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## Unit 9 Music to our ears

#### **UNIT OBJECTIVES**

- find out about music
- read and understand a text on music
- topic words: music
  - listen to an interview with a singer
  - grammar: relative clauses
  - word building: American English vs. British English
    - speaking: talking about preferences
    - writing: a description of a place
      - life skill: giving presentations
        and nerve control

Look at the photo. Talk to your partner for one minute about what you think the man is doing.

Think about these questions:

- where is he?
- how does he feel?
- how do the people around him feel?

Do you play a musical instrument?





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# 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
- <sup>10</sup> 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 20 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 <mark>are into</mark> – the kind of music that sends a shiver down your spine
- However, there are very 35 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
- <sup>45</sup> 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 fashionable

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 👍

#### We say:

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

eetwise

#### it's a matter of ...

We can use *matter* as a countable noun to mean question, problem or issue.

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

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## **Music**



#### Match the photos with these descriptions.

- 1 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.

#### 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

#### 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

#### Tip

Classify new vocabulary in a file or notebook, divided into different lexical fields. The words will be easier to remember that way.

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

nt and events	
concert hall	classical
pop festival	rock
-	concert hall

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?

#### Match the beginnings of the sentences with their endings.

#### 1 - b

- 1 He only listens to rap to fit
- 2 I hate it when the audience sings
- 3 I know a lot of kids who are
- 4 In the USA, teenagers like to hang
- 5 My mum wants me to take
- 6 The police told the paparazzi to move

- a along at a concert.
- **b** in with his friends.
- c up the piano.
- d along.
- e into electronic music.
- 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.
  - c she took part in a competition.
  - d she wanted to get known in America.

## 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 I couldn't believe it. I 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

- 7 🧭 What helped you understand the listening?
  - 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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## **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 **1** which 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*?

#### 5. [3.26] Listen and check your answers.

#### 4 Make five sentences from the table below.

A composer is someone who / that writes musical scores.

1 A composer is someone	who / that	<b>a</b> is used for recording sounds.
2 A microphone is something	where	<b>b</b> musicians record songs.
3 A studio is a room	when	<b>c</b> music is the most popular at the moment.
4 Late morning is the time	which / that	<b>d</b> 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.

6 (3.27) Listen and check your answers.

### Get it right 👍

#### We say:

✓ Martin is the man who plays the guitar. **X** Martin is the man who he plays the guitar.

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Tip

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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.

**3.28** Listen and check your answers.

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 questions.

- 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.

#### 2 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 group)
- 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	
lavounic	instrument is,	where	
	music venue is,		

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## American English vs. British English

(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 **pants** 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.





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

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.

		col <b>our</b> p <b>ur</b> ple			hum <b>our</b> w <b>or</b> d
]/3ː/ (	b <b>ir</b> d)	2 /วː/	(f <b>our</b> )	3 /a:	:/ (c <b>ar</b> )
4 /IƏ/	(h <b>ear</b> )	5 /eə/	/ (f <b>air</b> )	6 /ə,	l (doct <b>or</b> )



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 ....

## **Talking about preferences**



Pize 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?
- - 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.

3) 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.
- Work 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.
- 5 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

l'd / l wouldn't like to ... l'd prefer (not) ... l would / wouldn't want to ... I wouldn't mind … I'd rather (not) …

## Unit 9

## 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 to someone in this situation?
- What about you?

Tell your partner or the class.

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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## 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

Morking S. 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
- 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.

Tip

Use relative clauses to add details to your description There are some buskers. There are some buskers who play South American music. 5 Dook at the sentences in the box. Invent more sentences with the same structure, changing the phrases in **bold**. Tell a partner.

	one man		play(s) an electric violin.	
There's	a group			
There are	a girl	who	play(s) great jazz.	
	some buskers		play(s) an old guitar.	

## Writing builder

6 Complete the text with the words in the box.

adjectives atmosphere concluding details do <del>location</del> opinion see

A description of a place should include details about the <u>location</u>, the scenery and the general <u>2</u>. Try and use lots of <u>3</u> 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 <u>4</u> about it. In the second paragraph, you should describe the place in more detail and give examples of the things you can <u>5</u> and <u>6</u> there and the people you might come across. In the final paragraph, you should write a <u>7</u> sentence and you can also give your <u>8</u> on the place.

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#### Write! Signpost Writers use signposts to add further pieces of information, for example the highlighted expressions 9 Write a description of a place you know (100 – 150 in addition, also, apart from, as well. Writers also use words) which is often very crowded. Mention some of adjectives to make descriptions more interesting. the people you see there and one particular occasion vou remember. 7 Add the signposts in addition, also, apart from, as well Steps to these sentences. 1 Apart from the tourists, there are a lot of buskers. STEP 1: Getting and organising ideas 2 There are lots of market stalls. there are • Work with a partner. Choose a place you know about. kiosks which sell food. • Brainstorm your ideas and arrange them in the 3 There's a man who plays the piano. There's \_ table below a girl who sings. 4 There's a group who plays pop songs. They dance 1 The place: when, who, where 2 Main features / people Improve your writing 3 One further, specific detail 4 Summing-up sentence 8 Write sentences describing the things below, use at least two adjectives to make interesting sentences. Try **STEP 2:** Organising your ideas and use some signposts from Exercise 7 too. and writing a first draft 1 The atmosphere at the concert 2 The songs at the festival • Write a first draft of your description. 3 The train station in London • Follow the paragraph plan from your brainstorm 4 The people at the airport in Step 1. 5 The buskers in the High Street • Make sure you use relative clauses and signposts. **STEP 3**: Reviewing your writing **Useful language** • Reread your first draft and answer these questions: Describing a place 1 Have you followed all the instructions? All of this .... 2 Have you used adjectives to make your writing more interesting? Apart from ... 3 Have you used some signposts to help your reader? ... as well 4 Is your grammar, spelling and punctuation correct? In addition .... 5 Does each sentence lead smoothly to the next? It's always busy / crowded. It's full of ... STEP 4: Writing a final draft There are a lot of ...

- 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**.

There's / There are also ...

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

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## Music

Complete the text with the words in the box.

concert drum kit gigs <del>lead</del> microphone rock stage studio

I'm the <u>lead</u> guitarist in a <u>l</u> band. We play about one <u>3</u> a month. Last summer, we performed on an outdoor <u>4</u> at a music festival. We practise in a recording <u>5</u> once a week. It's great fun doing <u>6</u>, but it's hard work carrying all the heavy equipment I feel sorry for our drummer – he has to carry the <u>7</u>.

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.

AMERICAN			BRITISH
1	pants	$\longrightarrow$	seroruts = <i>trousers</i>
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

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 <del>she's from Brazil</del> 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

5 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 *In addition* 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 piano. She plays many other instruments \_\_\_\_\_.

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