

1

A song and a dance

Vocabulary 1

Using the worksheet

- This worksheet provides practice of the core words: *classical music, disco, folk, hip-hop, jazz, opera, recording, stage, studio*.
- Students work individually to look at the pictures and find the music words in the word search puzzle. They then write the words under the corresponding picture.

Key: 1 hip-hop 2 jazz 3 stage 4 recording
 5 studio 6 opera 7 disco 8 DJ

- Students read the text and unscramble the words. Fast finishers can make a mind map of the new vocabulary in their notebooks.

Key: 1 hip-hop 2 folk 3 jazz 4 classical music
 5 disco

Optional follow-up activity (extension):

Play *Minute Race*. Ask students to sit in a circle. Set a timer (such as the one on your cell phone) for one minute. Say music words. Students take turns calling out the vocabulary items around the circle. They have to get around the whole circle before the minute is up. If you have a large class, you could ask students to say as many words as they can in one minute.

Grammar 1

Using the worksheet

- This worksheet provides practice of the target grammar: adjectives with prepositions: *for, to, about, at, of, with*.
- Students work individually. They read the text and circle the correct answers. Then students write the adjectives and prepositions in their notebooks.

Key: 1 for 2 about 3 with 4 at 5 about

- Students work individually. They write complete sentences with the expressions in the box.

Example answers:

- I am worried about the weather.
- I am good at playing the cello.
- I am proud of the concert.
- I am excited about my birthday.
- I am bored with TV.

- Students work in pairs to play the card game. They cut out each set of cards, then place them face down in two piles. Students take turns to pick a card from each pile and make a sentence about themselves with the adjective and preposition written on the card. Their partner decides if the sentence is correct. Monitor pairs and check they are reading out the correct sentences. If they make a correct sentence, they keep the cards. If the adjective/preposition combination doesn't work, they put the cards back into the pile, shuffle them, and pick up another pair. At the end of the game, students will have some non-matching adjective/preposition pairs. Ask students to place them on the table and take turns to make sentences.

Optional follow-up activity (reinforcement):

Write the following on the board: *Something you're ... afraid of, bored with, excited about, happy with, proud of, worried about, good at*. Ask students to read the prompts and think of one or two words for each one. As an example, write your list on the board (in no particular order): *concert, spiders, art project, book, music, exam*. Ask a strong student to ask you about your list, e.g., *I think you are proud of the concert. No, I'm proud of my art project*. Students then continue playing with the remaining adjectives and guessing which activity or thing they match.

Vocabulary 2

Using the worksheet

- This worksheet provides practice of the core adjectives: *bossy, charming, cheerful, generous, intelligent, patient, reliable, rude, serious*.
- Students match the two parts of the sentences. Fast finishers can write the words and definitions in their notebooks.

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

- Students read and complete the text with the correct words.

Key: 1 reliable 2 cheerful 3 patient 4 bossy
 5 rude

Optional follow-up activity (extension):

Play an oral word association game. You need a small ball or beanbag. Throw the ball to a student and call out one of the core adjectives. The student with the ball or beanbag says a word linked to the adjective (quickly and

without needing to explain the link) and throws the ball to another student. The next student says a word linked to the previous word, and so on.

Grammar 2

Using the worksheet

- This worksheet provides practice of the target grammar: short answers with *so* or *neither* with auxiliaries.
- Students work individually to correct the sentences. Then students write the complete corrected sentences in their notebooks.

Key: 1 (do) did 2 (did) do 3 (do) have 4 (have) would 5 (is) am 6 (am) did

- Students read and complete the dialog. Fast finishers can work in pairs to role play the dialog. Invite some pairs to role play for the class.

Key: 1 have 2 do 3 did 4 would 5 do

- Students work in pairs. They use the words in the box to talk about things they like/don't like using *so/neither* + auxiliaries. You could ask some pairs to share their ideas with the class.

Optional follow-up activity (reinforcement):

Students work in pairs. Ask them to think of three more things they like/don't like and then write three short dialogs using the target grammar *so/neither* + auxiliary. Monitor and check role plays. Students can then role play their dialogs for the class.

Skills 1: Listening and speaking

Using the worksheet

- This worksheet provides listening and speaking skills practice talking about music. The listening skill is listening for specific information.
- Play the audio for students to listen. Ask a gist question to check understanding of the audio, e.g., *What are Lucy and Adam deciding?* Students choose what each of the team members will write about.

Key: Karen - folk music, Cathy - folk music, Peter - jazz, Adam - hip-hop, Lucy - classical music, opera, James - disco

Track 2

Adam: I'm really excited about our music project.
 Lucy: So am I.
 Adam: I think we should plan what we are going to do for the music project.
 Lucy: So do I.
 Adam: Each of us can write about a different type of music.

Lucy: Good idea.

Adam: Karen loves folk music so she could write about that.

Lucy: So does Cathy. They could both work on that together.

Adam: Good. Peter can write about jazz; he loves that. I don't like it.

Lucy: Neither do I. I'd like to learn more about classical music.

Adam: So would I. I would be happy to write about hip-hop, and you could do classical music.

Lucy: I'm happy with that. I could also write something about opera.

Adam: Great. I'll write about Jay-Z. He's famous for his hip-hop music. What about disco? James loved the disco music concert last weekend.

Lucy: So did I. It was a great concert.

Adam: James can write about disco.

Lucy: What about pop? Are we going to include that in the project?

Adam: No, I don't think we should.

Lucy: OK then. I think we've got everything organized!

- Students work in pairs and discuss the pictures.
- Students ask and answer the questions. Ask pairs to share their ideas with the class.

Optional follow-up activity (extension):

Ask students to practice listening for specific information. Choose some words from the dialog, e.g., *jazz, hip-hop, folk, classical music, opera, pop, disco, concert*. Add a few distractor words, e.g., *studio, recording, rock, rap*. Write the words on the board. Explain to students that you are going to play the audio, and when they hear one of the words, they should stand up or put up their hand.

Skills 2: Reading and writing

Using the worksheet

- This worksheet provides reading and writing skills practice in understanding a text about music from around the world. The text is about different kinds of music found in Korea, the U.K., and Cuba.
- Students read the texts. Ask students what they think of the texts. Have they heard of any of the different kinds of music? Which would they like to listen to?

Key: 1A 2B 3A 4C 5C 6A

- Students research online a musical genre found in their country. They can print out pictures and put them next to their sentences.
- Students work in pairs and compare the music in their country with the music mentioned in the texts.

Optional follow-up activity (extension):

Students research online another kind of music from another country. They can print pictures and write three or four sentences. They can then share their text with their partner.

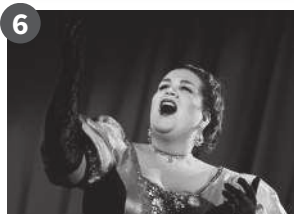
Mission stages 1 and 2: A concert review See *Teacher's Book* 6 pages TB7 and TB15.

1 Vocabulary 1

1 Find the different kinds of music words in the puzzle. Then label the pictures.



R	E	R	H	I	P	H	O	P
A	E	D	F	G	H	J	K	M
O	Z	C	F	C	S	V	B	N
P	W	E	O	R	T	T	Y	U
E	A	S	L	R	U	D	F	H
R	K	O	K	D	D	J	R	S
A	G	S	G	L	I	I	E	T
V	D	I	S	C	O	K	N	A
B	J	A	Z	Z	D	I	W	G
N	S	D	N	O	B	Y	B	E



2 Read and unscramble the words.

Clark's concert blog

Last year, I went to a music festival in New York City. It was fantastic. There were lots of different kinds of music. Some of my favorite musicians and bands performed. Tiny Tempah and Jay-Z were there. They rapped and performed ¹ *phopih* _____ songs. There was a ² *olkf* _____ band called Mumford & Sons that I really liked. They played some traditional English music. There was also a ³ *azjz* _____ band from Canada. They were cool. I was really surprised that there was also ⁴ *laci slasc smcui* _____ at the festival. The group played Beethoven. I really enjoyed it. The best band was on Saturday night – it was Chic and Nile Rodgers. They played ⁵ *cdosi* _____ music.

1 Grammar 1



1 Circle the correct words to complete the text.

4Square are an exciting new folk band. They are famous ¹ **for / to** their beautiful songs. They are very excited ² **with / about** their first world tour. They are starting out in London and then traveling to 20 cities around the world. Their fans are happy ³ **for / with** their new album. The band is good ⁴ **about / at** mixing traditional folk music with pop music to create their own unique style. If you are wild ⁵ **about / at** discovering new music, then check out this fantastic new band.

2 Look at the expressions in the box and complete the sentences so they are correct for you.

bored with excited about good at proud of worried about

- 1 I am _____ .
- 2 I am _____ .
- 3 I am _____ .
- 4 I am _____ .
- 5 I am _____ .

3 Cut out the preposition and adjective cards and place them face down in two piles. Each student takes a turn picking a preposition and adjective card and makes a sentence.

in	about	of	at	to	with
about	of	for	about	in	of

famous	interested	proud	wild	afraid	bored
worried	happy	similar	tired	excited	good

I'm interested in opera.

I'm afraid of spiders.

1 Vocabulary 2

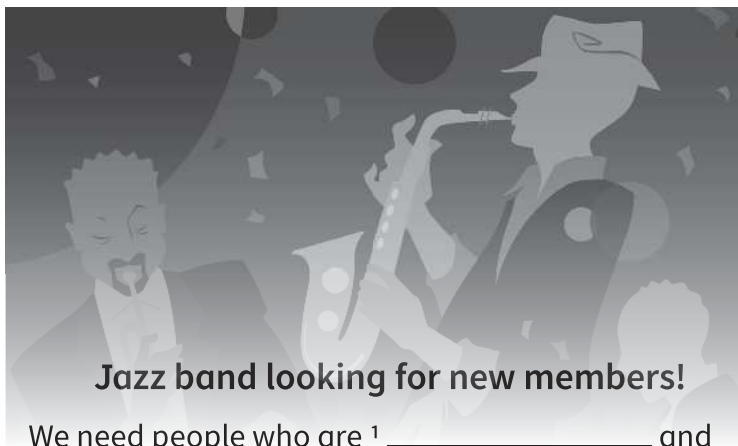


1 Match the two parts of the sentences.

- | | |
|---------------------------------|---|
| 1 Alexis is a cheerful person – | a she always interrupts you. |
| 2 David is reliable – | b he is always telling people what to do. |
| 3 Julie is serious – | c she is always positive. |
| 4 Karl is bossy – | d she gives things to others. |
| 5 Henry is charming – | e she doesn't laugh often. |
| 6 Emma is intelligent – | f he gets along with everyone. |
| 7 Toby is patient – | g he has never missed work. |
| 8 Amy is generous – | h she always gets answers right. |
| 9 Kelly is rude – | i he doesn't get angry when he has to wait. |

2 Read and complete the text with the correct words from Activity 1.

Community Bulletin Board



Jazz band looking for new members!

We need people who are ¹ _____ and won't miss band practice, concerts, and talent shows. You also need to be ² _____ because sometimes we have to work very hard for many hours, and it helps having positive people. It's also important to be ³ _____, because becoming a star takes a lot of time and luck. We don't want anyone who is ⁴ _____ and starts telling everyone what they should do. We also don't want any ⁵ _____ people. We expect all band members to be polite to each other.

1 Grammar 2

1 Find and correct the mistakes in the sentences. Write the correct sentences on the lines.

- 1 -I enjoyed the concert.
-So do I. _____
- 2 -Maria doesn't like classical music.
-Neither did I. _____
- 3 -I've never seen a jazz concert.
-Neither do I. _____
- 4 -I'd like to go to a hip-hop concert.
-So have I. _____
- 5 -I'm not rude.
- Neither is I. _____
- 6 -John went to the classical music concert.
-So am I. _____

2 Read and complete the dialog with the correct words from the box.

did do do have would

Paula: Hey, Peter. What are you looking at?

Peter: It's a website about opera.

Paula: Really? I've never been to an opera.

Peter: Neither ¹ _____ I.

Paula: I like classical music, though.

Peter: So ² _____ I.

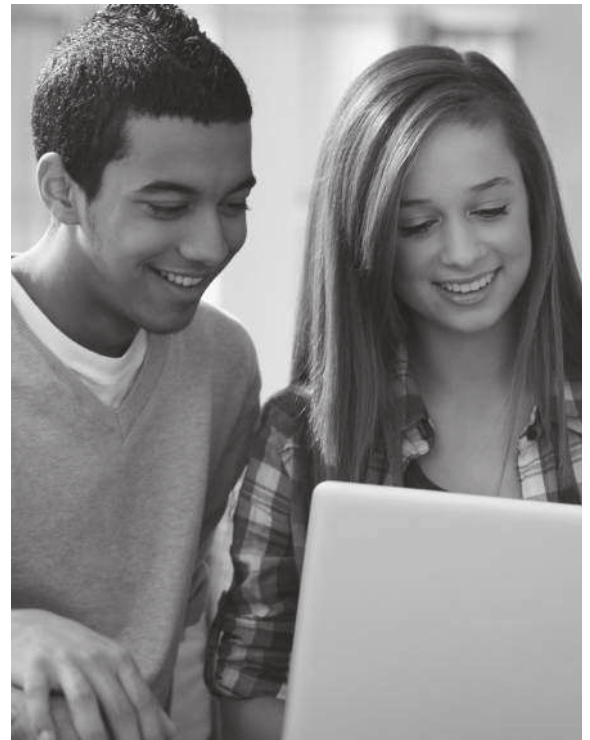
Paula: There was a classical music concert in the park last week, but I didn't go.

Peter: Neither ³ _____ I. I was at soccer practice.

Paula: I'd like to go to the opera.

Peter: So ⁴ _____ I. Should we go to this one? I think it looks interesting.

Paula: So ⁵ _____ I. Yes, let's get the tickets.



3 Work with a partner. Use the ideas in the box, and *so/neither* plus an auxiliary verb to talk about things you like/don't like.

classical disco folk hip-hop jazz opera pop rock

I like jazz music.

So do I.

1 Skills 1: Listening and speaking

1  You will hear Adam talking to Lucy about a music project. Match the names to the kinds of music each person will write about.

People

Karen

Cathy

Peter

Adam

Lucy

James

Music

pop

classical

disco

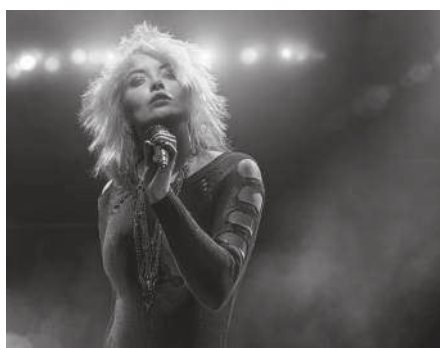
folk

rock

hip-hop

jazz

2 Work with a partner. Look at the pictures. Say what kind of music you think is shown in each. Which do you like?



3 Work in pairs. Ask and answer the questions.

- 1 What kind of music do you usually listen to? Why do you like it?
- 2 How does it make you feel?
- 3 What kind of music don't you like? Why?
- 4 Do you enjoy going to concerts? Why? Why not?
- 5 Why do you think people listen to music?

1 Skills 2: Reading and writing

1 Read the text about different music from around the world.

K pop

K-pop is a kind of music that comes from South Korea. It’s a mixture of pop, rap, **hip-hop**, and rock. It started in 1996 when the first K-pop band, H.O.T., released their first song. Today, one of the most popular K-pop artists is Psy. He is **famous for** his song “Gangnam Style.” It has over 3.1 billion YouTube views!

English folk

The folk music of England is a traditional kind of music. People in the U.K. have been **wild about** folk for hundreds of years. The modern version started developing in the 19th and 20th centuries. The music combines traditional styles with modern rock, pop, and even **classical music**. Ed Sheeran is a famous British singer who sings folk. Mumford & Sons are another popular band.

Afro-Cuban jazz

Afro-Cuban **jazz** is a music style from Cuba. It is a mix of traditional jazz and African drums. Musicians developed the style in Cuba in the 1940s and 50s. Mario Bauza is **known for** bringing Afro-Cuban jazz to a larger audience. Another well-known musician from that time was Tito Puente. He created beautiful songs that people were **excited about**, because they could dance to them. Today, The Carlos Adames Group and Jose Cornier are popular Afro-Cuban jazz musicians.



Which kind of music ...

	K-pop	English Folk	Afro-Cuban Jazz
1 is from Korea?	A	B	C
2 has been around for hundreds of years?	A	B	C
3 does Psy make?	A	B	C
4 uses African drumming styles?	A	B	C
5 started in the 1940s and 50s?	A	B	C
6 started in 1996?	A	B	C

2 Think about a kind of music from your country. Make notes in your notebook.

- 1 What is it called?
- 2 When did it start?
- 3 What kind of music is it?
- 4 Who are some popular musicians and bands?

3 Choose one of the kinds of music from Activity 1. How is it the same/different from music from your country?



Mission stages 1 and 2: A concert review

- 1** Make a list of your favorite kinds of music. Which band or singer would you like to see in concert? Why?

Kinds of music	
1	
2	
3	
4	
5	
6	

I would like to see _____ in concert, because _____

- 2** Write a review of a concert you have been to. If you haven't been to one, you can make up an imaginary experience.
