

# UNIT 2

## Musical tastes



### Warm Up

- 1 What musical instruments can you see in the photos? Match the photos (A–D) to words in the box. What other instruments do you know?

harp    violin    piano    trumpet    electric guitar  
cello    flute    drums    saxophone

- 2 **Pair Work** Look at the types of music listed below. Try to name an artist or song for each type of music.

classical    Latin    rock    hip hop    pop    jazz

- 3 **Group Work** Work in small groups. Discuss.

1. What kinds of music do you like? What kinds do you dislike?
2. Who's your favorite singer, band, or composer?
3. What was the last concert you went to? How was it?
4. How often do you download music from the Internet?
5. Do you play a musical instrument? When did you learn?

*I download music from the Internet almost every week.*

*Really? I hardly ever do. I still buy CDs.*





## Reading

1 Read the article and answer the questions below.

# Gaga for Lady Gaga

Before Lady Gaga's first album hit the music scene in 2008, she was an unknown 22-year-old singer-songwriter. The album, *The Fame*, brought three number-one hits, five Grammy nominations, and sudden worldwide fame for Lady Gaga. Many people

were surprised at her unusual clothes (many of which she makes herself), crazy hairstyles, and wild concerts (she calls them "performance art"). But her fans love them, along with her very danceable music.



- How old was Lady Gaga when she became famous?
- Who writes her music?
- Who makes a lot of her clothes?
- What does she call her concerts?

## Listening

2a 1.08 Listen to a short biography of Lady Gaga.

Student A: Answer the odd-numbered questions in the chart (1, 3, 5, etc.).

Student B: Answer the even-numbered questions in the chart (2, 4, 6, etc.).

1. When was she born?	
2. When did she begin performing?	
3. Where did she go to school?	
4. Was she a good student?	
5. Where did she go to college?	
6. What kind of job did she get with Sony?	
7. Where did she move in 2008?	
8. What did she finish in 2008?	

b **Pair Work** Complete the chart by taking turns asking and answering the questions you *didn't* answer. Then listen again and check your answers.

## Grammar | simple past

3a Complete the Active Grammar box with the correct form of the verb in the simple past.

b Which verbs in the Active Grammar box are regular? Which are irregular?

### Active Grammar

Use the simple past for completed actions in the past.

1. *She* \_\_\_\_\_ *her name*. (change)
2. *She* \_\_\_\_\_ *at school*. (fit in)
3. *Where* \_\_\_\_\_ *she* \_\_\_\_\_ ? (move)

See Reference page 26 and irregular verb chart on page 72

- 4 Complete the dialog with the simple past of the verbs in parentheses. Then practice the dialog with a partner.

A: Where \_\_\_\_\_ (1. you/grow up)?

B: When I \_\_\_\_\_ (2. be) very young, we \_\_\_\_\_ (3. live) in Miami. Then when I was 12, my family \_\_\_\_\_ (4. move) to Chicago. I \_\_\_\_\_ (5. not/like) it at first, but when I was a teenager, I \_\_\_\_\_ (6. love) it.

A: \_\_\_\_\_ (7. you/go) to college when you \_\_\_\_\_ (8. graduate)?

B: No. I \_\_\_\_\_ (9. not/go) to college until I was 22. First, I \_\_\_\_\_ (10. get) a job in a clothing store for a year and \_\_\_\_\_ (11. save) up some money. Then I \_\_\_\_\_ (12. travel). After that, I \_\_\_\_\_ (13. go) to college.

## Pronunciation | past tense -ed endings

- 5a  1.09 Listen and repeat.

worked believed ended moved wanted loved finished waited kissed

- b Put the verbs in the correct column, according to the pronunciation of -ed.

/t/	/d/	/ɪd/
<i>worked</i>		

## Speaking

- 6 **Pair Work** Interview your partner about his or her life. Use the ideas below and the language in the How To box to help you. Take notes. Ask:

- when/where he or she was born
- where he or she grew up
- what he or she liked/disliked about school
- what job he or she wanted to do
- what important things happened as a teenager
- what he or she did when he or she graduated
- what important things happened after that

### How To:

#### Refer to times in the past

- |                                     |   |
|-------------------------------------|---|
| 1. Say when an action happened      | <ul style="list-style-type: none"> <li>• <u>three years ago</u>/<u>two months ago</u></li> <li>• <u>when I finished school</u>/<u>when I was 15</u></li> <li>• <u>in 1983</u>/<u>in February 1999</u></li> <li>• <u>in the mid '70s</u>/<u>in the late '90s</u></li> <li>• <u>last week</u>/<u>last month</u>/<u>last year</u></li> </ul> |
| 2. Link an action to another action | <ul style="list-style-type: none"> <li>• <u>after that</u>/<u>after finishing school</u></li> <li>• <u>three years later</u>/<u>five days later</u></li> </ul>  |

## Writing

- 7 Write a short biography of your partner. Use your notes from Exercise 6.

Paula was born in 1990. She grew up in a small town near Bogota. She didn't like school, but she loved music...





## Reading

- 1 **Pair Work** Think about three of your favorite songs. How does each one make you feel? Tell a partner using the adjectives in the box and your own words.

happy	sad	relaxed
awake	sleepy	thoughtful

*"What a Wonderful World" made me feel relaxed and happy.*

- 2 Read the article. Mark the statements below true (T), false (F), or don't know (?).



## The Mozart Effect

Music is not just entertainment. It is medicine for both the brain and the body. Don Campbell is an expert on *the Mozart effect* and the amazing power of music. He says that all kinds of music, from Mozart to jazz, from Latin to rock, can affect our learning and our health.

Many people use music to help them feel relaxed after a busy day at work. Music can also reduce the stress of being ill, especially by reducing pain. The director of Baltimore Hospital says that 30 minutes of classical music has the same effect as 10 milligrams of the painkiller Valium.

Campbell also says that music can help you concentrate, but you need the right kind of music for your mood. And he says you should

listen for about ten minutes before you start studying. If your mind needs relaxing, or you are tired and you want to feel more energetic, you should choose the appropriate music to help you. You can use many different kinds of music to help you concentrate. Mozart's music is very popular, however, because it is very organized, and it makes your brain more alert and imaginative.

Music helps you study, and it can actually make you more intelligent. In one study, students who listened to Mozart before doing a test scored higher than those who didn't. Many studies also show that children who learn to play a musical instrument before the age of 12 can remember information better for the rest of their lives.

- \_\_\_ 1. Music is good for our bodies and brains.
- \_\_\_ 2. Don Campbell loves Mozart's music.
- \_\_\_ 3. Many hospitals use music to help with pain.
- \_\_\_ 4. Only Mozart's music helps you to study.
- \_\_\_ 5. The students listened to Mozart for 15 minutes before doing the test.
- \_\_\_ 6. It's a good idea for children to learn to play a musical instrument.

- 3 **Pair Work** Discuss.

1. What music do you listen to?
2. What effect does it have?

## Vocabulary | word families

**4a** Match the underlined adjectives in the article on page 20 with the definitions below.

1. Intelligent = good at learning and understanding things
2. Imaginative = can think of new and interesting ideas
3. Energetic = active and can work hard
4. Relaxed = calm and not worried
5. Tired = feeling that you want to rest or sleep

**b** Complete the table. Use a dictionary if necessary.

Adjective	Noun
relaxed	<i>relaxation</i>
energetic	energy
imaginative	imagination
intelligent	intelligenc

**5**  **1.10** Listen and underline the main stress in the words in the table.

1. Can you figure out any rules for word stress with nouns?
2. Which pairs of words have the same stress?
3. Which pairs have different stress?



**6** Circle the correct choice to complete each sentence.

1. Latin music makes me feel energetic/energy.
2. I'm a very imaginative/imagination person.
3. I need to use my imaginative/imagination in my job.
4. Everyone has the intelligent/intelligence to learn a language.
5. I listen to music in the morning to give me energetic/energy.
6. Jazz makes me feel relaxed/relaxation.

**7** **Pair Work** Use the words in Exercise 6 to make sentences about yourself.

*Going for a run makes me feel energetic.*

## Grammar | agreement: so and neither

**8a** Complete the Active Grammar box.

**b** **Pair Work** Cover the answers and practice the conversations from the Active Grammar box.

## Speaking

**9** **Pair Work** Use the phrases in the box to make sentences about music. Respond to your partner's comments.

I have ...      I really like ...      I'm ...  
 I think ...      I don't like ...  
 I'm not ...      I sometimes go ...

*I really like going to see musicals.*

*So do I.*

### Active Grammar

Same

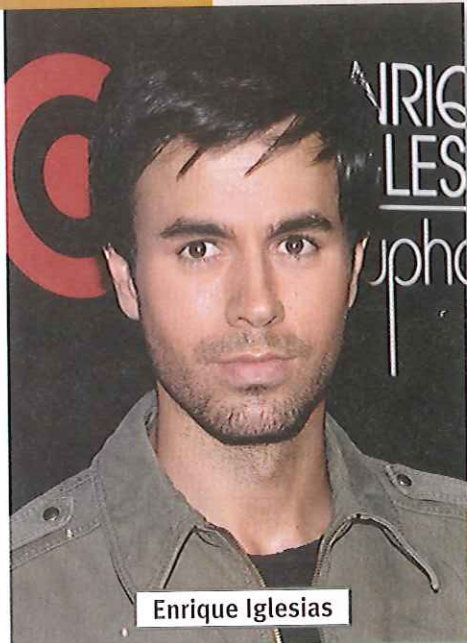
1. A: *I like rock music.*      B: *So do I.*
2. A: *I'm not into him.*      B: *Neither \_\_\_\_\_ I.*
3. A: *I didn't go.*      B: *Neither \_\_\_\_\_ I.*

Different

4. A: *I usually listen to rock music.*      B: *I don't.*
5. A: *I can't play an instrument.*      B: *I \_\_\_\_\_.*
6. A: *I don't like loud music.*      B: *I \_\_\_\_\_.*

See Reference page 26





Enrique Iglesias



Alejandro Sanz



Marc Anthony

### Speaking

#### 1 Pair Work Discuss.

1. Do you like Latin pop? Why or why not?
2. What do you know about the singers pictured here?

#### 2a SPEAKING EXCHANGE Work in groups of three. Read about one of the singers above.

Student A: Read the biographical information on page 67.

Student B: Read the biographical information on page 68 - bottom.

Student C: Read the biographical information on page 68 - top.

#### b Ask your partners the questions below. Then guess which singer each partner is describing.

1. What kind of music does he sing?
2. How many albums has he released?
3. Have any of his albums been in English?
4. What music awards has he won?
5. Is he married?
6. Who are his parents?

### Grammar | present perfect and simple past

- 3 Read the examples in the Active Grammar box. Then complete the rules by writing *present perfect* or *simple past*.

#### Active Grammar

*He grew up in Miami.*

*He has released over nine albums.*

*When was he born?*

*Has he been in any movies?*

1. Use the \_\_\_\_\_ to talk about an action or experience at a specific time in the past.
2. Use the \_\_\_\_\_ to talk about an action or experience in the past when the time is not important or not known.

See Reference page 26

**4a** Complete the conversations with the present perfect or simple past.

A: \_\_\_\_\_ (1. you/ever/win) a competition?

B: Yes, I \_\_\_\_\_ (2.). I \_\_\_\_\_ (3. win) a singing competition when I was six.

A: \_\_\_\_\_ (4. you/watch) TV last night?

B: Yes, I \_\_\_\_\_ (5.). I \_\_\_\_\_ (6. see) a documentary about global warming.

A: \_\_\_\_\_ (7. you/ever/meet) a famous person?

B: No, I \_\_\_\_\_ (8.). But I \_\_\_\_\_ (9. see) Madonna in concert last year!

A: \_\_\_\_\_ (10. you/ever/play) a musical instrument in public?

B: Yes, I \_\_\_\_\_ (11.). I \_\_\_\_\_ (12. be) in a band when I was a teenager.

**b**  **1.11** Listen and check your answers.

**c** **Pair Work** Ask and answer the questions in Exercise 4a.

## Vocabulary | achievements

**5a** Match the verbs from A with the phrases from B.

A	B
_____ 1. learn	a. a prize for (dancing/a sport)
_____ 2. give	b. to speak another language
_____ 3. start	c. a difficult test
_____ 4. win	d. your own company
_____ 5. pass	e. an article/a book
_____ 6. write	f. a speech to (30 people)

**b** **Pair Work** Which of the above have you done/not done? Which other achievements are you most proud of in your life? Tell your partner.

*I've played the piano in a concert.  
I'm really proud of that.*

## Speaking

**6** **Group Work** Work in groups of three. Tell your partners about a singer or musician that you like. Use the questions in Exercise 2b as a guide. Your partners guess who you are talking about.





## Review

### 1 Complete the sentences using the simple past.

Ex: I learned to play the piano when I was a child.

My father taught me. (learn/teach)

- He \_\_\_\_\_ his old computer and \_\_\_\_\_ a new one. (sell/buy)
- My grandmother \_\_\_\_\_ and \_\_\_\_\_ her arm. (fall/break)
- I was on a diet last week. I \_\_\_\_\_ only fruit and I \_\_\_\_\_ only water. (eat/drink)
- When we \_\_\_\_\_ on vacation last year, I \_\_\_\_\_ a lot of photos. (be/take)
- I \_\_\_\_\_ to a concert last night and \_\_\_\_\_ two really good bands. (go/see)

### 2 Complete the dialogs with the simple past of the verbs in the boxes. Then practice with a partner.

do    say    think  
go    meet    not/like

stop    like    not/like  
hate    be    live

A: What did you do (you) last weekend?

B: On Friday night, I \_\_\_\_\_ (1.) my friend Natalia and we \_\_\_\_\_ (2.) to see a movie. I \_\_\_\_\_ (3.) it was a really good film, but Natalia \_\_\_\_\_ (4.) it. She \_\_\_\_\_ (5.) it was boring.

A: Where \_\_\_\_\_ (6. you) born?

B: In Canada. I \_\_\_\_\_ (7.) in Vancouver when I was a child.

A: \_\_\_\_\_ (8. you) it?

B: No, I \_\_\_\_\_ (9.) it. I \_\_\_\_\_ (10.) the weather because it never \_\_\_\_\_ (11.) raining!

### 3 Agree or disagree using *so*, *neither*, or short answers. Then practice with a partner.

Ex: A: I have a headache.

B: (agree) So do I.

- A: I thought that coat was very expensive.    B: (agree) \_\_\_\_\_.
- A: I didn't like her last single.    B: (disagree) \_\_\_\_\_.
- A: I'm doing my homework at the moment.    B: (agree) \_\_\_\_\_.
- A: I don't go swimming much.    B: (agree) \_\_\_\_\_.

### 4 Complete the sentences using the present perfect.

Ex: Susie has seen *Avatar* five times! (see)

- I \_\_\_\_\_ of that band. (not hear)
- \_\_\_\_\_ a marathon? (you/ever/run)
- I \_\_\_\_\_ to Carnival in Brazil twice. (be)
- \_\_\_\_\_ your leg? (you/ever/break)
- She's nervous because she \_\_\_\_\_ a horse before. (not ride)
- \_\_\_\_\_ any climbing before? (you/do)
- I \_\_\_\_\_ all over the world. (work)
- \_\_\_\_\_ music from the Internet? (you/ever/download)



## Communication | explain why you like a piece of music

5 ▶ 1.12 You're going to hear a radio show. Listen to the introduction. What is the show about?

6a ▶ 1.13 Listen to the rest of the show and complete the chart.

Piece of music	Artist	Reason
3		
2		
1		

b Compare your answers with a partner.

7a Complete the sentences from the listening, using the phrases in the box.

reminds me of (a time/a place/a person ... )  
makes me (feel happy/cry/smile ... )  
remember (listening/going/feeling ... )

1. This music \_\_\_\_\_ great.
2. It \_\_\_\_\_ when I was in college.
3. When I first heard it, it \_\_\_\_\_ because it was so beautiful.
4. I \_\_\_\_\_ to this song when I was on vacation in Spain.

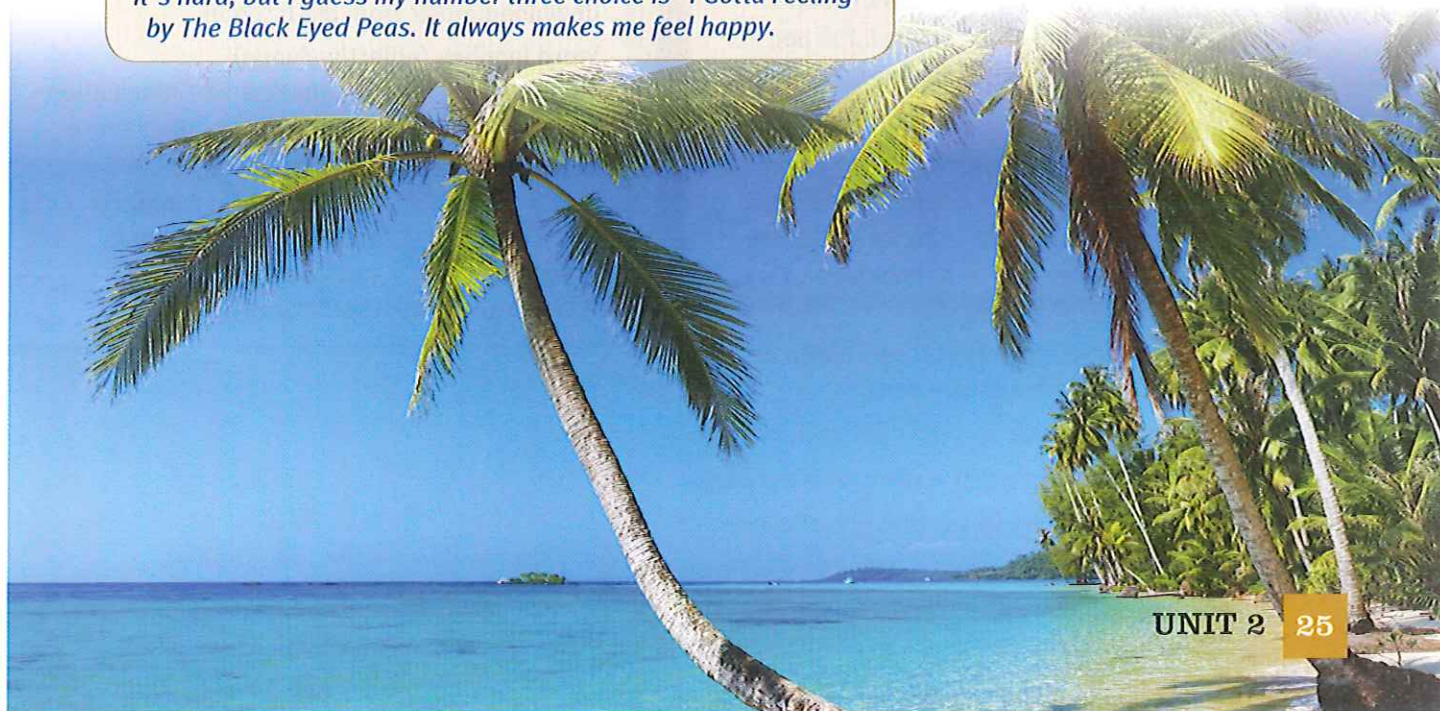
b ▶ 1.14 Listen and check your answers. Repeat the sentences.

8a Choose your top three pieces of music. Complete the chart.

Piece of music	Artist	Reason
3		
2		
1		

b **Group Work** Tell other students about your choices. Use your notes and the language from Exercise 7a.

*It's hard, but I guess my number three choice is "I Gotta Feeling" by The Black Eyed Peas. It always makes me feel happy.*





## Unit 2 Reference

### Simple past

#### Regular verbs

+	<i>I played jazz music all day yesterday.</i>
-	<i>He didn't finish his exam.</i>
?	<i>Why did you wait so long?</i> <i>Did you like the last Coldplay CD?</i>
	<i>Yes, I did./No, I didn't.</i>

#### Irregular verbs

+	<i>I left Los Angeles in 1993.</i>
-	<i>They didn't come home last night.</i>
?	<i>Where did she grow up?</i> <i>Did he go to school with you?</i>
	<i>Yes, he did./No, he didn't.</i>

Use the simple past to talk about completed actions.

Use the same form for all persons (but *was/were* for the verb *be*).

Add *-ed* to regular verbs to make the past form.

Use *didn't* (*did not*) to make the negative.

### so and neither

	Agree/Disagree
+	<i>I like chocolate.</i> <i>I hated swimming.</i> <i>I'm a student.</i> <i>I was into pop.</i>
	<i>So do I./I don't.</i> <i>So did I./I didn't.</i> <i>So am I./I'm not.</i> <i>So was I./I wasn't.</i>
	Agree/Disagree
-	<i>I don't watch TV.</i> <i>I didn't go out.</i> <i>I'm not enjoying it.</i> <i>I wasn't late.</i>
	<i>Neither do I./I do.</i> <i>Neither did I./I did.</i> <i>Neither am I./I am.</i> <i>Neither was I./I was.</i>

Use *so* and *neither* to say that you agree with or have the same experience as someone.

Affirmative statement: use *so* + affirmative auxiliary.

Negative statement: use *neither* + affirmative auxiliary.

Use the opposite auxiliary to say that you disagree with or have a different experience from someone.

### Present perfect

#### Form: *have/has* + past participle

+	<i>I/You/We/They</i>	<i>have/haven't</i>	<i>won a prize.</i>
-	<i>She/He/It</i>	<i>has/hasn't</i>	
?	<i>Have</i>	<i>I/you/we/they ever</i>	<i>heard this song?</i>
	<i>Has</i>	<i>he/she/it ever</i>	
	<i>Yes, I have./No, I haven't.</i>		
	<i>Yes, he has./No, he hasn't.</i>		

Use the present perfect to talk about an action or experience in the general past—the specific time is not important or is not known.

Don't use the present perfect with past time expressions (*last night*, *two weeks ago*).

Use the simple past to talk about an action or experience at a specific time in the past.

A: *I've visited 11 countries in my life.*

B: *Have you ever been to Asia?*

A: *Yes, I have. I went to Thailand in 2001.*

### Unit Vocabulary

#### Music

pop jazz hip hop  
rock Latin composer  
band singer classical  
release an album  
download music from the Internet

#### Word families (adjective/noun)

energetic/energy imaginative/imagination  
relaxed/relaxation intelligent/intelligence

#### Achievements

give a speech start your own company  
win a prize write an article/a book  
graduate pass a difficult test  
learn to speak another language

For a list of irregular verbs, see page 72.