4 Look at the notes the speaker made before her presentation. Did she forget to say anything?

> • Introduction: amazing reptile / sea turtle
> • Trip to Mozambique / diving
> • Dive instructor / lucky / endangered
> • Turtles killed for eggs/meat etc. / habitat threatened
> • How can you help?
> • Careful what you buy and eat when abroad
> • Support a charity / spread the word

YOUR TURN

5 You are going to plan and give a short presentation to a partner introducing an endangered animal. Use the notes above for ideas and research any other information. Make notes on a card or a small piece of paper.

6 Look at the Useful phrases box. Think about which ones you will need in your presentation.

USEFUL PHRASES

Introducing your topic	Types of animals
I'd like to tell you / talk to you about …	amphibians, birds, fish, insects, mammals, reptiles
Describing conservation status	**Signposting questions**
threatened, vulnerable, (critically) endangered, extinct	Why do they need our help? / How can you help?
Ending	
Thank you so much (for listening). Thanks for listening.	

7 Work in pairs. Take turns giving your presentation using your notes. Use some of the presentation skills from units 1–3. As you listen, tick (✓) each skill your partner uses.

Presentation skills: Units 1–3	
The speaker …	
• uses questions to signpost	☐
• personalizes the presentation	☐
• closes the presentation effectively	☐

8 Give your partner some feedback on their talk. Include two things you liked, and one thing he or she can improve.

> Well done! You spoke really clearly and I loved the way you personalized the presentation. Next time, try to make more eye contact with your audience.

4 Music

Friends come together to sing in a park in Sevastopol, Crimea

WARM UP

Look at the photo and read the caption. Discuss the questions.

1 What do you think music means for the women in the photo?

2 Have you had experiences of singing or playing music in a group?

3 What role does music play in your life?

In this unit you:
• describe music
• talk about quantity
• watch a TED Talk by **DARIA VAN DEN BERCKEN** about her unusual concerts

4.1 Feel the music

VOCABULARY Music

1 ▶ **4.1** Listen and number the musical genres in the order you hear them (1–6).

a classical _____
b country _____
c electronic _____
d easy listening _____
e heavy metal _____
f hip-hop _____

2 Work in pairs. Look at these words to describe music and how it makes you feel. Add the words to the correct column in the table.

| depressed | cheerful | gentle | lively | loud | peaceful |
| relaxed | rhythmic | romantic | sleepy | soft | upbeat |

Music	Feeling	Both
gentle	depressed	cheerful

3 ▶ **4.1** Listen again to the music from Exercise 1. Describe how each type sounds or makes you feel.

The easy listening music is very soft.

Yeah, it makes me feel really relaxed.

LISTENING A traditional singer

Understanding accents
At first an unfamiliar accent can be difficult to understand. Use the context to help you, and try to identify the vowel sounds that are different. You can also listen to other examples of the same accent to increase your familiarity with it.

4 ▶ **4.2** Iarla Ó Lionáird is a musician who sings in a style called *sean-nós*. Listen. Which country does sean-nós singing come from?

5 ▶ **4.2** Listen again. Circle **T** for True or **F** for False.

1 Iarla Ó Lionáird sings in English. **T** **F**
2 Some of his relatives were also singers. **T** **F**
3 Ó Lionáird's teacher, Mrs McSweeney, encouraged him to sing. **T** **F**
4 Ó Lionáird released his first solo album in 2014. **T** **F**

6 ▶ **4.3** Complete these extracts from Ó Lionáird's story. Listen and check.

1 I remember my _____ day in school.
2 I remember she lifted me _____ and she stood me _____ a desk.
3 I was _____ five, and she said, 'sing'.

Iarla Ó Lionáird performing live

Pronunciation /ŋ/

7 ▶ **4.4** Listen and underline the /ŋ/ sound in these words. Then listen again and repeat.

1 singer **2** English **3** language **4** waiting **5** award-winning

SPEAKING Talking about music

8 ▶ **4.5** Listen to the conversation. What kind of music is the man listening to?

A: What are you listening to?
B: Oh, it's a band called The National. Here, listen.
A: Hey, they're pretty good. I've never heard them before.
B: Yeah, they're not super **famous**, but they've been around a while. They've made a lot of albums. well-known / popular
A: This song's great. I love this kind of gentle rock.
B: Me too. But they have a few really loud, **upbeat** songs too. Here, listen to this one. rhythmic / lively
A: Wow! I like it. Do you have **many of their albums**? much of their stuff / a lot of their music
B: I have them all. They're doing a **concert** here in July. I can't wait. gig / show

9 Practise the conversation with a partner. Practise again using the words on the right.

10 Work in pairs. Tell each other about a band or singer that you like. Explain why.

I really like Norah Jones. She has such a good voice.

4.2 Getting into a good rhythm

WHAT'S THE BEST MUSIC FOR ...?

STUDYING
Best music: classical or instrumental music
Examples: Mozart's sonatas or Spanish guitar
Why? It makes it easier for you to concentrate and take in new information.

GETTING TO SLEEP
Best music: soft classical music
Examples: the works of Handel and Bach
Why? It slows down brainwaves and helps you relax.

EXERCISING
Best music: electronic, hip-hop or pop songs
Examples: Lady Gaga's *Applause*
Why? It has a fast and regular rhythm.

DRIVING
Best music: pop songs with a gentle tempo
Examples: Justin Timberlake's *Cry me a river*
Why? The rhythm matches your heartbeat and keeps you calm so you drive carefully.

GRAMMAR Countable and uncountable nouns

1 ▶ 4.6 Look at the infographic. When is a good time to listen to classical music?

2 ▶ 4.7 Listen to a music expert talking about the best music to listen to while studying. Circle the types of music he recommends.

1 songs *with / without* words

2 songs you *like / dislike*

3 music on *the radio / an album*

3 Read the sentences in the Grammar box. Choose the correct options to complete a–d.

COUNTABLE AND UNCOUNTABLE NOUNS

Many **students** listen to music when they study.

Some **research** suggests that music can help us study.

Do you listen to much classical **music?**

I keep a few jazz **CDs** in the car.

a 'Student' and 'CD' are *countable / uncountable* nouns.

b 'Research' and 'music' are *countable / uncountable* nouns.

c *Countable / uncountable* nouns have both singular and plural forms.

d *Countable / uncountable* nouns have no plural form and use a singular verb.

Check your answers on page 141 and do Exercises 1–2.

4 Are these words used with countable nouns (C), uncountable nouns (U) or both (C/U)? Put them in the correct column in the table.

any	a few	a little	a lot of
many	much	some	

C	U	C/U

Pronunciation Stress with quantifiers

5 ▶ 4.8 Listen. Notice where the stress falls in these sentence pairs. Practise saying the sentences.

1 a I have a lot of music.

b I have a lot.

2 a We only have a few CDs.

b We only have a few.

3 a I don't listen to any jazz music.

b I don't listen to any.

LANGUAGE FOCUS Talking about quantity

6 ▶ 4.9 Study the examples in the Language focus box.

TALKING ABOUT QUANTITY

Countable	Uncountable
There were **too many** people.	There was **too much** noise.
Do you have **many** songs on your phone? I have **lots of / a lot of** pop songs. I don't have **many** country songs.	Do you have **much** music on your phone? I have **lots of / a lot of** pop music. I don't have **much** country music.
How **many** people were at the concert? There were **lots / a lot**. There were only **a few**.	How **much** traffic was there? There was **lots / a lot**. There was only **a little**.

For more information and practice, go to page 142.

7 Complete the sentences. Circle the correct words.

1 A: Do you know *any / some* of his early music? I think it's really interesting.

   B: No, I don't. Tell me *some / any* good songs to listen to.

2 A: Did it take *many / much* time to download that new song?

   B: Yeah. I think too *many / much* people were trying to download it at once.

3 A: *Were / Was* there a big crowd at the concert?

   B: Not really. There were only a *few / little* people.

8 ▶ 4.10 Complete the text. Circle the correct words. Listen and check your answers.

If you're a student who's struggling with too ¹*many / much* exams, a ²*few / little* classical music might just help. According to ³*many / much* different academic studies, classical music has ⁴*many / much* benefits for your brain and body that can make a difference at exam time. It's been shown that listening to classical music has an effect on how ⁵*many / much* new information you can learn. And if you're stressed or not getting ⁶*many / much* sleep, classical music can help too. It can help you relax and is also said to reduce blood pressure.

9 Correct the mistake in each sentence.

1 I love this band, but they don't do many live concert these days.

2 The performer stopped because there was too many noise coming from the crowd.

3 I was amazed by how few equipment the band had on stage.

4 After the band finished their last song, there were a lot of applause.

SPEAKING Discussing musical preferences

10 Work in pairs. Interview your partner using these questions. Then share the most interesting information you heard with the class.

What's the best music for...
- studying late at night?
- a long-distance drive?
- a party?

What do you think is the best music for a party?

4.3 It's our song

READING Music and the brain

1 ▶ 4.11 Listen to part of Johannes Brahms' Hungarian Dance No. 5. How does it make you feel? Discuss with a partner.

Understanding gist

2 ▶ 4.12 Read the article. Which two questions does the article discuss?

a Why does music affect our emotions? **c** When did our brains first hear music?

b What is the happiest music to listen to? **d** Why do different people like different music?

Understanding details

3 Circle the best answer for each question.

1 Why was Hungarian Dance No. 5 special for Valorie Salimpoor?
  a It brought back a very happy memory.
  b It had a strong emotional effect on her.

2 What is the main idea of Paragraph 2?
  a Researchers found a link between music and chemical activity in the brain.
  b An experiment showed that classical music usually makes people happy.

3 What does 'templates' in Paragraph 3 refer to?
  a special tools that are used in brain scan experiments
  b patterns in the brain that relate to certain types of music

4 The following sentence would be best placed at the end of which paragraph?
  Right then, she decided on her future career.
  a Paragraph 1 b Paragraph 2 c Paragraph 3

5 What does 'mystery' in Paragraph 4 refer to?
  a what happens in our brains when we listen to music
  b where memory templates are stored in the brain

Understanding vocabulary

4 Complete each sentence using the correct form of the **bold** words in the article.

1 A scientist usually has to do a lot of _____ as part of their job.

2 Most types of food and drink contain many different _____ .

3 The earthquake _____ 7.2 on the Richter scale.

4 I couldn't understand him because his accent was _____ .

5 When they _____ the data, they found some very surprising results.

5 What kinds of music have the greatest effect on you? Why do you think those types of music are special? Discuss with a partner.

MUSIC AND THE BRAIN

1 One day several years ago, Valorie Salimpoor went for a drive that changed her life. Salimpoor, a [1] neuroscience graduate, was struggling to decide on her career path. She felt that a drive might help
5 clear her head. When she turned on the car radio, a piece of violin music came on – Brahms' Hungarian Dance No. 5. 'Something just happened', she recalls. 'I just felt this rush of emotion … it was so intense.' She stopped the car so she could focus
10 on the music. She wondered why it had such a powerful effect on her.

2 Salimpoor found a job working as a neuroscientist. Her **research** involved scanning the brain activity of people as they listened to
15 music. She discovered that when people listen to music they like, their brains fill with dopamine – a **chemical** linked with pleasure and motivation. In one experiment, people listened to the first 30 seconds of unfamiliar songs. In order to assess
20 how much people liked the music, the listeners were given the option of buying the full songs, using their own money. By **analysing** dopamine-related areas of the [2] participants' brains, Salimpoor was able to successfully predict which
25 songs the people would buy.

3 But why might one person like a song while another person doesn't? Salimpoor says it all depends on past musical experiences. 'Eastern, Western, jazz, heavy metal, pop – all of these have different rules they follow', she says. These 30
rules are recorded as patterns, or templates, in the brain. If the new music has a familiar template, your brain releases dopamine and **registers** a feeling of pleasure. However, if the new music has **unfamiliar** patterns, less dopamine is released. 35
This might explain why most people have a preference for a certain type of music.

4 There are questions Salimpoor is still trying to answer. For example, how does our brain make musical templates? Why do people with similar 40
backgrounds have different preferences? Her research, though, has given her a new way to think about her experience years ago. 'That day', she says, 'it all seemed like such a big mystery.' Now when she hears a piece of music she likes, she has 45
a better understanding of what's happening inside her brain.

[1] **neuroscience (n)** the study of the brain and nervous system   [2] **participant (n)** someone who takes part in an activity or event
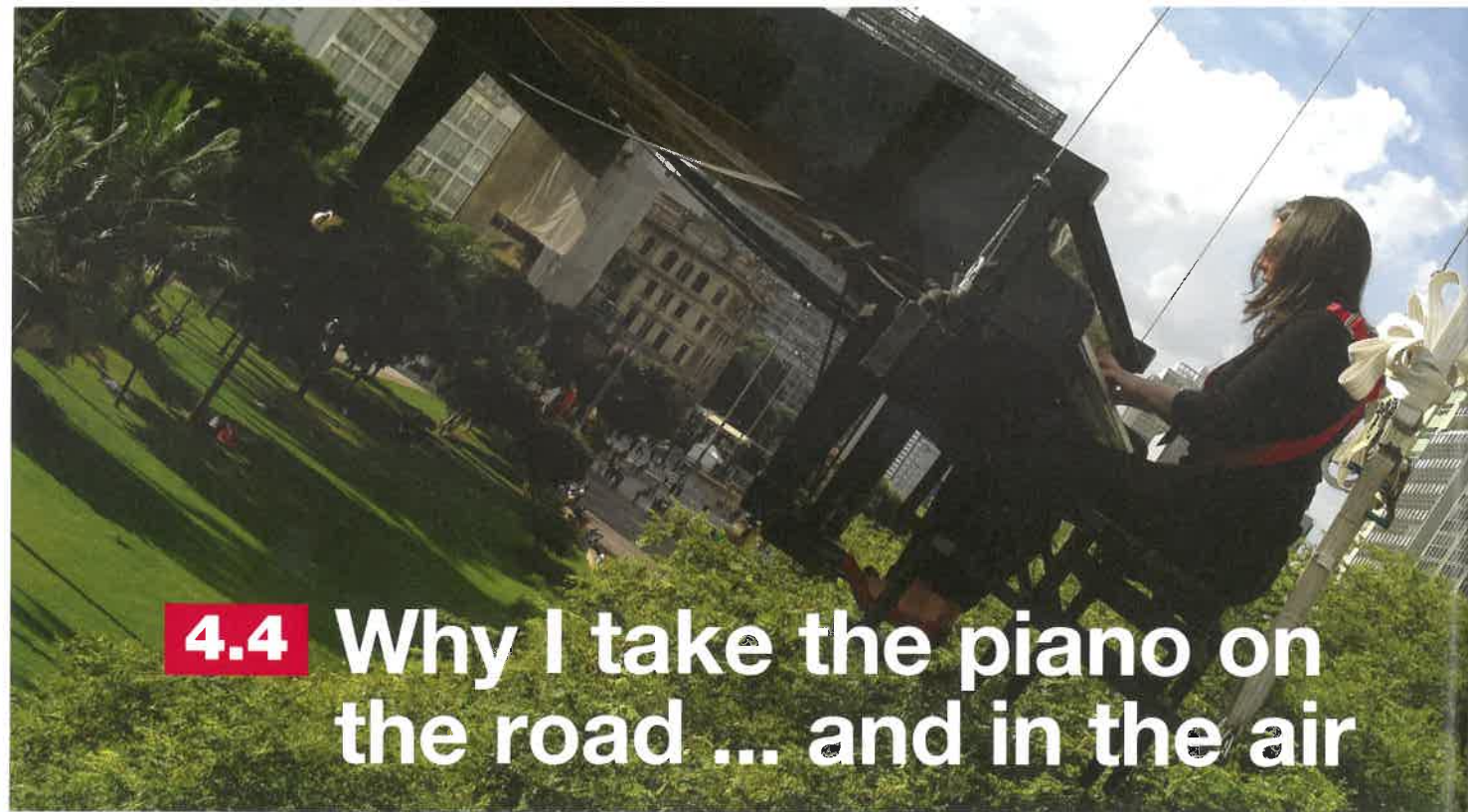
4.4 Why I take the piano on the road ... and in the air

TEDTALKS

1 Read the paragraph. Complete the definitions (1–3). You will hear these words in the TED Talk.

> A few years ago, **DARIA VAN DEN BERCKEN** discovered George Handel's keyboard music. When she started to play it, she was in complete **awe**. What she experienced that day set her on a journey to share the beauty of music with others. Her idea worth spreading is that we should try to enjoy music the way a child does – full of **wonder** and with pure, **unprejudiced** amazement.

1 If you are **in awe of** something, you *admire / cannot appreciate* it.

2 You are likely to be full of **wonder** *on a beautiful mountain / in a dark room*.

3 When you are **unprejudiced**, you have *an open / a closed* mind about something.

2 ▶ 4.13 Watch Daria van den Bercken play two pieces of music. How do you think she describes each piece? Circle your ideas.

Piece 1 a melancholic   b relaxing
Piece 2 a energetic   b romantic

3 ▶ 4.14 Watch Part 1 of the TED Talk. Answer the questions.

1 Why was Daria van den Bercken surprised by the music she found on the Internet?
  a She didn't know Handel wrote keyboard music.   b It was extremely difficult to play.

2 Why was she 'in awe' of the music?
  a because it was a mix of musical styles   b because it changed from sad to energetic

4 ▶ 4.15 Watch Part 2 of the TED Talk. Who does van den Bercken describe when she makes these claims? Tick (✓) the correct column.

	7- and 8-year-olds	11- and 12-year-olds
1 They're willing to listen to classical music.		
2 It's hard to get them to listen to classical music.		
3 The opinions of others matter to them.		
4 They listen to music with an open mind.		

CREATIVE THINKING

5 Daria van den Bercken wants everyone to enjoy music in the same way a child does. Think of something you are passionate about. How could you share your passion?

VOCABULARY IN CONTEXT

6 ▶ 4.16 Watch the clips from the TED Talk. Choose the correct meaning of the words.

7 Work in pairs. Discuss the questions.

1 Would you be comfortable talking to your work colleagues about your personal life?

2 For you, what counts more: being successful or being happy?

PRESENTATION SKILLS Providing background information

TIPS
During a presentation, it's often useful to include some information about your own background. This can help the audience understand why you're interested in the topic you're talking about.

8 ▶ 4.17 Watch the clip. What background information does van den Bercken provide?

a who first got her interested in learning the piano

b how she learned something new about a composer

c the first time she heard someone play Handel's music

9 ▶ 4.18 Now watch two other TED speakers. Match the speaker to the background information they give. One is extra.

1 A. J. Jacobs
2 Ann Morgan

a a meeting with a famous person
b an email that inspired them
c what they learned about themselves

10 Work in a group. Imagine you are going to give a presentation about your passion. What background information about yourself would you provide?

4.5 Musical choices

COMMUNICATE Desert island discs

1 Imagine you are going to spend a year alone on a desert island. You can choose four songs to take with you and listen to while you're there. Write your list below.

> 1 _____   3 _____
>
> 2 _____   4 _____

2 Look at the questions and prepare to answer them for each song on your list. Research any information you don't know.

> Who sings the song?
>
> Do you know who wrote it?
>
> When did you first hear it?
>
> Why is it special to you?
>
> What words would you use to describe the song?

3 Work in pairs. Use the questions above to interview each other. Ask for extra information.

4 Listen to each other's songs. Tell your partner your opinion.

DESCRIBING MUSIC

> It makes me feel …   It sounds …   It reminds me of …   When I listen to it, I …

WRITING Describing a favourite song

5 Think of one more of your favourite songs. Explain how it makes you feel and why you like it. Does it remind you of anything or anyone special in your life?

> One of my favourite songs is 'Wake Up' by Arcade Fire. I like it because it's a really powerful and energetic song, and it makes me feel strong. It reminds me of my time at university.

5 Good design

Colourful, contemporary architecture at Rivers Academy, London, welcomes visitors and students

WARM UP

Look at the photo and read the caption. Discuss the questions.

1 Do you like the design of the building in the photo? Why? / Why not?

2 Does it make a difference to study or work in a well-designed building?

3 What buildings do you enjoy being in because of their design?

In this unit you:
- talk about design
- learn to use prepositions and adverbs of place
- watch a TED Talk by **ROMAN MARS** about good flag design