



1.1 Read these words. Which is the odd one out in each group? Why?

- 1 choir composer conductor guitarist orchestra
 2 beat lyrics rhythm chapter tune

1.2 **33** Listen to a woman talking about music.

- 1 Is she musical? Yes 4 Has she ever sung in a choir? _____
 2 Does she come from a musical family? _____ 5 Does she ever go to concerts? _____
 3 Can she play a musical instrument? _____

1.3 **33** Complete the woman's statements. Then listen again to check.

- 1 I've always been able to sing in tune.
 2 The rest of us _____ our hobbies.
 3 I _____ in cello and violin.
 4 When I was at school, I _____ in the school choir.
 5 I _____ with a friend.
 6 I've _____ in the car, or else I have _____.

2.1 Read the music reviews below. Match the types of music with the reviews.

rock: _____ pop: _____ classical: _____ world music: _____

1 Having produced an **album** of African rumba tunes, the group have turned to Cuba for inspiration. But instead of using the original **lyrics**, they've added their own. The rhythm and lead guitars and the variety of arrangements effectively maintain interest. A brilliant addition to their repertoire.

2 This album is built around the work of legendary **composers** Andersson and Ulvaeus, whose songs defined much of 20th century music. Yet their **fans** may be surprised by these arrangements. **Old favourites** with catchy tunes from the 1970s and 1980s are effortlessly transformed into the band's own **distinctive style** with some very pleasing **harmonies**. Buy this one for your collection!

3 This is much better than their first album, and nothing here is a **cover version**. Some of the **tracks** feature heavy metal guitar solos, and the drums are alive with rhythm. A marvellous album that gets better with every listening.

4 This is an album of Argentinian chamber songs, written in the early 1900s, and exquisitely accompanied by violins. There's everything here, from a beautiful **duet** to a passionate tango. It's all superbly recorded and packaged with an imagination and care that do the designers credit. Fantastic.

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 _____

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) much more. For example, music develops self-discipline: the child who devotes time to practising (2) every day is known to develop similar habits (3) in relation to other subjects as well. Organisational skills increase and the child learns (4) that 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) is 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) who 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) as the area used in mathematical thinking. This explains (8) why so many capable musicians are also good at maths.