

So much music in the world!

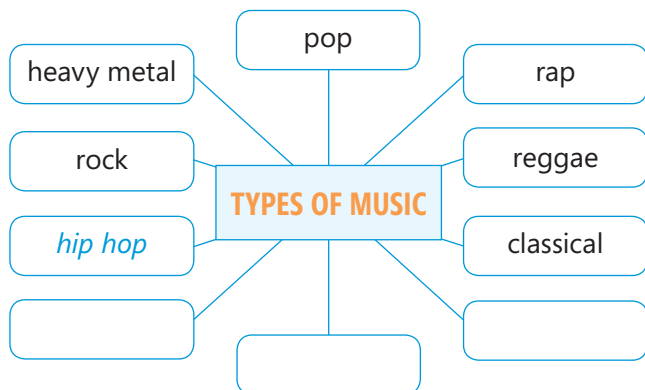
Music



1 **1.2** What type of music are they playing or singing? Match the pictures A-F to the types of music. Then listen and check.

- | | |
|--|--------------------------------------|
| 1 <input type="checkbox"/> pop | 4 <input type="checkbox"/> rock |
| 2 <input type="checkbox"/> heavy metal | 5 <input type="checkbox"/> reggae |
| 3 <input type="checkbox"/> rap | 6 <input type="checkbox"/> classical |

2 Pairwork Can you think of any other types of music? Share your answers with the class. Add any new words to the mind map.




3 Pairwork Match the words to the definitions. Then compare your answers in pairs. Repeat the sentences.

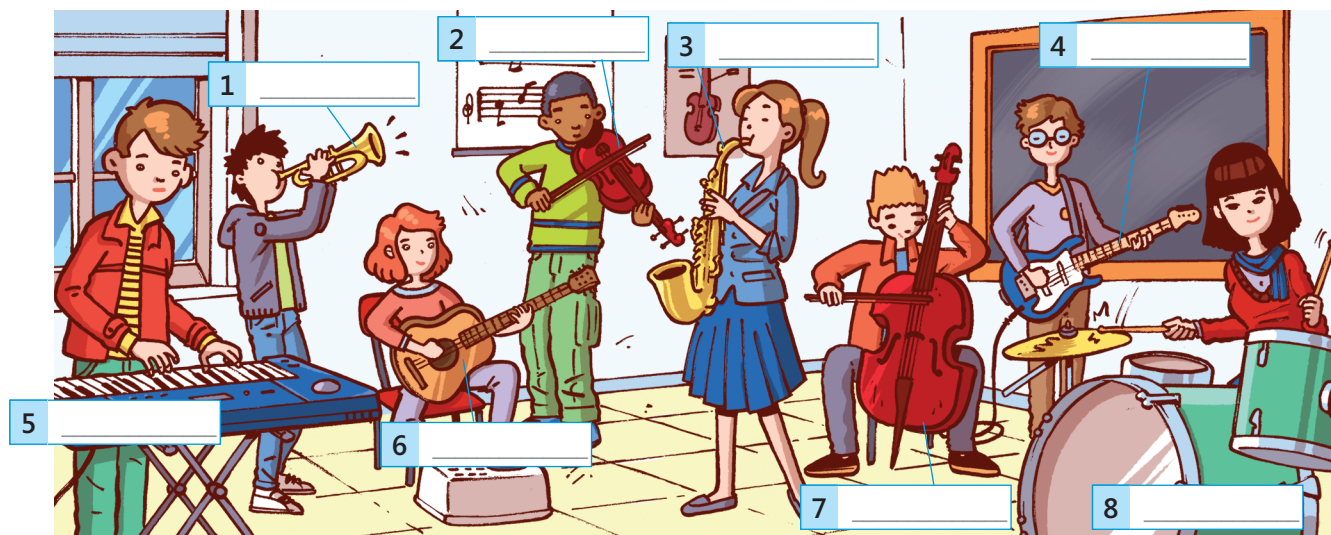
- | | |
|--------------------|---|
| 1 A conductor... | a <input type="checkbox"/> is the main person who sings in a band. |
| 2 The rhythm... | b <input type="checkbox"/> are the words of the song. |
| 3 A lead singer... | c <input type="checkbox"/> is a person who loves a particular band or singer. |
| 4 A stage... | d <input type="checkbox"/> leads the orchestra at a classical concert. |
| 5 The lyrics... | e <input type="checkbox"/> is the platform where the musicians play. |
| 6 A fan... | f <input type="checkbox"/> is the musical timing of a song. |

4 Pairwork Cover the descriptions in exercise 3. Can your partner remember them? Take turns to ask and answer questions.

- A *What does a conductor do?*
 B *He leads the orchestra at a classical concert.*

- 5  1.3 Look at the picture. Match the words in the box to the instruments. Then listen and repeat. Can you add any other instruments?

keyboards acoustic guitar trumpet saxophone drums electric guitar violin cello




- 6 **Pairwork** Look at the picture in exercise 5 again. Take turns to ask and answer questions using the prompts below. Remember to develop your answers. Then tell the class your partner's answers.

- 1 can / play / musical instrument?
- 2 which / easiest to play?
- 3 which / most difficult to play?
- 4 which / sounds best with lyrics?
- 5 which / creates the best rhythm?

A *Can you play the saxophone?*


B *Yes, I can. I play sax twice a week in the school band.*

- 7  1.4 Match the verbs in box A to the nouns in box B. Some verbs have more than one noun. Then listen, check your answers and repeat the expressions.


A read play go to
do download collect

B records karaoke music an acoustic version
a concert the song titles

read music / read the song titles

- 8  1.5 Listen to four people talking about music and complete the table with the missing information.

	Audrey	Dave	Ben	Christina
1 What type of music do they listen to?				
2 How do they listen to music?				
3 Where do they listen to music?				

- 9  1.5 **Get ready for ISE I** **Pairwork** Listen again and take notes while you listen. Share your notes with your partner. Then tell the class what you remember about the four speakers.

Audrey is a big fan of rock music because listening to rock music makes her feel...


I listen to a lot of music

Useful Language

Quantifying

	Countable nouns	Uncountable nouns
Questions	How many CDs have you got?	How much music have you got on your phone?
Large quantities	I've got a lot of CDs.	I've got a lot of music on my phone.
Small quantities	I've got a few CDs. I haven't got many/a lot of CDs.	I've got a little music on my phone. I haven't got much/a lot of music on my phone.

We use **How many/How much** to ask about the quantity. We use **a lot of, many, much, a few, a little** to express a large or small quantity.

- 1  1.6 How much music does Sam listen to? Complete the interview with the words from the box. Listen and check your answers.

many (x 2) a little How much a few much How many a lot of (x 3)

- Interviewer** Hi Sam. I know you're going to be a DJ when you're older and that you like collecting music. (1) _____ music have you got?
- Sam** Well, I've got (2) _____ music on my computer but I haven't got (3) _____ records or CDs. They are expensive!
- Interviewer** What kind of music do you like?
- Sam** Well, the biggest part of my collection is rap and reggae. I've got (4) _____ pop music but not (5) _____ jazz or classical music.
- Interviewer** How old were you when you started listening to music?
- Sam** I was very young, about 9 or 10. (6) _____ my friends started listening to rap and reggae at the same time but now most of them listen to pop and rock music.
- Interviewer** Do you think buying music is expensive?
- Sam** It isn't very expensive to download (7) _____ songs. Unfortunately, it's very expensive to buy records and CDs.
- Interviewer** (8) _____ CDs do you buy?
- Sam** Not (9) _____. There are (10) _____ different ways to listen to free music online now.



- 2 **Pairwork** Ask and answer the interviewer's questions in exercise 1. Use the expressions in the Useful Language box and develop your answers with extra information. Then tell the class about your partner.

Thomas hasn't got much music on his computer but he's got a lot of songs on his phone. He listens to a lot of pop music and most of the songs on his phone are pop songs. He started listening to music when he was about 12. The first songs he listened to were his brother's heavy metal records! He thinks buying a lot of music is expensive and he doesn't buy many CDs.

Reading

R & B

1

Rhythm and Blues music dates back to America in the 1920s, when a lot of African-Americans migrated from rural areas to major cities. This migration brought a lot of musicians together and created a large audience for their music, leading to the popularity of jazz and blues.

2

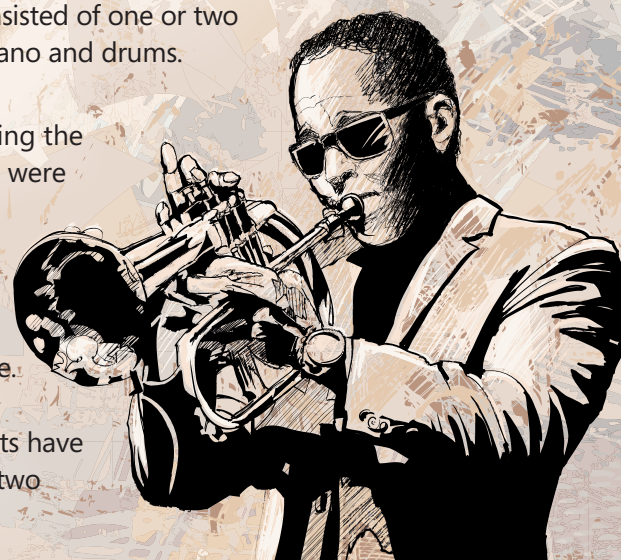
By the 1940s, artists such as Louis Jordan were combining aspects of jazz and blues and incorporating new instruments and heavier rhythms. Music journalist Jerry Wexler invented the term 'rhythm and blues' for this new music. A typical R & B band from the 1940s to about 1970 consisted of one or two electric guitars, an electric bass guitar, a couple of saxophones, a piano and drums.

3

Cuban artists influenced American R & B artists in the 1950s, making the genre more distinctive and more than a few American rock bands were influenced by African-American R & B artists. By the 1970s, R & B referred to various musical genres such as soul, disco and funk.

4

Contemporary R & B is characterised by a more polished production and sometimes they eliminate the piano and saxophone. Vocals and rhythm have become a lot more dominant, especially since the popularity of hip-hop. Since the 1990s, a lot of R & B artists have collaborated with hip-hop artists and mixed the lines between the two genres.



- 1** **Get ready for ISE I** Read the text and match the titles to the correct paragraph.

The instruments of early R & B

The origins of R & B

Lyrics and beat

Musical genres related to R & B


Speaking

- 3** **Group work** What's more important for a singer/musician? In groups of three or four, put the adjectives in the box in order of importance. Then compare your group results with the class. Do you all agree?

to be talented to have money
to be creative to be lucky

Our group thinks that it is more important to be talented, then... and then..., because...

Listening

- 2**  **1.7** Listen to Sophia talking about music and underline the correct answer.
- 1 She *loved* / *hated* playing the piano at first.
 - 2 Now she can read music, playing the piano is *a lot* / *a little* easier.
 - 3 *A lot* / *A few* of her friends play the piano.
 - 4 She practises at home when she's got *a little* / *a lot* of free time.
 - 5 She likes *a few* / *a lot* of rock and roll songs.
 - 6 She's practising *a little* / *a lot* at the moment.

Writing

- 4** **Get ready for ISE I** Write an article (100-130 words) for your school magazine about your favourite music. You should include:

- how much music you listen to
- the type of music you like
- why you like that type of music
- its main instruments


The Topic phase – Choosing your topic

Topic Tip

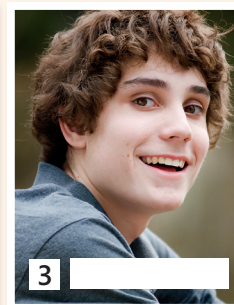
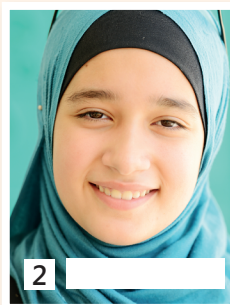
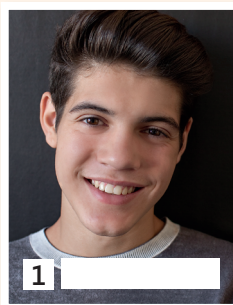
It's important to choose a **good topic** for the first part of the exam, the Topic phase. A good topic:

- is a topic that you find interesting
- is a topic you like talking about
- gives you a lot to say
- has suitable vocabulary that you can remember in the exam
- allows you to use the grammar in Grade 5
- allows you to use the functions in Grade 5

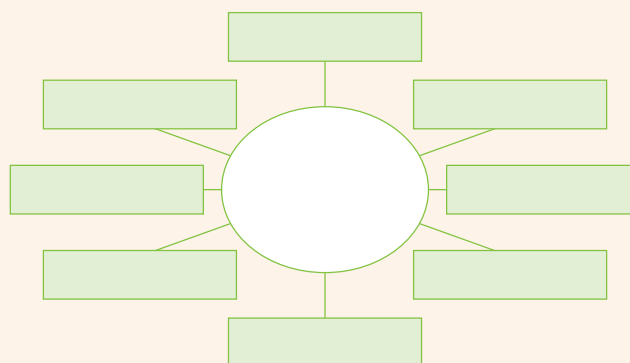
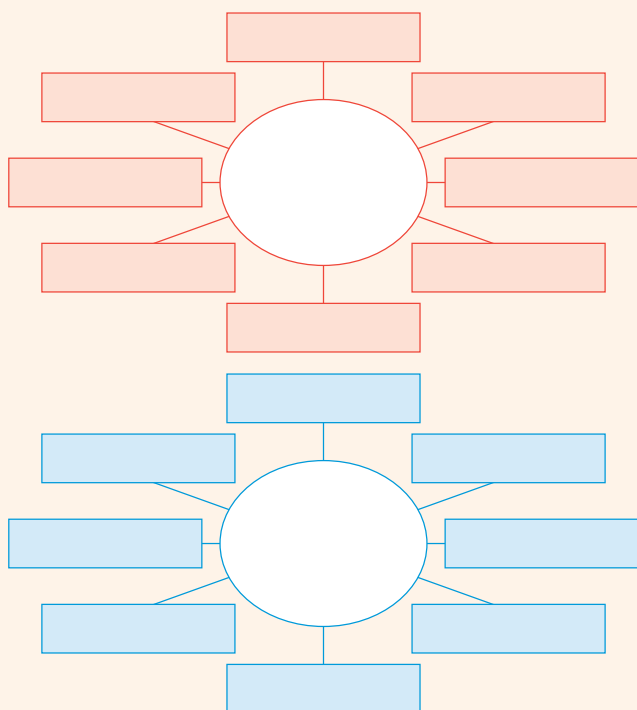
Don't forget that your topic **must be different** from the six subject areas in the exam.

- 1**  **1.8** Listen to three candidates. What are their topic titles? Match the candidates to three of the topics in the box.

a favourite person a favourite activity
a favourite sports team a visit/school trip
a favourite city a past experience



- 2** Think of three topics that interest you. Write them at the centre of the mind maps below.



Topic Tip


Remember that the Topic phase of the exam is an opportunity to show the examiner the language you can use in English. Choose a topic that helps you express yourself best in English and uses the **language of Grade 5**.

- 3** Complete the mind maps above with some ideas and extra information. Use the question words in the box to help you.

What? When? Where? Who... with? How? How often? Why? How much/many?

- 4 Pairwork** Compare your mind maps with your partner's mind maps. Can you add any new questions or ideas to your mind maps in exercise 2?
- 5** Now look at the three mind maps again. Which of the three topics gives you more things to say? Which topics use the language of Grade 5? Choose your topic and find a good title for it. Write your title at the centre of your Trinity topic form on page 42.
- 6 Pairwork** Practise talking about your topic with your partner. It's not important now to have a finished topic but you can begin to understand what is a good topic choice.

The Conversation phase

1  **1.9** Listen to the example exchange between an examiner and a candidate. What questions does the candidate ask?

2 Now read the example questions and write your answers in the spaces.

Example questions

Possible answers

Now let's talk about something different.
Let's talk about music.
Do you listen to a lot of music?

What type of music do you usually listen to?

Who is your favourite singer?

What do you like about the singer?

Do you like listening to loud music?

Do you like watching music videos?

And how do you usually listen to music?

Do you like live music?

When was the last concert you went to?

What did you like about the concert?

So, is there any music you really hate?

Can you play a musical instrument?

3 Write three good questions for the examiner and include them naturally in the conversation.

Question 1 _____

Question 2 _____

Question 3 _____

Exam Tip

You must **ask the examiner at least one relevant question**. You will make a better impression if you do this without a prompt from the examiner.

4 **Pairwork** Take turns with your partner to practise the conversation. Try not to read your answers and try to speak naturally.