

# 5 Music

## READING

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### STAGE 1 GET READY!

- 1 Students look at the photos. Drill the pronunciation of the types of music if necessary, especially *reggae* /'regeɪ/. Students discuss their answers in pairs. Encourage them to give reasons for their answers.

#### Answers

Students' own answers

#### EXTRA VOCABULARY

Write the following types of music on the board:

*jazz classical rock*

In pairs, students discuss which musical instruments they associate with each style of music. Allow them to use a dictionary if necessary. Point out that an instrument may be commonly used in more than one style of music. Check answers with the class, accepting any answers that students can justify. If the activity is productive, ask about other styles of music, for example *blues* or *folk*.

#### Suggested answers

jazz – saxophone, trumpet, trombone, piano, drums  
classical – violin, cello, piano, clarinet, oboe, flute, French horn, trumpet  
rock – electric guitar, bass guitar, drums, keyboards

#### EXTRA SPEAKING

In pairs, students discuss which styles of music they particularly like and dislike. Encourage them to give reasons for their preferences.

- 2 Students read the text quickly to check their answers. Remind them not to worry at this stage if there are words and expressions in the text that they do not understand.

#### Answers

The Arctic Monkeys play indie rock; Lily Allen plays pop music.

#### EXTRA VOCABULARY

Students read the text quickly again and find as many words and phrases as they can which are related to the internet. Ask students which words are the same in their own language.

#### Answers

internet, website, surf the net, *MySpace*, blog, cyberspace, internet connection

#### CULTURE NOTE

The Arctic Monkeys formed in 2002 in Sheffield after friends Alex Turner and Jamie Cook both got guitars as Christmas presents. The band play indie music and sing about everyday life and social issues. They have won the prestigious Mercury Music Prize in the UK.

#### CULTURE NOTE

In Britain, the audience for pop and rock music is getting older. People over 40 now buy more pop and rock CDs each year than young people do, and many music festivals, such as the Glastonbury festival, are also popular with older people. However, there are now some music festivals which are specifically aimed at under-eighteens.

#### FOCUS ON FALSE FRIENDS

- 3 Students find the words and choose the correct definitions.

#### Answers

1 achievement 2 biggest 3 stadium

#### EXTRA FALSE FRIENDS

Write on the board the words *prove*, *miserable* and *career*. Remind students that these are all false friends from previous units. Ask them to write example sentences showing their meaning and use.

#### Suggested answers

- 1 The police can prove that she was the thief.
- 2 He felt miserable when his team lost the match.
- 3 She would like a career in medicine.


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### STAGE 2 READ AND UNDERSTAND

- 4 Read the Exam skill box with the class. Students then follow steps 1–3 to choose the best answer and give evidence from the text. Check answers with the class and ask students to find the parts of the text that show why the other three answers are incorrect.

#### Answers

- D correct – ‘By the time their first album was released ...’ (this suggests that they released an album after 2003)  
 A incorrect – ‘... did not have a recording contract.’  
 B incorrect – ‘They played live concerts.’  
 C incorrect – ‘Then fans began uploading their music.’

- 5  2.8 Allow students time to read the questions and all the options before they read the text again. Play the recording while students listen and read. Students choose the correct answers.

#### Answers

- 1 C    2 D    3 A    4 B    5 C    6 D

- 6 Allow students time to read the questions before they read the text again. Students answer the questions. Remind them to use their own words as far as possible.

#### Suggested answers

- In the past, people went to concerts or waited for a band's first single.
- Her songs became very popular, and the record company released an album with a lot of the songs from *My Space*.

- 7 Students find the words in the text and write definitions or sentences.

#### Suggested answers

- allowing other people to download music from your computer.
- a collection of songs on a CD
- business
- very distant
- something very successful

#### EXTRA GRAMMAR

Write the following sentences on the board. Students complete them with the infinitive or gerund form of the verb in brackets, then check their answers in the text.

- Fans began \_\_\_\_\_ (*share*) their music on the internet.
- More and more people began \_\_\_\_\_ (*listen*) to it.
- Musicians are using MySpace \_\_\_\_\_ (*promote*) their records.
- Lily decided \_\_\_\_\_ (*put*) some of her songs on MySpace.
- She spends a few hours \_\_\_\_\_ (*update*) her blog.

#### Answers

- |              |            |
|--------------|------------|
| 1 sharing    | 4 to put   |
| 2 to listen  | 5 updating |
| 3 to promote |            |

#### EXTRA VOCABULARY

Write the following incorrect sentences on the board and ask students to correct them. Students check their answers in the text.

- The Arctic Monkeys started playing to public.*
- They gave off their CDs for free.*
- The Arctic Monkeys were so popular as more than 100,000 copies were sold.*
- This might be the key for her success.*
- Lily's fans see her like a real person.*

#### Answers

- |                          |                     |
|--------------------------|---------------------|
| 1 <b>in</b> public       | 4 the key <b>to</b> |
| 2 gave <b>away</b>       | 5 see her <b>as</b> |
| 3 so popular <b>that</b> |                     |

- 8 Students discuss the questions in pairs. Encourage them to give reasons for their answers.

#### Answers

Students' own answers

#### READING HELP

For more reading practice, see the Workbook on page 49, and the Teacher's Resource Book on pages 39–40.

For reading exam practice, see the Exam Practice in the Workbook on page 58; also the Teacher's Resource Book on pages 82–83.

# COMMUNICATION

Student's Book page 60

## LISTENING

- 1 Read the task with the class. Students translate the words into their own language.

### Answers

Answers in students' own language

- 2 Students read the introduction and answer the question.


### Answer

The presenter is in Leeds, at the *Battle of the Bands* competition.

- 3 Read the question with the class and emphasize that when students listen, they should not worry if they do not understand everything, but should just listen for the answer to this question. Students listen and answer the question.

### Answers


Yes, they did enjoy playing at the festival.

- 4  2.9 Read the Skill box with the class. Allow students time to read the questions and all the options. Ask them to think about what other words people on the recording might use to convey those meanings. Students then listen and choose the correct answers.

### Answers

1 A 2 A 3 C 4 D 5 C 6 D

### EXTRA GRAMMAR


 2.9 Write the following sentences on the board. Students complete them with the correct form of the verbs in brackets, then listen and check their answers. Point out the use of *would* in sentences 5 and 7, and explain that when we report thoughts and feelings, the tenses change in the same way as in reported speech.

- 1 *This year's competition winners, Rick Klein and Keith Judge, \_\_\_\_\_ (just come) off stage.*
- 2 *We \_\_\_\_\_ (write) all our own songs.*
- 3 *We didn't think we \_\_\_\_\_ (win).*
- 4 *How did you feel when you \_\_\_\_\_ (find out)?*
- 5 *I was sure something \_\_\_\_\_ (go wrong).*
- 6 *We \_\_\_\_\_ (sign) a contract with a record company for three albums.*

### Answers

- 1 have just come
- 2 write
- 3 would win
- 4 found out
- 5 would go
- 6 have signed


### EXTRA VOCABULARY

 2.9 Ask students if they can remember any of the expressions Rick and Keith use to say how much they enjoyed the *Battle of the Bands*. Write their answers on the board. Then ask students to listen again and write down as many expressions as they can. Check answers and drill pronunciation with the class. Ask students to record the expressions in their vocabulary notebooks.

### Answers

This is absolutely amazing.  
It's fantastic.  
It's a dream come true.  
Incredible!  
It was brilliant / just amazing / unbelievable.

## DICTATION

- 5  2.10 Students read 1–3 then listen and complete the sentences. Remind them to pay attention to punctuation, especially commas. Play the recording as many times as necessary.

### LISTENING HELP

- For more listening practice, see the Workbook on page 56, and the Teacher's Resource Book on page 57.