

Free time

> Grammar

Learn about the present simple, and adverbs of frequency.

> Vocabulary

Learn words for interests and activities, and performing.

> Skills

Read about student profiles, a festival in Papua New Guinea, and the Notting Hill Carnival.


Listen to an interview with a performer on a TV programme.

Write a personal profile.

> Communicate

Make suggestions, and talk about likes and dislikes.

1 Work in pairs. What can you see in the photo?

2  1.1 Listen. What does the girl like doing?

- a drawing
- b playing the piano
- c meeting friends

3 Write three things you like doing in your free time.

See Vocabulary Explorer: Page 98

4 Work in pairs and compare your lists. What have you got in common?

1 Warm-up

Introduce and explain the new words and give students any language they need to talk about the photo. Use the picture to introduce the topic of the unit. Ask if any students have been to a similar amusement/theme park. If they have, ask one or two students to tell the others what it was like and if they liked it or not.

2 Listening for gist

 1.1 CD 1 track 7

After checking the answer, ask if any students like drawing (or other art activities) or playing the piano (or another instrument). Help those who respond to give the class details (e.g. what they draw or paint, how often they practise their instrument).

Sample pages from English Explorer 2 TB Unit1

Tapescript

Boy: What's your favourite day of the week?

Girl: Saturday.

Boy: Why?

Girl: Well, first I can get up late, because there's no school. Then, I can do all the things I like. My best friend usually telephones about 11 o'clock, and we arrange to meet. We sometimes meet in town, or at the beach. There are about six of us, and we spend all day Saturday together. I really like it.

3 Activating language

Before students start, see what English words they already know on this topic, and give them any new words they need for the activities

Free time

Unit aims

Grammar: present simple; adverbs of frequency

Vocabulary: interests and activities; performing

Functions: talking about likes and dislikes; making suggestions

Reading student profiles, and about festivals

Listening to an interview

Writing a personal profile

KEY

2 c

they do in their free time. You can write them on the board under different headings (e.g. Arts: *playing the piano, drawing*; Sports: *playing football, doing gymnastics*). Students can also refer to the *Vocabulary Explorer* section on page 98.

4 Speaking practice: free-time activities

Ask students to work in pairs and to say what they like doing (e.g. A: *I like playing tennis*. B: *I don't like playing tennis. I like playing football*.)

Weaker students: give students a sheet with one or two examples (e.g. *I like **drawing**. I like **playing** basketball.*) and then a gapped sentence (*I like _____ ing*) to support them in the production of their sentences.

Extension: fast finishers can write a few sentences about what they like doing and when they do it.

1A Student profiles

Spread aims

Grammar: present simple (all forms); verb + -ing

Vocabulary: free-time activities

Functions: talking about likes and dislikes

Reading a personal profile

KEY

- 1 1 Jamie 2 Fekria 3 Fekria
4 Jamie 5 Fekria
- 2 Favourite subjects: English / music Number of students: 1,500 Year of construction: current year minus 100 years Activities: meeting his friends / playing the drums Ambition: to be a professional musician
- 5 1 study 2 goes 3 don't
4 doesn't 5 Do 6 does

Warm-up

Ask students to look at the photos of people on the page. Ask them who they think they are (*students*), what they are doing (*carrying a bag, going to school, skateboarding*).

1 Reading and listening for detail

1.2 CD 1 track 8

Stronger students: cover the text and listen only for the information to complete the gapped sentences.

Weaker students: read the information table and listen.

Extension: ask the stronger students to tell each other additional information from the text in complete sentences (e.g. *There are 218 girls at Fekria's school*).

2 Reading for information

Ask students to read the paragraph about Will and complete the notes individually; they can then check with a partner.

Follow-up: students can make notes on the following: name of school (Broadfield Junior High); city where school is (London); age of students (11–18).

1A Student profiles

Reading and listening

- 1 1.2 Read and listen to the information about two students – Fekria and Jamie. Complete the sentences with the correct names.

e.g. *Fekria's* favourite subjects are reading and sports.

- There are 600 students at school.
- After school, helps at home.
- is the first student in her family.
- likes skateboarding.
-'s ambition is to be a doctor.

- 2 Read about another student. Complete the notes about Will.

Will is 14. He goes to Broadfield Junior High School in London. Will likes English and music. He plays the drums in the school orchestra. There are about 1,500 students in Will's school. They are all 11–18 years old. The boys and the girls study the same subjects. They don't have different classes. Broadfield Junior High School is an old school – it's 100 years old this year. Will's parents and grandparents are ex-students. In the evening, Will doesn't think about school and homework. He meets his friends or practises the drums. He loves playing drums in the orchestra. His ambition is to be a professional musician.

Age: 14
Favourite subjects:
Number of students at school:
Year of school construction:
Generations of family as students: *three*
After-school activities:
Ambition:

Age
13 / 13
Favourite subjects
Reading and sports / Maths and art
Number of students at school
218 (all girls) / 600 (boys and girls)
Year of school construction
2002 / 1875
Generations of family as students
She's the first / Four
After-school activities
Helps her mother with housework / Skateboarding, homework, TV
Ambition
To be a doctor / To be an athlete and to represent Australia in the Olympics

Fekria Abdul Saboor from Kabul, Afghanistan

Jamie Turner from Brisbane, Australia

- 3 Rewrite the sentences in Exercise 1 with information about you.

e.g. *My favourite subjects are*

- 4 Work in pairs and compare your sentences. What have you got in common?

Grammar: present simple

- 5 Complete the tables with the words in the box.

do does doesn't don't goes study

Affirmative	
I/You/We/They He/She/It	(1) the same subjects. (2) to school.
Negative	
I/You/We/They He/She/It	(3) have different classes. (4) think about school.

Remember the spelling changes: go – goes, study – studies, watch – watches.

3 Controlled writing practice: personal details

Read the example sentence from Exercise 1. Elicit similar sentences from students about themselves, then ask them to write all six sentences with their own details.

4 Speaking: comparing sentences

Ask the students to work in pairs and read out their answers to Exercise 3. Their answers to the common question (number 1) should be the same. They can tick any answers that they have in common.

Extension: students can feed back either to another pair or to the whole class about the answers (e.g. *Marek's favourite subject is biology and my favourite subject is English*).

5 Grammar presentation: present simple

Before completing the tables check that students remember the difference between the third person singular and the other forms. Read the grammar box to remind them about the spelling changes in the third person singular. Refer them to the *Grammar Explorer* on page 123 for more information.

Questions		
(5) Does	I/you/we/they he/she/it	live in London?
Short answers		
Yes,	I/you/we/they he/she/it	do. (6)
No,	I/you/we/they he/she/it	don't. doesn't.

See Grammar Explorer: Page 123

6 Complete the sentences with the present simple form of the verbs.

e.g. Fekria ~~helps~~ her mother at home. (help)

- My brother to university. (go)
- I maths. (not like)
- My friends after school. (meet)
- Jamie TV after school. (watch)
- Will his homework every night. (not do)

7 Write questions with the words. Then work in pairs. Ask and answer the questions. Take turns.

e.g. Fekria / like sports? ~~Does Fekria like sports?~~

- Jamie / live in London?
- boys / study at Fekria's school?
- Will / play the drums?
- you / like school?
- you / help your parents?

8 Work in pairs. Ask and answer questions about the pictures.

e.g. A: Does she play the guitar?

B: No, she doesn't.



1 she / play the guitar?



2 he / like football?



3 they / live in London?



4 they / go to school?



5 she / study music?



6 he / wear school uniform?

Working with words

9 Look at the examples. Then make words for activities from the verbs.

e.g. cycle: Her favourite activity is cycling.
play: He likes playing the drums.

cycle play dance draw
meet (friends) paint sing
skateboard study swim
watch (TV)

Remember the spelling changes: cycle – cycling,
swim – swimming.

Vocabulary

10 Complete the sentence with -ing words.

- I like English. It's one of my favourite subjects.
- We've got four bikes in my family. We love
- My parents hate TV.
- I don't like very much. The water gets in my eyes.
- My best friend loves She goes to ballet classes after school.
- I can't play an instrument, but I love songs.

11 Write true sentences about yourself with interest or activity words.

I like ...

I love ...

I don't like ...

I hate ...

See Vocabulary Explorer: Page 98

12 Work in pairs. Ask and answer questions. Use like / love / hate.

e.g. A: Do you like music?

B: Yes, I do. I love Eminem and ...



Fast finishers

How many free-time activities and interests can you name? Write a list. Then work in pairs and compare your lists. Who has got more words?

Grammar

KEY

- 1 goes 2 don't like 3 meet
4 watches 5 doesn't do
- 1 Does Jamie live in London?
2 Do boys study at Fekria's school?
3 Does Will play the drums?
4 Do you like school?
5 Do you help your parents?
- 1 Does she play the guitar?
No, she doesn't.
2 Does he like tennis?
No, he doesn't.
3 Do they live in London?
Yes, they do.
4 Do they go to school?
No, they don't.
5 Does she study French?
Yes, she does.
6 Does he wear a school uniform? Yes, he does.
- cycling, playing, dancing,
drawing, meeting (friends),
painting, singing,
skateboarding, studying,
swimming, watching (TV)
- 1 studying 2 cycling
3 watching 4 swimming
5 dancing 6 singing

11 Personalised writing practice

Students can refer to the *Vocabulary Explorer* section on page 98 to find the language they need for interests and activities. The activities on page 13 can also be used to practise and consolidate this area of vocabulary.

Extension: in pairs, students can ask and answer each other *What do you like/love/hate? What don't you like?*

12 Speaking practice: interests and activities

Ask a pair of students to model the example dialogue, and elicit further questions and answers based on the model around the class, before students work in pairs.



Fast finishers

Elicit activities and write them on the board.
Extension: ask students to place the activities in categories. Elicit and compare categories.

6 Grammar practice: present simple

Students apply the grammar rules from Exercise 5 to write the correct verb forms.

7 Grammar practice: questions

Once students have written the questions, they should take turns to ask a partner and respond.

8 Speaking practice: questions and short answers

Students follow the prompts to ask questions about the pictures, and respond with the appropriate short answer.

9 Working with words: -ing words

Read through the verbs and have the class repeat them; make sure they understand them before they do the activity.

Weaker students: you might want to give the students some more examples, e.g. write – writing, read – reading.

10 Vocabulary practice: -ing words

Weaker students: tell the students which verbs are needed in each sentence, and then allow them to make the correct forms.

Extension: have students go through each sentence and decide which are true for them. They may then correct the sentences that are untrue (e.g. *My parents love watching TV*).

1B Performers

Spread aims

Grammar: present simple; adverbs of frequency

Vocabulary: performing

Functions: talking about habits and routines

Reading about festivals

Listening to Ellie talk about her routine

KEY

- 1 1 No, he doesn't. 2 No, they don't. (They only paint their faces and wear costumes for the Sing-Sing festival.)
- 3 1 true 2 false 3 false 4 true

1 Warm-up

Ask the students in pairs to look at the two photographs, read the questions and discuss what they think the answers will be. Ask them to call back their answers.

Extension: stronger students can describe what they can see in the photos, using single words if necessary. Give them any necessary vocabulary (e.g. *head-dress, feathers, face paint, beads, necklace*).

2 Reading and listening for gist

1.3 CD 1 track 9

After listening to the recording check the students' answers again. Once they have responded with the correct short answer prompt them to give more information (e.g. *They only paint their faces and wear costumes for the Sing-Sing festival*).

Stronger students: cover the text and listen and answer.

Weaker students: follow the text as they listen.

3 Reading for detail

When they have answered *true* or *false*, ask students to find the correct sentences in the text (2 *People don't often meet*. 3 *Men hunt animals or work on the land*. *Women cook and look after their children*).

Extension: students in pairs write more true/false statements about the Sing-Sing festival or daily life (e.g. *The Sing-Sing is in March*. *Families always live together*). They then read their statements to another pair who answer *true* or *false*.



The Sing-Sing festival in Papua New Guinea

Reading and listening

1 **Work in pairs. Look at the photos and discuss the questions. What do you think?**

- Does the boy paint his face every morning?
- Do the people wear these costumes every day?

2 **1.3 Read and listen to the text. Check your answers to Exercise 1.**

3 **Read the text again. Are the sentences true or false?**

- A Sing-Sing is a cultural festival.
- People in Papua New Guinea meet every weekend.
- Men usually hunt and cook.
- Boys often spend long periods in the forest.

August is a special month in the capital of Papua New Guinea, Mount Hagen. The Sing-Sing is in August. It's a weekend of spectacular dancing, singing and telling stories.

The people of Papua New Guinea live in about 1,000 tribal groups all over the country. They don't often meet, but the Sing-Sing is a special occasion. Hundreds of people take part in the festival. Different groups wear different costumes. They paint their bodies with patterns in beautiful colours. The groups have competitions. They dance, they play the drums, and they act dramatic stories. The judges decide the winners.

Day-to-day life is very different – men usually hunt animals or work on the land. Women cook and look after their children. Families don't meet every day because they never live together in the same house. Boys live with their mothers until they are about ten years old. Then they go to their father's house. They often spend long periods of time in the forest. Girls and young children always help their mothers.

At the Sing-Sing, people always make new friends. It's always a fantastic weekend for the performers and for the audience.

4 Grammar: identifying adverbs of frequency

Students find the missing adverbs of frequency in the text and write them in the correct place in the table. Check the answers with the whole class and make sure that the students understand the meaning of the individual words. Students can also refer to the *Grammar Explorer* section on page 123.

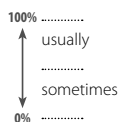
Weaker students: write the missing adverbs on the board, ask students to find them in the text and decide where they belong in the table.

5 Grammar practice: adverbs of frequency

Students use the prompts to write true sentences about themselves by adding in an appropriate adverb. Ask students to call back their answers and check that they are using the adverbs in the correct position.

Grammar: adverbs of frequency

- 4 Complete the table with adverbs of frequency from the text on the opposite page.



See Grammar Explorer: Page 123

Adverbs of frequency go before main verbs in affirmative and negative sentences, but after *be*:
Girls always help their mothers.
It's always a fantastic weekend.

- 5 Write true sentences about yourself with adverbs of frequency. Use these ideas.

e.g. *I often meet my friends at weekends.*

- meet / friends / weekends
- have / pizza / dinner
- go / cinema / family
- walk / school
- play / computer games / evening
- help / housework
- have / birthday party / restaurant
- tidy / bedroom / weekends

- 6 Work in pairs. How well do you know your partner? How often does he/she do the things in exercise 5?

e.g. A: *You never meet your friends at weekends.*
 B: *False. I often meet my friends at weekends.*
 A: *You often have pizza for dinner.*
 B: *True.*

Listening

- 7 1.4 Listen to an interview with Ellie, a performer on the TV show *The X Factor*. Write the days Ellie does these things.

e.g. *singing lessons Mondays and ...*

acting classes
 dance group
 concerts
 music festivals

- 8 1.4 Listen to the interview again. What does Ellie want to do?

act in a film
 act in a play
 dance in a show
 do magic
 perform in a circus
 play an instrument
 sing in a concert
 take part in a festival

See Vocabulary Explorer: Page 99

- 9 Answer the questions for yourself. Then work in pairs and ask your partner. Take turns.

often sometimes never

How often do you ... ?

go to a concert
 play an instrument
 sing
 wear make up
 dance
 wear a costume
 act in a play
 perform in public

Study skills

Using a dictionary (1)

- 1 Write these words in alphabetical order.

young housework athlete swim
 homework acting yellow
 skateboarding school students

- 2 Find the words above in your dictionary. Work in pairs and race your partner.

Skills

KEY

- 4 (100%) always – usually – often – sometimes – never (0%)
 7 singing lessons – Mondays/ Wednesdays; acting classes – Tuesdays; dance group – Thursdays; concerts/music festivals – weekends
 8 act in a film ✓
 play an instrument ✓
 sing in a concert ✓

Study skills

- 1 acting – athlete – homework – housework – school – skateboarding – students – swim – yellow – young

Ellie: *At the weekends I sometimes go to concerts and to music festivals. There's a big theatre in my town. I always go to see the new shows with my parents.*

Interviewer: *Thanks for talking to us, Ellie, now let's go over to Paul ...*

8 Vocabulary: performing

1.4 CD 1 track 10

The *Vocabulary Explorer* section on page 99 can be used first to practise the new language. Make sure students tick what Ellie wants to do.

9 Personalised speaking practice

Model the question *How often do you ...* by asking questions of the students round the class. Make sure students answer in full sentences. They then complete the list for themselves, then ask and answer questions with a partner and complete the list with their information.

Study skills: using a dictionary (1)

Practise the whole alphabet with the class first. Make sure they check the order of the second letter in words with the same first letter.

6 Speaking practice

Students should say the sentence that they think is correct for their partner; he/she answers *true* or *false*, and corrects them when the answer is wrong.

7 Listening for detail

1.4 CD 1 track 10

Students listen and write in the days.

Tapescript

Interviewer: *I'm at the final of the X Factor. Let's meet some performers. Hello! What's your name?*

Ellie: *Hi, I'm Ellie.*

Interviewer: *What do you do? Do you sing or dance ... ?*

Ellie: *I sing and I play the guitar. My ambition is to play my guitar and sing in the X Factor concert.*

Interviewer: *Well, good luck! How do you prepare?*

Ellie: *Oh, I usually play the guitar every day. I go to singing lessons on Mondays and Wednesdays, and I have acting and dancing classes too.*

Interviewer: *Acting and dancing classes?*

Ellie: *Yes. I love acting. That's my ambition too. I want to act in a big Hollywood film! So, I have acting classes on Tuesdays. And I'm in a dance group. We often meet on Thursdays.*

Interviewer: *You're very busy! What do you do in your free time?*

1C Making suggestions

Spread aims

Vocabulary: after-school activities

Functions: making suggestions

Skills: listening and reading for detail

Pronunciation: syllables

Writing: a personal profile

KEY

- 1 the magic circle club
- 2 Why don't you join our club? Let's find a club for you. / Let's go to their table. How about photography? How about joining the school orchestra?

Warm-up

Talk about the activities in the box and make sure that students know the vocabulary (*chess, magic circle, choir, orchestra*). Ask who does any of those things.

1 Reading and listening

1.5 CD 1 track 11

Read the question with the students before they listen. Students have to listen carefully and understand the responses Judy makes to each suggestion in order to answer the question. Ask students to call back their answers and find the sentence in the text that supports their view.

Stronger students: cover up the dialogue and just listen to find the answers.

Weaker students: read and listen.

Extension: ask students to get into fours to practise the dialogue. When they have done it once they can change roles and do it again.

2 Identifying suggestions

Write the phrases on the board to reinforce the four ways of making suggestions. The phrases are all used in a similar way, though some are more emphatic than others. With stronger students you could look at how each one is used in the dialogue, and point out that *How about ...* is



Reading and listening

- 1 1.5 Read and listen to the dialogue. Which club does Kate decide to join?

1 the chess club	
2 the choir	
3 the magic circle club	
4 the photography club	
5 the school orchestra	
6 the theatre group	

- 2 Find these ways of making suggestions in the dialogue.

Why don't you + verb?

Let's + verb.

How about + noun?

How about + verb+ing?

Adam: Hey, Judy!

Judy: Hello, Adam. Hi, Lewis. This is my friend Kate.

Adam: Hi, Kate. We're in the theatre group – do you like acting?

Kate: Yes, I do. I love acting!

Adam: Well, why don't you join our club? We meet every Wednesday at four o'clock.

Kate: OK, great idea!

Judy: Where do you meet?

Lewis: In room seven. See you on Wednesday!

Kate: OK. Let's find a club for you, Judy.

Lewis: What do you like doing? How about photography?

Judy: Are you crazy? My photos are terrible!

Adam: Well, how about joining the school orchestra?

Judy: But I can't play an instrument!

Kate: That's true.

Judy: Hey, look! The magic circle club – I love magic!

Kate: Oh, yes!

Judy: Let's go to their table. Come on.

more likely to be used as one in a series of suggestions than as a way of introducing a new idea.

3 Listening: multiple-choice matching

1.6 CD 1 track 12

Before you do this, prepare the students by looking at the responses, highlighting clues that will help them match the correct response to the suggestion they hear (e.g. *acting, drums, photo*).

Stronger students: ask students to think of a suggestion for each response before they listen.

Tapescript

- 1 Why don't you join the theatre group?
- 2 Let's join the photography club.
- 3 How about joining the orchestra?

4 Useful expressions: intonation

1.7 CD 1 track 13

Let students just listen a couple of times before having them repeat chorally and individually. They can then practise in pairs.

- 3 1.6 Listen to three suggestions. Choose the correct response.

- 1 a But I don't like acting.
b Yes, I do.
c Sorry, I can't play the drums.
- 2 a Great! I'm really hungry!
b Good idea! I love taking photos.
c No, it's not my camera.
- 3 a Sorry, but I don't like chess.
b Yes, I love it.
c Great idea!

- 4 1.7 Listen and repeat the *Useful expressions*. Focus on your intonation.

USEFUL EXPRESSIONS

Why don't you join our club?
Let's go to their table.
How about photography?
How about joining the school orchestra?
OK, great idea!
You're joking!
But I can't play the piano.

Speaking

- 5 Work in pairs. You've got free time on Tuesday afternoons. Suggest some activities. Use the ideas in Exercise 1 and the *Useful expressions*. Take turns.

e.g. A: Do you like singing?
B: Yes, I do.
A: Well, why don't you ...

Pronunciation: syllables

- 6 1.8 Say each word. How many syllables has it got? Then listen, check and repeat.

ambition festival friend homework
subject weekend

Communicate

KEY

3 1 a 2 b 3 c

- 6 1 syllable: friend
2 syllables: homework, subject, weekend
3 syllables: ambition, festival

Writing

- 1 1 13
2 Denton School
3 chemistry, biology, French
4 playing football, taking photos, acting
5 to be a sports photographer
6 often fights with little brother
7 says 'sorry' the next day
- 2 1 Click on my photo and write to me.
2 I love magic and photography.
3 I love singing and I'm in the choir.

Writing: a personal profile

- 1 Read Adam's profile on an international student website. Find out these things about him.

- 1 age
- 2 school
- 3 favourite subjects
- 4 free-time interests
- 5 ambition
- 6 weak points
- 7 good points

- 2 Look at the profile again. Rewrite the pairs of sentences (1–3) as one sentence.

e.g. I like playing football. + I like taking photos.
= I like playing football and taking photos.

- 1 Click on my photo. Write to me.
- 2 I love magic. I love photography.
- 3 I love singing. I'm in the choir.

- 3 Make notes about yourself. Use the categories in Exercise 1. Then write your profile. Refer to Adam's profile and Exercise 2 for help.

MY PROFILE

Hi! My name's Adam. I'm 13. I go to Denton School. My favourite school subjects are chemistry, biology and French. In my free time, I like playing football and taking photos. I love sports photography.

My ambition is to be a sports photographer. I also like acting and I'm in the theatre group at school. I usually have a small part! What are my weak points? Well, I often fight with my little brother. My good point is I always say 'sorry' the next day. Do you like my profile? Why don't you click on my photo and write to me?

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5 Speaking practice: suggestions and responses

Model an example dialogue with a stronger student before the students work in pairs.

Weaker students: ask students to suggest other activities for after-school clubs (e.g. *gymnastics club*, *film club*, *cooking club*) and write them on the board so that there is a bank of ideas to choose from.

6 Pronunciation: syllable practice

1.8 CD 1 track 14

Students decide for themselves how many syllables each word should have, then check their answers with the pronunciation on the recording.

Extension: Now check the word stress with students. All words in this exercise are first syllable stress, except for *am-bi-tion*, where the stress falls in the second syllable.

Writing: a personal profile

1 Reading for information

Read through Adam's profile with the whole class.

2 Writing practice: linking words

Make sure students understand that if the same verb is repeated they omit it in the second phrase, but if the verb is different, they keep it.

3 Writing practice: your personal profile

Weaker students: give students a handout based on Adam's profile, but with the specific information deleted, so that they just have to fill in their own personal details.

1D The Notting Hill Carnival

Spread aims

Vocabulary: carnival

Skills: reading for gist; listening for detail

Culture: The Notting Hill Carnival, London

CLIL: Music: musical instruments

KEY

- 2 1 In London. 2 At the end of August. 3 Everyone.
- 3 big, different, spectacular, special, great
- 4 organise a big carnival; spend months in preparation; make spectacular costumes; practise dances and music; the carnival parades through the streets; everyone joins in; (they) enjoy the music and the dancing

Background information: the carnival is an important West Indian tradition, and the first carnival in London's Notting Hill district was organised in 1959 to bring together immigrants from the Caribbean. It only moved outdoors in 1965. It is held on the bank holiday on the last weekend of August, and nowadays it attracts nearly 2 million people, which makes it the biggest carnival in the world after Rio. The event is led by the British West Indian community, but is also now seen as a celebration of the multi-ethnic nature of UK society.

1 Warm-up

Ask students to talk about carnivals (you might say *public festivals*) in pairs, then call back their ideas in a whole-class setting, and note their ideas on the board.

2 Reading and listening for information

1.9 CD 1 track 15

Students listen for the information to answer the three questions.

Stronger students: cover the text while they listen.

Weaker students: listen and read.



The Notting Hill Carnival

Culture



Reading

- 1 Work in pairs. What do you know about carnivals? Tell your partner.
- 2 1.9 Read the text and answer the questions about the Notting Hill Carnival.
 - 1 Where is Notting Hill?
 - 2 When is the carnival?
 - 3 Who takes part in the carnival?
- 3 Read the text again and find four adjectives which describe the carnival.
- 4 Read the text again and find seven things that people do before and at the carnival.

My family lives in Notting Hill in London. My dad's family is from Trinidad in the Caribbean. There are a lot of people here in the UK with connections to Trinidad. We've got friends and family in both places. Every year, at the end of August, people organise a big carnival – the Notting Hill Carnival. It's like the carnivals in Trinidad. Different groups spend months in preparation. They make spectacular costumes, and practise dances and music. The music is special. It's steel band and calypso music, and it's originally from Trinidad. The carnival parades through the streets of London and everyone joins in. Families, friends and even the police enjoy the music and the dancing. It's great!



3 Identifying adjectives

Students find the adjectives in the text. Ask if they would use these adjectives to describe any carnivals or festivals in their town or region. Brainstorm any additional adjectives they know to describe carnivals and festivals.

4 Reading for detail

Ask students to call out their underlined sentences and check that they understand all the vocabulary (e.g. *preparation, parades, joins in*).

5 Listening for detail

1.10 CD track 16

Read through the questions with the students before they listen. If you

are able to bring in some steel band music, it would make the activity more interesting.

Background information: steel bands are made up of a number of players (called *pannists*) who beat steel *pans* which are tuned differently. These were developed in Trinidad during the 1930s, using old 55-gallon oil drums, with specially tuned panels on the top for the notes. They make a very distinctive sound which is synonymous with West Indian calypso music and carnivals.

Tapescript

I play in a steel band. In a steel band our instruments are oil drums. The drums are metal, and the sound is very special. We practise every weekend and in the summer we give concerts

Listening

- 5 1.10 Listen to a student from London talking about playing in a steel band. Choose the correct answers.



- The instruments are
 - wooden drums.
 - metal drums.
 - paper drums.
- The band practises
 - every day.
 - on Saturday and Sunday.
 - in summer.
- The band gives concerts
 - all year.
 - in winter.
 - in summer.
- People in the audience often
 - sing.
 - dance.
 - clap.
- The band plays at the Notting Hill Carnival.
 - always
 - usually
 - sometimes

Project

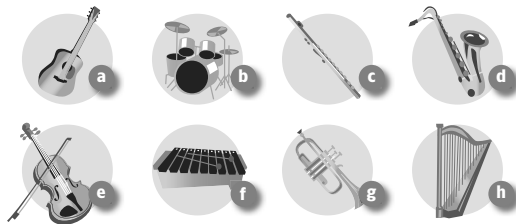
Choose a festival that you know about. Find or draw pictures and make a poster for the festival.

When is the festival?
Where is the festival?
Who takes part in the festival?
What happens at the festival?

Music and English

Musical instruments

- 1 Do you know the names of these instruments in English? Read about different groups of instruments. Match the words in red with the pictures.



There are different groups of musical instruments. They include string, wind, percussion and keyboard instruments.

String instruments

String instruments include the violin, the harp and the guitar. The violin and the harp are often part of an orchestra. Violins have four strings. There are different sizes of harp – some have 46 strings!

Wind instruments

This group includes woodwind and brass instruments such as the flute, the saxophone and the trumpet. These are classical music instruments, but cultures all around the world also have different types of wind instruments. To play these instruments, you blow them.

Percussion instruments

It's easy to make a percussion instrument. You can hit a metal drum with a stick to make music – that's a percussion instrument. The xylophone and all the different types of drums are percussion instruments.

Electronic instruments

You can often hear electronic keyboards and synthesisers in modern and pop music.

- 2 1.11 Listen to the instruments and write the numbers.

e.g. saxophone 1

violin guitar saxophone xylophone
harp flute trumpet drums

Culture

KEY

5 1 b 2 b 3 c 4 b 5 a

Music and English

- a guitar, b drums, c flute, d saxophone, e violin, f xylophone, g trumpet, h harp
- 1 saxophone 2 flute
3 trumpet 4 drums 5 violin
6 harp 7 guitar 8 xylophone

2 Listening: identifying instruments

1.11 CD 1 track 17

Students listen to the different instrument sounds on the recording and find the correct instrument name in the box for each one.

Tapescript

Instrument sounds. See key.

UNIT 1D THE NOTTING HILL CARNIVAL 19

in London and around the south of England. I really like playing for an audience. People often start dancing to the music. My band plays in the Notting Hill Carnival every year too. That's my favourite performance because all my friends and family can see me.

Project: festival poster

If possible bring in one or two examples of professional posters (not necessarily of a festival) and elicit the different parts (illustrations, dates, names, places, contact numbers etc) from students. Ask them to work in pairs to produce a poster of their own, if possible for a local festival or carnival (or they can invent one if your town or region doesn't have one). A piece of A2 or A3 paper would be good for each pair to work

on. They should design it in rough first on another piece of paper. Have an exhibition and display and discuss them when they are finished.

Music and English: musical instruments

1 Reading about musical instruments

Find out if anyone plays any instruments, and then elicit the names of all the instruments they know in English – list them on the board. See if you can elicit the names of the illustrated instruments. Read through the article, pausing and explaining as you go. Then ask them to do the activity in pairs.

True story: 4REAL

Page aim

Reading for fun and information

KEY

- 2 1 Grand Forks, Canada
2 Sol: music, business and economics Josh: the environment
3 To use music and the Internet to help young people change their society and environment
- 3 4REAL is an online community and a TV programme, it helps young people to learn from each other and helps young people finance their projects. It supports community projects.

1 Speaking about young people

Read through the questions with the class. Call back answers from the whole class and try to start a class discussion.

Weaker students: can write down their answers to each question.

2 Reading for detail

Weaker students: tell them that they will find the answers to question 1 in section 1, to 2 in 2 and to 3 in 3. Explain that the article follows what the two boys did from school onwards.

Stronger students: ask them to make five more questions about the text to give to their friends to do.

3 Reading for information

Students look for references to 4REAL in the text and write down information that answers the question. Explain any words or phrases that they don't understand (e.g. online, community, leaders, finance).

4 Discussion

Elicit information about activities in the local area. Ask if any students are involved in community projects, and if so, encourage them to talk about what they do.



4Real

1 Work in pairs and compare your answers to these questions.

- 1 What kinds of music do young people like?
- 2 What kinds of problems do young people have?
- 3 How do young people communicate with each other?

2 Read the text about National Geographic Emerging Explorers Sol Guy and Josh Thome, and answer the questions.

- 1 Where are they from?
- 2 What are their interests?
- 3 What is their ambition?

3 Read the text again and find information about 4REAL. What is it? Where can you see it?

4 Do young people help their communities in your town/country? What do they do? What do you do? Tell your class.