CAMBRIDGE

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Reading



- Read the title and look at the photo. What do you expect the article to be about? Compare with a partner.
- 2 Read the words highlighted in green in the text and then match them with the definitions in the box.
 - 1 an excited or frightened feeling
 - 2 words of a song full of hope, happiness and good feelings
 - 3 an unpleasant, loud, high sound
 - 4 a pleasing and easy to remember song or piece of music
- 3 Read the sentences in the text containing the words. Were your answers to Exercise 2 correct?
- 4 Read the text quickly in about three minutes! Was your answer to Exercise 1 correct?
- 5 Choose from 1–3 to complete the sentence about the writer's opinion. Compare with a partner.

The writer thinks the song 'Happy' ...

- 1 will be popular for a long time.
- 2 is liked by most people.
- 3 will definitely become unpopular in the future.
- Tip

Use paragraphs to understand when the writer is moving on to a new topic or angle.

- 6 3.23 Read the text again and listen. Put the topics in the order they appear in the text.
 - 1 (
- a Different musical tastes.
- 2 ___
- **b** Controlling people with music.
- 3 ___
- c Why *Happy* is so popular.
- 4 __
- **d** Music in different places.
- 5
- e Research into the effect of music.
- 7 Are the following statements true or false? Use the exact words from the text to justify your answer.
 - 1 Happy was an easy song to write. False. 'Happy was by no means as effortless as the song sounds.'
 - 2 We don't know why music is connected with survival.
 - 3 It is difficult to find a song that everybody likes.
 - 4 Relaxing music can encourage people to spend money.
 - 5, In recent times, music has been used to make people feel patriotic.
 - 6 Young people don't seem to like classical music.

- 8 Choose the best answer according to the text. Only one answer is possible.
 - 1 Why did Pharrell Williams write so many versions of *Happy*?
 - **a** People are moved in different ways by the same type of music.
 - b He wanted to get just the right version to move
 - c People enjoy different versions of the same song.
 - **d** He wanted to research people's mood when they listened to music.
 - 2 What is the main point of the whole text?
 - a Music releases a chemical in the brain.
 - b Music stimulates people to follow famous people.
 - c Music influences the way people feel and act.
 - d Music inspires people to dance and march.
- Find words or phrases in the text that match the definitions. Check in your dictionary.
 - 1 made to feel that you want to do something and can do it (v, paragraph 1)
 - 2 something given in exchange for good behaviour or good work (n, paragraph 2)
 - 3 a range of opinions, feelings etc. (n, paragraph 3)
 - 4 causing feelings of worry or nervousness (adj, paragraph 4)
 - 5 to walk around a shop looking at several things (v, paragraph 4)
 - 6 new and original, not like anything seen before (adj, paragraph 5)
- What type of music moves you? Why? Tell a partner.

Phrasal verbs

someone

sing along: to sing a piece of music while someone else is singing or playing it

be into: to be enthusiastic about or interested in take up: to start doing a particular job or activity fit in with: to be similar to something else move along: if someone in authority moves you along, they ask you to leave a place hang out: to spend a lot of time in a place or with

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Unit 9

Moved by music

hat made the song Happy, by Pharrell Williams, such a 5 catchy tune that made people want to dance? Was it the <mark>upbeat lyrics</mark>, which more or less commanded people to be happy? Whatever it was, it inspired people all over the world to upload 10 videos of themselves dancing to the tune. But creating *Happy* was by no means as effortless as the song sounds. There were nine other versions of it before the one that we know and can

15 sing along to now. Pharrell Williams, who has been at the top of the music business for many years, knew exactly what he was doing in the music studio. He was recording a track to move his audience.

A recent study from Canada has shown that music can release a chemical in the brain which causes people to feel happy. This chemical is called dopamine, and it is normally produced as the body's 25 reward for doing something that is good

for survival, such as eating. It's not clear why music is good for survival, but it certainly can stimulate dopamine release. However,

30 not all music can do this. It must be a piece of music that you are into – the kind of music that sends a shiver down your spine

However, there are very few songs that everybody likes. Usually, it is a matter of musical taste, and if there's a song that one person loves,

40 somebody else probably hates it. But there are some generalised patterns. For example, there is some music that almost everybody hates, such as the screeching noise made by a neighbour who has just

45 bought a drum kit or taken up the violin. At the other end of the spectrum, the nearest you will get to a piece of music which is universally popular is perhaps a song like Happy.

Music is not only used to make people feel happy, though. It can also be used

to alter people's mood in other ways, as movie soundtrack composers know. Compare the kind of music that you hear massive hit? Was it the 55 during the tense moments in a thriller with the music in the funny scenes of a comedy, for instance. Another example is in shops, where music is used in a different way. Supermarkets often play 60 relaxing music when they want people to browse for longer, and research suggests that this can increase sales. Owners of clothes stores, on the other hand, try to fit in with the musical taste of their 65 customers by choosing music that is

> The use of music to control people's mood and behaviour is not novel. National anthems have been used 70 for centuries to stimulate feelings of patriotism. Rhythm has been used to synchronise the steps of marching

soldiers. And more recently, music

has been used to control people in a 75 different way – to move them along Classical music is often played outside shops, stations and other places where youths like to <mark>hang out</mark>. Store managers have found that there is nothing better

80 than a little Mozart or opera to get rid of young people. It seems that they are quite literally, 'moved by music'! What would Mozart think of this if he were alive today? And who knows – perhaps in

85 100 years, Pharrell Williams' Happy will be used for the same purpose!

Get it right

fashionable

We say:

✓ What would he think of this if he were alive today? XWhat would he think in this if he were alive today?

it's a matter of ...

We can use matter as a countable noun to mean question, problem

It's only a matter of time before everyone gets bored with this song.

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Vocabulary



Music









Match the photos with these descriptions.

- They're taking part in a pop festival.
 1 R
- 2 They're playing a live gig.
- 3 She's recording a track for her new album.
- 4 She's playing in an orchestra.
- 2 Match a k in the photos with the words and phrases in the box.

audience – e

audience concert hall drum kit
headphones lead guitarist microphone
musical score outdoor stage
recording studio rock concert violinist

- 3 Match the words and phrases in Exercise 2 with their meanings.
 - 1 a piece of equipment that you speak into, to make your voice louder or to record it a microphone
 - 2 something you wear over your ears in order to listen to music
 - 3 a place where people perform, which is not inside a building
 - 4 a person who plays one of the string instruments in an orchestra
 - 5 the group of people together in one place who watch a performance
 - 6 a room with special equipment where musicians go to make a record
 - 7 one of the instruments used in most rock bands.
 - 8 one of the main instrument players in a rock band.
 - 9 a large building where musical performances take place
 - 10 a piece of written music showing the parts for all the instruments and voices
 - 11 a live performance of music with a strong, loud beat

Classify new vocabulary in a file or notebook, divided into different lexical fields. The words will be

easier to remember that way.

4 Work with a partner. Add as many words as you can to the table.

Musicians	Musical instruments and equipment	Music venues and events	Types of music
violinist	guitar	concert hall	classical
singer	microphone	pop festival	rock

Write some questions like the examples below using vocabulary from this page. Ask your questions to a few classmates.

Have you ever ...

been to a rock concert? sung on an outdoor stage?

Do you ...

play a musical instrument?

like listening to music through headphones?

PV

Match the beginnings of the sentences with their endings.

1 _ F

1 He only listens to rap to fit

a along at a concert.

2 I hate it when the audience sings

b in with his friends.

3 I know a lot of

c up the piano.

kids who are4 In the USA, teenagers

d along.

like to hang

5 My mum wants

e into electronic music.

me to take

6 The police told the

paparazzi to move

f out in the big malls.

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Listening

Unit 9

An interview with a singer

You will hear an interview with Toya, an English girl who's just appeared on a music show in the USA. What questions do you think the interviewer asks? Compare with a partner.

Tip

Listen carefully to the questions in an interview to prepare yourself for hearing the main ideas.

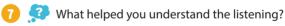
- 2 (3.24) Listen to Part 1 of the interview and put the questions in the order you hear them. Did you hear any of your questions in Exercise 1?
 - 1 Can you tell us a little bit about how you ended up on the show?
 - 2 How did you get known in America?
 - 3 How do you prepare for something like that?
 - 4 So what happened in the end?
 - 5 How did you have the nerve to do that?
- 3 (3.24) Listen again and choose the best answer to complete 1–3.
 - 1 Toya gets nervous before a big show ...
 - a and sometimes forgets her words.
 - **b** and often loses her voice.
 - **c** but she tries to ignore it.
 - **d** so she smiles at the cameras.
 - 2 According to Toya, the problem with the show was that ...
 - a she blocked it out of her mind.
 - b it was live.
 - c the stage was small.
 - **d** it had to be edited.
 - 3 Toya got into singing because ...
 - a she was young.
 - **b** her mum was a keen singer.
 - ${\mathfrak c}$ she took part in a competition.
 - d she wanted to get known in America.
- (1) (3.25) Read the questions below. Then listen to Part 2 of the interview and answer the questions using your own words.
 - 1 Why was Toya in Ohio?
 - 2 What was happening when Toya visited the TV studio?
 - 3 How did the person in charge feel about Toya's request to sing on the show?
 - 4 What did she have to do?
 - 5 What made Toya decide to sing to the man in charge?
 - 6 What did Toya achieve in the end?



Idioms

- 5 Read these extracts from the interview. Match the idioms in **bold** with their meanings.
 - 1 ... forget the cameras, because otherwise I think I'd just **go to pieces**.
 - 2 I had to sing for him, right there **on the spot**.
 - 3 | couldn't believe it. | was **over the moon**.
 - 4 And hopefully this will be the start of a great career! **Fingers crossed**, yes!
 - a immediately
 - **b** very pleased
 - c hoping that things will happen in the way you want them to
 - d become unable to think clearly and control your emotions because of something difficult or unpleasant
- 6 Do you watch talent shows? Why? / Why not? Discuss with a partner or in small groups.

Reflection



- Thinking about the topic before listening.
- Listening carefully to the interviewer's questions.
- Reading the questions before listening.
- Guessing the meaning of words and phrases you didn't understand.

Streetwise

I went / He goes

Often in conversation in English, we use the verb to go to introduce direct speech when we are reporting what someone has said or when we are telling a story. I went running around the place looking for the guy in charge, and I went, 'Give me a place on the show', and he goes, 'All right then, show me. Sing!'



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Grammar



Relative clauses

Defining relative clauses

Complete the sentences with the relative pronouns in the box.

who where when which whose

Here are some photos from the rock festival <u>which</u> I went to last summer in Benicassim...

This is the bus _____ took us from the station to the festival site.

Those are the girls _____ I went with, we're having lunch. That's the place _____ we ate. It wasn't always so quiet – we tried to go _____ it was less busy!

This is the place _____ we slept. That's Laura inside – she's the girl _____ tent it was.







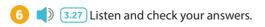
- 2 Which of the pronouns in Exercise 1 could you replace with that?
- 3.26 Listen and check your answers.
- Make five sentences from the table below.

A composer is someone who / that writes musical scores.

1 A composer is someone	who/that	a is used for recording sounds.
2 A microphone is something	where	b musicians record songs.
3 A studio is a room	when	c music is the most popular at the moment.
4 Late morning is the time	which / that	d the festival site is quietest.
5 The main act is the band	whose	e writes musical scores.

- 5 Join the two sentences together using a relative clause.
 - 1 Happy is a song. Almost everybody likes it. Happy is a song which / that almost everybody likes.
 - 2 A hit is a piece of music. It is very popular.
 - 3 I've got a neighbour. He has just taken up the violin.
 - 4 You must find a piece of music. Everybody likes it.
 - 5 It's the kind of music. I hate it.
 - 6 Music can release something in the brain. It makes people feel good.
 - 7 Play us a song. We can all sing along to it.
 - 8 The lead guitarist is the one. He or she plays most of the solos.

See Language reference on page **143**.



Get it right 👍

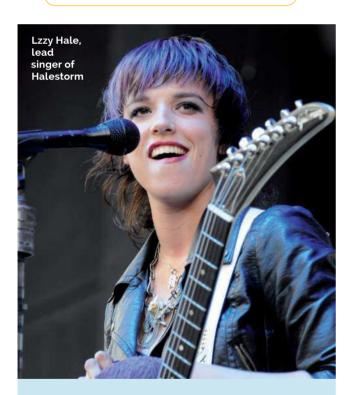
We say:

✓ Martin is the man who plays the guitar.
✗ Martin is the man who he plays the guitar.

Tip

You can omit the relative pronoun if it refers to the object of the relative clause.

- Read the tip. Which relative pronouns can you omit in Exercise 5?
- Decide where the defining relative clauses in the box fit into the text. They are in the correct order.
 - 1 I'm most into 2 most people have heard of
 - 3 I listen to a lot at the moment
 - 4 whose surname is Hale 5 who plays drums
 - 6 which are fun and full of energy
 - 7 who don't like this kind of music 8 I know



The style of music 1 is heavy rock. I like the old bands, such as AC/DC and Metallica. But I also like new stuff. For example, a band is called *Halestorm*. The lead singer is a girl, and the guy is her brother. They play songs. People think heavy rock fans are angry and violent, but it's not true – the ones are all very calm and gentle.



See Language reference on page **144**.

What style of music are you most into? Tell a partner.

Non-defining relative clauses

- Look at the two sentences below and answer the auestions.
 - a Pharrell Williams who has been at the top of the music business for many years knew exactly what he was doing.
 - b Musicians who have been at the top of the music business for many years know exactly what they are doing.
 - 1 Which sentence needs commas?
 - 2 Where should they go?
 - 3 Why does the sentence need them?
 - 4 In which sentence can the relative pronoun who be replaced with that?

See Language reference on page **144**.

- Add the information in brackets to the sentences using non-defining relative clauses.
 - 1 Mr Jones plays in a jazz band. (He was my music teacher) Mr Jones, who was my music teacher, plays in a jazz band.
 - 2 The FIB festival is great fun. (It takes place in Benicassim).
 - 3 My mum loves *The Beatles*. (She's a great singer)
 - 4 My mum loves *The Beatles*. (They were a British pop
 - 5 Mozart was a great composer. (He was born in Austria)
 - 6 The cello has a very deep sound. (It is bigger than a violin)
 - 7 The smallest instrument is the piccolo. (It's similar to a flute)
 - 8 The most famous reggae singer was Bob Marley. (His home was in Jamaica)
 - 9 Wembley is often used for massive concerts. (It is a football stadium)
 - 10 I've just come back from Salamanca. (My grandmother lives there)
 - 11 I first met Martin ten years ago. (I was at primary school)
- Make true sentences from the box below. Compare with a partner.

My favourite singer is Alejandro Sanz, who comes from Madrid.

	singer is,	
	band is,	which
My favourite	style of music is,	who
My least favourite	musical event is,	whose
lavounte	instrument is,	where
	music venue is,	

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Vocabulary



American English vs. British English

1) (3.29) Read and listen to the lyrics below. The highlighted words are in American English. How do you say them in British English?

fall – autumn



APRIL

I thought about April Sometime last **fall** I picked up my **cell phone**

And gave her a call.

We drove to the **diner**For burger and **fries**I asked for the **check**And I looked in her eyes.

Out in the **parking lot**: 'The night is still young, Let's go to the **movies** And have us some fun.' Out on the **highway** Drove over some glass Got a flat tire

And ran out of **gas**.

Walked home in the rain

And our <mark>pants</mark> got all wet

Our **sneakers** got soaked A night to forget!

I ran into April

At the drugstore next day I invited her out And she said, 'No way!'

2 Match the words and phrases with the same meaning. Decide which one is in British English and which one is in American English in each pair.

biscuit –British, cookie – American



3 The phrases 1 – 6 below are written with an American spelling. Find one word in each phrase which is spelt differently in British English.

- 1 A concert in the city center centre
- 2 A parked car with a flat tire
- 3 The doors of the theater
- 4 A singer with a sense of humor
- 5 A purple-colored bird.
- 6 A traveler in an airport bar

See Language reference on page 144.

Pronunciation: r after a vowel

(1) 3.30 Listen to the sentences in Exercise 3, first in American English and then in British English. What difference do you notice about the pronunciation of the letter r?

Tip

In standard British English, the *r* is not normally pronounced unless it is before a vowel sound.

5 There are six pronunciations of a vowel followed by r in British English. Classify the words in the box into groups 1 – 6 in the table.

beer chair colour door hard humour near park purple share sport word

1/3:/ (b ir d)	2 /3:/ (four)	3 /aː/ (c ar)
4 /IƏ/ (h ear)	5 /eə/ (f air)	6 /9/ (doct or)

- 6 (3.31) Listen and check your answers.
- Work in pairs. One of you says a sentence containing one of the American words from Exercises 1 and 2. The other translates the sentence into British English without looking.



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Speaking

Unit 9

Talking about preferences

- Have you ever won a prize for anything? Tell your partner.
- 2 (3.32) Read and listen to someone talking about their preferred prize. Why doesn't he want prize 2?

***** TALENT CONTEST PRIZES ***********

- 1. A free trip to anywhere in the world to go to the concert of your choice.
- 2. The musical instrument of your choice.
- 3. A year's free music tuition in the style of your choice.
- 4. A complete set of the very best audio equipment available.

I'm going to explain what I would do. I would choose prize number four. I'd love to have a really good stereo system. At the moment, I just listen to downloads through the speakers on my computer, which is OK, but the quality isn't very good. I'd like to be able to hear every sound as if I was actually there. I wouldn't mind a free trip to anywhere in the world – that would be a great experience, but I'd have nothing to show for it afterwards. I'd rather have something I can keep, you know. I wouldn't want to have the musical instrument, because I'm not patient enough to learn to play an instrument, but I wouldn't mind learning how to be a DJ. Perhaps prize three would include that possibility? I think it would be really cool, because I'd be invited to lots of parties! No, I'm just kidding. I know being a DJ would be really hard work and you can't enjoy the dancing. So, all in all, I think I'd take the audio equipment.

Find examples of how the speaker expresses preferences in the explanation.

Before preparing any kind of speech it is a good idea to anticipate what your audience might want to know, you can do this by imagining the questions they may have while listening, and thinking of answers to those questions.

- 4) Nork with a partner. Think of four good prizes which could be offered to the winner of a musical talent show contest. Both of you should write the list of prizes on a piece of paper.
- Change partners. Exchange your list of prizes. Now prepare to give an explanation saying which prize you would choose, similar to the one in Exercise 2.
- Change partners again and listen to each other's explanations. Then ask for questions. Has your partner anticipated any possible questions you had before listening?

Useful language

Expressing preferences

I would / wouldn't want to ...

I'd / I wouldn't like to ... I wouldn't mind ... I'd prefer (not) ... I'd rather (not) ...

Life skill

Giving presentations and nerve control



Identifying the problem

Discuss with a partner.

- 1) What do you think is happening in the picture?
- 2 How do you think this person feels? Why?

Suggesting a solution

Compare with a partner.

3 What advice would you give

What about you?

Tell your partner or the class.

4 How do you normally feel when you have to do an exam or give a presentation in public?

Giving presentations and nerve control

Did you know that anxiety is one of the most common emotions which most people experience at some point in their lives?

Remember: thinking about what you know and can do will help you replace the negative with realistic and balanced thinking.



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Writing



A description of a place

Writing task: write a description of the place where you live.

The Buskers of Eastgate

I like walking along Eastgate Street in Chester on Saturday

workings. It's always crowded with tourists and shoppers. In addition, you'll find a lot of buskers there, so the atmosphere is lively and full of music.

You see the same musicians, week after week. There's one man who plays an electric violin and makes an amazing sound. There's a group from Eastern Europe who play great jazz. There's also a girl who plays an old guitar and sings beautifully, but she never gets much money because it's hard to hear her voice above the noise of the street.



Apart from the regular performers, sometimes there are special events as well. For example, during one particular festival, the Indian festival of Diwali, there was a group of women in wonderful colourful dresses dancing to traditional music. There were crowds of spectators watching them.

All of this street entertainment makes the town very special – as long as you're not in a hurry!

- Read the description. Do you think you would enjoy this street entertainment? Compare with a partner.
- 2 Does the writer feel positive or negative about the street entertainment in Chester? Find five adjectives which tell you.
- 3 The writer in Exercise 1 writes four paragraphs. They cover the four topics below. Put them in the correct order.
 - a One further, specific detail
 - **b** Summing-up sentence
 - c The place: when, who, where
 - d Main features / people
- 4 Look at the topic sentences from a description of a busy London station. Match them with the paragraphs/ topics in Exercise 3.
 - 1 All in all, the station can be quite a stressful place to be.
 - 2 Euston Station in London at rush hour is one of the most crowded places I know.
 - 3 Perhaps the most crowded part is the area in front of the departures board.
 - 4 There are lots of busy shops and cafes.



Use relative clauses to add details to your description

There are some buskers.

There are some buskers who play South American music.

Look at the sentences in the box. Invent more sentences with the same structure, changing the phrases in **bold**. Tell a partner.

There's a group a girl some buskers play(s) an electric violin.

who play(s) an electric violin.

play(s) great jazz.

play(s) an old guitar.

Writing builder

6 Complete the text with the words in the box.

adjectives atmosphere concluding details do location opinion see

A description of a place should include details about the location, the scenery and the general location. Try and use lots of when describing a place to make your writing more real and interesting. In the first paragraph, you should introduce the place and give two or three describe the place in more detail and give examples of the things you can sound the people you might come across. In the final paragraph, you should write a sentence and you can also give your on the place.

Unit 9

Signpost

Writers use signposts to add further pieces of information, for example the highlighted expressions in addition, also, apart from, as well. Writers also use adjectives to make descriptions more interesting.

- 7 Add the signposts in addition, also, apart from, as well to these sentences.
 - 1 Apart from the tourists, there are a lot of buskers.
 - 2 There are lots of market stalls. _____ there are kiosks which sell food.
 - 3 There's a man who plays the piano. There's ______ a girl who sings.
 - 4 There's a group who plays pop songs. They dance

Improve your writing

- B Write sentences describing the things below, use at least two adjectives to make interesting sentences. Try and use some signposts from Exercise 7 too.
 - 1 The atmosphere at the concert
 - 2 The songs at the festival
 - 3 The train station in London
 - 4 The people at the airport
 - 5 The buskers in the High Street

Useful language

Describing a place

All of this ...

Apart from ...

... as well

In addition ...

It's always busy / crowded.

It's full of ...

There are a lot of ...

There's / There are also ...

There's one man/girl/group who ...

Write!

Write a description of a place you know (100 –150 words) which is often very crowded. Mention some of the people you see there and one particular occasion you remember.

Steps

STEP 1: Getting and organising ideas

- Work with a partner. Choose a place you know about.
- Brainstorm your ideas and arrange them in the table below.

1 The place: when, who, where

2 Main features / people

3 One further, specific detail

4 Summing-up sentence

STEP 2: Organising your ideas and writing a first draft

- Write a first draft of your description.
- Follow the paragraph plan from your brainstorm in Step 1.
- Make sure you use relative clauses and signposts.

STEP 3: Reviewing your writing

- Reread your first draft and answer these questions:
 - 1 Have you followed all the instructions?
 - 2 Have you used adjectives to make your writing more interesting?
 - 3 Have you used some signposts to help your reader?
 - 4 Is your grammar, spelling and punctuation correct?
 - 5 Does each sentence lead smoothly to the next?

STEP 4: Writing a final draft

- Recheck your work before handing it in.
- Write a brief note to your teacher about why you chose this place.

See Writing guide on page 155.



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Review



Music

Complete the text with the words in the box.

concert drum kit gigs lead microphone rock stage studio

I'm the lead guitarist in a band. We play about one land a month. Last summer, we performed on an outdoor land at a music festival. We practise in a recording land once a week. It's great fun doing land, but it's hard work carrying all the heavy equipment I feel sorry for our drummer – he has to carry the

Our singer is very lucky – she only has to carry her _____!

American English vs. British English

2 Put the letters in the correct order to complete the British English words.

Α	MERICAN		BRITISH
1	pants	\longrightarrow	seroruts = trouser
2	movies	\longrightarrow	amicen =
3	parking lot	\longrightarrow	arc krap =
4	gas	\longrightarrow	telorp =
5	fall	\longrightarrow	mutuan =
6	sidewalk	\longrightarrow	metvapen =
7	candy store	\longrightarrow	tewes posh =
8	subway	\longrightarrow	nourguddern =
9	sneakers	\longrightarrow	srentiar =
10	cookie	\longrightarrow	ticibus =

Defining relative clauses

- 3 Join the two sentences together using a relative clause.
 - 1 Rap is a style of music. It comes from the USA. Rap is a style of music which/that comes from the USA.
 - 2 Paco de Lucia was a guitarist. He came from Spain.
 - 3 I've got a friend. She's taken up the saxophone.
 - 4 That's the singer. Her song won the Eurovision song contest.
 - 5 The end of the party is the time. They put the slow songs on.
 - 6 This is like the music. They play it in lifts.
 - 7 That's the place. The orchestra sits there.
 - 8 Play us a song. We all know it.

Non-defining relative clauses

4 Insert the information in the box into the sentences using a non-defining relative clause.

they are usually big strong men it's only a tiny country she's from Brazil it's like the violin he's a great guitarist he's from Sweden

- 1 My favourite singer is called Alcione.

 My favourite singer, who's from Brazil, is called Alcione.
- 2 My dad used to play in a band.
- 3 I play the viola.
- 4 Avicii wrote the song Wake me up.
- 5 The road crew carry all the equipment.
- 6 Cabo Verde produces some fantastic music.

Pronunciation awareness

Choose the word or phrase with a different vowel sound.

1	bird	earth	word	<u>hear</u>
2	war	work	girl	turn
3	doctor	winter	sugar	work
4	sport	board	hard	door
5	dark	care	car	heart
6	near	beer	wear	dear
7	heard	bear	air	spare

Signposts in writing

6 Add the signposts in the box to the sentences.

apart from in addition as well also

1	<u>In addition</u> to the piano, Angela plays many other
	instruments.

2	Angela plays the piano. She	plays many other
	instruments.	

3	playing the keyboard, Angela plays many other
	instruments.

4	Angela plays the plano. She plays many othe	31
	nstruments	