

คำชี้แจง

หนังสือเรียนรายวิชาเพิ่มเติม ภาษาอังกฤษ (ฟัง พูด อ่าน เขียน) Keep it REAL! 6 ชั้นมัธยมศึกษาปีที่ 6 ประกอบด้วยเนื้อหาที่เข้าใจง่าย เพื่อให้ผู้เรียนเข้าใจทักษะการฟัง พูด อ่าน เขียน ได้ถูกต้องตามหลักการและนำไปใช้ได้เหมาะสม จัดพิมพ์โดย บริษัท โททอล เอ็ดดูเคชั่น โซลูชั่น จำกัด

ผู้เรียบเรียง 1. Bess Bradfield

2. Claire Thacker

ผู้ตรวจ 1. นางสาวณัฐกัญญา ศรีเดช

2. นางสาววิภา จินะงาม

3. นางมะลิวัลย์ ดำริห์

บรรณาธิการ นางนพรัตน์ ไม้สนธิ์

หนังสือเล่มนี้ประกันคุณภาพโดยผู้ผลิต กรณีที่ผู้ใช้น้ำหนักหนังสือพบข้อบกพร่องหรือข้อผิดพลาด กรุณาแจ้งให้สำนักพิมพ์ทราบเพื่อดำเนินการตามขั้นตอนในใบประกันคุณภาพสื่อฯ (ปกหลัง) พร้อมทั้งแจ้งให้สำนักวิชาการและมาตรฐานการศึกษาทราบด้วย

บริษัท โททอล เอ็ดดูเคชั่น โซลูชั่น จำกัด

คำอธิบายรายวิชาเพิ่มเติม

ภาษาอังกฤษ (ฟัง พูด อ่าน เขียน) Keep it REAL! 6

ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

เวลาเรียน 40 ชั่วโมง

จำนวนหน่วยกิต 1 หน่วยกิต

ปฏิบัติตามคำขอร้อง คำแนะนำ คำชี้แจงและคำอธิบายที่ฟังและอ่าน อ่านออกเสียงข้อความถูกต้องตามหลักการอ่าน พูดและเขียนบรรยายเกี่ยวกับความรู้สึก ป้ายประกาศ ข่าว เทศกาล สิ่งต่าง ๆ ในเมือง ภาพยนตร์ สทนาแลกเปลี่ยนข้อมูลเกี่ยวกับตนเอง กิจกรรมและสถานการณ์ต่าง ๆ ในชีวิตประจำวัน ใช้คำขอร้อง ให้คำแนะนำและคำชี้แจงตามสถานการณ์ต่าง ๆ พูดและเขียนแสดงความต้องการและให้ความช่วยเหลือตอบรับและปฏิเสธการให้ความช่วยเหลือ พูดและเขียนเพื่อขอและให้ข้อมูล บรรยาย อธิบาย เปรียบเทียบและแสดงความคิดเห็นเกี่ยวกับเรื่องที่ฟังหรืออ่านอย่างเหมาะสม เข้าร่วม/จัดกิจกรรมทางภาษาและวัฒนธรรมตามความสนใจ โดยใช้ทักษะกระบวนการฟัง พูด อ่าน เขียน กระบวนการทำงานกลุ่ม/คู่ และสมรรถนะสำคัญทั้ง 5 คือความสามารถในการสื่อสาร ความสามารถในการคิด ความสามารถในการแก้ปัญหา ความสามารถในการใช้ทักษะชีวิต และความสามารถในการใช้เทคโนโลยี เพื่อให้ผู้เรียนมีความสามารถในการสื่อสาร การคิด มีวินัย ใฝ่เรียนรู้ มุ่งมั่นในการทำงาน และมีเจตคติที่ดีต่อการเรียนภาษาอังกฤษ

ผลการเรียนรู้

1. อ่านออกเสียงข้อความ ข่าว ประกาศถูกต้องตามหลักการอ่าน
2. อธิบายและเขียนประโยคและข้อความให้สัมพันธ์กับสื่อที่ไม่ใช่ความเรียงรูปแบบต่าง ๆ ที่อ่าน
3. ใช้ภาษาต่างประเทศในการค้นคว้า รวบรวมและสรุปข้อมูลจากสื่อและแหล่งการเรียนรู้ต่าง ๆ ในการศึกษาต่อ
4. พูดและเขียนนำเสนอข้อมูลเกี่ยวกับตนเอง ข่าว/เหตุการณ์ เรื่องและประเด็นต่าง ๆ ที่อยู่ในความสนใจของสังคม
5. ค้นคว้า/สืบค้น สรุปและแสดงความคิดเห็นเกี่ยวกับข้อมูลที่เกี่ยวข้อง และนำเสนอด้วยการพูดและการเขียน
6. จับใจความสำคัญ วิเคราะห์ความ สรุปความ ตีความและแสดงความคิดเห็นจากการฟังและอ่าน

รวมทั้งหมด 6 ผลการเรียนรู้

หนังสือเรียนรายวิชาเพิ่มเติม ภาษาอังกฤษ
(ฟัง พูด อ่าน เขียน)

6

B2

Keep it REAL!

Relevant Engaging Achievable Learning

ชั้นมัธยมศึกษาปีที่ 6 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
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ผู้เรียบเรียง :

- Bess Bradfield
- Claire Thacker

ผู้ตรวจ :

- นางสาวณัฐกัญญาภรณ์ ศรีเดช
- นางสาววิภา จินนงาม
- นางมะลิวัลย์ ดำริห์

บรรณาธิการ :

- นางนพรัตน์ ไม้สนธ์

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โทรศัพท์ 02-1154943, 094-9235547 โทรสาร 02-0892425

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Feeling good

1

Vocabulary: Feelings: nouns;
Feelings: phrasal verbs

Grammar: Present perfect
review; Verb patterns (1)

Speaking: Describing
recent experiences

Writing: A personal
profile

VOCABULARY Feelings: nouns

I can identify and describe different feelings.

1 Read the title of the text and the introduction. Have you used any emojis today?

The international language of emotion

Are emojis the new global language? More than 90% of social media users use emojis to add emotion to messages, and there's an emoji for almost every feeling and social situation. How emoji-literate are you? Can you spot which two emojis are with the wrong messages?

So my phone hadn't been stolen after all – I've just found it under the sofa. What a **relief**!



I'm so excited as we're about to go to the Ed Sheeran concert. I'm jumping for **joy**!

I've just finished my 10 km 'fun run'. So this is what total **exhaustion** feels like!



We're feeling a great sense of **pride** today. Our son has just graduated! Congratulations, Ben!

Does anyone else suffer from **depression** in winter? Grey skies make me feel really miserable.



Has anyone got any tips for managing **anxiety**? I've got exams next week and I'm feeling so stressed.

Right now, I'm chilling out at the beach and listening to music. This is my idea of **relaxation**!



Thanks for the birthday wishes! Sending love and **affection** to you all!

Much to my **amusement**, our dog is singing along to the radio. She must really like Taylor Swift!



I don't understand my Maths homework! Is anyone else in a state of total **confusion** or is it just me?

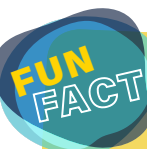
I've just got to school and realized I'm still wearing my slippers! Imagine my **embarrassment**!



I'm feeling a lot of **anger** this morning. To the person that stole my bike lights – have a horrible day!

2 1.1 Read the text and complete the table with the noun forms. Listen and check.

Adjective	Noun	Adjective	Noun
affectionate	<i>affection</i>	embarrassed	
amused		exhausted	
angry		joyful	
anxious		proud	
confused		relaxed	
depressed		relieved	



Over 60 billion emojis are sent every day. One of the most popular emojis on social media is this laughing face.



Now watch the vlog.

3 Which two emojis are with the wrong messages? In pairs, compare your answers.

4 Work in pairs. Discuss when you experienced some of the feelings in Exercise 2.



FAST FINISHER

Write definitions or example sentences for other emojis (real or imagined).

My happy place

READING

I can understand comparison in texts.

- Look at the picture. Read the title of the text and the introduction. Where do these teenagers live, and why are they smiling?
- 1.2 Read and listen to the whole text. Put topics a–e in the order that they are mentioned in the text.
 - A healthy lifestyle
 - Feeling respected
 - Stress-free studying
 - Different, but just as good!
 - Lots of freedom
- 1.2 Read and listen to the article again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - Frankie hasn't been living in the Netherlands for very long.
 - The most important thing for Dutch parents is the grades that their kids achieve at school.
 - Frankie thinks that Dutch teenagers are given a lot of freedom.
 - Dutch teenagers only use their bikes when the weather is good.
 - In Ruben's opinion, Dutch schools are more relaxed than American schools.
 - Ruben's teachers in San Diego haven't been supportive.
 - Dutch teenagers form strong relationships more quickly than American teenagers.
 - Ruben has found it easy to make new friends at his new school.
- Word Power** Study the table. Then look at the words in bold (1–8) in the text. Is each word an adjective, an adverb or a noun?

Suffixes		
suffix	form	example
-able/-ible, -ic, -ive	adjective	<i>reliable, energetic, creative</i>
-ly	adverb	<i>happily, enthusiastically</i>
-ance/-ence, -ment, -(t)ion, -ness	noun	<i>annoyance, embarrassment, frustration, unhappiness</i>

- COMPARE CULTURES** How is life for teenagers in your country similar to life in the Netherlands? How is it different? Where would you rather live and why?



Have the Dutch found the recipe for happiness? A UNICEF report has just identified the Netherlands as the happiest country in the world for teenagers!

Although I'm American by birth, I've lived in Amsterdam since I was eight. Here are three things I've learned to love about Dutch culture.

There's less anxiety about academic ¹**achievement** in the Netherlands. Students do less homework and take fewer tests, and teachers and parents prioritize teenagers' well-being over their grades. In other words, they think it's more important to raise happy kids than smart ones!

Teenagers enjoy a great deal of ²**independence** here. For example, I've been making my own way to school since I was ten. My parents trust me to behave ³**sensibly** – most of the time! At school, teachers treat students as equals, and they respect our opinions.

The Dutch are very ⁴**enthusiastic** about outdoor activities, and cycling is a national passion. Whatever the weather, Dutch teens love to get on their bikes. Scientists say that physical activity not only improves our ⁵**fitness**, but it also protects us against depression and lifts our mood!

COMMENTS



Ruben Smit

Interesting article, Frankie! I was born in Amsterdam, but I've been living in San Diego for six months now. I've been very happy in both places.

I sometimes miss the freedom I had in Amsterdam. My new school has so many rules that I haven't learned them all yet. And we have a lot more tests here, so it can get quite stressful.

On the other hand, my new teachers are great. They've encouraged me to have more ⁶**ambition**. So I've been learning how to become an internet entrepreneur! My classmates have been so ⁷**supportive**, too. Dutch teenagers often take time to build relationships, while Americans seem to be ⁸**capable** of making friends for life in seconds. I've made lots of new friends here.

GRAMMAR Present perfect review

I can use the present perfect simple, the present perfect continuous and the past simple appropriately.

Now watch the grammar animation.

- 1** Read the grammar box and complete the rules with *present perfect simple* or *past simple*.

Present perfect simple vs past simple

I've **made** lots of new friends here.
My family **moved** here six months ago.
How long **have** you **lived** in Amsterdam?
I've **lived** here for nine years / since I was eight.
How long **did** you **live** in London?
I **lived** there for two years, from 2016 to 2018.

Rules

We use the ¹... to connect the past with the present, for an action or situation that started in the past and continues in the present and for a completed action in the past when we don't specify when it happened.

We use the ²... with past time expressions, e.g. *last Saturday, three weeks ago*, and to talk about an action or situation that is complete.

- 2** Complete the text with the past simple or the present perfect simple of the verbs in brackets.



For centuries, people ¹... (celebrate) the start of spring as a happy, optimistic time. So, in 2012, when the United Nations decided to create an International Day of Happiness, they ²... (choose) 20th March! The first festival ³... (take) place in 2013, and since then it ⁴... (inspire) numerous happiness events and projects around the world.

For the second festival in 2014, Pharrell Williams ⁵... (create) the world's first 24-hour music video, featuring people dancing to the song 'Happy'. ⁶... (you / see) it on YouTube? I ⁷... (watch) the 'Happy' video for about 20 minutes last night and I really ⁸... (enjoy) it.

- 3** Read the grammar box and complete the rules with *simple* or *continuous*.

Present perfect simple vs present perfect continuous

Tom's **been reading** *The Hunger Games*. He's enjoying it. (He's still reading it.)

Tom's **read** *The Hunger Games*. He loved it! (He isn't reading it any longer.)

I've **been playing** basketball regularly since I came to San Diego.

I've **played** basketball two or three times since I came to San Diego.

We're thirsty because we've **been playing** basketball all morning.

I've **had** a bike since I was eight. (NOT I've been having...)

Rules

We use the present perfect ¹...

- for actions that are complete now.
- to say how often something has happened.
- with stative verbs (e.g. *be, have, know, like*).

We use the present perfect ²... for

- actions that started in the past and continue in the present.
- long and repeated actions that continue in the present.
- long and repeated actions that have a present result.

- 4** Choose the correct answers.

- I've *seen* / *been seeing* the film *LA LA Land* three times – I love it!
- She's *done* / *been doing* her homework, so now she can relax.
- You've *studied* / *been studying* all day. Why don't you stop and have a break?
- Sorry I'm late! How long have you *waited* / *been waiting*?
- I've *visited* / *been visiting* Amsterdam several times.
- She's *been knowing* / *known* Adam since they were at school.

- 5** Work in pairs. Talk about a hobby that makes you happy.

I've been ... -ing ... since ...

I've always enjoyed ... because ...

The first time I ...

Recently, I've been ... -ing ...

FAST FINISHER

What have you done this week that's made you happy? Write sentences with the present perfect simple, present perfect continuous and the past simple.

Music for every mood

VOCABULARY and LISTENING Feelings: phrasal verbs

I can listen for specific information in a radio programme.

1 When and where do you usually listen to music?



PLAYLIST

TO YOUR
LIFE

They say there's music for every mood and situation! So which song or piece of music ...

A ... always **cheers you up** and makes you smile, even when life's been **getting you down**?

B ... **gets to you** and makes you feel really sad or annoyed?

C ... could help you **get over** a broken heart when a relationship ends?

D ... didn't you like at first, but it **grew on you** and now you love it?

E ... did you use to like before, but now you've **gone off it**?

F ... is so exciting or energising you sometimes **get carried away** (maybe you even start dancing)?

G ... helps you to **calm down** or even **chill out** completely when everyday problems are **stressing you out**?

2 Read the questionnaire. Match the phrasal verbs in bold with definitions 1-9.

make you sad **get you down**

- 1 stop liking something
- 2 make you stressed
- 3 feel completely relaxed and happy
- 4 get too excited
- 5 start to like something more and more
- 6 make you happier
- 7 recover emotionally from
- 8 become more relaxed
- 9 make you feel upset or angry

3 In pairs, do the questionnaire. Do you have similar musical tastes?

4 1.3 Listen to the radio programme and choose the best summary.

- a A musician talks about which songs make her feel happy.
- b A music psychologist talks about scientific research into music and emotions.
- c A professional DJ talks about the songs she likes to play in different situations.

5 1.3 Listen again and choose the correct answers to complete the sentences.

- 1 When we listen to a song, the thing that most makes us feel happier is ...
 - a the type of music.
 - b the speed.
 - c the lyrics.
- 2 The title of the happiest song in the world is ...
 - a 'Apparently'.
 - b 'Don't Stop Me Now'.
 - c 'Queen'.
- 3 When we sing along to a song, we ...
 - a feel a sense of well-being.
 - b really understand the lyrics.
 - c improve our singing.
- 4 When we're feeling down, sad music can ...
 - a make us feel worse.
 - b have an instant effect on us.
 - c have a reassuring effect on us.
- 5 Amy recommends that we listen to ...
 - a music more often.
 - b happy music all the time.
 - c various types of music.

6 FIND OUT What's the best-selling song in the world? How does it make you feel? Why?

GRAMMAR Verb patterns (1)

I can use the *-ing* and *to + infinitive* forms accurately.

Now watch the grammar animation.

- 1** Read the grammar box and choose the correct answers to complete the rules.

Singing creates feel-good chemicals in your body.
 Dad **loved playing** rock music in the car.
 We listen to sad music **to explore** our feelings.
 We **need to match** our music to our moods.
 You should listen to any song you **like listening to**!
 Many of us **like to sing** along to this song.
 I **remember listening to** that when I was a kid.
 (past memory)
 Just **remember not to listen** to sad songs all the time. (advice)

Rules

We use the *-ing* form as the subject of a sentence, and after certain verbs, e.g. *love, don't mind, feel like, suggest*.

We use *to + infinitive* to give a reason, and after certain verbs, e.g. *decide, help, need, plan, refuse, would like*.

We can use both forms after certain verbs, e.g. *start, like, prefer*. The meaning ¹*changes / doesn't change*.

We can use both forms after certain verbs, e.g. *remember, forget, stop, try*. The meaning ²*changes / doesn't change*.

- 2** Complete the blog post with the correct *-ing* or *to + infinitive* form of the verbs in brackets.

TWO SONGS THAT SAY IT ALL ...

THE SONG THAT MEANS 'FAMILY'

¹... (perform) is in my blood – my mum was a pop star! I'll never forget ²... (see) her sing live on TV when I was a kid. I was so proud! Next month, I'm taking part in a singing competition on TV because I'd like ³... (become) a famous singer like her one day. I've decided ⁴... (sing) 'We Are Family' by Sister Sledge, as it's my family's favourite song!

THE SONG THAT MEANS 'FRIENDS'

⁵... (hang out) with my friends is so important to me. I love ⁶... (spend) time with my 'besties'. My friends help ⁷... (cheer) me up if I'm feeling down and when I don't feel like ⁸... (smile), we put on some music and dance! My favourite song about friendship is 'I'll Be There For You' by the Rembrandts – it's the theme song for the TV series *Friends*. Sometimes I play it ⁹... (remind) myself how lucky I am!

3 PRONUNCIATION Stress in verb patterns

- 1.4** Are *to* and *-ing* stressed or unstressed? Listen and repeat.

- I love playing the guitar, and I'd like **to** be in a band one day.
- I don't like dancing and I generally try **to** avoid it!

- 4** In pairs, take turns to ask questions with the correct *-ing* form or *to + infinitive*. Give as much detail as possible in your answers.

Do you enjoy / dance / or / sing?

A: *Do you enjoy dancing or singing?*

B: *I don't mind dancing, but I can't sing! My friends cover their ears when I try to sing!*

- Why is / learn / the lyrics of pop songs good for your English?
- What music do you play / relax?
- Are there any instruments you'd like / learn?
- What talents do pop stars need / have?
- Which singer or band will you never forget / see / in concert?
- Which singer or band do you really want / see / in the future?

- 5** What are your 'two songs that say it all'? Look at Exercise 2 again. Then complete sentences 1–4 with your own ideas.

The song that means 'family'

- I'll never forget hearing / listening to / seeing ...
- I listen to / play ... to remind myself of ...

The song that means 'friends'

- Being with my friends is ...
- We love listening to / playing / dancing ... when ...



- 6** Work in pairs. Tell your partner about your 'two songs that say it all'. What's the most interesting or surprising thing you learn about your partner?

FAST FINISHER

Write about your 'two songs that say it all'. Include as many *-ing* and *to + infinitive* forms as possible.

KEEP TALKING!

Have you been to any good gigs recently?

READING and LISTENING

I can understand information about events.

a

La Traviata
Central Opera House



Sunday, 10 May
Time: 2.30 p.m.
Seat: H11

b

WEEKEND PASS
Phoenix Music Festival
7th and 8th July

Music – dance –
jamming sessions –
workshops and much,
much more!

c

GRAND FINALE
TONIGHT'S THE NIGHT!

Come along and support this year's
Battle of the Bands
in the school hall

£5



d

OPEN MIC NIGHT
With host Jess Glenn



Coconut Tree Club
All kinds of musicians and
music welcome!
Saturdays, 8.00 – 11.00 p.m.
Free entry

e

ROYAL OPERA HALL

Kanye Michaels
performs Mozart's
Violin Concerto No. 3



Door 7
Seat: H15
Price: £30
Doors open 45 minutes
before the performance.

f

THIS IS YOUR TICKET
Circular Waves
present their new album
SEA
O2 ARENA, OXFORD
Saturday, 9th October
Doors open 7 p.m.
Standing only



g

DANCE CLASSES.COM

Home About Classes

Street dance classes

Dynamic, fun and energetic!
Open to anyone aged 11 to 18.
Wednesdays and Saturdays, 4.30–6.00 p.m.
Ace Community Centre
£6 per class or £40 for 8 classes.



1 Look at the adverts, tickets, posters and passes. Which one is different to the others?

2 Match the sentences with the events in Exercise 1.

- 1 You don't have to pay to go to this event.
- 2 You can't do this if you're over 18.
- 3 This is an afternoon performance.
- 4 This is taking place on Saturday and Sunday.
- 5 There aren't any seats for this event.
- 6 There will be a solo performer at this event.
- 7 This event is taking place at a school.

3 1.5 Listen to the dialogue. Which of the events in Exercise 1 do Marco and Lucy decide to go to at the weekend?

4 1.5 Listen again. Are the sentences true (T) or false (F)?

- 1 Lucy doesn't want to do anything at the weekend.
- 2 Lucy suggests going to a football match.
- 3 Marco isn't very keen on the street dance class.
- 4 They're too old to go to the street dance class.
- 5 Marco has been to the Coconut Tree Club before.
- 6 Lucy thinks Marco should perform a song on Saturday.

5 Work in pairs. Find out if your partner has ever been to any events like those in Exercise 1.

A: Have you ever been to a street dance class?

B: Yes, I have. I went to a hip hop class last year.

SPEAKING Describing recent experiences

I can talk about a recent experience.

1 1.6 Listen and read. What did Jack do last weekend?

- Jack:** Hi, Nora. How's it going?
Nora: Fine, thanks. I haven't seen you for ages. Have you been to any good gigs recently?
Jack: Yes, I have, actually. I went to see Maroon 5 on Saturday.
Nora: Wow! I'm so jealous! I've never seen them live. Where did you see them?
Jack: In Manchester. They're only doing three shows in the UK.
Nora: Wow! That's a long way to go! You really are a super-fan. Who did you go with?
Jack: I went with Oscar.
Nora: Nice! So, come on, tell me. What was it like?
Jack: It was absolutely brilliant! They're even better live.
Nora: That sounds amazing! It seems like you had an amazing weekend.
Jack: Yes, I did.



2 1.7 Listen and repeat the **Useful language**. Which phrases are used in Exercise 1?

Useful language

Talking about a recent experience

Have you been to / seen any good ... recently?
 I've just been to / seen ...
 I went to / saw ... last weekend.

Asking follow-up questions

Where did you see it / them?
 Who did you go with?
 What was it like?

Showing interest and responding

Cool! / Wow! / Nice!
 I'm so jealous!
 I've never been / seen / done ...
 I can imagine!
 That sounds amazing!

3 Put the dialogue in order. Then work in pairs and practise the dialogue.

- That's far! Who did you go with?
- I've just been to a music festival, actually.
- Have you been to any good concerts recently?
- It was in Reading, to the west of London.
- Nice. What was the music like?
- No, it wasn't! We had fun though.
- That doesn't sound great at all.
- I went with my older brother and his friends.
- Wow! That's exciting. Where was it?
- It was a bit disappointing, actually. I didn't know any of the bands.

4 Work in pairs. Prepare a dialogue about an event from the list below. Follow the steps in the **Speaking plan**.

- an open mic night
- a film
- an opera
- a concert
- a music festival
- a football match

Speaking plan

Prepare

- Choose an event for your dialogue.
- Make notes for your dialogue.

Speak

- Practise your dialogue.
- Use phrases from the **Useful language** box.
- Act out your dialogue without notes.

Reflect

- Swap roles and choose a new event.
- Did you ask follow-up questions and show interest?
- How can you improve next time?



Now play **Keep moving!**



FAST FINISHER

Write a dialogue about an event you have been to recently.

THE FAB FOUR

This week we've chosen four decades in British music that we think have had a major impact on music today.

1 The Swinging Sixties

This was a time of creativity and innovation for British music. Britain was experiencing a period of economic growth and in the 1960s, teenagers wanted to be different from their parents. They were the first generation to create a genuine youth culture and they expressed their identity through their fashion and their tastes in music. The Beatles defined this decade. They had a huge influence on popular culture and their distinctly British sound had simple melodies, clever lyrics and rhythmic guitar work. They loved playing chords and using vocal harmonies and their music cheered people up.



2 Sounds of the Seventies



The early 1970s was the era of Glam rock with artists like David Bowie and Queen. In the mid-1970s, a new type of music emerged at the same time as an economic decline in the UK: punk. It was aggressive and loud and many people saw punk as anti-establishment, anti-politics and anti-pop. A lot of young people felt angry and rebellious because they were unemployed and thought that they had no future. They had strong opinions so they used punk to express their concerns and frustrations. Siouxsie and the Banshees, with Susan Ballion on lead vocals, were a famous British punk band.



4 COOL BRITANNIA

With the end of the Cold War and the introduction of the World Wide Web, the 1990s was an optimistic decade and 'Britpop' was born. Bands like Oasis and Blur used their local identities and regional accents to create a sense of belonging and pride with songs about British places and culture. Until now, all-male bands had dominated the British pop scene, but in 1996, the all-girl band, the Spice Girls, with the 'girl power' message of their debut single 'Wannabe' and album 'Spice', became the fastest-selling British group since the Beatles.

3 Electric Eighties

The early 1980s produced a new wave of manufactured pop bands and techno pop using synthesizers, percussion and saxophones. These included bands like Depeche Mode.

However, it was the Manchester indie rock band, the Smiths, which became one of the most important bands of this decade. They reacted against the superficial techno pop of the early 1980s and instead they wrote socio-political songs. Their songs were observations on the lives of ordinary people and expressed their feelings about the government and the monarchy in Britain at the time. Many of their songs were rather depressing, so, unless you were in the right mood, their songs could really get you down.



1 In pairs, discuss the questions.

- 1 Which British bands or singers do you know?
- 2 Which British bands or singers are popular in your country?
- 3 Which British bands or singers do you enjoy listening to?

2 Read the article quickly. Match the singers and bands with the decades.

- | | |
|-----------------------------|---------|
| 1 The Spice Girls | a 1960s |
| 2 The Smiths | b 1970s |
| 3 The Beatles | c 1980s |
| 4 Siouxsie and the Banshees | d 1990s |

3 1.8 Read and listen to the article. Are the sentences true (T) or false (F)?

- 1 The 1960s was a decade of prosperity in Britain.
- 2 In the 1960s, British teenagers wore similar clothes to their parents.
- 3 There was a strong connection between socio-political events and the start of punk in Britain.
- 4 British people of all ages identified with punk music in the 1970s.
- 5 The Smiths were one of the most important techno pop bands of the 1980s.
- 6 The Smiths' songs were usually happy and joyful.
- 7 In the 1990s, British pop groups wanted to show they were proud of their culture.
- 8 The Spice Girls were much more successful than the Beatles.

4 THINK CRITICALLY In groups, discuss the questions.

- 1 How do social and political events influence a country's music?
- 2 What can you learn about another culture from its music?

5 Word Power Find the words in the article. Can you explain their meaning?

album chord harmony lyrics
percussion single vocals

6 Complete the Music Quiz questions with words from Exercise 5. Ask and answer the questions in pairs.

7 GET CREATIVE In groups, choose a key decade or period for music in your country. Prepare a short presentation. Include the following information and any audio clips:

- decade, year
- socio-political situation
- bands, artists/musicians
- type of music
- albums, singles/songs
- reasons for your choice

MUSIC QUIZ

1

Which British musician helped Justin Bieber write the ¹... for 'Love Yourself'?

- a Adele
- b Elton John
- c Ed Sheeran

2

Who sings lead ²... for the British band Coldplay?

- a Chris Martin
- b Jonny Buckland
- c Guy Berryman

3

What was the name of Adele's first ³...?

- a 'Hello'
- b 'Skyfall'
- c 'Hometown Glory'

4

Which singer's self-titled ⁴... is one of the most-streamed on Spotify?

- a Dua Lipa
- b Rita Ora
- c Ellie Goulding

5

Boy bands like One Direction are famous for singing beautiful ⁵... . Where are One Direction from?

- a Wales and Scotland
- b Scotland and Ireland
- c England and Ireland



Now watch the culture video.



FAST FINISHER

Write your own quiz question for the music quiz and test your partner.

About me

WRITING A personal profile

I can write a personal profile.

- 1 Read Laura's personal profile. What is her favourite free-time activity?

International Student Chat

Profile

Hi! I'm Laura and I'm sixteen. I was born in Medellín, Colombia, but I ¹**grew up** in Barranquilla. I've never wanted to live anywhere else since it's such an exciting city. However, I'd also like to travel – especially around North America.



So, what am I into? Well, I love ²**hanging out with** friends, and I enjoy seeing live music and watching films, too. However, my main passion is dancing. I ³**got into salsa** when I was little, and I've been practising ever since. Dancing makes me happy even when life's ⁴**getting me down**, so I do it whenever I can. Every year in Barranquilla we have a huge carnival, and the whole community joins in.

At the moment, I'm studying at high school, and after that, I'd really like to go to university in the USA. That's why I've joined this site. I'd love to chat with an English speaker from the USA or Canada in order to improve my English.

Where do you live and what are you into? Send me a message and we can start chatting!



- 2 Which of the features below make Laura's profile more effective?

- 1 using a chatty, informal style
- 2 using a serious, formal style
- 3 using phrasal verbs and idioms
- 4 using connectors to organize the information
- 5 giving personal details and opinions
- 6 talking to the reader directly
- 7 giving long, factual descriptions

- 3 Look at the **Useful language** box. Find examples of these connectors in Laura's profile.

Useful language

Adding ideas

and, also, too, as well as, what's more

Contrasting ideas

but, however, although, even though

Giving reasons

because, as, since

Explaining consequences

so, that's why

Explaining the sequence of events

then, next, after, before, after that, later

- 4 Read the **Look!** box. Match phrases 1–4 in Laura's profile with phrasal verb types a–d in the box.

Look! Phrasal verbs

Separable phrasal verbs

- a Some transitive phrasal verbs
It **cheers me up**. (me = object)

Inseparable phrasal verbs

- b Three-word phrasal verbs
I'm **looking forward to** my holiday.
c Intransitive phrasal verbs
We **eat out** every night. (no object)
d Some transitive phrasal verbs
She **looked after us**. (us = object)

- 5 Complete the sentences in your notebook.

- 1 I grew up in ...
- 2 I got into ... when ...
- 3 ... always cheers me up.
- 4 I'm looking forward to ...

- 6 Write your own profile for an international student website. Follow the steps in the **Writing plan**.

Writing plan

Prepare

- Write notes for your profile.

Write

- Organize your profile into paragraphs.
➤ Include at least one sentence from Exercise 5.
➤ Follow the ideas in Exercise 2 to make your profile more effective.

Reflect

- Check your use of the present perfect.
➤ Check your use of connectors and phrasal verbs.