ENGLISH AS A SECOND LANGUAGE

SECONDARY 3

UPSHOT

2nd Edition

STUDENT WORKBOOK

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Conforms to the PROGRESSION of Learning

CHENELIÈRE ÉDUCATION

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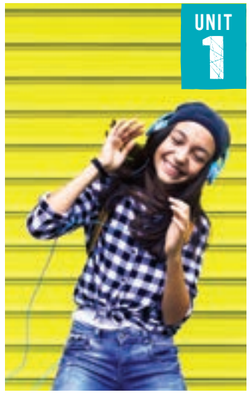

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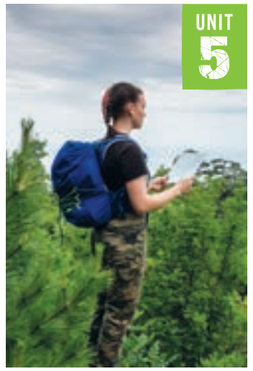

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UNIT 1

Music in Your Life

Chances are that you listen to some kind of music every day. Maybe you listen to music on your way to school or have a special playlist for when you study. Music can energize you or make you sad. Explore the different ways in which music influences your daily life.

In this unit, you will:

- **Talk** about your music habits.
- **Read** about how music can influence your life.
- **Watch** a video about how music affects the brain.
- **Create** a playlist with your current favourite tunes.
- **Read** about the use of music in the media.
- **Practise grammar:** simple present and imperatives.

Final Reinvestment Task:

- **Write** an informative text about the ways in which music is part of teenagers' lives.

Interactive Workshop

What role does music play in your life?

One-Minute Challenge

Make a list of all the music genres you know.

1 Music Habits C1

How important is music to you and your friends? Ask and answer these questions to start to define your music habits. In the final task, you will write about the role of music in teenagers' lives.

1. Read the Music Habits statements. **Check** if the statements are true or false for you.

Music Habits	True	False
a. Music is a big part of my daily life.		
b. I listen to music for at least one hour per day.		
c. I often have a song or a piece of music stuck in my head.		
d. I carry music with me everywhere I go.		
e. I listen to different songs based on how I feel.		
f. Music can change my mood.		
g. I experience strong emotions when I listen to music.		
h. I listen to music during recess and at lunchtime.		
i. I practise a musical instrument for at least 30 minutes per day.		
j. Music helps me to sleep.		
k. I listen to music to help me when I study.		
l. I often sing along to the music or songs I am listening to.		
m. I notice and appreciate the music in movies, TV shows, ads and video games.		
n. I am part of a musical ensemble.		
o. I can easily remember a new song or piece of music.		

2. Answer each of the following questions.

a. Are you a musical person? Why or why not?

_____

b. Is your taste in music varied? **Explain** with examples.

_____

c. Does your taste in music often change? **Explain**.

_____

d. What is your favourite song at the moment?

_____

e. What is your favourite song or piece of music from a movie, TV show or video game?

_____

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3. Prepare five questions about a partner's music habits. **Use** the statements from Step 1 and the questions from Step 2 for ideas. **Write** the questions in the table. **Use** the simple present. G

Do you listen to music while you work or study?
How much time do you spend listening to music each day?

Questions
a. _____
b. _____
c. _____
d. _____
e. _____

4. Interview your partner. **Ask** them to explain their answers. **Take notes** on their answers in the table below.

Answers
a. _____
b. _____
c. _____
d. _____
e. _____

Pronunciation

***/s/* Sound**

The final */s/* sound of third person singular simple present verbs can be pronounced in three different ways. To practise, do the Pronunciation activity on the platform.

5. Work in teams of four. **Take turns** presenting your partner to the others in your group. **Use** your notes from Step 4.

6. Discuss three music habits that all or most group members have in common and **list** them below. **Use** the useful language for help.

- _____
- _____
- _____

Useful Language

- *Everybody likes…*
- *We all do that!*
- *My partner likes… but also listens to… sometimes.*
- *When I…, I like to listen to…*
- *I love this song!*
- *That song is…*
- *Listen to this!*

7. Compare the songs everyone mentioned in Step 2d and Step 2e and **share** them with the group. **Write** the songs that meet each of these criteria:

I like this song, too: _____

I want to listen to this song: _____

I really don't like this song: _____

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Grammar Point ➡ Simple Present

Use the simple present to describe facts, habits, repeated actions and present states.

	Verb *To Be*	Other Verbs
Affirmative	Subject + ***am*/*are*/*is*** + rest of the sentence. *Johanne **is** a big music fan.*	Subject + base form of the **verb** (+ ***s*/*es***) + rest of the sentence. *Marie **practises** the piano every day.*
Negative	Subject + ***am*/*are*/*is*** + ***not*** + rest of the sentence. *I **am not** a musical person.*	Subject + ***do*/*does*** + ***not*** + base form of the **verb** + rest of the sentence. *Chad **does not sing** in the shower.*
Yes / No Questions	***Am*/*Is*/*Are*** + subject + rest of the question? *Are you ready for the concert?*	***Do*/*Does*** + subject + base form of the **verb** + rest of the question? *Do you **want** to learn how to play the flute?*
Information Questions	Question word + ***am*/*are*/*is*** + subject + rest of the question? *What **is** your favourite song?*	Question word + ***do*/*does*** + subject + base form of the verb + rest of the question? *When **does** the band **have** rehearsals?*

*We often use the contractions *aren't*/*isn't* and *don't*/*doesn't*.

Tip

Do not forget that the final *–s* of the third person singular form is always pronounced.

A. Write negative sentences in the simple present.

1. **Affirmative:** Sara takes piano lessons.

   Negative: _____

2. **Affirmative:** Renaud wants to be in the school band.

   Negative: _____

3. **Affirmative:** Mina and Rayan are ready for the concert.

   Negative: _____

B. Write an appropriate question for each of the answers.

1. **Q:** _____

   A: My favourite type of music is pop.

2. **Q:** _____

   A: No, I don't like classical music.

3. **Q:** _____

   A: Yes, he's going to the concert.

Go to pages 148 to 153 of the Grammar Section for more information and practice.

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2 The Influence of Sound C2

Read about how music influences your life. In the final task, you may write about the impact of music on teenagers' emotions, identity and studies.

Discuss

- What music do you listen to when you are happy? Sad? Anxious? Other emotions?
- Which songs influence your emotions or change your mood?
- How is your taste in music now different from what it was when you were younger?
- Do you listen to music while you study? Does it help you to perform better in school?
- What genre of music helps you to concentrate?

Useful Language

- *I listen to… when…*
- *This song makes me feel…*
- *I don't see how music can…*
- *When I'm older, …*
- *When I study, …*

Before Reading

1. Match each vocabulary word with its definition. **Look** for the words in bold in the text to help you guess their meaning. **Use** the reading strategy.

Reading Strategy

Guess Meaning from Context

To guess the meaning of unknown words, study the context: the surrounding words and sentences. Context will give you clues to understand the meaning of the word.

Word		Definition
a. release		**1.** attitude, disposition
b. upbeat		**2.** words of a song
c. mood		**3.** positive, high energy
d. lyrics		**4.** affiliation
e. sticks with		**5.** sing with one's lips closed
f. belonging		**6.** let go of
g. mindset		**7.** stays with
h. hum		**8.** state of feeling, emotion

While Reading

2. As you read, **highlight** the positive effects that music has on a teen's life. To help you find the positive effects, **pay attention** to positive things that can complete the sentence, "Music can…."

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Text Features

Body Paragraph

A body paragraph should contain these elements:

1) **Topic sentence** presenting the main idea or purpose of the paragraph (it is often, but not always, the first sentence)
2) **Supporting details** providing facts, examples, or explanations to support the topic sentence
3) **Closing sentence** concluding the paragraph and / or making a transition to the next paragraph

This text has five body paragraphs.

Glossary

cope: manage
evokes: inspires
peace: calm

Music and Teens

Babies and children do it. Parents and grandparents do it. Everybody listens to music. Music is particularly important for teenagers. It can influence your emotions, help you to shape your identity and even have an impact on how well you perform at school.

Music and Emotions

The teenage years are filled with emotions. Teenagers use music to help them **cope** with situations that they face in their everyday lives. After a difficult day at school, listening to your favourite song can help you **release** the stress of the day. There's nothing like an up-tempo song to give you energy! In fact, it has been proven that listening to **upbeat** classical music improves a person's **mood**. Sad music **evokes** many different emotions but not necessarily negative ones. When people listen to sad music, they experience **peace** and nostalgia. So even if the music itself is sad, the emotions connected with it are mainly positive. The person may feel comforted by the melody and **lyrics**.

Studies show that the music people listen to as teenagers **sticks with** them into their adult lives. It gets attached to the memories and creates strong emotional connections. When adults hear songs that they listened to as teens, the same emotions surface and seem as strong as they were years before. So, in 20 or 30 years when you hear a song that is one of your favourites today, don't be surprised if those memories and emotions quickly come back to you.

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Music and Identity

During the teenage years, young people gradually break away from their parents' influence and figure out who they are as individuals. Music contributes to this process. In fact, teenagers often identify with a certain social group based on a shared taste in music. Music can help teenagers to increase their sense of **belonging** to a group. When your friends get together, you connect with each other by listening to some of your favourite tunes. Maybe you look forward to singing camp songs around a fire or karaoke with friends. When people sing together, they experience a feeling of acceptance and a greater sense of community.

Music and School

Studies show that children and teenagers who study music generally perform better in school than those who have no musical training. This is because learning and practising an instrument stimulates the brain and helps a person develop skills that they then transfer to other areas. However, you can use music in your studies to help you develop your full potential even if you are not a musician. People are more efficient when their minds are relaxed and focused. Music can help you attain this **mindset** so that, when you begin working or studying, you work effectively.

The type of music you choose to listen to is important. Studies show that instrumental music helps increase a person's concentration skills. So, listen to relaxing music while you study, and choose upbeat music if you need the motivation to get started on an assignment. Even if you don't have music with you in class, just hearing the songs in your mind can help you achieve the same effect. Give it a try! **Hum** a few notes of your favourite song in your head, relax your mind, and get ready to **tackle** your assignment with confidence.

Even if you aren't the world's next Mozart, music can help you achieve an emotional balance, better understand who you are as a person and improve your study skills. Whether you are listening to or playing music, singing along or simply dancing to a popular tune, music activates many different areas of the brain and is beneficial to you in many areas of your life.

Text Features

Topic Sentence

The topic sentence states the paragraph's main purpose.

1) Read the first sentence carefully. Three times out of five, the topic sentence is the first sentence.
2) The rest of the paragraph elaborates on the topic sentence.
3) Look at what properties or characteristics the paragraph describes.
4) Think about the paragraph's purpose.

Glossary

tackle: complete

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After Reading

3. **Find** and **underline** the topic sentence of each of the five body paragraphs. **Use** the Text Features box for help.

G → **4.** **Read** the statements below. **Check** each statement as true (*T*) or false (*F*), according to the text. If the statement is false, **write** the correct information from the text. **Use** the simple present.

Statement	T	F	Correction
a. Listening to sad music can have a positive effect on a person's mood.			_____ _____
b. Singing with others makes a person feel accepted and part of a community.			_____ _____
c. Adults usually don't remember the music they listened to as teenagers.			_____ _____
d. Music can help you in school only if you play an instrument.			_____ _____
e. All music genres have the same impact on your study habits.			_____ _____

5. **Find** sentences in the text to support each of the statements below.

a. Music can have an impact on different aspects of a person's life.

_____

_____

_____

b. Listening to music can help a person to be more effective in their work.

_____

_____

Useful Language

- *I still think that...*
- *The text made me change my mind.*
- *I had not thought about that.*
- *I agree with what the text says about...*

Discuss

Look back at the discussion questions at the top of page 5. Were your ideas similar to the information presented in the text?

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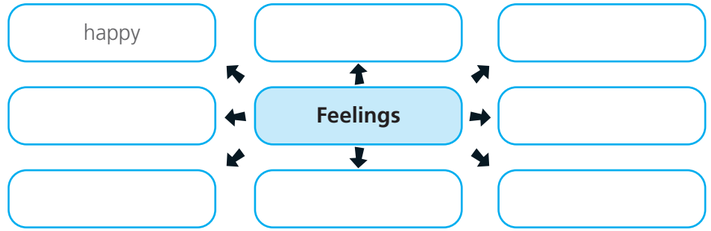
Vocabulary ➡ Feelings

Use adjectives to describe how you feel when you experience different emotions.

*I am **happy** because I have no homework tonight.*

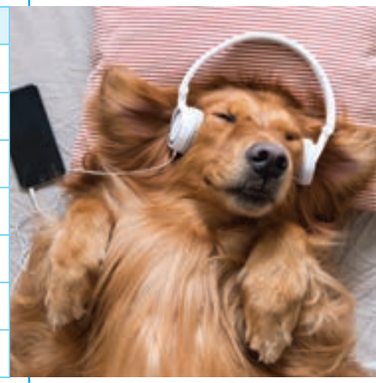
*We are **excited** because we are going to see our favourite band.*

1. **Complete** the diagram below with words that describe feelings.



2. **Complete** the table with an adjective that corresponds to each noun. **Use** a dictionary if needed.

Noun	Adjective	Noun	Adjective
a. happiness	happy	**h.** sadness	
b. joy		**i.** anger	
c. worry		**j.** boredom	
d. excitement		**k.** confusion	
e. confidence		**l.** frustration	
f. peace		**m.** jealousy	
g. pride		**n.** hope	



3. **Read** the situations. **Write** an adjective to describe how you feel in each one. **Explain** your choice to a partner.

a. Your history teacher gives you a surprise test. _____

b. You receive tickets to see your favourite band in concert. _____

c. You have to give an oral presentation in English class. _____

d. You didn't have time to study for an exam. _____

e. Your friend is very quiet and acting strangely. _____

f. You forgot your phone at home. _____

FYI

Research shows that music can affect animals' emotions. For example, classical music can have a calming effect on dogs, but heavy metal can increase their anxiety.

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3 This Is Your Brain on Music C2 C1

Different musical genres influence the brain in different ways. You can write about this in the final task.

Before Watching

1. Complete the table below. **Use** your list from the one-minute challenge on page 1 and the feelings vocabulary on page 9 for help.

Genre of Music	Makes Me Feel...
country music	nostalgic

2. Match each vocabulary word with its definition.

Word		Definition
a. dopamine		**1.** cause
b. speech		**2.** therapeutic
c. pitch		**3.** chemical messenger in the brain
d. amygdala		**4.** low sounds made in the throat
e. growls		**5.** oral language
f. fuel		**6.** highness or lowness of tone
g. healing		**7.** region in the brain

While Watching

3. Complete the phrases describing the common effects that music has on listeners as you watch the video.

a. tap _____
b. snap _____
c. bob _____
d. get _____
e. sing _____
f. cope _____
g. fuel _____
h. set _____
i. process _____
j. prepare _____
k. evoke _____
l. improve _____

Glossary

triggers: causes
release: send
spark: stimulate
seizures: body convulsions from a medical condition

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After Watching

4. What happens when the brain releases dopamine?

_____

5. Which two basic parts of music are split by the auditory cortex?

a. volume and rhythm
b. rhythm and pitch
c. pitch and volume
d. melody and volume

6. True or false? The amygdala is responsible for processing emotions. _____

7. Complete the Effect on Listener column with information from the video. Then, **write** the effect that each musical genre has on you in the Effect on Me column.

Genre	Effect on Listener	Effect on Me
pop, hip hop, country, reggae	• make them happy • make them want to dance or sing along	_____ _____
metal, rock	• _____ _____ • _____	_____ _____ _____
classical, jazz	• improve focus and visual attention • _____	_____ _____
EDM, trance	• transfer them to a whole new high • create an elevated and happy mood • _____	_____ _____
melancholy	• _____ _____ • _____ _____	_____ _____ _____ _____
healing, meditative	• have an impact on nervous system • are good for practising meditation • _____ • _____ _____ • _____ _____	_____ _____ _____ _____ _____ _____

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My Notes

8. **Work** with a group. **Compare** how each genre of music makes you feel. **Use** the information from Step 1 on page 10 and your responses in the Effect on Me column of Step 7.

9. With your group, **assign** one or two questions from the Discuss box below to each of you. **Prepare** a response to your questions.
   a. **Take notes** in the My Notes space to the left.
   b. **Take turns** initiating a discussion with your group.
   c. **Use** the speaking strategy and useful language.
   d. **Answer** the questions and **give** your opinions.

Discuss

- What information from the video surprised you?
- Are you familiar with all the musical genres mentioned in the video?
- Do these musical genres have the same impact on you as the effects mentioned in the video? How are they different?
- Rate the musical genres in order of preference for you. Which three musical genres are the most popular in your group?
- Other than the ones mentioned in the video, what other musical genres do you know or listen to? If you could only listen to one musical genre, which one would it be? Why?
- What is on your playlist at the moment?

Speaking Strategy

Express and Support an Idea

It is important to communicate your ideas clearly and provide reasons or examples to support your ideas. Use the prompts in the Useful Language box for help.

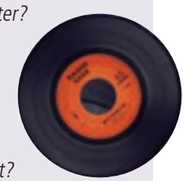
Useful Language

Expressing and Supporting an Idea

- *When I listen to (genre) music, I feel…*
- *I am surprised that…*
- *I agree with… because…*
- *I didn't know that…*
- *I don't listen to… because…*
- *Personally, I'd say that…*
- *I feel that…*
- *I prefer… to…*
- *I really don't like… because…*

Asking Others What They Think

- *What do you think?*
- *Do you agree with me? Why?*
- *Which one do you like better?*
- *Why do you prefer…?*
- *Do you agree with the information in the video?*
- *What about you?*
- *What makes you think that?*
- *I see. Why do you think that is?*



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Grammar Point ➡ Imperatives

Use imperatives to give orders or instructions.

Affirmative	Negative
Base form of the **verb** + rest of the sentence. ***Create*** *playlists to share with your friends.*	***Do not*** (***Don't***) + base form of the **verb** + rest of the sentence. ***Do not*** (***Don't***) ***forget*** *to practise.*

Tip

You can use *always* or *never* with imperatives.

*Always **study** for your tests.*

*Never **use** your cellphone in class.*

A. Rewrite the sentences as imperatives. **Use** *always* or *never* where possible.

1. You are not allowed to listen to music in class.
   _____
2. You should remove your earphones when someone is talking to you.
   _____
3. You have to practise your instrument for at least one hour per day.
   _____
4. You can listen to metal and rock music to feel less stressed.
   _____
5. You should not listen to only one style of music.
   _____
6. You must not listen to upbeat music before bedtime.
   _____
7. You can play energetic music to help motivate yourself.
   _____
8. You should not listen to extremely loud music.
   _____

B. Write three tips for teens on how to use music to improve their lives. **Refer** to the text on pages 6 and 7. **Use** imperatives.

1. _____
2. _____
3. _____

➡ Go to pages 146 and 147 of the Grammar Section for more information and practice.

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4 My Playlist C3

Write about the music in your life. Create a playlist and explain how each song affects your emotions and your day-to-day activities.

1. **Think** about music or songs you listen to a lot. **Choose** three songs and **take notes** about each one in the table. **Use** the vocabulary on page 9 for help.

	Song 1	Song 2	Song 3
What do you like about this song?	☐ Lyrics ☐ Rhythm ☐ Melody ☐ Other	☐ Lyrics ☐ Rhythm ☐ Melody ☐ Other	☐ Lyrics ☐ Rhythm ☐ Melody ☐ Other
How does this song make you feel?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
What activity do you do when listening to this song?	_____ _____ _____	_____ _____ _____	_____ _____ _____
How does this song connect to the theme of the playlist?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

G → 2. **Write** a paragraph about the playlist. **Use** the simple present. **Use** the text features on pages 6 and 7 for help. **Include**:

- The title of your playlist.
- A topic sentence to present the main idea of the paragraph. The main idea could be the purpose, mood or theme of your playlist.
- Relevant information from your table for each of the songs in your playlist.
- A closing sentence for the paragraph.

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5 Music in the Media C1 C2

Music can be used to promote products in advertising and to inspire emotion in movies, television shows and video games. You can write about these aspects of music in the final task.

FYI Studies show that as much as 90% of television commercials include music of some sort.

Before Reading

1. **Write** examples of songs or music used in each category below.

Television Series	_____ _____
Movies	_____ _____
Commercials	_____ _____
Video Games	_____ _____

2. **Work** with a partner. **Choose** a question and **take turns** initiating a discussion. **Refer** to the useful language on page 12 for help.

Discuss

- Do you discover new songs in the movies and shows you watch? Name a song and source.
- Which musical genres do you think are the most appropriate for adventure movies? Crime shows? Horror movies? Romantic comedies?
- Does hearing music that you recognize in a movie, series, ad or video game influence how you respond to the content you're watching? Why or why not?
- When musicians sell their music to advertisers, do you think they lose credibility as artists? Why or why not?

3. With your partner, **brainstorm** and **agree** on a song or type of music to advertise the following products:

   a. The latest smartphone _____

   b. A new breakfast cereal targeted at children _____

   c. Back-to-school material _____

   d. New brand-name sneakers _____

   e. A meal deal at a fast-food restaurant _____

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While Reading

G → **4. Read** the text. While you read, **circle** six verbs in the imperative.

The Medium Is Music

Try watching TV without the sound, or getting to the next level in that video game with the volume down low. There's something missing, and it isn't just dialogue. Music sells products in advertisements, and it tells stories in films, television shows and video games. Finding the right music to accompany an onscreen performance is like selecting the right playlist for your study session. Choose well and, in the case of advertising, each time you hear the song you will think of the product. In other media, music helps create the suspense, drama or romance that makes each scene memorable.

Advertising

In the early days of television, **jingles** were the most commonly used form of music in advertising. Nowadays, songs by popular artists are often used to advertise products and brands. When people are familiar with the music, they are more likely to pay attention to the commercial and retain the information about the product it promotes. Pepsi was one of the first big brands to **bank on** this in 1984 when a commercial used a customized version of Michael Jackson's "Billie Jean." The **catchy** melody was hard to resist and the company's sales increased significantly. More recently, major brands like Gucci and McDonald's have **partnered** with popular artists like Miley Cyrus and BTS, using their upbeat music to promote products ranging from fancy perfumes to fast food.

Instrumental music played in the background creates a relaxed state, making a person more open to assimilating new information. That is why marketers use this type of music to sell everything from running shoes to telephones, cars and computers. In fact, studies show that classical music used in commercials suggests **prestige** and reassures listeners, making them more likely to trust the company or product being advertised. It can even create humour. Take **KFC**'s "Fleur de Donuts" commercial, which uses the well-known "Flower Duet" by French composer Delibes to advertise the donut chicken sandwich. The marketers play on the familiarity of this soft and gentle melody to create an amusing ad that attracts viewers' attention.

Glossary

jingles: short songs for ads
bank on: depend on
catchy: memorable
partnered: collaborated
prestige: status based on high quality or success
KFC: Kentucky Fried Chicken

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Movies and Television

A film or television show's soundtrack can be as important as the actors in creating emotion and drama for the spectators. Think of scary films like the classic *Jaws*. Even if you haven't seen that movie, you probably know the suspenseful music that announces the shark's arrival. Another iconic few notes of music are those associated with the *Star Wars* series. The majestic theme prepares viewers for the adventures that are to come. **Coming-of-age** movies like *The Breakfast Club* and *Love, Simon* or popular teen TV series like *Stranger Things* feature the big hits of different eras with sad or uplifting songs that try to tell viewers how to feel even before the action **unfolds**. Imagine these without the music. They just wouldn't be the same.

Video Games

Music and video games are now so closely connected that video game music is its own genre. In fact, there are orchestras and composers that work exclusively to create music to accompany this kind of virtual action. Video game music motivates players and helps them to stay focused as they play the game. These pieces are mostly instrumental and set the mood for intergalactic battles, high-speed car chases and military battles. Symphonic scores from classics like "The Legend of Zelda" and the "Final Fantasy" series feature a variety of music that can help players become more **immersed** in the gaming experience.

Music in television, film, video games and advertising **enhances** the message, whatever it might be. When the right music is paired with the right brand or dramatic action, it creates a winning situation for the marketer, director or game developer. The next time you consume some form of entertainment, consider how much of your reaction is affected by the musical accompaniment, whether it's a desire to go shopping or eat a juicy burger, an urge to cry or laugh, or an adrenaline rush that gets you to the next level.

Glossary

coming-of-age: growing into adulthood
unfolds: happens
immersed: engaged
enhances: adds to

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Text Features

Informative text

Topic: the use of music in various media

Language: informal but informative; simple and clear

Purpose: to inform

Audience: general

Text components:

1) **Introduction** presenting the thesis statement with the main ideas to be covered in the text
2) **Body paragraphs** including topic sentences and supporting details (see p. 6) to explain how music is used in each type of context
3) **Conclusion** restating the thesis statement and leaving readers with something to think about

After Reading

5. **Reread** the text and **look** at the Text Features box. **Deconstruct** the text by identifying the thesis statement and topic sentences. **Highlight** the following sentences in the text on pages 16–17.

a. Thesis statement in introduction

b. Topic sentence paragraph 1

c. Topic sentence paragraph 2

d. Topic sentence paragraph 3

e. Topic sentence paragraph 4

f. Restatement of thesis statement in conclusion

6. Why does a company like McDonald's or Pepsi use popular music?

_____

_____

7. What are two effects of classical music in advertising?

_____

8. Why are the theme songs to *Jaws* and *Star Wars* so effective?

_____

_____

9. What is the main goal of music soundtracks in:

a. coming-of-age films and series?

_____

b. video games?

_____

10. **Name** a film, series or video game with music that has been particularly effective in each category.

a. Action or Horror	
b. Coming-of-Age	
c. Romance	
d. Video Game	

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6 Music in Our Lives C1

Before you complete the final task, discuss what you have learned about the impact of music on teenagers' lives.

1. **Watch** the Group Discussion animation. **Read** the tips for participating in a group discussion. **Add** some useful language of your own to each tip.

Tips for Participating in a Group Discussion

1. **Share** your idea or opinion.
   - *I believe/think that…*
   - *In my opinion…*
   - _____
2. **Listen** and **react** to your partner's ideas.
   - *I didn't know that.*
   - *Good point.*
   - *That makes sense.*
   - _____
3. **Add** your own details.
   - *I agree/disagree with you because…*
   - *That reminds me…*
   - *I would add…*
   - _____
4. **Ask** questions.
   - *Do you agree that…?*
   - *What do you think about…?*
   - *Do you believe that…?*
   - _____
5. If necessary, **ask for clarification**.
   - *I don't understand. Can you give me an example, please?*
   - *What do you mean by that?*
   - *Could you repeat that, please?*
   - _____

2. **Read** and **continue** the dialogue using expressions from Step 1 or your own ideas.

Student A: We have to talk about the role of music in our lives.

Student B: That's easy for me. I listen to music all the time.

Student C: Not me.

Student B: What do you mean?

Student C: I hate the music on the radio.

Student A: But there are other ways to listen to music.

Student C: I guess so.

Student A: _____

Student B: _____

Student C: _____

Student A: _____

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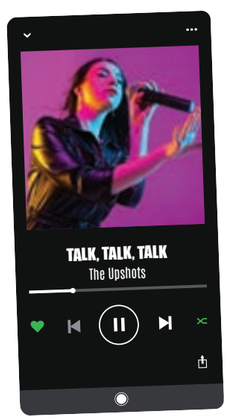
3. **Work** in groups of four. **Assign** one conversation card to each student in your group.
   a. **Read** the statements and questions on the card that is assigned to you. **Choose** at least one statement or question to discuss with your partners.
   b. **Look back** at the tasks in the unit for ideas to support your discussion. **Take notes** in the space below.
   c. **Take turns** initiating a discussion about the question on your card.

Conversation Cards	
Student A	**Student B**
• Talk about a song or piece of music that is important for you and explain why. • If you could attend any concert performance, what would it be? Why? • What musical genre do you never listen to? Why not?	• Talk about a song that could be or has been used to share an important message with the world. • How important is the music in commercials, movies, television shows or video games for you? • Do you think students in all grades should have music lessons? Explain.
Student C	**Student D**
• Talk about a time when music played an important role in your life. • How is your taste in music similar to or different from your family members' or friends' preferences? • What new information about the impact of music have you learned in this unit?	• Talk about how music influences your relationships with others. • Do you think playing music in class would be beneficial for students? Explain. • If you could choose only three songs to listen to forever, what would they be?

My Notes



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7 Cue the Music C2 C3

Write an informative text about the ways in which music features in teenagers' lives.

1. **Choose** three of the following aspects to explore in your text.
   - ☐ Music and emotions
   - ☐ Music and identity
   - ☐ Music and activities or school
   - ☐ Musical genres and their effect on listeners
   - ☐ Music and commercials
   - ☐ Music and movies
   - ☐ Music and television shows
   - ☐ Music and video games

2. **Read** the tips for writing an informative text in the box below.

Tips for Writing an Informative Text

- Gather information about the three aspects you will present in your text.
- Write an introduction that includes a thesis statement. Your thesis statement presents the main idea of your text.
- Plan your three body paragraphs. Each aspect will be presented in a body paragraph. Write a topic sentence for each one.
- Decide what facts and examples to include as supporting details in each paragraph.
- Write a closing sentence or a transition statement for each body paragraph.
- Finish with a conclusion that restates the main idea of the text and leaves your audience with something to think about.

3. **Plan** your text by taking notes in the outline below. **Use** information from the tasks in the unit.

Introduction Opening sentence to hook your audience: Thesis statement:	
Body Paragraph 1 Topic sentence: Supporting details or examples (2): Closing sentence or transition statement:	

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Body Paragraph 2 Topic sentence:	
Supporting details or examples (2):	
Closing sentence or transition statement:	
Body Paragraph 3 Topic sentence:	
Supporting details or examples (2):	
Closing sentence or transition statement:	
Conclusion Thesis statement in different words:	
Concluding sentence:	

Writing Checklist

- ☐ I used the simple present and imperatives correctly.
- ☐ I checked my spelling and punctuation.
- ☐ I used information from the unit in my text.
- ☐ I used vocabulary words from the unit.
- ☐ I included all of the required text features.

G

4. **Write** the first draft of your text. **Refer** to the models on pages 6–7 and 16–17. **Use** the simple present tense, imperatives and at least three vocabulary words from the unit in your writing.
5. **Revise** and **edit** your text. **Use** the writing checklist.
6. **Exchange** drafts with a partner. **Ask** for feedback.
7. **Write** your final copy. **Highlight** the thesis statement in the introduction and conclusion, and the topic sentence in each body paragraph.
8. **Publish** your work. **Read** and **discuss** your classmates' texts.

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The Power of Music in Film C2 C1

Observe how a change in music can drastically change your perception of a movie scene.

Before Watching

1. **Read** about the history of music in film. **Underline** three facts that you learned about music in cinema.

Music in Film

The first movies, known as silent films, had no recorded sound. Spectators depended on visual cues to understand the story and the emotions experienced by the characters. However, even though there was no dialogue present in these early movies, there was music. Pianists, organists, or small orchestras performed live music while the movie played. They selected short pieces that fit the mood of the scene being projected on the screen.

An important moment in film history occurred in 1933 when composer Max Steiner produced the musical score for the movie *King Kong*. This instrumental music was carefully composed to fit the storyline and included different themes to introduce the different characters. Composers today continue to write musical scores like this one to bring drama, romance, and adventure to the big screen.

Some films feature well-known popular songs, while others use original songs written for the movie itself. Classic songs like "Stayin' Alive" by the Bee Gees and "My Heart Will Go On" by Céline Dion were written for movies. In musical films or musicals, some of the dialogue is even carried out in song.

From dramatic pieces that accompany the action on screen to energetic or sentimental songs sung by the characters themselves, without music, movies would definitely not be the same.

2. **Think about** your favourite song or piece of music from a film or series and **write** it down. **Describe** the scene that features this music.

Movie / Series	
Title of Song / Piece of Music	
Adjectives to Describe the Music	
Description of Scene	

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While Watching

3. Watch the video. **Fill in** the emotion or mood suggested by the music used in each scene using the Word Box. Words can be used more than once.

Word Box

adventurous, dangerous, dramatic, evil, heroic, nostalgic, reflective, romantic, sad, scary, sentimental, serious, sinister, suspicious, triumphant

Scene	Music 1	Music 2	Music 3
Drinking Tea			X
Man at Lake			
Running Man			X
The Suitcase			X

After Watching

4. Choose one of the scenes described in the video: _____

a. How did the change in music influence your perception of the character or the events shown in the scene?

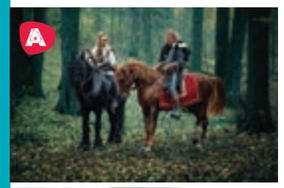
_____

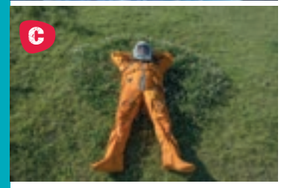
_____

b. Which interpretation of each scene did you prefer? **Explain**.

_____

_____





5. Work with a partner. **Choose** one of the images from the imaginary scenes to the left. **Choose** two different songs or pieces of music to accompany the scene. **Select** music that will evoke different emotions in viewers. **Explain** what happens in each version of the scene.

Selected Scene: _____

Music #1: _____

What happens? _____

_____

Music #2: _____

What happens? _____

_____

6. Present your scene and musical selections to the class.

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Simple Present

Interactive Workshop

Grammar Check

Read the advice column. **Circle** all the simple present verbs. **Look** at the chart below if you need help.

ASK JOSIE **BAD HABITS**

THIS WEEK'S TOPIC:

Dear Josie,

I have a bad habit that I need to break. Everybody looks at me when I do it! My bad habit is that I crack my knuckles constantly. When I am in an exam, I just don't stop! My classmates tell me to be quiet and give me dirty looks.

Am I embarrassed? TOTALLY!

How do I quit?

Noisy Knuckles

Dear Noisy Knuckles,

I have an idea. You need to replace that bad habit with a better one. Why don't you put an elastic band around your wrist? Every time you feel the urge to crack your knuckles, snap the elastic band instead. I want to know if it works!

Good luck!

Josie

Use the simple present to describe:

- Facts *School always **ends** in June.*
- Habits *Jen often **plays** tennis on Thursdays.*
- Opinions *Football **is** the best sport.*
- Present states *It **is** cold outside.*

For the verb *to be*, use ***am***, ***are*** or ***is***.

For other verbs, use the base form of the verb. Add ***s*** or ***es*** to form the third-person singular.

	Affirmative	
	Verb *To Be*	**Other Verbs**
	Subject + ***am*** / ***are*** / ***is*** + rest of the sentence.	Subject + base form of the **verb** + rest of the sentence.
Singular	*I **am** (**I'm**)* *You **are** (You're)* *She / He / It **is** (She's / He's / It's)* — *funny.*	*I **love*** *You **love*** *She / He / It **loves*** — *chocolate.*
Plural	*We / You / They **are** (We're / You're / They're)* — *funny.*	*We / You / They **love*** — *chocolate.*

Contractions → In informal English, we often drop a letter and replace it with an **apostrophe**: *you **are*** → *you're*.

Exception → The third person singular of ***have*** is ***has***.

Time markers → To express frequency of habits, use *always, often, sometimes, occasionally, never.*

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Spelling Rules: Third Person Singular Endings		
Verb	**Rule**	**Example**
Most verbs (*work, see, eat*)	Add ***s***.	*work**s**, see**s**, eat**s***
Verbs that end with a consonant + *y* (*try, worry, apply*)	Change the ***y*** to ***i*** and add ***es***.	*tr**ies**, worr**ies**, appl**ies***
Verbs that end with *ch, o, s, sh, x, z* (*search, do, pass, fish, fix, fizz*)	Add ***es***.	*search**es**, d**oes**, pass**es**, fish**es**, fix**es**, fizz**es***

A. Underline the verb in each sentence. Then, **complete** each sentence with one of the following subjects. You may use some subjects more than once.

I • It • Hiroto • Sami • They • We • You

1. Sami is ready for her vacation.
2. _____ enjoy my grandmother's cookies.
3. _____ are at the beach.
4. _____ rains a lot every spring.
5. _____ is at his aunt's house today.
6. _____ am a good writer.
7. _____ are a great friend.
8. _____ love their dog.

Tip

To correctly pronounce the –*s* ending of a verb in the simple present, pay attention to the final sound of the base form. Listen to the Pronunciation guide on the platform for more information and practice.

B. Complete the text with the simple present of the verbs in parentheses.

Dear Diary,

I (*have*) have [1] a **pet peeve**. It really (*annoy*) _____ [2] me! My brother, Jack, (*brush*) _____ [3] his teeth outside the bathroom. He (*do*) _____ [4] it all the time. He just (***wander***) _____ [5] around the house with his mouth full of toothpaste. It (*be*) _____ [6] disgusting. Sometimes he (*pretend*) _____ [7] to drip it onto the floor because he (*know*) _____ [8] that it (*irritate*) _____ [9] me. It (*drive*) _____ [10] me crazy! Argh!

Glossary

pet peeve: particular dislike

wander: move around without a purpose

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Speaking C1

When it is time to interact orally in class, your teacher observes these evaluation criteria.

Criteria	Ask yourself this question	How to meet the criteria
Participation in oral interaction	*Am I participating?*	I use English at all times.
		I contribute throughout the discussion.
		I react to and build on what others say.
Content of the message	*Am I saying something relevant and pertinent?*	My ideas are pertinent and relate to the topic.
		I explain and support my ideas.
		I bring up new ideas to enrich the discussion.
Articulation of the message	*Is my speech accurate and fluent?*	I use the targeted language correctly.
		I communicate my message clearly.
		I try to avoid hesitating when I speak.

Speaking Strategies

Ask Questions
Ask for feedback about how you are doing. If you do not understand, ask others to clarify what they mean.

Recast
Repeat back what you hear to check understanding.

Gesture, Stall for Time or Substitute
Use gestures to clarify your message or words like *umm* when you are not sure, or use less precise words to describe what you mean.

Take Risks
Experiment with new language. It is okay to make mistakes! Lower anxiety by reminding yourself that you are improving every day.

Express and Support an Opinion
It is important to communicate your ideas clearly when discussing a topic. Support your opinion with a reason or an example.

Brainstorm
Build on the ideas of others. Listen carefully to what your partner says.

Add Details
When you interact orally, make the conversation more interesting by giving examples or telling stories.

Practise
Look for opportunities outside of class to practise speaking English.

Encourage Yourself and Others
Support all efforts to speak in English.

Self-Monitor and Self-Evaluate
Check and correct what you say. Pay attention to any new language you are using.

Rephrase
Repeat your ideas using different words to help others understand.

Develop Cultural Understanding
Communicate with English speakers to learn more about their culture.

Set Goals and Objectives
Set short-term and long-term goals to improve your English.

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