***be* or *do*?: Activity 1**

﻿ Read Grammar Bank 6C. Then put the phrases in the correct box. Listen and check.

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| Grammar Bank  **6C** *be* or *do*?  ***be***  EXAMPLES  **1** Hi, I**'m** Jim.     She **isn't** very friendly.  **Are** you Thai?  **2** I can't talk. I**'m** driving.     They **aren't** working today.  **Is** it raining?  FORM  **1** We use *be* as a main verb.  **2** We also use *be* to form the present continuous. *Be* here is an auxiliary verb.   * Remember to invert *be* and the subject to make questions.   *He's Spanish.* ***Is he*** *Spanish?*  ***do* / *does***  EXAMPLES  **1** I'm **doing** my homework.  Do you **do** your homework regularly?  **2** **Do** you speak English?  Where **do** they live?  They **don't** have children.  **Does** your sister have a car?  Where **does** your father work?  Alan **doesn't** like jazz.  FORM  **1** We use *do* as a main verb.  **2** We also use *do / does* to make questions and *don't / doesn't* to make negatives in the simple present. *Do* here is an auxiliary verb.   * Remember the word order for simple present questions: auxiliary, subject, base form OR question word, auxiliary, subject, base form (see **Grammar Bank 3C**). |

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| bored walk to work talking to me calling a taxi  have lunch at home like animals get up early  remember his name cold wear glasses  using the internet frightened |  |

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| **Are you...?** | **Do you...?** |
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***be* or *do*?: Activity 2**

Read Grammar Bank 6C. Then complete the dialogues with the correct form of *be* or *do*. Use contractions where possible. Listen and check.

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| Grammar Bank  **6C** *be* or *do*?  ***be***  EXAMPLES  **1** Hi, I**'m** Jim.     She **isn't** very friendly.  **Are** you Thai?  **2** I can't talk. I**'m** driving.     They**aren't** working today.  **Is** it raining?  FORM  **1** We use *be* as a main verb.  **2** We also use *be* to form the present continuous. *Be* here is an auxiliary verb.   * Remember to invert *be* and the subject to make questions.   *He's Spanish.****Is he****Spanish?*  ***do*/*does***  EXAMPLES  **1** I'm **doing** my homework.  Do you **do** your homework regularly?  **2** **Do** you speak English?  Where **do** they live?  They**don't** have children.  **Does** your sister have a car?  Where **does** your father work?  Alan **doesn't** like jazz.  FORM  **1** We use *do* as a main verb.  **2** We also use *do / does* to make questions and *don't / doesn't* to make negatives in the simple present. *Do* here is an auxiliary verb.   * Remember the word order for simple present questions: auxiliary, subject, base form OR question word, auxiliary, subject, base form (see **Grammar Bank 3C**). |

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| **1.  A** \_\_\_\_\_\_\_\_ your parter cook?      **B** Yes. He \_\_\_\_\_\_\_\_ making dinner now. **2.  A** \_\_\_\_\_\_\_\_ you busy?      **B** Yes, I \_\_\_\_\_\_\_\_ doing my homework. **3.  A** How old \_\_\_\_\_\_\_\_ your father?      **B** He's 70, but he \_\_\_\_\_\_\_\_ want to retire. **4.  A** \_\_\_\_\_\_\_\_ you watching TV?       **B** No, we \_\_\_\_\_\_\_\_ playing a video game. **5.  A** \_\_\_\_\_\_\_\_ you speak German?      **B** Yes, but I \_\_\_\_\_\_\_\_ speak it very well. **6.  A** Why \_\_\_\_\_\_\_\_ you crying?      **B** Because I \_\_\_\_\_\_\_\_ feeling sad. |  |

**Music: Activity 1**

Listen and read. Match the musical instrument to the correct picture.

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| 1. drums   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03f.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03d.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03a.jpg |  |
| 2. piano   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03g.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03b.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03e.jpg |  |
| 3. violin   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03h.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03c.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03f.jpg |  |
| 4. accordion   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03i.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03d.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03g.jpg |  |
| 5. guitar   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03h.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03e.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03a.jpg |  |
| 6. bass   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03i.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03b.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03f.jpg |  |
| 7. bass   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03g.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03a.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03c.jpg |  |
| 8. keyboard   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03h.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03d.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03b.jpg |  |
| 9. trumpet   * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03i.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03c.jpg * C:\Users\MR.A\Desktop\pic\EF4e_01_26_01_03e.jpg |  |

**Music: Activity 2**

Who plays these instruments? Complete the sentences with the musician words. Listen and check.

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| **Musicians**  To form the words for musicians, use:  instrument + -*ist*, e.g., *pianist*  instrument + -*er*, e.g., *trumpeter*  instrument + *player*, e.g., *keyboard player* |

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| 1.  A \_\_\_\_\_\_\_\_\_\_ plays the piano.  2.  A \_\_\_\_\_\_\_\_\_\_ plays the trumpet.  3.  A \_\_\_\_\_\_\_\_\_\_ plays the keyboards.  4.  A \_\_\_\_\_\_\_\_\_\_ plays the violin.  5.  A \_\_\_\_\_\_\_\_\_\_ plays the bass.  6.  A \_\_\_\_\_\_\_\_\_\_ plays the guitar.  7.  A \_\_\_\_\_\_\_\_\_\_ plays the drums.  8.  A \_\_\_\_\_\_\_\_\_\_ plays the saxophone.  9.  An \_\_\_\_\_\_\_\_\_\_ plays the accordion. |  |

**/y/**

Listen and write the words you hear. Then listen and repeat.

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| **Quick tips**  **Hidden /y/ sound**  Some words with the /u/ sound (spelled with *u* or *ew*) also have a /y/ sound before the /u/,  e.g., music /ˈmyuzɪk/ NOT /ˈmuzɪk/. |

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|  | **\_\_\_\_\_\_\_\_** |
|  | **\_\_\_\_\_\_\_\_** |
|  | **\_\_\_\_\_\_\_\_** |
|  | **\_\_\_\_\_\_\_\_** |
|  | **\_\_\_\_\_\_\_\_** |
|  | **\_\_\_\_\_\_\_\_** |

**Giving opinions**

Read and listen. Then say and record.

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| **Quick tips**  **Giving opinions**  When we give opinions, we put extra stress on adjectives and adverbs, e.g., I **really** **like** her. She's **fantastic**. |

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| 1. I **like** her. She's **great**. |  |  |
| 1. I **really like** him. He's **fantastic**. |  |
| 1. I **don't like** it. It's **awful**. |  |
| 1. I **don't like** them. They're **terrible**. |  |

**Music is changing their lives: Activity 1**

**﻿**Read and listen. Choose the correct answers.

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| **Music is changing their lives**  Inside the concert hall a top orchestra is playing brilliantly. Their young conductor, Gustavo Dudamel, is one of the best in the world. But we are not in New York, London, or Vienna. We are in Caracas, the capital of Venezuela. The orchestra is the Simón Bolívar Youth orchestra, and its conductor and young musicians come from the poorest families in the country. They are a product of *El Sistema* ("the system" in Spanish), a project started in 1975 to save poor children from crime and drug addiction through classical music.  Today more than 270,000 young Venezuelans from the *barrios* (poor areas in Caracas) are learning to play instruments. They practice Beethoven and Brahms instead of learning to steal and shoot. Gisella, age 11, says "I am learning the viola because I want to escape from the *barrio*. In Venezuela now it’s cooler to like Strauss than salsa." Edgar, 22, who plays in the orchestra, says "sometimes when we finish late I stay in town – it’s dangerous to go home at that time. But now most of my friends are here. We are a family as well as an orchestra."  Dudamel is now also the Musical Director of the Los Angeles Philharmonic, one of America’s top orchestras. But he returns frequently to Caracas to conduct. "I miss my orchestra, but I will never leave them. They’re family," he says. |

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| 1. The Simón Bolívar Youth Orchestra is from \_\_\_\_\_\_\_ .   * + the UK   + Venezuela   + the US   2. The musicians in the orchestra don't have a lot of \_\_\_\_\_\_\_.   * + friends   + instruments   + money   3. The conductor works in \_\_\_\_\_\_\_ country / countries.   * + one   + two   + three |  |

**Music is changing their lives: Activity 2**

Read the article again. Complete the sentences with ONE or TWO words.

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| **Read**  **Music is changing their lives**  Inside the concert hall a top orchestra is playing brilliantly. Their young conductor, Gustavo Dudamel, is one of the best in the world. But we are not in New York, London, or Vienna. We are in Caracas, the capital of Venezuela. The orchestra is the Simón Bolívar Youth orchestra, and its conductor and young musicians come from the poorest families in the country. They are a product of *El Sistema* ("the system" in Spanish), a project started in 1975 to save poor children from crime and drug addiction through classical music.  Today more than 270,000 young Venezuelans from the *barrios* (poor areas in Caracas) are learning to play instruments. They practice Beethoven and Brahms instead of learning to steal and shoot. Gisella, age 11, says "I am learning the viola because I want to escape from the *barrio*. In Venezuela now it’s cooler to like Strauss than salsa." Edgar, 22, who plays in the orchestra, says "sometimes when we finish late I stay in town – it’s dangerous to go home at that time. But now most of my friends are here. We are a family as well as an orchestra."  Dudamel is now also the Musical Director of the Los Angeles Philharmonic, one of the America’s top orchestras. But he returns frequently to Caracas to conduct. "I miss my orchestra, but I will never leave them. They’re family," he says. |

1.  Gustavo Dudamel is a very good \_\_\_\_\_\_\_\_ .

2.  The Simón Bolívar Youth Orchestra is part of the *El Sistema* \_\_\_\_\_\_\_\_.

3.  *El Sistema* uses \_\_\_\_\_\_\_\_ to help children from poor families.

4.  Some musicians don't go home at night because it's \_\_\_\_\_\_\_\_ .

5.  They don't mind staying in town because the orchestra is their \_\_\_\_\_\_\_\_ .

6.  Dudamel conducts one of America's best orchestras in \_\_\_\_\_\_\_\_ .

**Do you like reading in English?**

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|  | Do you like reading in English? Why, or why not?  What do you like reading?  **Go to Discussions and share your ideas with your classmates.** |

**Writing 5 - An informal email**

Write an informal email to invite a friend to a concert or gig.

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| **Quick tips**  **Informal emails**  **Beginning**: *Hi* + name **Middle**: Use contractions, e.g., *I’m from Madrid.* **End**: *Best wishes* or *Love* (for a good friend) |

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| Think of a concert or gig you want to see. Which friend will you invite? Write an informal email to invite him or her. Include information on the following:  - What band is it?  - What type of music is it?  - Where is it?  - When is it?  **Write three paragraphs.** |

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| write here … |