

**What's new?**

- Subject:** Festivals, music  
**Language:** Adverbs of frequency, adverbs of manner  
**Functions:** LB 3 Giving advice  
 LB 4 Talking about frequency and manner

**1 The BIG question: WHY ARE WE CELEBRATING?**

The theme of this unit is festivals and celebration, in particular carnivals, and *The BIG Question* is: Why are we celebrating? Do celebrations need to have a tradition or a deeper meaning than just fun?

- Start with a warmer: write the word CELEBRATION in the middle of the board and ask students what they associate with that word. Write all their ideas on the board in the form of a mind map.
- Read out *The BIG Question*. Elicit a few initial ideas but don't discuss them in detail.
- Read through the **FACT** box with students. Ask them if the information surprised them.

**Picture / background information**

Carnivals in general:

[www.wikipedia.org/wiki/Carnival](http://www.wikipedia.org/wiki/Carnival)

[www.nationmaster.com/encyclopedia/Carnival](http://www.nationmaster.com/encyclopedia/Carnival)

**2 FOCUS ON...****Words****A****Picture / background information**

The first photo shows a float in the parade through the Sambódromo, the parade stadium in Rio which can hold 70,000 people. In the background, the different levels of the spectator stadium can be seen. Other parades throughout the city are free, but spectators need tickets for the Samba Parade in the Sambódromo and they are quite expensive.

The second photo shows a dancer on a float in a typical costume. Naked dancers are not allowed, but many are topless or wear only body paint. Other costumes can be very complicated and heavy, so they use cranes to get the people in these costumes onto the floats. For more information on and photos of the Rio Carnival: [www.ipanema.com/carnival/home.htm](http://www.ipanema.com/carnival/home.htm) [www.southamericaexperience.co.uk/brazil/brazil\\_carnival.html](http://www.southamericaexperience.co.uk/brazil/brazil_carnival.html)

- Look at the photos on page 12 and page 13. Ask: Have you ever seen the Rio Carnival on TV? Would you like to go to the Carnival? What sort of atmosphere do you think there is there?
- Read out the words in the box and make sure students can pronounce them. Then students match the words in the box to the correct parts of the pictures.

**2 FOCUS ON...Words A****Answers**

**Picture 1:** decorations, parade, float

**Picture 2:** feathers, costume

- You could extend the set of carnival words: bring in props to illustrate extra words such as *flag, mask, lantern* or the English words for anything particular to festivals in your country.

**B**

- Collocation work is a feature of this first page in the unit. Tell students it is important to learn words in combination. Here students combine verbs and nouns.

**FOCUS ON...Words B****Answers**

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

**C**

- Students discuss the questions with a partner. Then discuss the questions briefly with the whole class. Encourage them to talk about the general importance of traditional dress and festivals in their country.

**D**

- This exercise deals with words from the text in order to make the text less difficult for learners. Tell students to first try to match the words

with their definitions. Then they should use their dictionaries to check their answers.

- Check the answers. If there are any difficulties, provide or ask students to provide examples.

**2 FOCUS ON... Words D****Answers**

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

**2 FOCUS ON...****Ideas**

- Read out the questions and make sure students understand them.
- Students discuss the questions with a partner. Alternatively, they can work in small groups. Give students help with learning the vocabulary and expressing their opinions.
- Ask students to report back to the class.

**3 READING****CD2 (Red) track 2, page 13 SB****Picture / background information**

This photo shows a float of the Grande Rio School at the 2004 parade. The school had to cover up some parts of its float about safe sex. They protested with banners saying 'Censored' (*Censurado* in Portuguese). For further information, see:

[www.news.bbc.co.uk/1/hi/world/americas/3505109.stm](http://www.news.bbc.co.uk/1/hi/world/americas/3505109.stm)

[www.news.bbc.co.uk/1/hi/programmes/panorama/3844985.stm](http://www.news.bbc.co.uk/1/hi/programmes/panorama/3844985.stm)

[www.cnn.com/2004/WORLD/americas/02/23/rio.carnival.reut/](http://www.cnn.com/2004/WORLD/americas/02/23/rio.carnival.reut/)

**A**

- This question aims to train reading for gist. Tell students to read the text quickly the first time and not to look up unknown words.

**3 READING A****Answer**

People drink, dance, have street parades with costumes and floats, celebrate and protest.

**B**

- This exercise focuses on reading for detail. Students can do the questions individually or in pairs. Encourage them to refer back to exercise **D** on page 12 and use dictionaries to help with unknown vocabulary.

- Check the answers. Encourage students to give more information about each sentence. Prompt them with questions if necessary.

**3 READING B****Answers**

1 slaves 2 samba schools 3 samba schools  
4 members of the samba schools 5 Carnival themes 6 the Roman Catholic Church

**C**

- Read out the sentences in turn and ask students to answer orally. Correct the false answers with the class.

**3 READING C****Answers**

1 False (There are street parades all over the city, but the parade in the Sambódromo is the biggest and most famous.)  
2 True  
3 True  
4 False (The Carnival is becoming very commercial because of sponsorship, television rights and tourists.)

**D**

- Make sure that students understand the questions. Students discuss the questions with a partner or in small groups.
- Ask students to report back to the class. Ask students to give reasons for their opinions and encourage students to discuss each other's opinions.

**4 LANGUAGE: Adverbs of frequency and manner**

- Tell students that they are going to look at adverbs. Check that they know what an adverb is, or in monolingual classes ask students for one or two examples in their own language. Do the following task with the whole class or let students answer the questions in pairs and then have a class feedback.

**A**

- Students look at the examples. Read out the questions in turn and give students time to think before they answer orally.

**4 LANGUAGE A****Answers**

usually, often.

They go between the subject and the verb. (NB: They can also go at the beginning or end of the sentence, but it is best to avoid teaching this at this stage. Point out or elicit that if there is an auxiliary verb in a sentence such as 'They don't usually watch the parade' that the adverb of frequency goes between the auxiliary and the main verb. Adverbs of frequency also go after the verb *to be*.)

**B**

- Students look at the examples and answer the questions.

**4 LANGUAGE B****Answers**

hard, passionately

They go after the verb or after the verb + object.

**C**

- Ask students for further examples. Write suggestions on the board in two columns. Underline the endings of the adverbs and elicit how adverbs of manner are usually formed.
- Refer students to the explanation for adverbs of frequency and manner in Workbook Unit 2. They can read the explanation and do the exercises in class or for homework.

**5 LISTEN IN****CD1 (Blue) track 2, page 14 SB****Picture / background information**

The photos show a British police officer (top right) and a DJ (bottom left) at the Notting Hill Carnival in London. The carnival in London's Notting Hill area started in 1959, after race riots between white gangs and black immigrants from the Caribbean (mainly from Trinidad). They brought with them a tradition of carnival as a celebration of the abolition of slavery. Britain today has a large black Caribbean population, with 60% living in London. However, in recent years the Carnival has become a more multicultural party. About a million people take part. The Carnival is held in August, not at Easter, which is the usual date for carnivals in most countries in order to celebrate the end of the Christian tradition of Lent.

For more information on the Notting Hill Carnival:

[www.mynottinghill.co.uk/nottinghilltv/carnival1.htm](http://www.mynottinghill.co.uk/nottinghilltv/carnival1.htm)

[www.bbc.co.uk/london/carnival/history.shtml](http://www.bbc.co.uk/london/carnival/history.shtml)

[www.guardian.co.uk/weekend/story/0,3605,774956,00.html](http://www.guardian.co.uk/weekend/story/0,3605,774956,00.html)

[www.guardian.co.uk/uk\\_news/story/0,3604,1029265,00.html](http://www.guardian.co.uk/uk_news/story/0,3604,1029265,00.html)

**A**

- Predicting the content of a listening text will help students become familiar with the content and give them a framework for listening. This will help make the listening process easier.
- Look at the photos with the class and elicit ideas about the place and what is happening. Prompt students if necessary. Ask: What uniform are the men in the first photo wearing? What's their job? What is the man in the second photo doing? Write all the ideas on the board. Introduce key vocabulary such as *police officer, DJ, sound system*.

**B**

Tell students they are going to listen to a radio report at the event in the pictures. Students listen for the first time. Make sure they understand they are only listening for the main ideas. (NB: The man and woman interviewed both speak with a typical Caribbean accent.)

- Ask students where and what the event is. Students compare their answers to their ideas from **A** and discuss if they were the same.

**5 LISTEN IN B****Answers**

The Notting Hill Carnival in London

**C**

- Before students listen again, ask them to read through the sentences. Explain any unknown vocabulary.
- Play the CD again. Students listen and match the sentences to the correct speaker.
- Ask students to compare their answers with a partner or, if necessary, play the CD again.
- Check the answers. Ask students if they agree with the last question.

**5 LISTEN IN C****Answers**

1 M 2 W 3 W 4 W 5 M 6 W 7 W 8 M

## 6 YOUR TURN TO SPEAK

### A Role play

- Read the task with the class. Help students to prepare the role play by making two lists on the board: the good things about the Notting Hill Carnival and the problems there. Refer students back to the listening and ask them to suggest ideas for both columns.
- Go through the phrases in **LB 3** with the class. If you wish, you can prepare the role play further by asking students for more advice using the phrases given.
- Divide the class into pairs. Students practise the role play. They can take turns to play both parts.
- Ask for volunteers to perform the role play in front of the class.
- To consolidate the language used in this activity, do the exercise in **LB 3** with the class. Alternatively, ask students to review the phrases in **LB 3** at home and do the exercise for homework.

### LANGUAGE BANK 3      Answers to exercise in WB on page 40

1 should                      2 Make sure              3 should  
4 Why don't you            5 shouldn't              6 should  
7 and 8 *Example answers:*

Why don't you get advice from somebody in the music business?

You should learn a musical instrument.

### B Conversation

- Go through the phrases in **LB 4** with the class.
- Students work in pairs and take turns to ask and answer the questions, using **LB 4** to help them.
- To consolidate the language used in this activity, do the exercise in **LB 4** with the class. Alternatively, ask students to review the phrases in the **LB** at home and do the exercise for homework.

### LANGUAGE BANK 4                      Answers

Tom: Hardly ever / Never    Lola: How well  
Lisa: Really well.    Sam: How often

## 7 YOUR TOPIC

- Read out the points learners have to prepare to speak about. Remind learners to make notes and write key words or ideas on cards rather than

writing whole sentences. Also remind them to speak clearly and slowly and make eye contact with members of the audience.

- Students can present their festival to the class or smaller groups if you have a large class. Encourage them to ask questions about each other's presentations and comment on the things they found interesting. If students work in groups, ask them to briefly report back to the class.

### Extra activity: A festival poster

Students can work in groups and produce a poster advertising one of the festivals they have presented.

- Students write a brief text with information about the main attractions and practical details.
- They can add their own artwork or design features or use photos printed out from the internet.
- Students produce their poster. Put them on the classroom walls for everyone to read.

## 8 MUSIC TECHNOLOGY in English      Page 15 SB

### Picture / background information

DJ is the abbreviation for 'disc jockey'. The meaning of the word has changed to include not only people who simply play songs (for example on the radio) but also create new music by mixing and changing songs. The DJ in the picture is using a vinyl disc turntable but DJs also use CD players and an Ipod mixer is in development. For more information on deejaying and DJ mixing:

[www.discjockey101.com](http://www.discjockey101.com)

For more information on DJ Blakey:

[www.djblakey.com](http://www.djblakey.com)

### A

- Ask students how important music is in their life; allow several students to answer. You might like to tell students how important music is to you.
- Refer students to the photo and the diagram of the DJ's equipment. Ask them if they know anything about deejaying and mixing music and if they like this type of music. Write any ideas or useful vocabulary on the board.
- Students read the text and look at the diagram in detail, then complete the sentences in **A** individually or in pairs.
- Check the answers. Refer back to the text or the diagram if there are any problems with comprehension.

**8 MUSIC TECHNOLOGY in English A Answers**

1 decks 2 (stereo) cables 3 amp (volume)  
4 headphones 5 speakers

**B**

- Read out the definitions. Make sure students can say *rhythm* correctly.
- Ask students to read the text again and find the words which match the definitions.
- Check the answers.

**8 MUSIC TECHNOLOGY in English B Answers**

1 the beat 2 track 3 vocals 4 scratch

**C**

- Students discuss the questions in pairs.
- Ask students to join up with another pair and tell them briefly what they discussed. Encourage them to comment and discuss the questions further.
- Students report back to the class. Ask students if they prefer to listen to music in their own language or in English or another language. How is music in their own language different to American / British music? Encourage students to tell the class about concerts or musical festivals they have attended. If anyone plays a musical instrument, you could invite them to play for the class in the next lesson.

**Optional project A: A favourite song**

Ask students (individually or in pairs if you have a large class) to present one of their favourite songs in English to the class.

- Students should find a recording and the lyrics to the song and prepare a short explanation of what the song is about and why they have chosen the song.
- In class, they can give students a copy of the lyrics or use an OHP transparency or Powerpoint. After the student's introduction to the song, the class listens to the song and reads the lyrics. (Do not discuss the meaning of the lyrics in detail.)
- Encourage the class to comment on the song.

**Optional project B: A favourite CD**

Ask students (individually or in pairs if you have a large class) to compile a CD that includes their favourite songs in English.

- Students list the songs and then give the CD a title. Have them explain why they have put these particular songs together.
- If students have the opportunity, have them burn the CD themselves and present it to the class.

**9 PORTFOLIO WRITING**

- Tell students that a useful idea to prepare a piece of writing is to write some basic questions to structure their writing. Prepare the profile as an example: brainstorm questions students could answer when writing about their favourite singer or band. For example: When and where was he born? When did he start singing? What does he sing about? What sort of music is it? When did he produce his first album? What is his most famous song?
- Remind students to divide their writing into paragraphs. With students, divide the sentences on the board into three paragraphs. Remind them also to think of a good introductory and closing sentence.
- When students have written their profiles or festival descriptions, ask them to swap with a partner and read their partner's work.

**10 Your answer**

- Finish the unit with a final whole class discussion of **The BIG Question**: *Why are we celebrating?* Discuss the questions given and then ask two or three students to give their answer to the main question.
- Refer students to the Workbook Unit 2 activities.

**Last word**

- After doing the workbook activities, students evaluate their performance in the three areas. Check if any students feel they need extra practice in any area.

**WORKBOOK answers****Pages 6–7 WB****1 Language: adverbs of frequency and manner****A***(Example answers)*

- 1 I often listen to music.
- 2 I sometimes listen to songs in a foreign language.
- 3 I occasionally watch music TV.
- 4 I never go to concerts or music festivals.
- 5 I never sing in a group.
- 6 I always sing in the shower.

**B**

- 1 happily
- 2 uncomfortably
- 3 hungrily
- 4 worriedly
- 5 tiredly

**C***(Example answer)*

I usually do judo once a week at a sport's club.  
I sometimes practise at home, too. I can do judo quite well.

**2 Vocabulary****A**

- |               |                    |
|---------------|--------------------|
| 1 c) carnival | 6 d) parade        |
| 2 g) festival | 7 f) protests      |
| 3 h) floats   | 8 a) controversial |
| 4 e) costumes | 9 b) good time     |
| 5 i) music    |                    |

**B**

**DJ equipment:** amp, headphones, mixer, deck, cables, speaker

**Parts of a song:** beat, sound, vocal, scratches

**C***(Example answers)*

**Instruments you play with your hands:** keyboard, guitar, violin, drums, piano

**Instruments you play with your mouth:** trumpet, flute, harmonica, clarinet, saxophone

**3 Connections****A**

- 1 of
- 2 with
- 3 about

**4 Use of English****A**

- 1 has (has got)
- 2 very / extremely
- 3 loved
- 4 very well
- 5 forgot

**5 Portfolio Writing***(Individual answers)*