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M: Hello everyone! And welcome back to another lesson here at **EnglishPod**! My name is **Marco**.

C: And my name is **Catherine** and today we're talking about a topic very closed to my heart – **music**.

M: That's right, we're going to be talking about music and, more specifically, we're going to talk about **musical instruments** that you would use in a band.

C: Alright, and so, some people like to make their own music, get together, hang out, play music together, so that's we're talking about today. We've got a new band that's going to start. And before we get going, we've got a word to talk about and let's check this out in today's vocabulary preview.

*Voice: Vocabulary preview.*

M: Alright, so as I mentioned, we are going to talk about **instruments**.

C: Instruments, so you could say **musical instruments**, but what is an instrument, generally speaking?

M: Uh, basically, it's... it's similar to a tool.

C: Uhu.

M: Right? So an instrument is something that you use to help you **realize a task**. In this case "musical instruments" is more specific, right?

C: Right, so we're talking about things that you use to make music.

M: Uhu.

C: Um, a piano, for example...

M: Is a musical instrument.

C: Uhu, or the drums.

M: Alright, so this is what we're gonna be looking at today in the dialogue, so let's listen to it for the first time.

### **DIALOGUE, FIRST TIME**

M: Alright, we're back, so, uh, apparently the band wasn't really a real band.

C: It wasn't, but I have to say I'm very familiar with this, because I have a Nintendo Wii and I often play the game Rock Band, so I can sympathize with the characters here.

M: So you also have your own band.

C: I do, well, virtually speaking.

M: Virtually.

C: And I know you do too. Hehe.

M: I do too. Hehe. That's right, we are both, uh, fans of this, uh... of this game and this, uh, gaming console and that's why, well, it's such a fun dialogue. Um, but let's take a look at some of the, uh, language that was used in this dialogue in "**language takeaway**".

*Voice: Language takeaway.*

C: Oh, man, so I've been in a lot of, uh, bands and I've been in a los... lot of musical groups, so I can say that the first instrument we wanna talk about is maybe the most **obnoxious**...

M: Obnoxious?

C: The most loud...

M: Uuh.

C: And hard to listen to.

M: Probably, probably, and that instrument is the **drums**.

C: Brum-tschih.

M: Right, so the **drums**, it's **plural**, because you have many drums, right?

C: Right, you don't just have the dum-dum-dum...

M: Right.

C: The **base drum**, you have many different drums together and so, we could also call this a **drum set**.

M: A drum set.

C: Uhu.

M: Alright, so why don't we listen to an example of what a drum set sounds like?

*Sound of a drum set.*

M: Alright, we're back, so I think that's clear. Moving on to our next instrument.

C: This one's maybe the most popular for young people to start, because you can play pretty much anything with it and it's also good for **sing-alongs**.

M: Right, and that instrument is the **guitar**.

C: Mm, can you play the guitar?

M: No, I can't. I actually wish I would have learned, but I never **got around to** it.

C: Well, this is a really beautiful instrument and there're many different ways to play it, but generally, it's either wooden...

M: Uhu.

C: With some strings; or electric, so it's plastic with some... some metal strings.

M: Right, exactly, so they have a different sound. Uh, but why don't we listen to an example of what a guitar sounds like.

*Sound of a guitar.*

M: Alright, so great example of a guitar, pretty clear. What's our next instrument?

C: The **bass**. And this one, it doesn't look like the word that's written B-A-S-S. So we say: bass.

M: Bass.

C: And, uh, it's actually very low instrument. It's usually used to, uh... to help keep the rhythm: tum-tum-tum-tum-tum-tum-tum.

M: Alright. So it's similar to a guitar, right?

C: Very.

M: It's the same form, but as you say it's lower and it makes a... lower sound.

C: Uhu, exactly.

M: Alright, so let's listen to an example of a bass now.

*Sound of a bass.*

M: Alright, pretty clear. Moving on to our next word, we have **an amplifier**.

C: Okay, so amplifier... an amplifier is a thing, it's usually a box that we plug in, it's electric...

M: Uhu.

C: Or it's electronic and it's a tool to make electrical instruments like the **electro guitar** or the **electric bass** louder.

M: Right, exactly, so any... an amplifier is any device that makes a sound become louder.

C: Exactly.

M: Alright.

C: Uhu, so this is really important for rock bands **the world over**.

M: Very good. Our next instrument or actually more of a tool is very useful for the singer.

C: Yeah, and it actually goes with the amplifier in many ways, because, uh, the **microphone**'s our next word. The microphone is something that you use to sing into to make your voice louder. So right now, Marco, you and I are both using microphones.

M: Exactly, so a microphone. Very good, and we have one last word and this is a **verb** – **to audition**.

C: Alright, to audition, so, uh... to audition means to show someone your talent, alright? So oftentimes when you start a... a play or an opera or a musical group, you want to have auditions, you want to audition people to see how m... how much talent they have.

M: Alright, so it's basically an opportunity to demonstrate your skills and abilities.

C: Exactly.

M: So, a... an... a job interview wouldn't really be an audition.

C: No, a job interview has its own... it's own word, but here we're talking about your singing ability, your acting ability...

M: Uhu.

C: Your reading ability and, um... sometimes we even have auditions here at... at **EnglishPod** to see how people, uh... how comfortable people are on the microphone. It's a way to... to have people show what they've got.

M: Very good. Alright, so a lot of interesting words here, many instruments. I think it's time for us to listen to our dialogue again. We're gonna slow it down a little bit and we'll be right back.

### **DIALOGUE, SECOND TIME (slow)**

M: Alright, we're back, so moving on with our lesson, why don't we take a look now at some phrases in "**fluency builder**"?

*Voice: Fluency builder.*

M: Alright, so on fluency builder we have four phrases. What's the first one?

C: Well, this first phrase is really important, Marco, because we're talking about bands and starting bands and so, there's often, um, a phrase we use to describe this. We say: **to form a band**.

M: Alright, so you form a band.

C: It's like, um, forming something. To form is to shape it...

M: Uhu.

C: To make it look like something that you want and so, we can form, um, artistic projects also, but here we're forming a band – we're choosing people to bring together to make great music.

M: Alright, so we can say "form a band" or you can say as well "start a band".

C: Yeah.

M: Alright. So an... so we're forming a band and, well, his friend was surprised that the... the other guy knew how to play an instrument, so he said: **I've told you a thousand times**.

C: Wait, wait, so he told him one thousand times.

M: No, not literally.

C: I play an instrument, I play an instrument, I play an instrument.

M: Right, this is a phrase and it's a little bit of an exaggeration to emphasize that I've told you many, many times already.

C: Great, so, uh, this is something we say when we're trying to exaggerate like Marco said or to... to really emphasize the point that like: I've told you this before.

M: Right.

C: Um, so mothers often use it. I feel like we talk about mothers a lot here.

M: Hehe.

C: Mothers often use this phrase, um, when kids do something wrong, they say: I've told you a thousand times...

M: Right.

C: Not to wear your shoes in the house.

M: Hehe. Exactly, so it is a great phrase to... to really make your point that you've said something many, many times.

C: Uhu.

M: Uh, moving on we have a kind of like a **conjunction** that you can use and it's **by the way**, to change the topic maybe, by the way.

C: By the way. And so, by the way, we keep these words together, it's a **fixed phrase**.

M: Uhu.

C: Um, **by the way** is something we **add on**, so I'd say: you know, today I went to school and I saw a lot of people; oh, by the way, John says hi.

M: Mm, alright.

C: Alright, so while I'm talking about this, I wanna add that this thing happened or that this person said something.

M: Exactly, so it is a... it's a **conjunction**, right? To... to put together two different ideas.

C: Uhu.

M: By the way. Or you can **start off** your sentence with it: by the way, uh, how is the new house?

C: Yeah, well... cause it's like... it's like saying: oh, this thought just came into my head.

M: Exactly.

C: By the way, tah-tah-tah-tah-tah.

M: Right, right. And our last phrase on fluency builder is **we are set**.

C: Alright, all we need is my Nintendo Wii and we are set.

M: Alright, so what are... what are we set? We are set.

C: Alright, **we are set** is another one of those **phrases that's fixed** and it literally... it means, um, and we are ready to start, we're ready to go.

M: And everything is... is ready.

C: Yeah, we don't need anything else.

M: Alright.

C: And so, uh, Marco, I could say to you: just bring, um... just bring the salad to the table and we're set, we're ready to eat.

M: Alright, and I think we're set to listen to our dialogue for the last time and, uh, we'll be right back and talk a little bit more about this great topic.

### DIALOGUE, THIRD TIME

M: Alright, we're back, so rock band, now, um, I know that you play a real instrument, not only instruments on Wii.

C: True! Hehe.

M: What do you play?

C: Um, I play the **trumpet**.

M: Nice.

C: I was classically trained, I started when I was... mm, ten.

M: Now, is this the trumpet that has the three, uh, buttons on top?

C: Yes, three **pistons**.

M: Pistons.

C: Buttons.

M: Cause there's another one that doesn't, right?

C: Um, there's one that has four pistons.

M: Aha.

C: Um, it's a piccolo trumpet has four. And, um, there... there's one that's large and it **slides in and out**...

M: Uh.

C: And **that say** a **trombone**.

M: Trombone.

C: It's much lower.

M: Right, right.

C: Uhu. But the trumpet is kind of a midrange instrument that can go quite high and a little bit low.

M: Mm.

C: And it's **brass**, it's not wood, it's made of a metal.

M: Right, it's a... it looks like gold, right?

C: Right. Tam-tah-rah-rah!

M: Hehe. Alright, so, ah... you play the trumpet. Did you play in a... in a band or in a...?

C: Yeah! I played in...

M: In school or college?

C: In high school... middle school and high school I played in bands and orchestras.

M: Uhu.

C: And in college I played in orchestra and I've also played in rock bands, because sometimes people want to, you know...

M: Have a trumpet in the background.

C: Have a trumpet and... and go a little crazy.

M: Nice, interesting. This is interesting, because I'm sure a lot of our users out there actually play instruments and maybe a lot of them are also good at it. So, uh, come to [englishpod.com](http://englishpod.com), leave your questions and comments and let us know if you play any instruments or maybe some strange instruments like the **xylophone**.

C: Or if you like to play Wii Rock Band, because we certainly do and we can... we can support you on that one.

M: We could give you some tips.

C: Yeah.

M: Alright, so we'll see you guys there, until next time...

C: Bye everyone!

M: Bye!

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