to any English songs? Can you sing them?* Encourage some students to sing some of their favourite English language songs. You could do an online search for the lyrics, using the IWB if there is a popular song that students like. Discuss the lyrics. Tell students they are going to listen to an interview. Play the audio while students listen and answer the question. Tell them not to worry about understanding every word at this stage. Check the answer.

Answer

Music

Audio Script Track 1.38

Interviewer Hi Tom, I'm doing a short survey on music. Can I ask you a few questions?

Tom Sure.

Interviewer So, do you like music?

Tom I love music.



Interviewer What is it about music you like so much?

Tom Everything, I mean the way it makes me feel, the way it puts me in a good mood when I'm not feeling too good, the way I feel when I hear a fantastic new band for the first time.

Interviewer And how's that?


Tom What, the feeling when you hear a good new band for the first time? Well, excited, of course. You just want to go and get all their music. But I also feel a bit worried, too.

Interviewer	Worried?
Tom	Well, only a bit. It's just that I don't want them to go on and become mega-successful. It's a bit selfish, I know, but I just want to keep them secret, something to share with my very best friends.
Interviewer	And where do you hear new music?
Tom	On websites, from friends ...
Interviewer	On the radio?
Tom	No, I never listen to the radio. I haven't listened to the radio for years!
Interviewer	Where do you get your music?
Tom	If I like something I always download it. I've been downloading music since I stopped listening to the radio.
Interviewer	CDs?
Tom	No. Does anyone buy CDs these days?
Interviewer	Just me. OK, just a couple more questions. Where do you like to listen to music?
Tom	Anywhere I can, when I walk to school, before I fall asleep in bed. I think the only time I don't listen to music is when I'm doing my homework. I just can't do that.
Interviewer	And the final question. Do you like dancing?
Tom	Not at all. I like listening to music, not dancing to it.
Interviewer	Thank you Tom. That's all.

- 2  1.38 This exercise is closely modelled on  Listening Part 2 of the Cambridge English: Preliminary exam. Students read through questions 1–5. Check any language problems. Before listening, elicit which key information students should look for in each question and ask them to underline it. If necessary, play the audio and stop it after the answer to the first question and go through this as an example. Play the audio for students to listen and answer the questions. Remind them to listen for key words from the questions in the audio to help them find the answers. Check answers, playing and pausing the audio again to clarify any problems.

Answers

1 A,B 2 B,C 3 A 4 A 5 C

- 3  1.39 Tell students they are going to listen to a girl called Sara answering the same questions. To prepare students for the listening, elicit what type of information they will need to complete each sentence. Play the audio and give students time to complete their sentences. Let them check answers with a partner before playing the audio again, pausing as necessary for clarification.

Answers

1 her dad's old CDs. 2 when her friends lend it to her.
3 two or three songs a month. 4 she does her homework.
5 happy.

Audio Script Track 1.39

Interviewer	Hi, Sara. Have you got time to answer a few questions about music?
Sara	Sure.
Interviewer	So, first question. Do you like music?
Sara	Yeah. I mean I'm not crazy about it, but I do like it.
Interviewer	So what do you listen to?
Sara	I mostly listen to my dad's old CDs.
Interviewer	Really?
Sara	Yes, he's really into music, and he plays it around the house all the time. Some of it's really good.
Interviewer	So you don't listen to new music at all?
Sara	Yes, I do. My friends lend me stuff. That's how I hear about new music. And I listen to the radio sometimes, too.
Interviewer	Do you buy much music?
Sara	Not really. I probably download two or three songs a month.
Interviewer	And when do you listen to music?
Sara	That's a good question. I'm not really sure. I mean, as I said, Dad's always playing something, but that's not really me choosing to listen. Oh, I know. I always listen to music when I do my homework. It helps me concentrate.
Interviewer	And finally, do you enjoy dancing?
Sara	Yes, I love dancing. I don't really go out to dance, but I love dancing about the house. It always makes me feel happy.
Interviewer	Thank you, Sara.

THINK SELF-ESTEEM

Music and me

- To introduce this section (and to make your students smile), find some videos of music that was popular when you were their age. Play the videos on the IWB. Ask students: *Does the music sound good to you?* Tell students they are going to do a quiz to find out how important music is in their lives. Check/clarify: *feeling down, depending on, influences, melody*. Students do the quiz individually and work out their score.
- SPEAKING** Read through the questions quickly to check understanding. Divide the class into pairs. Students discuss the questions. Monitor and encourage them to use any language they have picked up from the listening and the quiz. Listen to some of their ideas in open class as feedback. If students are motivated by the topic of music, ask them to organize themselves into pairs or small groups according to their taste in music (a group that like hip-hop, another group that likes heavy metal etc.). Ask them to work together to prepare a presentation on their chosen style of music. As well as describing the history of the music and popular artists, this could include an explanation of the type of people that like the music, reasons why they like the music and so on. Ask students to present their work to the rest of the class and if possible to use the IWB to show pictures and short video clips. After each presentation, encourage the rest of the class to ask questions and finally hold a class vote to decide which was the most interesting presentation.

Optional extension

Ask students to imagine that they are the managers of one of their favourite artists and that they are at a music conference. Their job is to sell the artist to record companies around the world. Tell students they have enough money to pay for three artists. Students stand up and mingle, trying to convince other students to buy their artist. Students score a point each time they sell their artist. Monitor and make sure students are using English. Listen to some of their arguments in open class as feedback and decide who has been the most persuasive and sold their artist the most times.

Student's Book page 52–53

READING

- 1 **SPEAKING** A recording of this text is available with your digital resources. As a warm up, ask students if they like any music that no one else in the class listens to. Ask them: *What about your parents? Do they listen to strange music?* Divide the class into groups. Groups take it in turns to try to name artists that other groups have not heard of. To prove they have heard of an artist, students need to name a song by them.
- Read through the instructions with students. Students work individually to complete the exercise. Listen to some of their ideas in open class and discuss why students rank the things in different orders.

Optional extension

Show the class a few pictures of famous popular musicians. Use the IWB if you have got one. Ask them to discuss to what extent they have items 1–6 from Exercise 1.

- 2 Tell students they are going to read about an English musician called John Otway. Working individually, students quickly read the text and answer the question. Check answers with the whole class.

Answers

loyal fans, good songs

- 3 This exercise is closely modelled on Reading Part 4 of the Cambridge English: Preliminary exam. Students should read the sentences carefully and decide which key information they need to look out for. Tell them that there will usually be more than one answer that seems to be correct at first reading, so they should not go straight for the first answer that looks right. Students read the article and answer the questions. As they read, they should underline the information in the text that helped them choose their answer. Allow them to compare answers with a partner before open class feedback. During feedback, pay attention to why each option is correct and why the wrong answers are wrong.

Answers

1 A 2 B 3 D 4 C

GRAMMAR

Present perfect simple vs. present perfect continuous

- 1 Focus students on the two sentences and encourage them to try to complete them with a form of *play* in the present perfect tense before they go back to the article on page 52 to check. They could do this individually or in pairs. Check answers in open class before students move on to Exercise 2.

Answers

1 has been playing 2 has played

- 2 To clarify meaning, ask: *Does he still play music?* (yes); *When did he start playing music?* (40 years ago); *Is he playing a concert now?* (no); *Do we know how long he's playing concerts?* (no); *Do we know how many?* (yes, hundreds).

Students then read through the rule box and complete the rules. Check answers in open class. Another way to think about this rule is in terms of the difference between *how long* vs. *how much/many*. Ask students: *Which sentence, 1 or 2, answers the question how long?* (1); *Which tense is used?* (present perfect continuous); *What question could you ask for sentence 2 to be the answer, how many or how long?* (how many); *Which tense is used in sentence 2?* (present perfect simple).

Rules

continuous; 1 simple; 2

To check understanding at this point, ask students to give you an example of their own for each tense to make sure they are using the tenses correctly.

Language note

Students may produce incorrect statements like: I am studying English for two years. Ask them to translate some of the examples from this exercise to compare how this structure works in English and their own language.

Point out that there are many verbs called state verbs which are not normally used in continuous tenses in English, for example: *see, hear, smell, taste, want, prefer, like, love, hate, think, feel, forget, remember.*

- 3 Students read through sentences 1–5. Go through the first sentence as an example, if necessary, making sure students are clear why the different tenses are used. Students complete the exercise. Remind them to check the context of each sentence carefully and check whether the action is finished or not before they choose the tense. Check answers.

Answers

1 's written; 's been writing 2 've been having; haven't taken 3 've been playing; 've played 4 've been watching; 've eaten 5 's made; Has... been preparing

Fast finishers

Ask students to write sentences using the present perfect simple and past perfect continuous, describing how long they have been doing various activities and how many times they have done certain activities, e.g. I have been listening to Metallica for two years. I have listened to Master of Puppets hundreds of times.

- 4 Students read through sentences 1–6. Check any language problems. Go through the first sentence if necessary, asking students to explain why the different tenses are used. Students complete the exercise and check answers with a partner before feedback with the whole class. If you're short on time, set this exercise as homework.

Answers

1 's been collecting; 's collected 2 's taken; 's been taking
3 's been driving; 's driven 4 've been swimming; 've swum
5 's taught; 's been teaching 6 've been picking; 've picked

Workbook page 47 and page 124



Be aware of common errors related to present simple or present continuous vs. present perfect continuous, go to Get it Right on Student's Book page 123.

VOCABULARY**Musical instruments**

- 1 To introduce this topic, divide the class into two groups. Give students two minutes to think of as many different musical instruments as they can. Allow them to use mobile phones or tablets if available. After two minutes, play a game of 'vocab tennis' with each group taking it in turns to say one instrument until one team runs out of ideas.

Look at the pictures of musical instruments. Nominate students to match the words with the instruments. Say the names of the instruments for students to repeat and check pronunciation.

Answers

1 B 2 G 3 E 4 F 5 A 6 H 7 D 8 C

Fast finishers

Students can try to write down a musical instrument beginning with every letter of the alphabet: (A is for accordion; B is for bassoon/balalaika etc.).

- 2 1.40 Play the audio while students listen and name the instrument. If necessary, repeat the audio pausing after each instrument to check answers.

Answers

2 trumpet 3 saxophone 4 drums 5 piano
6 keyboard 7 guitar 8 violin

Workbook page 48

SPEAKING

Read through the questions with students and quickly elicit some ideas. Divide the class into pairs. Students discuss the questions. Ask some of the students to share their answers with the rest of the class as feedback.

Optional extension

Distribute a small piece of paper to each student and ask them to write their answers to the questions, e.g. I have been playing the guitar for three years. I would like to play the trumpet. I have been talking about Motorhead. I saw them play live in 2011. Collect the pieces of paper and read some of them out. The other students have to guess who wrote the notes.

Student's Book page 54–55

PHOTOSTORY: episode 3**Pop in the park**

- 1 Look at the photo with students and ask them to name the people. Ask them: *What can you remember about Luke, Olivia, Ryan and Megan from the photostory?* Allow students to look back at Units 1 and 3 if necessary. Students look at the photos and describe what the people are doing. Ask them to guess the answers to the questions without reading the conversation. Write some of their ideas on the board. These can then be referred to during feedback.
- 2 1.41 Play the audio. Students read and listen to check their answers. Ask students to check answers with a partner before feedback in open class. During feedback, refer to their ideas from Exercise 1 and check if they predicted correctly.

Answers

- 1 He hasn't got any money to buy a ticket for the concert.
2 Borrow some money from his dad; sell something.

DEVELOPING SPEAKING

- 3 Divide the class into pairs and ask students to guess the continuation of the story. Ask them to write their answers in their notebooks. Monitor and help with any questions. Listen to some of their ideas in open class and write some of their ideas on the board, but don't tell them whether they are right or wrong.
- 4 EP3 Play the video while students check their ideas from Exercise 3. During whole-class feedback, refer to the ideas on the board and check which were correct.
- 5 Read through the instructions in open class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. If necessary, play the video again, pausing as required for clarification. Check answers in open class.

Answers

- 1 Tiddles 2 Lucy 3 Lucky 4 Sophie

- 6 With a partner, students answer the question. Check answers in open class.

Answers

Ryan – because he thinks she looks like a ‘Tiddles’.
Olivia – because it’s her favourite name.
Luke – because the reward money for finding her will pay for his concert ticket.

PHRASES FOR FLUENCY

- 1 Ask students to locate the expressions 1–6 in the story on page 54 and decide who says them. Ask them: *How would you say the expressions in your own language?* Ask students to compare their answers with a partner before open class feedback.

Answers

1 Megan 2 Olivia 3 Luke 4 Olivia 5 Luke 6 Ryan

- 2 Ask students to read through the sentences and complete the conversations. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practice the conversations.

Answers

1 What’s up 2 Tell me about it 3 There’s no point in
4 I can’t wait 5 No way 6 if you say so

WordWise

Phrasal verbs with out

- 1 Books closed. Explain that many verbs in English often have a preposition after them, e.g. *listen to*. Point out that these verbs are not always phrasal verbs – their meaning can be more obvious than with phrasal verbs. Elicit examples of verbs like this that students know already, e.g. *listen to*, *depend on*, etc. Tell students they are going to see some verb + preposition combinations with the preposition *out*. All of them have appeared in Unit 5. Students work in pairs and fill the gaps in the sentences.

Check answers with the whole class and make sure that students understand the meaning of the verbs. Point out that the major change in meaning of *run* and *out* in the phrase *run out of*.

Answers

1 started 2 went 3 come 4 sort 5 run 6 find

- 2 Read through the definitions with students and check understanding. Students work with a partner to match the phrases and the definitions. Check answers.

Answers

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

- 3 Students complete the sentences. Point out that they will need to change the tense of the verb in some of the sentences. Students compare answers with a partner before whole-class feedback. Check answers. If you’re short on time, set this exercise as homework.

Answers

1 went out 2 came out 3 ‘ve run out 4 find out
5 sorted ... out 6 started out

Fast finishers

Give students five minutes to work in pairs and write a story which includes all six of the verb + preposition combinations in this exercise. Listen to some examples in open class and hold a vote to find the best story.

Workbook page 49

FUNCTIONS

Asking about feelings

- 1 Books closed. Write the four questions on the board and ask students to suggest possible responses. Write any good answers on the board. Then ask students to open books and complete the exercise. During feedback, ask the questions for students to repeat altogether or individually. Check pronunciation.

Answers

1 c 2 d 3 a 4 b

Helpful suggestions

- 2 **ROLE PLAY** Tell students they are going to do a role play about giving helpful suggestions. Divide the class into pairs and assign a letter A or B to each student. Students work with a partner and hold the conversations. Monitor to help with any difficulties, but do not interrupt as this is a fluency activity. You might also offer ideas if students have none. Listen to some examples in open class as feedback.

Weaker students might benefit from some preparation time before the conversation. Divide the class into two groups: As and Bs, and give each group five minutes to prepare ideas for their side of the conversation before pairing up students A with B.