

# 5

# Music

## Vocabulary

### VERBS: MUSIC

1 Read advertisements A–C. Match them with photos 1–3.

#### A STOP PIRACY NOW!

You wouldn't steal something from a shop, so why steal music from the internet? Illegal **downloading**, **copying** and **sharing** of music files is theft.

PLAY IT SAFE – DON'T STEAL MUSIC!

B

LONDON

Saturday 8 October

#### FESTIVAL HALL

The Baker Quartet **perform** music **composed** by Brahms and Mozart. ALL TICKETS £35!

Call the box office for further information.

C

#### THE EXPLORERS

NEW ALBUM – 1 May

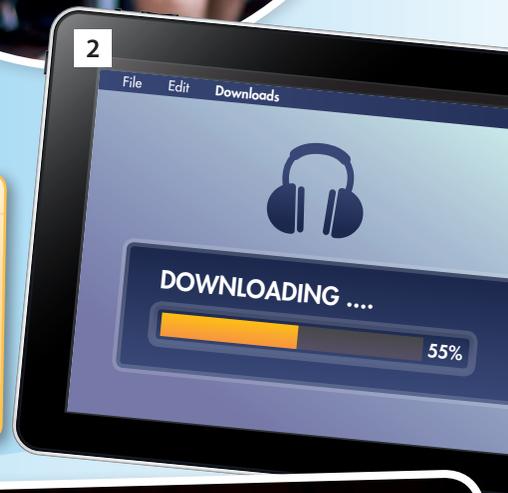
They've just **released** a fantastic first hit single. Now the members of this local rock band are **promoting** their new album.

'Well worth the money! It took a year to **record**, but it's one of the best albums out this year.'

—Dan Romano, K Magazine



1



2



3

2 Choose the correct answers.

- The musician is very talented – he **composes** / **copies** his own songs.
- I saw Twenty One Pilots **perform** / **promote** live in Madrid.
- Every day, millions of people **release** / **download** music files from the internet.
- Jason Derulo has appeared on many TV shows to **promote** / **compose** his new album.
- The internet allows bands to **share** / **record** their music.
- The band are back in the studio, **recording** / **copying** their third album.

3 **VIDEO** 1.34 Watch or listen to two people talking about concerts they recently attended. Put the words in the box in the order they are mentioned.

compose download perform promote record release

4 Watch or listen again. Which person most enjoyed the concert they attended? Which one would you prefer to go to?

# Reading

## STAGE 1 Get Ready!

- 1 Look at the festival leaflet. Who are this year's headline acts?
- 2 Read the leaflet quickly and check your answer to exercise 1.

### Focus on false friends

3 Find words 1–3 in the article and choose the correct definitions.

- 1 success (paragraph 1)  
achievement / event
- 2 largest (paragraph 1)  
biggest / longest
- 3 arena (paragraph 1)  
sand / a place where performances are held

■ FALSE FRIENDS REFERENCE ■ WB page 112 ■

**BEAUTIFUL SOUNDS**  
TICKETS ON SALE NOW

12–15 AUGUST  
www.beautifulsounds.org  
Modbury Park, Wiltshire  
01632 6900349

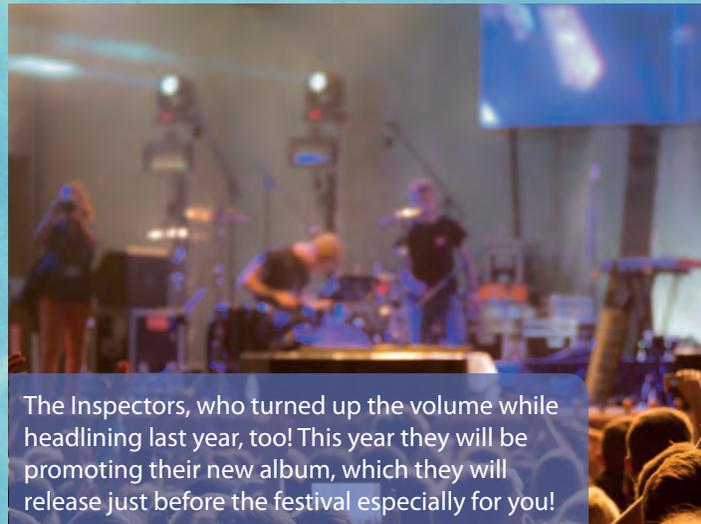
AFTER THE SUCCESS OF LAST YEAR'S EVENT, WE ARE NOW WILTSHIRE'S LARGEST SUMMER FESTIVAL!  
We have the best local singers and bands performing for YOU!

**LINE UP**

**MAIN ARENA**

FRIDAY	SATURDAY	SUNDAY
Arrowmen	Coralites	Flatliners
Hollie Cann	Mastermen	Billy Banner
Terrortone	Turbotekniks	Ten-Ton-Tones
<b>Sub Dub Club</b>	<b>The Inspectors</b>	<b>Amy Allen</b>

Also, see our website for the performers' running order on the Back Stage, The Big Tent, and the Bandstand.  
Don't forget the theme for Saturday night is 'the Cosmos' – wear something sparkly and starry, or a spacesuit!



The Inspectors, who turned up the volume while headlining last year, too! This year they will be promoting their new album, which they will release just before the festival especially for you!

## FESTIVAL INFORMATION

### 2 TICKETS

Tickets are on sale now – please call or visit our website. They will sell out before the event, so get them early! People who can no longer attend the festival can resell their tickets for the original price through our website. Don't forget your tickets! People who arrive without their tickets will not gain entry to the festival.

### 3 TRAVEL

Modbury Park gates open on Friday at 8 a.m. The car park gates, which are on the left, are open from 7:30 a.m. After 3 p.m. every day, when the gates close, there is no entry. Buses to the festival will leave regularly from the train station on Friday, Saturday and Sunday mornings.

### 4 CAMPING

There are three campsites, which are between 5 and 15 minutes' walk from the car parks. People who have camper vans have a special area at the end of the car park, where tents are not permitted. Tents can be hired, although we advise you to book in advance. Showers and toilets, which are clearly signposted, are available throughout all of the campsites.

## STAGE 2 Read and Understand

### READING SKILL

#### Answering *true* or *false* questions

- 1 Read the statement carefully and find the relevant part of the text.
- 2 Read the statement again and decide whether it is true or false.
- 3 Remember to find evidence for your answer in the text. Do not rely on your own knowledge to answer the question.



### 5 FOOD

Beautiful Days Festival is famous for its food! We always have a great range of stalls that sell something for everyone – from burgers to sushi and a range of vegetarian food. All meals are reasonably priced and cooked fresh every day. The food stalls, which are located behind the Back Stage, are open from early in the morning until late at night. You're welcome to bring your own food, but people who use barbecues must not damage the land.

### 6 MEDICAL ASSISTANCE

People who require medical assistance should make their way to behind the Main Arena, where the St John Ambulance Service is located. There is also the Rest Tent, where you can go and have a hot drink and relax for a while if you're feeling unwell.

**SO, WHAT ARE YOU WAITING FOR?  
SIGN UP TODAY FOR THIS SUMMER'S  
BEST WEEKEND!**

### 4 🎧 1.35 Read the reading skill box. Then read and listen to the festival leaflet and write *true* or *false* for sentences 1–5. Give evidence for your answers from the text.

- 1 The music festival Beautiful Sounds has always been the biggest festival in the county.
  - 2 Tickets can't be bought and sold online.
  - 3 Transport is provided for people who aren't driving.
  - 4 Campers must bring their own tent.
  - 5 You might find it difficult to buy food at certain times of the day.
- 5 Answer the questions using your own words.
- 1 How many areas are there where you can watch bands?
  - 2 What is one of the headline acts doing for their fans at the festival?
  - 3 If you forget your ticket, what will happen?
  - 4 Which types of overnight accommodation are allowed at the festival?
  - 5 If you don't feel well, which two places can you go to?
- 6 Write a definition or a sentence to show you know the meaning of words 1–5.
- 1 sparkly (*paragraph 1*)
  - 2 sell out (*paragraph 2*)
  - 3 gain entry (*paragraph 2*)
  - 4 are signposted (*paragraph 4*)
  - 5 range of (*paragraph 5*)

### GET SET ... GO

### 7 🗣️ Answer the questions.

- 1 Which are the most famous music festivals in your country?
- 2 Have you ever been to a music festival? What was your experience like?
- 3 Are live performances the best way of listening to music? Why? / Why not?

# Grammar

## STAGE 1 Get Ready! RELATIVE CLAUSES

We use relative pronouns and adverbs to introduce a relative clause:

*which, that, who, whose, where, when*

The clause gives information about the noun that comes before it.

### Defining relative clauses

These give essential information about people, places or things.

*People **who** can no longer attend the festival can resell their tickets.*

*We always have a great range of stalls **that** sell something for everyone.*

**Remember!** We can omit the pronoun in a defining relative clause if it is not the subject of the clause.

*The band (~~that~~) I wanted to see didn't play at the festival.*

However, we cannot omit *whose*.

### Non-defining relative clauses

These give extra information about people, places or things.

*The car park gates, **which are on the left**, are open from 7:30 a.m.*

*After 3 p.m. every day, **when the gates close**, there is no entry.*

**Remember!** We use commas to separate non-defining relative clauses from the rest of the sentence.

■ GRAMMAR REFERENCE | SB pages 106–107 ■

- 1 Read the rules above. Then find other examples of the relative pronouns *that*, *which*, *who*, *whose* and *where* in the leaflet on page 60 and decide whether the relative clause they are in is defining or non-defining.

## STAGE 2 Practise

- 2 Complete the text with a relative pronoun or adverb in each gap.

I am a member of a band (1) ... is called 'The World is Not Enough'. We named our band after a James Bond film (2) ... is one of our favourite films. All the members of my band are friends (3) ... go to the same school as me. We played our first concert at the club (4) ... my brother works. We play covers of classic songs and songs (5) ... we have written ourselves. Our latest song was written by our drummer, (6) ... name is Keith.



3 Match 1–7 with A–G and link them with a relative pronoun from the box.

that where which who

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1 My dad bought me a concert ticket   | A plays music videos.              |
| 2 MTV is a television channel         | B the Red Hot Chili Peppers wrote. |
| 3 We went to a music festival         | C put their music on the internet. |
| 4 I broke a guitar                    | D cost £50.                        |
| 5 There's a song on Beyoncé's website | E we saw lots of great bands.      |
| 6 It is often unknown musicians       | F belonged to my friend.           |
| 7 My band is learning a new song      | G I have never heard before.       |

4 Read the sentences in exercise 3 again and decide whether the relative pronouns can be omitted.

5 Read the Language Extra box and complete the sentences with *who's* or *whose*.

- 1 My brother knows a singer ... going to be famous.
- 2 The musician ... guitar was stolen is really angry.
- 3 Do you know the man ... playing tonight?
- 4 Matt Bellamy, ... full name is Matthew James Bellamy, is the lead singer of Muse.
- 5 The band ... music was used in the film are from America.

### Language Extra

We use *whose* to express a possessive relationship.

*That's the girl **whose** brother is a singer.*

*Who's is the contraction of *who is*.*

*The man **who's** playing guitar used to be in a band with my dad.*

6 Combine the sentences using a relative pronoun. More than one answer may be possible. Then decide whether the relative clauses are defining or non-defining.

I went to a concert. It was really good.

*I went to a concert that was really good. defining*

- 1 Good musicians write their own songs. They earn a lot of money.
- 2 Pablo Alborán's first album was a huge success. It was released in 2011.
- 3 Imagine Dragons come from Las Vegas. They have released a new album.
- 4 The singer is wearing a black dress. She has a great voice.
- 5 A friend of mine went to the same school as me. He has just joined a rock band.
- 6 The best British rock festival is in Leeds. Leeds is in the north of England.

### Focus on transformations

7 Rewrite the sentences without changing the meaning. Use a relative pronoun.

- 1 My band has three guitarists. It is called Go.  
My band ...
- 2 Alejandro Sanz is very popular. He has sold millions of records worldwide.  
Alejandro Sanz ...
- 3 The singer recorded an album in Los Angeles. Los Angeles is his home town.  
The singer recorded ...
- 4 Shakira comes from Colombia. Her album *Laundry Service* is in English.  
Shakira ...

### GET IT RIGHT

8 Correct the errors in the sentences.

#### This unit

- 1 The man which was their drummer has just left the band.
- 2 Russian Red, whose from Spain, sings in English.
- 3 Musicians, who want to be successful, should practise every day.

#### Previous unit

- 4 He's a great pianist, so he must study a lot when he was young.
- 5 You needn't bought tickets for the concert. I got them yesterday.
- 6 He trained as an opera singer, so he might sing well.

# Language workshop

## PREPOSITIONS AND ADVERBS

There are many types of prepositions and adverbs in English. They can give us information about place, direction and motion.

- Prepositions and adverbs of **place** tell us **where** something or someone is. For example: *above, by, opposite, at, in, outside, behind, inside, over, below, near, round, beside, next to, through, between, on, under, here, there.*

*The recording studio is **opposite** the stadium.*

*You'll find the instructions **inside** the box.*

- Prepositions and adverbs of **direction** tell us **where** something or someone is **going**. For example: *across, along, back, onto, to, towards, past, out of, through, down, upstairs, downstairs.*

*He's on his way **to** the airport.*

*Please go **upstairs**.*

- Prepositions and adverbs of **distance** tell us **how far** something or someone is from something else. For example: *away, away from, off, from ... to.*

*The band's hotel is miles **away** from the concert hall.*

*It's a long way **from** Edinburgh **to** London.*

- Prepositions and adverbs of **origin** tell us **where** something or someone is **from**. For example: *from.*

*Where is your favourite singer **from**?*

Prepositions have an object, but adverbs don't.

*They ran **past** the stadium.* (preposition)

*Look who's driving **past**!* (adverb)

### 1 🔗 Read the rules above. Find the adverbs and prepositions in the sentences.

Sometimes there is more than one in each sentence. What do they tell us?

- 1 The drummer is going to a music shop in New York.
- 2 Wait outside the dressing room.
- 3 The singer ran across the stage.
- 4 It's 500 miles from the first town on the tour to the second.
- 5 Who was sitting between Mandy and me at the concert?
- 6 Be careful you don't fall as you go downstairs.
- 7 Who did you get this music from?

### 2 Choose the correct answers.

- 1 We were on our way **back** / **away** / **through** from town when we saw Adele.
- 2 Have you seen my concert ticket? I left it **under** / **near** / **here**.
- 3 They shot the video **between** / **under** / **next** a bridge.
- 4 The idea came **from** / **at** / **on** the guitarist.
- 5 Please wait **onto** / **outside** / **off**.
- 6 How far **away** / **from** / **to** is the train station?

### 3 📖 Complete the text with the words in the box. Use each word only once.

along at from in next to through

#### Feel better with music

We all know that listening to music can make us feel good. But what is actually happening (1) ... our brain when we listen to music? Several years ago, the scientist Valorie Salimpoor was listening to music while she was driving (2) ... the road. Suddenly, her mood changed from really low to really high. Valorie stopped the car (3) ... the pavement so that she could just listen to the music. She realized that something very special was happening in her brain. Researchers (4) ... Stanford University have carried out important research that could explain where Valorie's change in mood came (5) ... They found that, when we listen to music we like, a chemical called dopamine goes (6) ... our body. Dopamine is released by the brain when we feel pleasure, and this is what makes us feel happier when we hear our favourite tunes!



## Focus on phrasal verbs

### 4 Write the infinitive forms of the red phrasal verbs in sentences 1–4.

Then match them with the definitions in the box.

get (something) ready increase prepare for a performance or sport sign a contract with

- 1 They are **setting up** the equipment on stage.
- 2 The orchestra always **warms up** for five minutes before the concert starts.
- 3 Can you **turn up** the volume? I can't hear the music.
- 4 The record company has **signed up** the band to produce four new albums.

■ PHRASAL VERBS EXTRA | WB page 52 ■

## VERBS AND PREPOSITIONS

Some verbs can be followed by prepositions, such as *about, against, for, from, in, on, to, with*.

Some verbs can be followed by more than one preposition, with a change in meaning, for example: *listen to* and *listen for*:

*She was **listening to** the radio last night.*

*He expected his friend to call, so was **listening for** the phone to ring.*

**5** Read the rules above. Then complete the sentences with the correct prepositions. Use a dictionary to help you.

- 1 I am searching ... an old album by the Beatles.
- 2 My brother is always complaining ... my music.
- 3 When there's a school concert, I help ... the lighting.
- 4 The concert was cancelled because the singer is still recovering ... an illness.
- 5 She didn't participate ... the music competition.
- 6 My parents insist on ... playing their old records.
- 7 The manager has resigned ... the company.
- 8 The band broke up because they couldn't agree ... each other.

**6** Complete each pair of sentences with the correct form of the same verb. Use the verbs in the box. Use a dictionary if you need to.

ask   deal   listen

- 1 **A** We're ... to the band's latest song.  
**B** The fans ... for the announcement to tell them the show was about to begin.
- 2 **A** She ... for a refund when the event was cancelled.  
**B** The journalist ... about our touring schedule.
- 3 **A** This shop ... in vintage records.  
**B** Sorry, there's nobody here to ... with your complaint now.



### GET IT RIGHT

**7** Correct the errors in these sentences.

**This unit**

- 1 I live across the corner from a famous musician.
- 2 The party is ten kilometres through from my house.
- 3 Why do you insist listening to your music so loudly?

**Previous unit**

- 4 Did you write that song itself?
- 5 You will better start rehearsing for the concert.
- 6 The singer did not like the song, so he miswrote it.

■ VOCABULARY REFERENCE | SB page 117 ■

# Communicate

## LISTENING

1 You are going to listen to a radio programme which discusses different bands and types of music. Translate words 1–3 into your language. Use a dictionary to help you.

- 1 supporter      2 melody      3 witty

2  1.36 Read and listen to the introduction to the radio programme. Match the band names with the type of music.

- 1 rap      A Desertborn  
2 rock      B Twilight Zone  
3 pop      C Dr Prank



## BATTLE OF THE BANDS

**PRESENTER** Hello, music fans, and welcome! Tonight, listeners will be voting on three very different new bands and we have three of their biggest supporters here in the studio – Danny, who’s arguing for new pop band Twilight Zone; Elsa, who’s passionate about rock band Desertborn; and Kyle, whose act is Dr Prank, the latest rap sensation. Welcome, guys!

3  1.37 Listen to the radio programme in full and complete the summary.

This week’s programme discusses three new bands. At the (1) ... of the programme, listeners can vote for their (2) ... band using social (3) ... . This week, the public voted for (4) ... .

### LISTENING SKILL

#### Listening for synonyms

Listening comprehension questions often use synonyms of words in the recording. Listen for words and phrases that have similar meanings to words in the questions.

4  1.37 Read the listening skill box. Then read the questions carefully. Listen to the radio programme in full and choose the correct answers.

- |   |   |
|---|---|
| <p>1 The presenter wants ...</p> <p>A the listeners to choose which is the best band.<br/>B the guests on the programme to come to an agreement.<br/>C only people on Facebook or Twitter to vote.<br/>D the listeners to listen to the music.</p> <p>2 Danny thinks that Twilight Zone should win because ...</p> <p>A they are a good manufactured pop band.<br/>B their music feels new.<br/>C manufactured pop is the most important style of music.<br/>D they are better than rock bands.</p> <p>3 Elsa thinks that ...</p> <p>A indie rock music is less authentic than pop music.<br/>B no band is better than the Kings of Leon.<br/>C Desertborn combines tradition and their own style.<br/>D Desertborn are great because of the guitarist.</p> | <p>4 Kyle believes that ...</p> <p>A Jessie can play the guitar reasonably well.<br/>B Jessie is more musically talented than Dr Prank.<br/>C rap music should be angry.<br/>D Dr Prank’s skill is in his lyrics.</p> <p>5 According to Danny, Dr Prank ...</p> <p>A is good at promoting his records.<br/>B has a new approach to rap music.<br/>C is the only one with a lot of fans on the internet.<br/>D has the best music.</p> <p>6 All the guests believe that ...</p> <p>A the lyrics are as important as the music.<br/>B it’s really important that the artists sell their music online.<br/>C the band they like is the most talented.<br/>D the band they like appeals to the widest audience.</p> |
|---|---|

## DICTIONATION

5  1.38 Listen to three sentences from the radio programme. Then write each sentence.

- 1 They have a ...      2 Desertborn are ...      3 But there’s ...

■ LISTENING EXTRA | WB page 56 ■

## SPEAKING

### Expressing likes and dislikes

- 6 1.39 Complete the dialogue with the phrases in the box. Then listen and check your answers.

don't mind   Do you like   I agree   I enjoy   keen on



- Isabel** Hi, Bethan! Where are you going?  
**Bethan** I'm going to a heavy metal concert.  
**Isabel** (1) ... heavy metal?  
**Bethan** Yes, it's great. Don't you like it?  
**Isabel** I (2) ... it, but I find heavy metal concerts too loud.  
**Bethan** I don't agree. I love listening to live heavy metal.  
**Isabel** Well, (3) ... that concerts can be great. But not when the music is loud and it's in a small place.  
**Bethan** So what do you like?  
**Isabel** (4) ... listening to flamenco guitar.  
**Bethan** I'm not sure about that. I'm not very (5) ... flamenco.

- 7 Practise the dialogue.

### SPEAKING SKILL

#### Agreeing and disagreeing

We often react to what people say with an expression of agreement or disagreement. When we disagree, we usually give an explanation.

*Absolutely!*                      *I (totally) disagree.*  
*I (completely) agree.*        *I don't agree with you.*  
*I think you're right.*         *I'm not sure about that.*

- 8 Read the speaking skill box. Then find a phrase for expressing agreement or disagreement in the dialogue in exercise 6.
- 9 Write sentences agreeing or disagreeing with sentences 1–4 and give an explanation for your opinion.

I think concerts are too expensive.  
*I agree. Many people can't afford the tickets.*  
*I disagree. You can find cheap tickets on the internet.*

- 1 Recorded music is much better than live music.
- 2 Rap music is brilliant.
- 3 Classical music is boring.
- 4 Spanish music is very popular.

- 10 In pairs, prepare a new dialogue. Use the diagram below and the Useful Language box to help you.

Student A

Student B

Ask what kind of music Student B likes.

Answer the question.

Say whether you agree or disagree and give an explanation.

Ask what kind of music Student A likes.

Answer the question.

Say whether you agree or disagree and give an explanation.

### USEFUL LANGUAGE

#### Expressing likes and dislikes

I (don't) like + *-ing* / *to* ...      I don't mind + *-ing*  
 I can't stand + *-ing* ...                I prefer + *-ing* / *to* ...  
 I hate + *-ing* / *to* ...                    I love + *-ing* / *to* ...

- 11 Practise your dialogue. Take turns to be Student A and Student B.

## PRONUNCIATION

/dʒ/, /ʃ/ and /tʃ/

- 12 1.40 Listen and repeat the words.

/dʒ/	/ʃ/	/tʃ/
judge	shop	check

- 13 1.41 Watch or listen. Add the words that you hear to the table.

- 14 1.42 Listen and repeat the sentences.

- 1 I'm going to change my shoes.
- 2 I love shopping for jeans.
- 3 I suggest you choose a different shirt.

■ SPEAKING REFERENCE | WB pages 108–109 ■

# Writing

## A FOR AND AGAINST ESSAY (1)

### STAGE 1 Get Ready!

1 Read the essay. According to the text, why are concerts more personal than recordings?

'Listening to live music is better than listening to recorded music.' Discuss.

Most of us have a playlist of downloaded music that we enjoy listening to, but some people argue that going to concerts is better.

In this essay, I will discuss the advantages and disadvantages of listening to live music instead of recordings.

comment on the question

On the one hand, concerts are **better** because there is a great atmosphere, with people singing and dancing to the music.

comparative

**In addition**, concerts can be quite spectacular, with impressive sets and costumes. The singer often talks to the audience, which makes it more personal than a recording.

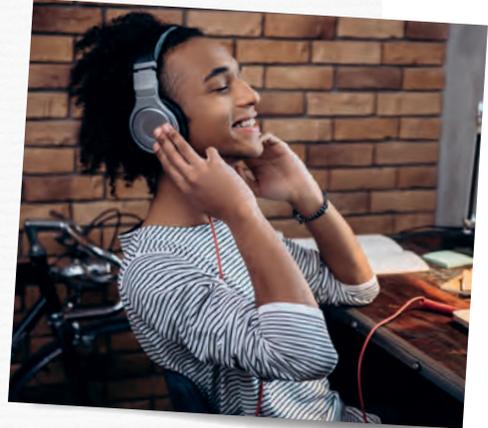
linkers of addition

On the other hand, concert tickets are more expensive than music downloads. You only hear the music once, whereas you can play a recording many times.

**Moreover**, famous bands only go to large cities, so it is more difficult to see a band live than to buy their album.

concluding expression

**All in all**, watching musicians play live is a fantastic experience. However, I think it is also great to listen to music at home.



2 Read the essay again and answer the questions.

- 1 How many arguments does the writer give in support of the statement? What are they?
- 2 How many arguments does the writer give against the statement? What are they?

### WRITING SKILL

#### Linkers of contrast (1)

we use linkers of contrast to discuss points for and against a topic.

but however in contrast on the one hand ... on the other hand whereas

3 Read the writing skill box. Then read the essay again and identify the linkers of contrast.

4 Use a linker of contrast from the writing skill box to join the sentences in 1–3. More than one answer may be possible.

- 1 Samara likes going to concerts. Marisa only likes listening to music on her phone.
- 2 Concerts are exciting. The quality of the music can be poor.
- 3 You can listen to recorded music again and again. You can only hear the music at a concert once.

## STAGE 2 Do the task

### TASK

'Bands should write their own songs.' Discuss. Write 120–150 words.

### A BRAINSTORM

Read the task above. Then read the statements below. Which are arguments for and which are arguments against the statement in the task? Can you think of any other arguments?

- 1 Some bands can sing and play instruments well, but they are not good at writing songs.
- 2 The bands with the most talent always write their own songs.
- 3 There are hundreds of great songs that have already been written.
- 4 There are many good songwriters who cannot sing well.
- 5 Copying another musician's song is not very creative.
- 6 Musicians use song lyrics to communicate with their listeners.

### B PLAN

Read the paragraph plan. Make notes about the information you will need to include in each paragraph.

Paragraph 1

■ Explain the topic and say what you are going to do in your essay.

Paragraph 2

■ Give arguments for bands writing their own songs.

Paragraph 3

■ Give arguments against bands writing their own songs.

Paragraph 4

■ Write a conclusion and give your own opinion.

### C THINK ABOUT LANGUAGE

Read the Useful Language box. Then choose at least two phrases to include in your essay.

#### USEFUL LANGUAGE

##### Giving arguments for and against

There is not a clear answer to this question.

There are two sides to this question.

There are advantages and disadvantages ...

Some people would argue that ...

Others think ...

### D WRITE

Write your essay, using the paragraph plan in exercise B and your notes to help you.

Remember to use:

- ✓ separate paragraphs for arguments for and against the statement
- ✓ linkers of contrast



### GET IT RIGHT

#### 5 Correct the errors in the sentences.

This unit

- 1 A mobile phone will fit in your pocket, wheres a laptop will not.
- 2 On the first hand, listening to live music is great. On the other hand, tickets can be very expensive.
- 3 However to my brother, who loves Kendrick Lamar, I cannot stand hip hop.

Previous unit

- 4 I am grateful if you could send me some information about the position.
- 5 Yours sincerely,
- 6 I looking forward to hearing from you.

■ WRITING REFERENCE | WB pages 102–103 ■

# Unit review

## GRAMMAR

15 marks

### 1 Correct the errors in the sentences. One sentence is correct.

- 1 The woman who I saw her at the bank phoned me this morning.
- 2 The hotel where is on the High Street serves excellent food.
- 3 The teacher gave a prize to the student, who got the highest mark.
- 4 The seats that are nearest the stage sold out immediately.
- 5 My boyfriend's favourite band whose first song was a great hit last year are called Motorzone.

### 2 Choose the correct answers.

I'm always looking out for bands (1) **that** / **what** play well when they're performing live. Some bands record good songs, but then they can't sing them (2) **when** / **where** they aren't in a studio! Other bands, (3) **who's** / **whose** songs are mediocre, can be amazing (4) **when** / **that** they're on stage. Although I usually love concerts, there are some things (5) **which** / **what** make me angry. For example, last week I went to a concert (6) **what** / **which** I'd really been looking forward to. But I couldn't see the band or hear them properly, (7) **which** / **that** was very frustrating. I also hate it (8) **that** / **when** you have to pay a lot of money for tickets to see a famous singer in concert, but then he or she only sings a few songs! A musician (9) **whose** / **who's** already rich and successful should think more about the fans, (10) **which** / **who** often haven't got much money.

## VOCABULARY

15 marks

### 3 Complete the sentences with the words in the box. There is one word you do not need.

composed   downloaded   performed   promoted  
recorded   released   share   turn

- 1 Many of the Beatles' songs were ... by John Lennon and Paul McCartney.
- 2 Lots of people ... files on the internet.
- 3 I love that song. In fact, I've just ... it onto my phone.
- 4 The band ... on stage for two hours.
- 5 You need to ... up the sound. I can't hear anything.
- 6 When an album is released it needs to be ... so that people will buy it.
- 7 My favourite band ... their first album in a studio in Los Angeles.

### 4 Choose the correct answers.

- 1 The band set **up** / **on** their instruments on stage before the concert.
- 2 Tom has been illegally **downloading** / **releasing** music files from the internet.
- 3 The record company has signed **off** / **up** two new bands.
- 4 Who was the song composed **from** / **by**? It's great!
- 5 We're really looking forward to seeing the band **perform** / **compose**.
- 6 Can you **release** / **copy** the video you took at my party onto a memory stick for me?
- 7 We always **heat** / **warm** up before we start playing a concert.
- 8 John's photo was **shared** / **copied** over 1,000 times on his social media network.

## WRITING

5 marks

### 5 Copy and correct the essay. There is one error in each of sentences 1–5.

#### Can listening to music help you study?

There is not a ~~clearly~~ *clear* answer to this question. (1) At the one hand, I think that listening to music can help you to relax, which is important for studying. (2) With the other hand, it can be distracting if the music is too loud or energetic. (3) I like to listen to classical music when I'm studying, where as my brother prefers listening to pop music. (4) But, other people think that you should probably not listen to any music at all. (5) All is all, you need to do what is best for you.

# Unit 5 Relative clauses

## RELATIVE PRONOUNS AND ADVERBS

*who, that, which, when, where, whose*

We use a relative pronoun or adverb to add a new clause (the relative clause) to a sentence. We use a relative pronoun or adverb that refers to the noun before the relative clause.

That's the man. → That's the man **who** plays the drums.

- We use *who* and *that* to refer to people.  
This is the woman **who / that** wrote the song.
- We use *which* and *that* to refer to things.  
This is the smartphone **which / that** I bought.  
This is the song **which / that** I like the most.
- We use *when* to refer to time.  
That was the time **when** we met them.
- We use *where* to refer to spaces and places.  
This is the house **where** he was born.  
The area **where** the band grew up is quite poor.
- We use *whose* to refer to possession.  
That's the band **whose** lead singer won an award.

### *whose* and *who's*

Don't confuse *who's* and *whose* in relative clauses. *Whose* is a relative pronoun which refers to possession.

They're the children **whose** mother is a famous singer.

*Who's* is the contracted form of *who is* or *who has*.

The person **who's** (= *who is*) staying next door plays loud music in the mornings.

That's the girl **who's** (= *who has*) just got a recording contract.

### *that*

- We can use *that* instead of *who* or *which* in relative clauses.  
He's the singer **that** (= *who*) I've met.  
Here's the concert ticket **that** (= *which*) we bought.
- It is very common in English to use *that* after *something*, *anything*, *everything*, *nothing*, *all* and superlatives.  
Here's **something that** you can listen to.  
Have you got **anything that's** similar?  
It's **the worst song that** I've ever heard.

## Omission of relative pronouns

We can omit the relative pronoun if it is the object of the relative clause. If a relative pronoun is followed by another subject + a verb, it is probably the object of a relative clause.

That's the guitar (**that / which**) they gave me.

He's the boy (**that / who**) I was going to the concert with.

We often omit the relative pronouns *who*, *which*, *that*, *where* and *when*, especially in spoken English.

### Watch out!

We cannot omit the relative pronoun *whose*.

## DEFINING RELATIVE CLAUSES

Defining relative clauses give essential information about the noun that comes before it. Without the relative clause, the sentence would be incomplete and would not make sense.

She's the singer.

This sentence is incomplete. It needs a defining relative clause.

She's the singer. → She's the singer **who** visited my school.

It's a song. → It's a song **that** I really like.

We can omit the relative pronouns *who*, *which* and *that* when they are the object of the relative clause. See the section on *Omission of relative pronouns* above.

## Prepositions with relative clauses

We usually put a preposition at the end of a defining relative clause.

This is the song **that** we told you **about**.

Is that the guy **who** you spoke **to**?

## NON-DEFINING RELATIVE CLAUSES

Non-defining relative clauses give extra information which is not essential about the noun that comes before it. If we remove the relative clause, the sentence still makes sense.

The band **who** have just released their third album.

This sentence is already complete, but we can add extra information to it in a non-defining relative clause.

The band, **who** are starting a tour next week, have just released their third album.

(The relative clause gives us extra information about the band.)

I bought it on the internet, **which** was much cheaper.

(The relative clause gives us extra information about the internet.)

# Unit 5 Music

## TOPIC VOCABULARY

### Verbs: music

compose	/kəm'pəʊz/
copy	/'kɒpi/
download	/,daʊn'ləʊd/
perform	/pə'fɔ:m/
promote	/prə'məʊt/
record	/rɪ'kɔ:d/
release	/rɪ'li:s/
share	/ʃeə(r)/

### 1 Translate the words above into your own language.

## OTHER VOCABULARY

album	/'ælbəm/
concert	/'kɒnsət/
contract	/'kɒntrækt/
festival	/'festɪvl/
hit	/hɪt/
lead singer	/,li:d 'siŋə(r)/
live music	/,laɪv 'mju:zɪk/
lyrics	/'lɪrɪks/
orchestra	/'ɔ:kɪstrə/
performer	/pə'fɔ:mə(r)/
piracy	/'paɪrəsi/
record company	/'rekɔ:d ,kʌmpəni/
recording	/rɪ'kɔ:dɪŋ/
single	/'sɪŋgl/
tune	/tju:n/
volume	/'vɒljʊ:m/

## PHRASAL VERBS

set up	/,set 'ʌp/
sign up	/,saɪn 'ʌp/
turn up	/,tɜ:n 'ʌp/
warm up	/,wɔ:m 'ʌp/

## PREPOSITIONS AND ADVERBS

There are many types of prepositions and adverbs in English. They can give us information about location, position, place, direction, motion, distance and origin.

- Prepositions and adverbs of place tell us where something or someone is. For example: *above, by, opposite, at, in, outside, behind, inside, over, below, near, round, beside, next to, through, between, on, under, here, there*.  
The guitar is **beside** the case.
- Prepositions and adverbs of direction tell us where something or someone is going. For example: *across, along, back, onto, to, towards, past, out of, through, down, upstairs, downstairs*.  
We're driving **towards** the city centre.
- Prepositions and adverbs of distance tell us how far something or someone is. For example: *away, away from, from ... to*.  
How far is it **from** Cardiff **to** Leeds?
- Prepositions and adverbs of origin tell us where something or someone is from. For example: *from*.  
Did you know that Drake is **from** Canada?

### Watch out!

Prepositions have an object, but adverbs don't.

The lead singer walked **past** his fans. (preposition)

The lead singer is walking **past!** (adverb)

## VERBS AND PREPOSITIONS

- Some verbs can be followed by prepositions such as *about, against, for, from, in, on, to, with*. For example: *complain about, search for, help with, insist on, resign from*
- Some verbs can be followed by more than one preposition, with a change in meaning. For example:  
**argue with** = to speak angrily to someone  
I argued **with** him every day.  
**argue about** = to speak angrily to someone on a particular subject  
We often argued **about** music.  
**listen to** = to hear something, e.g. music  
I listened to their new song.  
**listen for** = to pay attention to something  
I listened for the sound of the car.
- Check in a dictionary if you are not sure which preposition(s) you can use with a verb.

### 2 Complete the sentences with the words and phrases in the box. There is one word or phrase that you don't need.

away from   from   next to   off   upstairs

- 1 Can you go ... and get the concert tickets?
- 2 His microphone is ... his chair.
- 3 Spain is miles ... Australia!
- 4 Where is the singer ...?

### 3 Choose the correct answers.

- 1 Can you help me search **for** / **through** my music?
- 2 Dad complained **with** / **about** my untidy room.
- 3 He argued **with** / **to** her about which band to see.
- 4 The singer insisted **on** / **for** carrying his own guitar.

# Unit 5 Listening

LISTENING GENRE: A radio interview  
LANGUAGE FOCUS: Gerunds and infinitives

## WARM-UP

- 1 If a person is 'tone deaf', what does he or she find difficult to do? Choose the correct answer.  
a Hear.    b Sing.    c Read music.
- 2 Answer the questions with a partner.
  - 1 Do you enjoy singing or playing an instrument? Why (not)?
  - 2 Do you prefer listening to music or performing it?
  - 3 What skills do you think a good musician needs to have?

## BEFORE YOU LISTEN

- 3 Match the definitions with the music-related words in the box.

pitch (n.)   note (n.)   in tune (adv.)   beat (n.)

- 1 harmoniously
- 2 how high or low a musical note is
- 3 the main rhythm of a piece of music
- 4 a single musical sound

## WHILE YOU LISTEN

- 4  2.22 You are going to listen to a radio programme about a course aimed at teaching people to sing. Read the sentences and predict the correct options. Then listen and check your predictions.
  - 1 Angela Bright is a teacher / student at Arrowsmith College.
  - 2 People who say they're tone deaf usually like / dislike singing.
  - 3 Sufferers of amusia have difficulty processing rhythm / pitch.
  - 4 Beginners start with speaking / singing exercises.
  - 5 On the first / last day of the course, the students are taught to make basic sounds.
  - 6 A person needs / doesn't need formal training to be 'musical'.



# Literature

## A Tale of Two Cities

### START THINKING

- 1 When did the French Revolution take place?
- 2 What was the slogan of the French people during the Revolution?

### About the author

#### Charles Dickens

**Born:** 1812, Portsmouth, England

**Died:** 1870, Higham, Kent, England

#### Important works:

*The Pickwick Papers* (1836), *Oliver Twist* (1837), *A Christmas Carol* (1843), *David Copperfield* (1849), *A Tale of Two Cities* (1859), *Great Expectations* (1860)

#### Did you know?

Dickens started his writing career as a political journalist. He was interested in what was happening in the world. He travelled to America several times and developed strong views about slavery – he thought it was very wrong. *A Tale of Two Cities* shows Dickens's interest in history, the social differences between the rich and the poor, and the way the law treated people differently depending on their social status.

#### Background to the story ...

It's 1775, and the people of France are getting angry. They are poor and have nothing to eat, while the king and the aristocracy are living in luxury. The country is in an economic crisis. In Paris, Monsieur and Madame Defarge, a middle-class couple who own a wine shop, are angry. Business is bad and they have found out that their friend, Dr Manette, was wrongly imprisoned for 18 years by the Marquis of Evrémonte. The Defarges want to see change ... they want a revolution!

The Marquis of Evrémonte was a disappointed man. He had waited for hours at the palace of the King of France, but the King had not spoken to him. Angrily, the Marquis got into his coach and told the driver to take him home. Very soon the coach was driving fast out of Paris. At the corner of the street in Saint Antoine, one of the coach wheels hit something, and the people in the street screamed loudly. The horses were frightened and stopped.

'What has gone wrong?' asked the Marquis calmly, looking out of the window of the coach. A tall man had picked something up from under the feet of the horses and was crying loudly over it.

'Why is that man making that terrible noise?' asked the Marquis impatiently.

'I'm sorry, Monsieur the Marquis. It is his child,' said one of the people.

'Dead! Killed!' screamed the man.

The people in the street came close to the coach and looked at the Marquis with stony, silent faces. The Marquis looked back at them in bored dislike. To him, they were no more than animals.

'I can't understand' he said coldly, 'why you people cannot take care of yourselves and your children. I hope my horses are not hurt.' And he threw a gold coin to his driver. 'Give this to that man!'

'Dead!' shouted the father of the child again.

Another man came forward. 'Be brave, Gaspard. Your child has died quickly, and without pain. It is better to die like that than to go on living in these terrible times.'

'What is your name?' asked the Marquis.

'They call me Defarge.'

'This is for you,' said the Marquis, and he threw Defarge another gold coin.

'Drive on,' he called to his driver.

Just as the coach was leaving, a coin was thrown back in through the window. The Marquis looked angrily at the corner where Defarge had been standing. Defarge had gone.

At the corner there now stood a large, dark-haired woman, knitting. It was Madame Defarge. She stared for a long time at the face of the Marquis, but he did not look at her, and drove on.

From *A Tale of Two Cities*, Oxford Bookworms Library. Retold by Ralph Mowat.

#### Glossary

**disappointed** upset because something you wanted or expected hasn't happened

**coach** an old form of transport pulled by a horse

**stony** not showing emotions

**coin** metal money (e.g. 1 euro)

**knitting** to make something with wool

# Exam reference

Your *Get Set Student's Books* and *Workbooks* have been designed to give you all the help and support you need in preparing for your final examinations.

To make the most effective use of your study time, make sure that you frequently re-read and revise the notes you make in class, and revise any useful new grammar, vocabulary, or skills work.

## PLANNING FOR AN EXAM

Here are a few tips for effective revision:

- Find out what tasks are generally included in the exam for your specific area (ask your teacher for help). Knowing what type of questions you will have to answer will help you plan your time more effectively.
- Do as many past exam papers from your area as you can. Make notes after each exam on which areas you need to improve.
- Make a checklist of items to revise, and make you revise these areas thoroughly.
- Try revising in different ways. Some people prefer studying in a quiet room, others prefer going to a library, or studying while listening to classical music. If you need a break from studying alone, why not ask a friend to test you?
- Prepare a revision schedule to help you organize your time. Remember to plan in breaks for rest and relaxation, too!

## REVISING SKILLS

### REVISING READING

- Look again at the reading skills covered in *Student's Book 1* and *Student's Book 2*. Each time you read a text, try to practise some of these skills.
- Remember to read a text quickly first to understand the general idea, *before* you read the questions.
- Each time you read a text, make a note of any new vocabulary, and revise it afterwards.
- Check that you know what type of questions you may be asked in your exam, and make sure that you get lots of practice of these question types. *Student's Book 2* gives you some useful tips and practice of some of the most common exam question types.

## REVISING WRITING

- Read the model writing compositions in your *Student's Books* carefully, and refer to the Writing Reference sections in your *Workbooks* for additional help. *Get Set* is designed to give you lots of supported practice of the most common exam writing task types.
- Each time you write, remember to PLAN and ORGANIZE your ideas first. For useful tips on how to structure a composition, turn to pages 94–107 in *Workbook 2*.

When you have finished writing, remember to check your work carefully. Check your work for:

- A mistakes (grammar, word order, spelling and punctuation)
- B organization (Have you used paragraphs correctly? Is your composition written in a logical and sensible order? If you have written a letter, have you used the correct layout?)
- C interest (Is your composition interesting? Have you used a variety of vocabulary? Think about linkers, adjectives and adverbs.)
- D relevance (What were you asked to write? Does your composition fulfil that brief?)

Finally, correct your essay, then write it out again neatly. If you have time, read it again.

## REVISING LISTENING

- Look again at the listening skills covered in *Student's Book 1* and *Student's Book 2*. Each time you listen to a text, try to practise some of these skills.
- Many people find listening exams particularly difficult, so it is important to try to get as much practice as possible. Make sure that you do the listening tests in your *Workbooks*, and try to listen to English as much as possible (for example, on the radio or on the television).
- Remember that, the first time you listen to a text, you should listen for the general idea. You do not need to understand every word of a text to understand the general idea.
- If you do not understand part of a text in a listening exam, do not panic! It is important to keep listening and to answer as many questions as you can.
- Check that you know what type of questions you may be asked in your exam, and make sure that you get lots of practice of these question types. Your *Student's Books* give you some useful tips and practice of the most common exam question types: multiple-choice questions.

## REVISING SPEAKING

- Read the speaking sections in your *Student's Books* carefully, and make a note of any useful functional language or speaking tips.
- Remember to read and revise the Useful Language provided in the Speaking Reference on pages 108–109 of *Workbook 2*.
- Many people find speaking English extremely difficult, so it is important to try to get as much practice as possible. Try to speak English as much as possible in the classroom. Why not try speaking English with friends outside school hours, too?
- Remember that, although accuracy is important, sometimes there may be several different ways to express your ideas. If you cannot remember a particular word in English, try explaining what you mean by using different expressions. For some ideas, turn to pages 108–109 of *Workbook 2*.
- If you make a mistake, do not worry! Relax, correct yourself, and carry on.

## REVISING LANGUAGE

In order to perform at your best in examinations, it is essential that you revise and practise as much useful grammar and vocabulary as possible. When you answer questions about grammar and vocabulary in an examination, it is very important that you check your work carefully afterwards. Think about spelling, word order, and punctuation, too.

## REVISING VOCABULARY

- For useful tips on how to record and revise vocabulary, turn to page 111 of *Student's Book 2*.
- Check that you know what type of questions you may be asked in your exams, and make sure that you get lots of practice of these question types. Your *Student's Books* give you some useful tips on and practice of the most common exam question types, including work on synonyms and definitions.
- In some regions, students also have to answer questions on pronunciation. To help you prepare for this, make sure that you keep a note of the pronunciation of words in your vocabulary notebook. The Vocabulary Reference sections in your *Student's Books* also contain a helpful list of the pronunciation of the words you have learnt in this course.

## REVISING GRAMMAR

- *Get Set* provides a very comprehensive grammar syllabus which fully meets the requirements of your examinations. The Grammar Reference section in *Student's Book 2* (pages 95–108) provides a useful summary for you to read and memorize.
- Make sure that you keep accurate and clear notes of any explanations which your teacher gives you in class, and read and revise your notes regularly.
- Remember, the best way to improve your English grammar is to practice, practice, practice! Make sure that you answer all the grammar questions in your *Student's Books* and *Workbooks*.
- Check that you know what type of questions you may be asked in your exams, and make sure that you get lots of practice of these question types. Your *Student's Books* give you some useful tips on and practice of the most common exam question types, including work on transformations in every unit. In Unit 7 of *Student's Book 2*, the Grammar section covers four of the most common grammar question types: transformations, word ordering, sentence completion, and gap-fills. Other common question types are covered throughout the course.