

TOPICS—PET 20

- ✓ **vocabulary:** music
- ✓ **pronunciation:** homophones
- ✓ **grammar:** comparative adverbs; so / such; connectors
- ✓ **listening:** EF 20
- ✓ **reading:** comprehension
- ✓ **speaking:** various exercises

VOCABULARY: music / competition / adverbs

Write the word corresponding to the definition in the space. A list of all words is at the end.

Music

	a group of musicians who play modern music together
	serious music by people like Mozart and Stravinsky
	a round, hollow, musical instrument that you hit with your hands or with sticks
	someone who plays a drum
	a musical instrument that you hold out to the side and play by blowing
	a very successful song, film, book, etc.
	an object that is used for playing music, for example a piano
	music with a strong beat that people often play without looking at written music
	an electronic musical instrument similar to a piano
	someone who plays a keyboard or piano
	the main guitar in a band or the deep-sounding one
	someone who plays the guitar, especially as their job
	someone who plays a musical instrument, often as a job
	someone who plays the piano
	a big wooden musical instrument with black and white keys that make sounds when you press them
	to make music with a musical instrument
	modern music popular with young people
	loud, modern music often played with electric guitars and drums
	someone who sings
	words that go with a short piece of music
	to seem good/interesting/strange, etc., from what you have heard
	a natural ability to do something

	a metal musical instrument that you play by blowing into it
	singing or playing the right notes
	a wooden musical instrument that you hold against your neck and play by moving a stick
	someone who plays the violin
	the sounds that you make when you speak or sing

Competitions

	something that you say to someone when they have been successful or lucky
	a choice that you make about something after thinking
	the last part of a competition to decide who will win
	someone who decides which person or thing wins a competition
	to decide the winner or results of a competition
	not to win a game or competition
	someone who does not win a game or competition
	good and bad things caused by chance and not by your own actions
	something you say to someone who has won a competition or passed an exam, for example
	to get the most points or succeed in a competition
	someone who wins a game, competition or election

Adjectives and adverbs

	in a way that shows you are certain about your ability to do something well
	quick
	making a lot of noise
	without fault, or as well as possible
	in a way that shows high standards or skill
	making little or no noise
	moving, happening or doing something without much speed

piano	guitarist	lose	win	rock	fast	voice
jazz	professionally	violin	keyboard	perfectly	trumpet	drum
well done	band	loudly	confidently	final	quietly	singer
sound	winner	judge	musician	slowly	lead guitar	loser
flute	play	drummer	song	congratulations	talent	win
decision	good/bad luck	pop	in tune	classical	violinist	pianist
musical instrument	hit	keyboard player				

Introduction to Chapter 20

To introduce chapter 20, listen and identify several musical instruments, and then answer Q2-3 orally. (If you use Chrome, you can record here; if not, use WhatsApp.)

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So you think you've got talent?

Introduction

- 1 Listen to six different musical instruments and say what they are.

keyboard trumpet drum violin flute guitar

a b c
d e f

- 2 Do you play an instrument? What instrument would you like to play? Do you sing?
- 3 Listen to the different musical instruments again and compare them. You can use the following words:
- fast/slow loud/quiet happy, cheerful / sad
beautiful boring, dull / exciting, crazy
modern/traditional

EXAMPLE: *The trumpet was the loudest.*

The violin sounded sadder than the drums.

- 4 Which instruments might you hear in a classical concert, a jazz concert and a rock concert? Write the names of the instruments.

- 5 What kind of music do you like listening to? Write the names of different kinds of music here.

- 6 A person who plays a guitar is a guitarist. What do we call people who play the trumpet, the piano, the violin and the drums? Write them in the table below.

-er	-or	-r	-ist
			guitarist

Add *er*, *or*, *r* or *ist* to these words to make the names of jobs. Write the jobs in the correct column of the table.

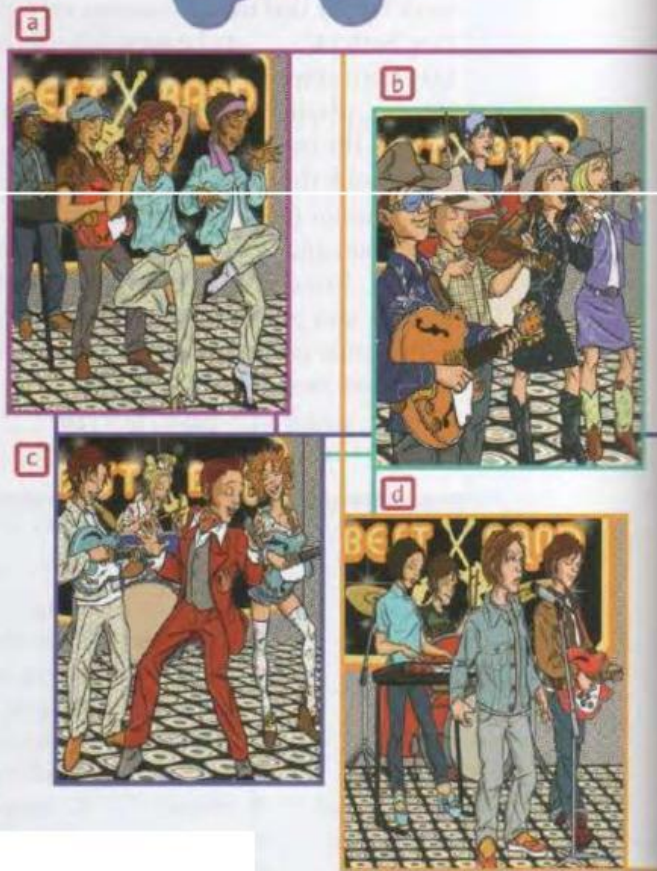
act employ photograph art farm report
dance journal teach direct manage dive novel

Grammar comparison of adverbs; *so* and *such*; connectives
Vocabulary music; congratulating; saying what you like/prefer
Revision comparative adjectives

Reading

- 1 A TV station has had a competition to find a new band. The three judges had to choose one of the bands below to go into the final. Look at page 131 and quickly read the notes they made when they were watching the bands. Write the name of each band next to their picture.

BEST BAND



In English, we add the suffix *-er* (or variations like *-or* / *-r*) to name the person that does something. But it is also common to use *-ist*. (Sorry, there is no rule to guide you on which to use.)

The reading exercise starts here and continues on the next page.

READING: comprehension

Look at the notes that the judges took on each of the bands in a competition, and then answer the questions below.

PATRICK MCLAURIE

TEXAS TEAM
The violinist didn't play as loudly as the other musicians so I couldn't tell how good he was – the drums and the guitar were very loud.

Eastside
Their music wasn't as good as their dancing. The guitarist played too loudly and they didn't have a bass guitar or any drums. I couldn't hear the keyboard player.

Third Avenue
The guitarist, Jason, played much better than the other guitarists. He's the best young guitarist I've heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

The Storm
The two guitarists sounded very good. The drummer played much more quietly than the other drummers but she did very well.

MAURICE MORENO

Texas Team
Mara sang more confidently than the other singers but she wasn't always in tune.

Third Avenue
The singer didn't look very happy. That was a shame because he's got a good voice.

Eastside
The singers didn't sing as well as the singers in the other bands.

The Storm
The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.

CLARA HOWLETT

Texas Team
They danced less professionally than the other bands but they made a lot of effort.

Third Avenue
They didn't dance as well as the other bands.

Eastside
They are excellent dancers, especially Sadie. Every step was perfect.

The Storm
The dancing was quite good.

- Which drummer played loudly?
- Which drummer played badly?
- Which violinist played more quietly than the others in the band?
- Which band sang the most beautifully?
- Which band danced the best?
- Which band danced the worst?
- Which band played better than all the others?

In the questions c-g, you see the use of comparative and superlative adverbs. (Remember, adjectives describe people and things, and adverbs describe actions.) You have already studied comparative/superlative adjectives [add –er or –est to one-syllable words and two-syllable words ending in –y, and use more or most before all other adjectives]. Comparative adverbs are even easier: you will always use **more / the most** (or **less / the least**) + the **adverb**. For example: carefully (adverb)—more carefully (comparative adverb)—the most carefully (superlative adverb). There are exceptions—as in good, fast, hard, etc.—but they are few.

GRAMMAR: comparative adverbs

Let's continue to practice comparative adverbs. Look at the following three sentences:

- Mara sang more confidently than the other singers.
- The other singers sang less confidently than Mara.
- The other singers didn't sing as confidently as Mara.

Another reminder: We use **as...as** to show that two things are equal, and **not as...as** to show that things are different.

Do these sentences have the same meaning? yes / no

Now, look back at the judges' notes and find the answers the following questions.

- a) How did Mara sing?
- b) How did Texas Team dance?
- c) How did the violinist in Texas Team play?

Write the opinions of the judges three different ways.

- a) Texas Team danced less professionally _____.
Texas Team didn't _____.
The other bands danced _____.
- b) The violinist in Texas Team didn't play _____.
The _____.
The _____.

GRAMMAR: so and such

The words *so* and *such* are used to emphasize something—as in “She is so pretty” or “It is such a great band”. The difference between the two words is what follows them.

- **We use *so* before an adjective or an adverb:** so loud, so quickly.
- **We use *such* before a noun or an adjective + noun:** such skill, such large ears. **Note that if the noun is singular, we use *such a* + (adjective) noun:** such a difficult decision.

1 ² ³⁵ The judges announce the winner to go through to the final. Listen to their decision. Who came first, second, third and fourth? Did you guess correctly?

2 Listen again to the judge's speech and complete the spaces in these sentences.

- a The violinist played so quietly that we couldn't hear him.
- b They are _____ they should enter for a dance competition.
- c The singer looked _____ we thought maybe he didn't want to win!
- d The singer had _____ that we had to give them first place.

Listen to the audio. In it, the judges announce the winner to go to the final. Who came 1st, 2nd, 3rd and 4th?

1 st	
2 nd	
3 rd	
4 th	

Now, listen again and complete the sentences to the left.

Finally, correct the mistakes in the following sentences.

- a) She is so kind woman. _____
- b) My parents are always such happy together. _____
- c) She has a so pretty face. _____

GRAMMAR: connectives

This last grammar section is a review of connecting words. Do you remember what each one means?

- Although shows contrast; it translates to "aunque".
- As has many uses. It can be used for comparisons or to show reasons.
- As soon as translates to "tan pronto como".
- Because you know—"porque".
- But shows contrast; it means "pero".
- Either shows option; I guess it would translate to "cualquier de los dos" or "ni de los dos". Here is an example: "I don't like either sweater". It is often accompanied by or: "You have have either the red one or the blue one".
- So has several uses. It can be used to emphasize an adjective, as we saw earlier. Or it can be used to show result, as in "I couldn't find my keys, so I had to walk to work".

Now, choose the correct connecting word from the list above to complete the gaps in the interview of the winning band below.

How did you feel when you knew you'd won?

Mark: We were really surprised. We'd heard all the groups (a) so we knew they were brilliant.

Michelle: I cried. I'd really hoped to win (b) I still couldn't believe it.


Do you all get on well?

Anika: Yes. (c) we have arguments like any band, we like doing the same things and we care about each other. We've been together for two years now.

(d) we know each other really well.

Tanya: I hope we'll be together forever.

Michelle: Yes, we go out together in the evenings (e) we like doing the same things.



What are you all going to do now?

Jamie: Well, (f) we've won the competition, we're going to appear on the Pop in the Park programme on Saturday.

Anika: And then we're going to record a CD (g) we can.

Mark: After this interview, I'm (h) going to go out dancing.

(i) lie on the sofa. I can't decide.

Jamie:

I play football a lot. I won't have much time to do that in future.

I play football a lot but I won't have much time to do that in future.

Michelle:

I try to go to the gym three times a week. I like to keep fit.

Anika:

I go shopping. I go swimming.

Mark:

I go racing on my motorbike. I'm not very good at it.

Tanya:

I'm busy writing songs for the band. I don't have much spare time at the moment.

As a final exercise, join each pair of sentences into one, using one of the connecting words.

Michelle: _____


Anika: _____

Mark: _____

Tanya: _____

PRONUNCIATION: homophones

Homophones are words that sound alike but are spelled differently, for example: *won* and *one*. Listen to the audio, and write the word that you hear—spelled correctly—in the gap. Use the context to help you.

1  37 Listen to some words and write them down.

If you can think of more than one way to spell the word, write them both down.

2 Write the words you heard in these pairs of sentences.

a The best band won the competition.

Only one group can win.

b _____ do the winning band come from?

What shall I _____ tonight?

c Come _____.

I can't _____ the violinist.

d I really like _____ music.

The winning band is over _____.

e I swam in the _____.

Can you _____ that boat over there?

f They _____ like to win.

My desk is made of _____.

g Their _____ is called Harry.

The _____ is shining.

h _____ mother is 50 tomorrow.

The bus comes once an _____.

Exam folder 20

Listening Part 1

In this part of the exam, you listen to seven short recordings and decide which of three pictures answers the question. You hear the recording twice.

238 Do the exam task.

For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (✓) in the box below it.

1 Where will they meet?



A ☐



B ☐



C ☐

2 What time will the boy catch the bus?



A ☐



B ☐



C ☐

3 Which band does Robert play in?



A ☐



B ☐



C ☐

4 Which is Lisa's new T-shirt?



A ☐



B ☐

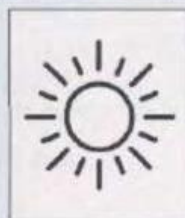


C ☐

5 What will the weather be like tomorrow?



A ☐



B ☐



C ☐

CHECK!

- a What will you look at before you listen?
- b What will you think about before you listen?
- c What will you do if you can't answer a question the first time?
- d What will you do if you can't answer a question the second time?
- e How many times will you hear the recording?

Exam Advice

Sometimes you need to listen for a lot of information, sometimes only one small detail.