



Speaking (Paper 4 Parts 1 & 2)

Vocabulary 1: music and entertainment

- 1 a Think of different ways in which music is used to entertain, either on its own or in combination with other activities. Which interests you the most?
- b Discuss these questions.
- 1 What's on your iPod or your phone?
 - 2 Have your tastes in music changed at all over the last couple of years? If so, in what way?
 - 3 What do people's tastes in music reveal about their culture or generation?
- 2 Read the question and the four possible answers.
- 1 How much information is given in the answers?
 - 2 What answer would you give to the question?

Do you ever go clubbing?

Answer 1
No, it's not really my scene, although I enjoy dancing generally.

Answer 2
I've been on the odd occasion with friends. It's quite fun!

Answer 3
Yes, every summer! We sometimes go to Mykonos where the clubbing scene is really good!

Answer 4
I can't dance to save my life so this is not something I'd choose to do in my spare time!

Part 1

- 3 In pairs, ask each other the following questions, taking turns to ask and answer. Use the task strategy to help you.
- 1 In what way does music make a difference to your life?
 - 2 What would the world be like without music?
 - 3 Is musical talent something you are born with or can you acquire it through hard work?
 - 4 How do you think musical training might enhance other areas of your life?

EXPERT STRATEGY

Don't forget to expand your answers by giving additional information or a reason for your answer.

Vocabulary 2: describing music

- 4 a T1.05 Listen to a conversation between Maggie and Tom, then choose from the adjectives below to express their ideas.

deafening depressing discordant harmonious
inspiring mind-blowing rhythmic soothing
uplifting/moving upbeat

Tom likes _____ heavy metal. He hates _____ 20th century classical music.

Maggie likes _____ rock or pop; she doesn't really like _____ music. She finds classical composers such as Bach _____.

- b Who do you agree with?

Useful language: agreeing, disagreeing and weighing things up

- 5 a Listen to the dialogues again, then complete the table below with phrases the speakers use to agree or disagree.

Agreement	Disagreement/ Partial disagreement	Weighing things up

- b Now write the following expressions in the table.

I can't disagree with that ...
I think we ought to take into consideration ...
That may be the case but ...
We can't rule out (the possibility that) ...
Have you considered ...?
You've got a point but ...
I'd go along with that.
Absolutely!

- 6 Write a chat message in response to the statements below, using phrases from Exercise 5.

- 1 Listening to really loud music on a hands-free or on headphones is bad for your hearing. Be careful!
- 2 There's nothing better than a live concert!
- 3 I don't think I'd like to give a performance online and be watched by millions of people! How about you?

Part 2 Collaborative task: planning a summer arts festival

EXPERT STRATEGY

Maintain a dialogue with your partner and use appropriate phrases for agreeing and disagreeing.

- 7 In pairs, do the task, using the task strategy to help you.
- a First, look at photographs A and B and talk together about how popular these activities might be during the summer where you live. You have about one minute to talk about this. ⌚ Time yourselves!
- b Now look at all the photographs (A–E). Imagine that the organisers of a performing arts festival are producing two advertising posters and these pictures have been used for one of them.

Talk together about the different types of performing arts these photographs show. Then decide what other activities should be shown on the second poster. You have about three minutes to talk about this. ⌚ Time yourselves!

Part 2 Sample task

- 8 a T1.06 Read the Speaking assessment criteria on page 205. Then listen carefully to two students, Luisa and Max, doing the first part of the task. Identify any areas where they, in your opinion, fall short of the required standards.
- b T1.07 Now listen to the same students doing the second part of the task and use the same criteria to judge their performance.
- c How did you do compared with Luisa and Max? How was your timing?

Task analysis

- 9 What was the most difficult part of the task for you? Why? How could you improve on that?