

UNVIERSIDAD NACIONAL DE QUILMES

INGLÉS II MÚSICA - Examen Parcial

Nombre:.....Legajo:.....Fecha:.....

1. Complete the blanks with the words given 20p.

passage - encouraged - provide - elements - different - difference - because - identify - frequencies - produce

One of the basic _____ of music is called **color**, or **timbre** (pronounced "TAM-ber"). Timbre describes all of the aspects of a musical sound that do not have anything to do with the sound's pitch (Section 1.1.3), loudness (Section 1.3.1), or length (Section 1.2.1). In other words, if a flute⁴ plays a note, and then an oboe⁵ plays the same note, for the same length of time, at the same loudness, you can still easily tell the two notes apart, _____ a flute sounds different from an oboe. This difference is in the timbre of the sounds.

Timbre is caused by the fact that each note from a musical instrument is a complex wave containing more than one frequency. For instruments that _____ notes with a clear and specific pitch (Section 1.1.3), the frequencies involved are part of a harmonic series (Section 3.3). For other instruments (such as drums), the sound wave may have an even greater variety of frequencies. We hear each mixture of _____ not as separate sounds, but as the color of the sound. Small differences in the balance of the frequencies - how many you can hear, their relationship to the fundamental pitch, and how loud they are compared to each other - create the many musical colors.

The harmonics at the beginning of each note - the **attack** - are especially important for timbre, so it is actually easier to _____ instruments that are playing short notes with strong articulations (Section 1.3.2) than it is to identify instruments playing long, smooth notes.

The human ear and brain are capable of hearing and appreciating very small variations in timbre. A listener can hear not only the _____ between an oboe and a flute, but also the difference between two different oboes. The general sound that one would expect of a type of instrument - a trombone⁶ for example - is usually called its **timbre** or **color**. Variations in timbre between specific instruments - two different trombones, for example, or two different trombone players, or the same trombone player using different types of sound in different pieces - may be called differences in timbre or color, or may be called differences in **tone** or in **tone quality**. Tone quality may refer specifically to "quality", as when a young trombonist is _____ to have a "fuller" or "more focussed" tone quality, or it can refer neutrally to differences in sound, as when an orchestral trombonist is asked to play with a "brassy" tone quality in one _____ and a "mellow" tone quality in another.

Many words are used to describe timbre. Some are somewhat interchangeable, and some may have slightly different meanings for different musicians, so no attempt will be made to definitions. Here are a few words commonly used to describe either timbre or tone quality.

2. Write a summary of the text in appropriate Spanish 30p

3. Listen and complete the tasks bellow:

- a. What's the topic of the audio? 5p.....
- b. What characterizes the topic? 5p.....
- c. What comparisons are mentioned? 5p.....
- d. Write the two definitions related to the topic 5p.....
- e. Complete the following paragraph from the audio (20p):

The third aspect of rhythm,, has to do with whether individual pulses within a beat are or not. A simple example of this is if Ithe one and three in our one, two, three, four clap. (clapping) Thisthe feel of the rhythm. Rhythm connects the beat and feel with the When you're in rhythm or in time with someone else, both of you are a consistent beat at a tempo that is felt by both You're in the flow together, and when you're writing and making music, you usually want all the parts to be flowing together with rhythms that complement each other in, tempo, and feel.

- f. Write the last paragraph into appropriate Spanish 10p