

27 Sound waves

2.2 Look at the words in bold in the reviews. Find the correct words for these definitions.

- | | |
|--|-------------|
| 1 a song sung by two people | <u>duet</u> |
| 2 a combination of voices singing together in tune | _____ |
| 3 a collection of recordings | _____ |
| 4 people who write music | _____ |
| 5 individual recorded songs | _____ |
| 6 a re-recording of another musician's song | _____ |
| 7 the special way someone does something | _____ |
| 8 people who are really keen on a particular singer or group | _____ |
| 9 familiar songs that everyone likes | _____ |
| 10 the words written for a song | _____ |

2.3 Use words and expressions from 2.1 and 2.2 to write a short description of an album you particularly like.

3.1 **34** Listen to four people describing different kinds of music. Which type is each person describing?

jazz folk rock 'n' roll country and western

- 1 _____ 2 _____ 3 _____ 4 _____

4.1 **35** Each of these words describes a sound, and can be used as a verb or a noun. Listen and write the correct word for each sound you hear.

bang bark smash sneeze snore
splash tap whistle

- 1 bark 2 _____ 3 _____ 4 _____
5 _____ 6 _____ 7 _____ 8 _____

V *Vocabulary note*

Many of these words can be used in a range of different contexts:
I tapped on the car window to get her attention.
She tapped her foot in time to the music.

4.2 Make sentences by matching 1–8 with A–H.

- | | |
|--|---|
| 1 It was really difficult to sleep | A it whistled through the cracks in the old front door. |
| 2 There was so much dust in the house | B that I started to sneeze almost as soon as I arrived. |
| 3 As Peter fell head first into the pond | C with a loud bang that made everybody jump. |
| 4 I knocked over the enormous vase | D and barked out instructions to the students. |
| 5 The sports instructor was very strict | E and I heard my dad tapping his foot to the beat. |
| 6 When the wind blew | F because my brother snored so much. |
| 7 The tune was very catchy | G there was an impressive splash. |
| 8 The door slammed shut | H and it made a terrible noise as it smashed. |

Reading and Use of English Part 2

For questions 1–8, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Music and its effect on children

For all children, music provides an obvious opportunity for both self-expression (0) and creativity. But researchers have now also shown that a strong musical education provides so (1) _____ more. For example, music develops self-discipline: the child who devotes time to practising (2) _____ day is known to develop similar habits (3) _____ relation to other subjects as well. Organisational skills increase and the child learns (4) _____ is needed to be 'good' at something. In addition, band or choir members learn the importance of being a reliable member of a group and becoming a true team player, and (5) _____ necessarily always 'the star'.

Scientists have also discovered that learning to read music or play a musical instrument develops higher thinking skills. Any child (6) _____ is skilled at music also excels in problem-solving, evaluation and analysis. The part of the brain used to read music is the same (7) _____ the area used in mathematical thinking. This explains (8) _____ so many capable musicians are also good at maths.

Writing Part 1: essay

In your class you have been talking about the importance of learning to play music. Now your English teacher has asked you to write an essay.

Write an essay (140–190 words) using **all** the notes and give reasons for your point of view.

Should everyone learn to play a musical instrument?

Notes

Write about:

- 1 whether playing music is enjoyable
- 2 whether everyone can learn to play an instrument
- 3 _____ (your own idea)

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Highs and lows

Feelings

1.1 **36** Listen to a boy called Nick talking about something that happened recently. Answer these questions.

- 1 Who came to watch Nick's team play? Why? _____
- 2 What happened after the match? _____
- 3 Who was chosen? _____

1.2 Look at the adjectives below. Which are positive and which are negative? Write P above the positive adjectives and N above the negative ones.

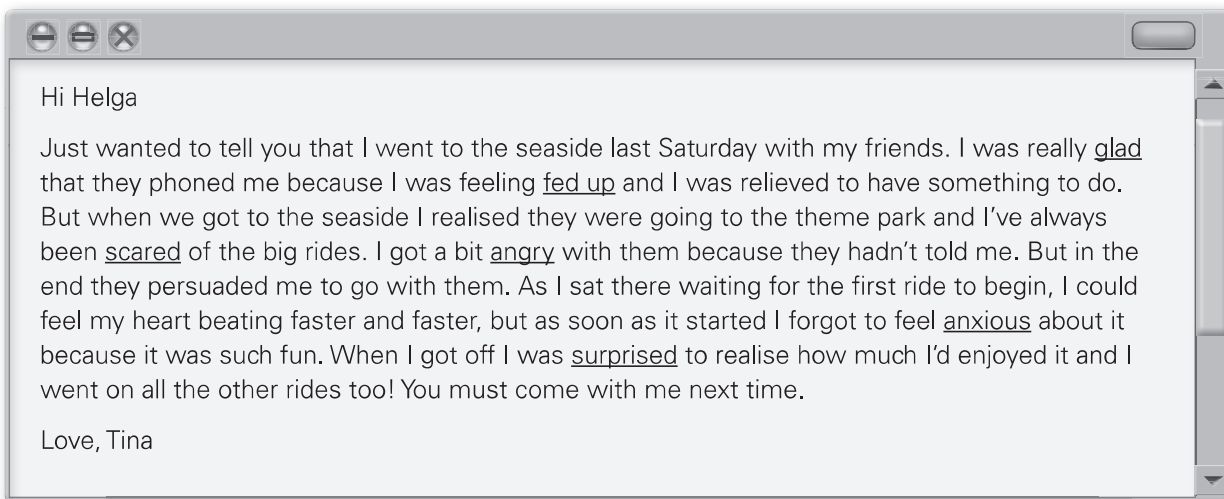
ashamed confident disappointed embarrassed excited guilty jealous proud relaxed upset

1.3 **36** Listen again. How do you think Nick felt:

- 1 after he scored the goal? _____
- 2 at the end of the day? _____

1.4 **37** Now listen to Nick continue his story. Choose three adjectives from 1.2 to describe how he felt at the end of Saturday.

2.1 Read the email. The underlined adjectives have similar meanings to those in the table below. Write them in the correct column.



| amazed | annoyed | depressed | frightened | pleased | worried |
|--------|---------|-----------|------------|---------|---------|
| . | . | . | . | glad | . |