

# The psychology of music



## 1 LISTENING & SPEAKING

- a 5.1 Listen to some short pieces of music. How do they make you feel? Would you like to carry on listening?

### Taking notes

We often need to take notes when we are listening, for example, to somebody giving a lecture. If you need to take notes when you are listening to someone speaking in English, try to write down key words or phrases because you won't have time to write complete sentences. After the lecture you may want to expand your notes into full sentences.

- b 5.2 Listen to John Sloboda, a music psychologist, talking about why we listen to music. Try to complete the notes below by writing key words or phrases. Then with a partner try to remember as much as you can of what he said.

### Why do we listen to music?

1 to make us...

e.g.

2 to help us...

e.g.

3 to intensify...

e.g.

- c 5.3 Now listen to John explaining how music can affect the way we feel. Complete the notes below. Then compare with a partner and try to remember what he said.

### How does music affect our emotions?

#### Three important human emotions

1 happiness

2

3

#### How we feel affects the way we speak, e.g.

1 happy – speak faster / higher

2

3

#### Music copies this, e.g.

1 fast / high music sounds happy

2

3

#### Examples

Music that sounds

1 happy, e.g.

2 angry, e.g.

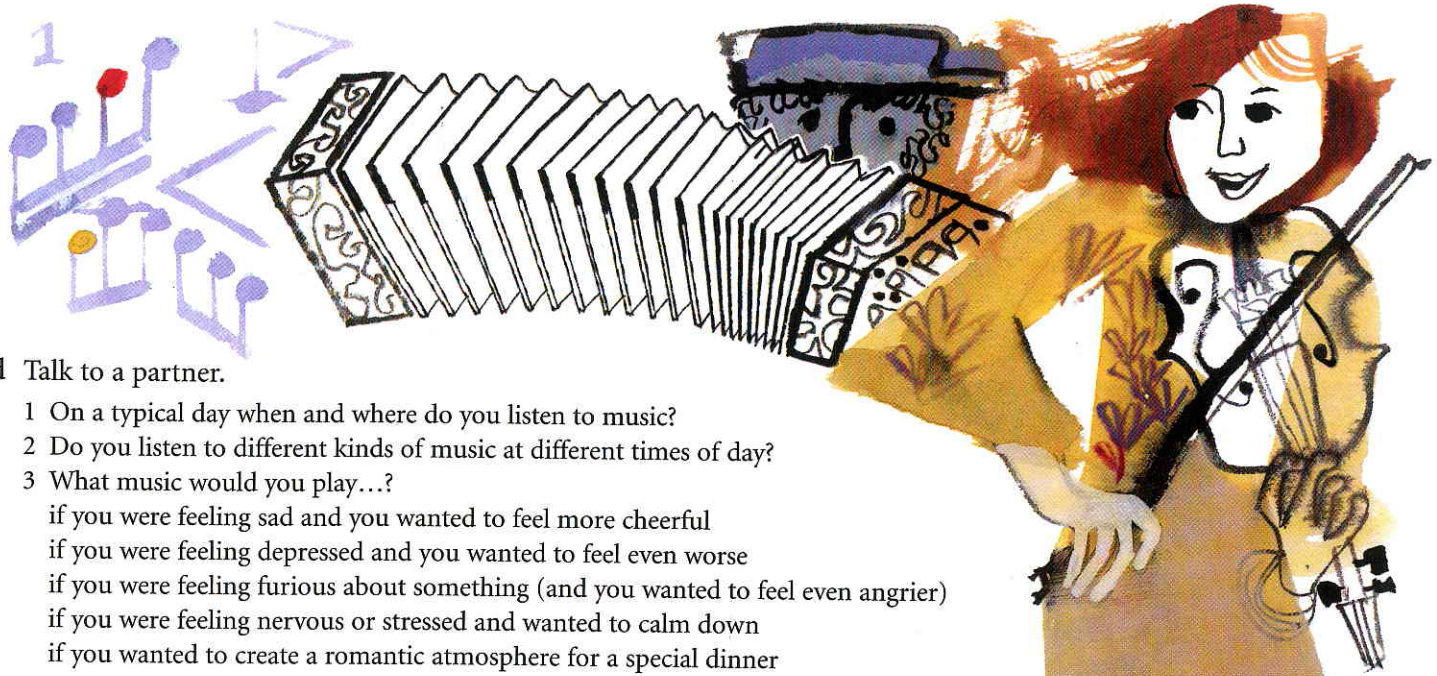
3 sad, e.g.

This is especially exploited in...

e.g.







d Talk to a partner.

- 1 On a typical day when and where do you listen to music?
- 2 Do you listen to different kinds of music at different times of day?
- 3 What music would you play...?
  - if you were feeling sad and you wanted to feel more cheerful
  - if you were feeling depressed and you wanted to feel even worse
  - if you were feeling furious about something (and you wanted to feel even angrier)
  - if you were feeling nervous or stressed and wanted to calm down
  - if you wanted to create a romantic atmosphere for a special dinner

## 2 GRAMMAR gerunds and infinitives

a Check what you know. Put the verbs in brackets in the infinitive (with or without *to*) or the gerund (*-ing* form).

- 1 \_\_\_\_\_ to music can change how we feel. (listen)
- 2 We play sad music when we want \_\_\_\_\_ even sadder. (feel)
- 3 Film score writers are experts at \_\_\_\_\_ music \_\_\_\_\_ an atmosphere. (use, create)
- 4 Most people enjoy \_\_\_\_\_ music in the car. (play)
- 5 It's difficult \_\_\_\_\_ when there's loud music playing on the radio. (concentrate)

Any problems? ➔ **Workbook p.44**

b New grammar. Now look at the pairs of sentences. Use your instinct to circle the right form.

- 1 I remember *to hear* / *hearing* that song the first time we met.  
Please remember *to buy* / *buying* me those concert tickets.
- 2 Don't forget *to listen* / *listening* to that song. You'll love it!  
I'll never forget *to go* / *going* to my first live concert.
- 3 I need *to change* / *changing* the CD I bought Mark. He's already got it.  
This remote control doesn't work. I think the batteries need *to change* / *changing*.
- 4 A These headphones don't work.  
B Try *to plug* / *plugging* them in!  
I tried *to hear* / *hearing* all the words in the song, but I couldn't.

c ➔ **p.140 Grammar Bank 5A**. Read the rules and do the exercises.

d Tell your partner about something that...

- you'll never **forget seeing** for the first time.
- you often **forget to do** before you go out.
- you **remember doing** when you were under five years old.
- you have to **remember to do** before you go to bed.
- needs doing** in your house / flat.
- you **need to do** this evening.
- you **tried to learn** but couldn't.
- you usually **try doing** when you can't sleep at night.

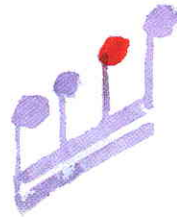




### 3 VOCABULARY music




- a **5.4** Listen and say what instruments you can hear.
- b **p.153 Vocabulary Bank Music.**
- c **5.5** Listen and say what you can hear, e.g. *a choir singing*.
- d With a partner, think of...

- a song with a catchy chorus.
- a singer with a monotonous voice.
- a classical composer.
- a kind of music which has a very strong beat.
- a song or piece of music you find very moving.
- a famous singer-songwriter.
- the lead singer of a well-known band.
- a world-famous tenor.
- a song which has incomprehensible lyrics.



### 4 PRONUNCIATION ch and y

- a Use your instinct to put these words in the right columns:  
*character, chef, research.*

- b Read the rules below and check your answers.

#### The letters ch

- are usually pronounced /tʃ/, e.g. *church*.
- are sometimes pronounced /k/, especially in words of Greek origin, e.g. *chemistry, Christmas*.
- are very occasionally pronounced /ʃ/, especially in words of French origin, e.g. *chauffeur, chef*.

- c Use the rules to put some more words in each column.



change cheerful choir choose chorus  
machine moustache orchestra psychologist

- d **5.6** Listen and check.
- e Now read the rules for the letter y. Then use them to put the words in the right columns.

#### The letter y

- 1 in the middle of a word...
- is usually pronounced /ɪ/ when it is between consonants, e.g. *symptoms, physics*.
  - is pronounced /aɪ/ when y is followed by a consonant + e, e.g. *byte*, or with words beginning *psy-*, e.g. *psychoanalyst*.
- 2 at the end of a word...
- is pronounced /aɪ/ in words ending *-ify*, e.g. *terrify*, and words where the stress is on the last syllable, e.g. *deny*, and in one-syllable words, e.g. *fly*.
  - is pronounced /i/, (a sound between /i/ and /ɪ/) in all other words ending in y, e.g. *melody, windy, etc.*

apply country heavy lifestyle lyrics physical psychiatrist  
qualify rhythm shy symphony try type typical

		<b>/i/</b>

- f **5.7** Listen and check.

### 5 SPEAKING

#### GET IT RIGHT *the*

Don't use *the* when you are talking in general about kinds of music, e.g. *I love classical music* NOT *the-classical-music*. Use *the* when you are talking about instruments, e.g. *I play the violin, the guitar, etc.*

Answer the questions with a partner.

### What kind of music do you like?



#### Do you have a favourite...?

band solo artist  
song (or album track) composer piece of music (symphony, sonata, etc.) soloist conductor

#### Do you play a musical instrument?

##### YES

- Have you had lessons?
- Can you read music?
- Have you ever played in a band / orchestra?



##### NO

- Have you ever tried to learn to play an instrument?
- Is there an instrument you would like to learn to play?

#### What do you think of...?

alternative music classical music country music dance music folk music funk gansta rap hip hop jazz opera heavy metal pop music rock music soul music

#### Have you ever...?

- sung in a choir
- been in a talent contest
- performed in front of a lot of people

What's the best live concert you've ever been to?





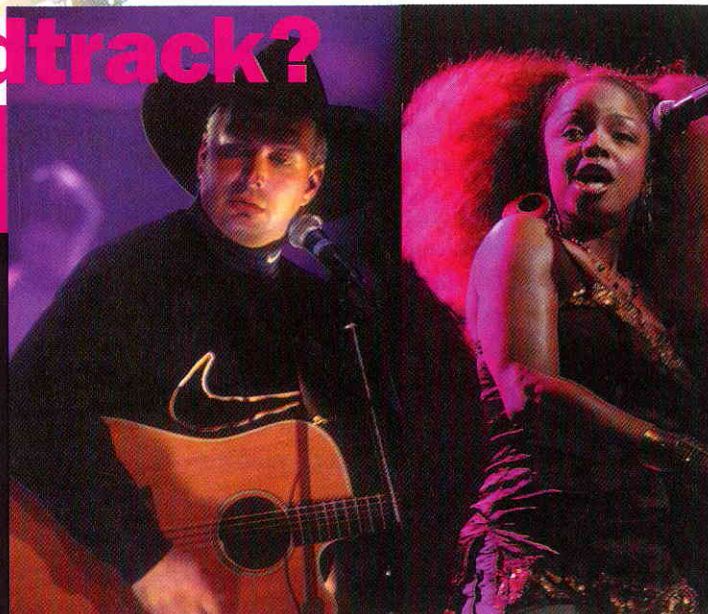
## 6 READING

- Do you think *What kind of music do you like?* is a good question when you are getting to know somebody? Why?
- Read the introduction to the article. Do you agree with the psychologists?
- Read the rest of the article. Which category(ies) do you fit into best?

# What's your soundtrack?

## Your taste in music can reveal a lot about you...

The question 'What kind of music do you like?' is very revealing. It is the number one topic of conversation among young adults who are getting to know each other, according to psychologists from the universities of Cambridge and Texas. Their research has shown that knowing another person's musical tastes can provide remarkably accurate personality predictions. For most people, music is a very important part of their lives and psychologists believe that their preferences reveal information about their character and their lifestyle. They think that personality clues are conveyed in the music's tempo, rhythm, and lyrics.



### A Upbeat and simple music

Fans of 'Top 40' pop, country, and soundtrack music tend to be more conventional and conservative compared with fans of other genres; family and discipline are important life values. They are also typically cheerful, outgoing, and sociable kinds of people who enjoy helping people. In their free time they often enjoy doing or watching sport. They also enjoy watching major Hollywood films, especially comedies. According to the psychologists, 'People who like country and pop try to avoid making their lives unnecessarily complex.'

### B Energetic and rhythmic music

Hip hop, funk, rap, soul, dance, and electronic music attracts people who are talkative, extrovert, and romantic and who tend to express their thoughts impulsively. They are the kind of people who love going to parties and for whom friendship and social recognition is very important. They tend to see themselves as physically attractive. When they go to the cinema, they typically enjoy watching action films, science fiction, gangster films, or comedies.

### C Complex and reflective music

Fans of classical, jazz, and other 'complex' music typically have above-average intelligence. They tend to be creative and open to new experiences and lovers of classic or foreign films. Regarding lifestyle, fans of this kind of music tend to be politically liberal, are usually quite sophisticated, and often don't like sport. However, compared with other music fans, opera lovers are three times more likely to commit suicide, psychologists say. But don't blame *Madame Butterfly* – people with dramatic personalities, whose moods go up and down a lot, are attracted to opera, not influenced by it.

### D Intense and rebellious music

Fans of alternative, heavy metal, rock music, and gangsta rap tend to be people who enjoy taking risks and having thrilling experiences. They are usually physically active. They are typically independent, curious about the world, and rebellious. They're the kind of people who are likely to enjoy watching action films, fantasy, war, and horror movies. Parents often worry that this kind of music promotes aggressive behaviour in teenagers, but research has found no direct link. In fact, younger fans of gangsta rap or heavy metal are often quieter and shyer than other young people.

- According to the article, what kind of music would these people like best? Write A, B, C, or D.

- Someone who is quite vain.
- Somebody who enjoys doing dangerous sports.
- A person who speaks their mind without thinking.
- Someone who watches subtitled films.
- A person who does voluntary work in the community.
- Somebody who enjoys the simple things in life.
- A person who might have been quiet as a child.
- Someone who is intellectual.

- Read the article again and underline five new words or phrases that you would like to learn, and compare with a partner.
- Think about people you know who like each kind of music. Do you agree with what the article says about their personalities?



## 5A gerunds and infinitives

## verbs followed by the gerund and verbs followed by the infinitive

- 1 I **enjoy listening** to music. I **couldn't help laughing**.
- 2 I **want to speak** to you. They **can't afford to buy** a new car.
- 3 It **might rain** tonight. I **would rather eat in** than go out tonight.

- When one verb follows another, the first verb determines the form of the second. This can be the gerund (verb + *-ing*) or the infinitive (with or without *to*).
- 1 Use the **gerund** after certain verbs and expressions, e.g. *admit, avoid, can't help, can't stand, carry on, deny, enjoy, fancy, finish, give up, keep on, imagine, involve, mind, miss, postpone, practise, risk, stop, suggest*.
- 2 Use the **infinitive (with to)** after certain verbs and expressions, e.g. *agree, appear, be able to, can't afford, can't wait, decide, expect, happen, have (got), help, learn, manage, offer, plan, pretend, promise, refuse, seem, teach, tend, threaten, want, would like*.
- 3 Use the **infinitive (without to)** after modal verbs, e.g. *can, may, might, must, should, had better, would rather*, and after the verbs *make* and *let*.

- ⚠ In the passive, *make* is followed by the infinitive with *to*. Compare *My boss makes us work hard. At school we were made to wear a uniform.*
- ⚠ Some verbs can be followed by the gerund or infinitive (with *to*) with no change of meaning, e.g. *begin, start, continue*.
- ⚠ *like, love, hate*, and *prefer* can also be used with either, but the gerund is more common when you are talking generally, and the infinitive when you talk about a specific occasion. Compare *I like skiing* (in general). *I like to go skiing in February or March* (specific).

## verbs that can be followed by either gerund or infinitive with a change of meaning

- 1 **Remember to lock** the door.  
I **remember going** to Venice as a child.
- 2 Sorry, I **forgot to do** it.  
I'll never **forget seeing** the Taj Mahal.
- 3 I **tried to open** the window.  
**Try calling** Miriam on her mobile.
- 4 You **need to clean** the car.  
The car **needs cleaning**.

- Some verbs can be followed by the gerund or infinitive (with *to*) with a change of meaning.
- 1 *Remember* + infinitive = you remember first, then you do something. *Remember* + gerund = you do something then you remember it.
- 2 *Forget* + infinitive = you didn't remember to do something. *Forget* + gerund = you did something and you won't forget it. It is more common in the negative.
- 3 *Try* + infinitive = make an effort to do something. *Try* + gerund = experiment to see if something works.
- 4 *Need* + gerund is a passive construction, e.g. *The car needs cleaning* = The car needs to be cleaned. NOT *needs-to-clean*.

## 5B used to, be used to, get used to

## used to / didn't use to + infinitive

I **used to drink** five cups of coffee a day, but now I only drink tea.  
When I lived in France as a child I **used to have** croissants for breakfast.  
I didn't recognize him. He **didn't use to have** a beard.

- Use *used to / didn't use to* + infinitive to talk about past habits or repeated actions or situations / states which have changed.
- ⚠ *used to* doesn't exist in the present tense. For present habits, use *usually* + the present simple, e.g. *I usually walk to work*. NOT *I use to walk to work*.
- You can also use *would* to refer to repeated actions in the past. *When I lived in France as a child I would always eat croissants for breakfast*. But you can't use *would* with non-action verbs. NOT *I didn't recognize him. He wouldn't have a beard*.

## be used to / get used to + gerund

- 1 Carlos has lived in London for years. He's **used to driving** on the left.  
I'm **not used to sleeping** with a duvet. I've always slept with blankets.
- 2 A I can't **get used to working** at night. I feel tired all the time.  
B Don't worry. You'll soon **get used to it**.

- 1 Use *be used to* + gerund to talk about a new situation which is now familiar or less strange.
- 2 Use *get used to* + gerund to talk about a new situation which is **becoming** familiar or less strange.
- You can't use the infinitive after *be / get used to*. NOT *He's used to drive on the left*.

## 5C reporting verbs

## structures after reporting verbs

- 1 Jude **offered to drive** me to the airport.  
I **promised not to tell** anybody.
- 2 The doctor **advised me to have** a rest.  
I **persuaded my sister not to go out** with George.
- 3 I **apologized for being** so late.  
The police **accused Karl of stealing** the car.

- To report what other people have said, you can use *say* or a specific verb, e.g. *I'll drive you to the airport.*  
Jude **said** he would drive me to the airport.  
Jude **offered** to drive me to the airport.

- After specific reporting verbs, there are three different grammatical patterns.

1 + to + infinitive	2 + person + to + infinitive	3 + -ing form
agree	advise	apologize for
offer	ask	accuse sb of
refuse (not) to do	convince somebody	admit (not) doing
promise something	encourage (not) to do	blame sb for something
threaten	invite something	deny
	persuade	insist on
	remind	recommend
	tell	regret
	warn	suggest

- In negative sentences, use the negative infinitive (*not to be*) or the negative gerund (*not being*), e.g. *He reminded me not to be late. She regretted not going to the party.*



## 5A

a Complete with the gerund or infinitive of a verb from the list.

call not come do get go go out know talk tidy wait work

I suggested calling a taxi so we wouldn't be late.

- I'm exhausted! I don't fancy \_\_\_\_\_ tonight.
- If you carry on \_\_\_\_\_, you'll have to leave the room.
- We'd better \_\_\_\_\_ some shopping if we want to cook tonight.
- I'm very impatient. I can't stand \_\_\_\_\_ in queues.
- She tends \_\_\_\_\_ angry when people disagree with her.
- My parents used to make me \_\_\_\_\_ my room every morning.
- I'd rather \_\_\_\_\_ tonight. I need to study.
- I can't wait \_\_\_\_\_ on holiday!
- I don't mind \_\_\_\_\_ late tonight if I can leave early tomorrow.
- Do you happen \_\_\_\_\_ her phone number?

b Circle the correct form.

Your hair needs cutting / to cut. It's really long!

- I'll never forget to see / seeing the Grand Canyon for the first time.
- He needs to call / calling the helpline. His computer has crashed.
- Have you tried to read / reading a book to help you sleep?
- I must have my keys somewhere. I can remember to lock / locking the door this morning.
- We ran home because we had forgotten to turn / turning the oven off.
- Their house needed to paint / painting so they called the painters.
- Did you remember to send / sending your sister a card? It's her birthday today.
- We tried to learn / learning to ski last winter but we were hopeless!

## 5B

a Right (✓) or wrong (✗)? Correct the wrong phrases.

She isn't used to have a big dinner in the evening. ✗  
*isn't used to having*

- Nowadays I use to go to bed early.
- When we visited our friends in London we couldn't get used to drink tea with breakfast.
- Sorry, I'm not used to staying up so late. I'm usually in bed by midnight.
- There used to be a cinema in our village, but it closed down three years ago.
- Paul used to having a beard when he was younger.
- A I don't think I could work at night.  
B It's not so bad. I use to it now.
- Did you used to wear a uniform at your school?

b Complete with *used to*, *be used to*, or *get used to* and the verb in brackets.

He's Spanish so he 's used to driving on the right. (drive)

- When Nathan started his first job, he couldn't \_\_\_\_\_ at 6 a.m. (get up)
- If you want to lose weight, then you'll have to \_\_\_\_\_ less. (eat)
- I don't like having dinner at 10.00 – I \_\_\_\_\_ a meal so late. (not / have)
- When we were children we \_\_\_\_\_ all day playing football in the park. (spend)
- Jasmine has been a nurse all her life so she \_\_\_\_\_ nights. (work)
- I've never worn glasses before, but I'll have to \_\_\_\_\_ them. (wear)
- I didn't recognize you! You \_\_\_\_\_ long hair, didn't you? (have)
- Amelia is an only child. She \_\_\_\_\_ her things. (not / share)

## 5C

a Complete with the gerund or infinitive of the verb in brackets.

They advised me to buy a new car. (buy)

- Jamie insisted on \_\_\_\_\_ for the meal. (pay)
- Lauren agreed \_\_\_\_\_ with him at the weekend. (go out)
- I warned Jane \_\_\_\_\_ through the park at night. (not walk)
- Jacob admitted \_\_\_\_\_ the woman's handbag. (steal)
- The doctor advised Lily \_\_\_\_\_ coffee. (give up)
- Our boss persuaded Megan \_\_\_\_\_ the company. (not leave)
- Freya accused me of \_\_\_\_\_ her pen. (take)
- I apologized to Evie for \_\_\_\_\_ her birthday. (not remember)

b Complete using a reporting verb from the list and the verb in brackets.

deny invite offer remind refuse suggest threaten

She said to me, 'I'll take you to the station.'

She offered to take (take) me to the station.

- Ryan said, 'Let's go for a walk. It's a beautiful day.'  
Ryan \_\_\_\_\_ (go) for a walk.
- 'I won't eat the vegetables,' said my daughter.  
My daughter \_\_\_\_\_ (eat) the vegetables.
- Sam's neighbour told him, 'I'll call the police if you have any more parties.'  
Sam's neighbour \_\_\_\_\_ (call) the police if he had any more parties.
- The children said, 'We did not write on the wall.'  
The children \_\_\_\_\_ (write) on the wall.
- Simon said to me, 'Would you like to have dinner with me on Friday night?'  
Simon \_\_\_\_\_ (have) dinner with him on Friday night.
- Molly said to Jack, 'Don't forget to go to the dentist.'  
Molly \_\_\_\_\_ (go) to the dentist.



### 1 Instruments and musicians

a Match the words and pictures.

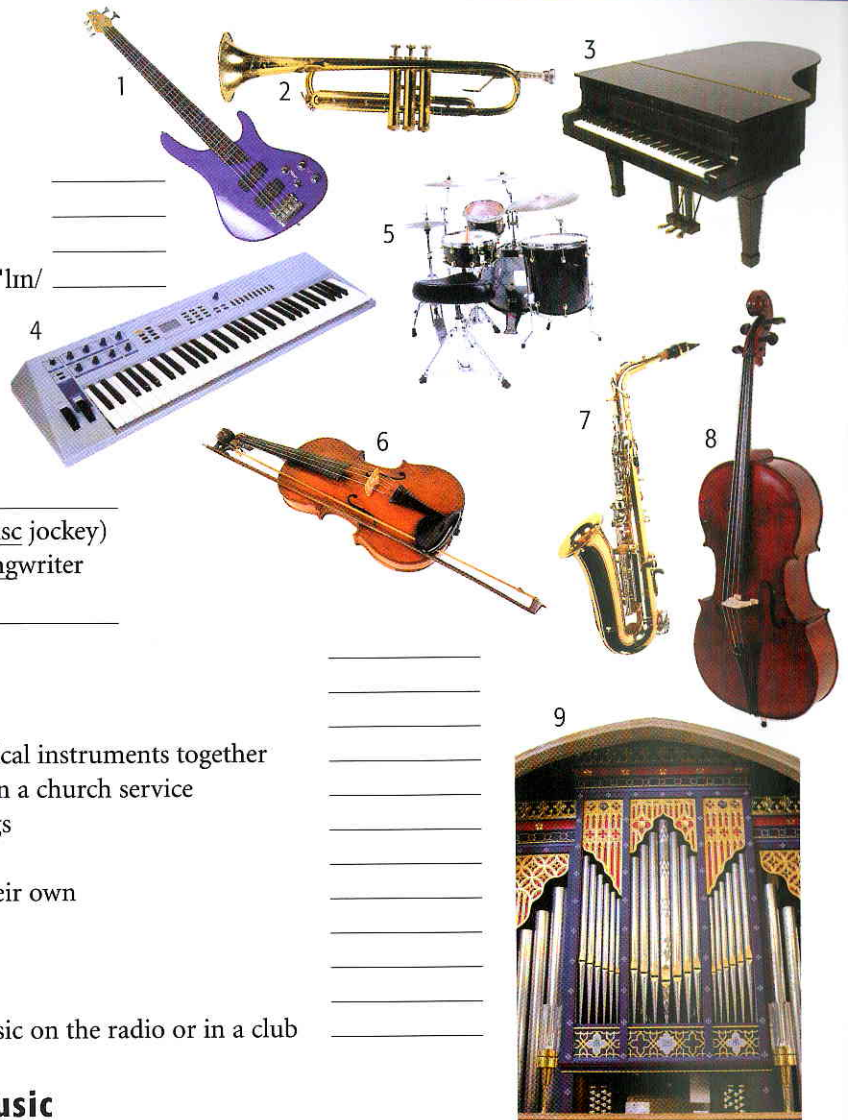
- |                   |         |       |                   |       |
|-------------------|---------|-------|-------------------|-------|
| bass /beɪs/       | guitar  | _____ | piano             | _____ |
| 8 cello /'tʃeləʊ/ | cellist | _____ | saxophone         | _____ |
| drums             | _____   | _____ | trumpet           | _____ |
| keyboard          | _____   | _____ | violin /,vaɪə'lm/ | _____ |
| organ             | _____   | _____ |                   |       |

b What do you call the musicians who play each of the instruments above? Write the words next to the name of the instrument? Underline the stressed syllable.

c Match the words and definitions.

- bass choir /'kwɪə/ composer conductor DJ (disc jockey)  
 lead singer orchestra /'ɔ:kɪstrə/ rapper singer-songwriter  
 soloist soprano tenor

- 1 a man who sings with quite a high-pitched voice \_\_\_\_\_
- 2 a man who sings with a low-pitched voice \_\_\_\_\_
- 3 a woman who sings with a high-pitched voice \_\_\_\_\_
- 4 a large group of musicians who play different musical instruments together \_\_\_\_\_
- 5 a group of people who sing together, for example in a church service \_\_\_\_\_
- 6 somebody who writes and sings his / her own songs \_\_\_\_\_
- 7 someone who speaks the words of a song \_\_\_\_\_
- 8 somebody who sings or plays an instrument on their own \_\_\_\_\_
- 9 the main singer in a band \_\_\_\_\_
- 10 the person who directs an orchestra \_\_\_\_\_
- 11 somebody who writes music \_\_\_\_\_
- 12 the person who chooses, introduces, and plays music on the radio or in a club \_\_\_\_\_



### 2 Adjectives and phrases to describe music

Match the sentences.

- |  |   |
|--|---|
| 1 This song has <b>incomprehensible</b> lyrics.                          | A The rhythm makes you want to tap your feet. |
| 2 It's a very <b>catchy</b> song.  | B It almost sends me to sleep.                |
| 3 This music is so <b>moving</b> .                                       | C The music sounds familiar.                  |
| 4 It's a song with a very strong <b>beat</b> .                           | D I can't understand what it's about.         |
| 5 I think his voice is very <b>monotonous</b> .                          | E I can't get it out of my head.              |
| 6 I don't know what it's called but I recognize the <b>tune</b> /tju:n/. | F It almost makes me want to cry.             |

### 3 Idioms

Complete the sentences with the correct music idiom.

- A blowing his own trumpet    B face the music    C good ear for music    D music to my ears    E out of tune

- 1 He has a \_\_\_\_\_. He can sing a tune as soon as he's heard it.
- 2 He's not singing the same notes as we are. He's completely \_\_\_\_\_!
- 3 He's always \_\_\_\_\_. He tells everyone how wonderful he is.
- 4 The others ran away, leaving him to \_\_\_\_\_. He got punished for what they had all done.
- 5 When I heard the news it was \_\_\_\_\_. It was exactly what I wanted to hear.

Can you remember the words on this page? Test yourself or a partner. p.70