

27 Sound waves

Music, sounds



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

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 like our hobbies.
- 3 I play in cello and violin.
- 4 When I was at school, I sang in the school choir.
- 5 I play with a friend.
- 6 I've been to in the car, or else I have been to.

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.

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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 duet
- 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 _____

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. |

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Exam practice

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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.