# 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.





**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 _____

LIVEWORKSHEETS

**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.



# 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.

LIVEWORKSHEETS