# LISTENING PRACTICE

## LISTENING

EXAM FOCUS: SECTIONS 1 & 2

## Labelling plans and maps

- complete plans and maps
- recognize words and phrases for entertainment facilities
- prioritize vocabulary learning

### Topic focus

1 What type of entertainment venue is shown in the picture below?

2 Make a list of as many different types of entertainment venue as you can. Then compare with a partner.

### Vocabulary

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**Entertainment facilities**

3 In which types of venue would you find the facilities in the list below? More than one answer is possible.

| | | |
|---|---|---|
| ____ balcony | ____ ticket office | ____ screen |
| ____ VIP boxes | ____ dance floor | ____ cloakroom |
| ____ aisles | ____ fire exits | ____ snack bar |

4 Describe your favourite entertainment venue. Use words from exercise 3.

> *I love going to the IMAX cinema in London. It has an enormous **screen** and the **snack bar** is amazing.*

### Exam skills

**Completing plans and maps**

5 Look at the plan of the Pitt Lane Theatre. With a partner, try to predict where the facilities in the list are. Label them using the letters in brackets.

*main entrance (M)* *snack bar (SB)* *stage (S)* *ticket office (TO)* *toilets (T)*
*seating area (SA)* *cloakroom (C)* *main auditorium (MA)* *fire exit (FE)*

**EXAM TIP** 1.49

On plans and maps, it's sometimes difficult to find all the question numbers. Make sure you find the gaps for all the questions before you begin listening. What else can you do to prepare?
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6 1.50 Listen and complete the information for people at the Pitt Lane Theatre.

**Pitt Lane Theatre**

**WELCOME**

Here we are [1] _____ the main entrance. [2] _____, you can see the ticket office. As we enter the theatre, [3] _____ you'll see a cloakroom and [4] _____ of the foyer there's a snack bar. If you need the toilets, they're [5] _____. When you're ready, go [6] _____, across the foyer and [7] _____ you'll see a door into the main auditorium. Through this and [8] _____, there's the stage. Turn [9] _____ and you'll see the seating area and on the other side you'll see the fire exit.

7 Use the instructions in exercise 6 to check your predictions in exercise 5.

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## Exam practice

8 1.51 Listen and label the map below. Write no more than two words for each answer.

## What do you think?

9 Look at the information. Discuss what you think the ages are in your country.

The average age of people going to ...

## Study skills

**Prioritizing vocabulary learning**

Look at the two groups of words. How is group 1 different from group 2?

1 purpose opinion explanation benefit trend cause

2 fantasy fire exit cloakroom e-reader novel stage

Which group of words would you choose to learn first? Why?

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# GRAMMAR & VOCABULARY PRACTICE

## 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? _____

3 Can she play a musical instrument? _____

4 Has she ever sung in a choir? _____

5 Does she ever go to concerts? _____

**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.

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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 _____

**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
2 There was so much dust in the house
3 As Peter fell head first into the pond
4 I knocked over the enormous vase
5 The sports instructor was very strict
6 When the wind blew
7 The tune was very catchy
8 The door slammed shut

A it whistled through the cracks in the old front door.
B that I started to sneeze almost as soon as I arrived.
C with a loud bang that made everybody jump.
D and barked out instructions to the students.
E and I heard my dad tapping his foot to the beat.
F because my brother snored so much.
G there was an impressive splash.
H and it made a terrible noise as it smashed.

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# Exam practice

## 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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