

# Bands and fans

## Vocabulary

### free-time activities

- 1** Find ten words in the wordsearch connected with music, bands, fans and leisure.

o	t	k	j	i	n	s	t	r	u	m	e	n	t
p	e	r	f	o	r	m	a	n	c	e	o	k	d
q	u	e	h	i	n	s	t	r	r	m	g	n	r
a	u	d	i	e	n	c	e	u	m	f	a	l	u
g	j	c	l	u	b	b	i	n	g	u	m	y	m
i	u	g	b	v	m	u	s	i	c	a	e	o	m
g	k	n	k	y	u	w	i	p	u	m	s	g	e
s	x	p	k	c	o	n	c	e	r	t	r	a	r


- 2** Find and correct the mistakes with collocations in sentences 1–8.

- 1 I really think listening music is relaxing.
- 2 Can you play at a musical instrument?
- 3 I try to go as many live concerts as possible – they're great!
- 4 I watch at television in the evenings after work.
- 5 It's much easier if I can make the shopping at the weekends.
- 6 I tend stay at home on Sundays.
- 7 Making yoga helps me switch off from problems at work.
- 8 I'm really in rock music – I love the strong beat.

## Speaking

### listening to and answering questions (Part 1)

#### ► CB page 7

- 1**  **01 Listen to the questions an examiner asks. Match questions 1–7 to answers A–I. There are two answers you do not need to use.**

- A** My older brother actually. I can talk to him about almost anything.  
**B** It's hard to say but I hope I'll be working as a doctor. I've just started at uni.  
**C** All kinds really. Hip hop, rock, jazz. I really like classical music too.  
**D** I play the violin.  
**E** Yes, a brother and a sister. My brother is three years older than me and my sister is a year younger.  
**F** We usually go to the seaside, but this year we're going to visit my brother in Madrid. He's studying there.  
**G** The people. The town itself is very beautiful with a cathedral and a wonderful square, but it's the people that make it special.  
**H** I was studying at school.  
**I** English! I liked the science subjects too but English is my favourite.

#### About the exam:

In the Speaking test, Part 1, you and your partner are each asked one or two questions, and you give personal information and opinions.

#### Strategy:

- Give interesting answers but don't say so much that you dominate the conversation.
- Make sure your answers are quite short.

## Reading

### Gapped text (Part 6)

► CB page 8

#### About the exam:

In the Reading and Use of English paper, Part 6, you read a text with missing sentences. The sentences are after the text in jumbled order. You decide where they go in the text. There is always one extra sentence.

#### Strategy:

- Read the whole text first and make sure you understand it.
- Look at the words like pronouns (e.g. *it, she*), demonstratives (e.g. *this, that*) and possessive adjectives (*her, their*) in the sentences that have been removed from the text and decide what they refer to.
- When you have chosen the missing sentences, read the whole text through again with the sentences in place to make sure that it all makes sense.

**1** You are going to read a newspaper article about writing pop songs. Read the article and decide which of the titles 1 or 2 summarises the article best.

- 1 The science of the pop song
- 2 How writing songs has changed

**2** Six sentences have been removed from the article. Choose from sentences A–G the one which fits each gap (1–6). There is one extra sentence you do not need to use.

- A Even he can't account for the song's success but it certainly shows that pop doesn't always have to be manufactured and designed by a committee.
- B One way record companies manage to do this is by including producers as part of song-writing teams.
- C But somewhere along the line that all changed.
- D You will see that huge teams of people are involved in its creation.
- E Instead of gathering in a recording studio, they collaborate through file sharing.
- F It rarely involved more than two people, one to write lyrics, the other to set them to music.
- G It then took them only 12 minutes to actually write the song.



Writing a successful pop song might not seem too complicated at first glance. After all, it just takes two or three short verses, repeated choruses, a couple of hooks and a good melody, all wrapped up in about three minutes. But just take a look at the credits for any typical contemporary hit. **1** One recent number-one single was the result of the work of five writers, two producers and a remixer. The current top ten **features** forty different writers and nineteen producers. Nowadays, it certainly seems to be a case of the more the merrier.

For most of the 20th Century, song writing was a very different process. **2** Singer-songwriters like Bob Dylan became famous for writing and performing entirely on their own. So how did we end up with songs that have as many as five composers, two of whom might not even have been in the room while the song was being written? One contributing factor has been sampling and the way it makes constructing new tracks out of old ones seem legitimate.

But are the new tracks really new? Pop songs almost always have the same verse-chorus structure, and a rhythmic pattern of four beats to the bar that almost never **varies**. Somehow pop still manages to convince us of its own novelty. **3** They contribute hooks, sound effects and technological innovations of various kinds to conceal the fact that we are actually hearing the same five or six chord progressions known to appeal to listeners.

Of course, digital technology has made it easier for the work of different producers and writers to be combined. **4** The original version of one successful hit was released in Hawaii in 2012, but then **radically** remixed by a German DJ in 2014 before it went on to become a chart success. This can still be an expensive business though.

In 2011, National Public Radio in the USA tried to work out just how much it costs to produce a typical pop song by analysing a recent chart contender. They **established** that \$53,000 was spent in advance just bringing the four writers and producers together. **5** Nevertheless, the final budget for recording and marketing came to over a million dollars. The single actually **flopped**, only reaching 59 in the U.S. charts.

Perhaps a failure like that serves to remind us that songwriting is not a science and nobody is really certain what makes a hit. In the end, what connects a song with the public consciousness and gives it a life of its own just cannot be calculated or predicted. One recent example is the 2014 global hit written and performed by the then unknown Irish singer-songwriter Hozier, and recorded in the attic of his parent's house. **6** Sometimes, it just takes a bit of magic.

**3** Look at verbs 1–3 from the article in Activity 2 and cross out the words in italics that cannot be used with them.

- 1 make *something easier/your homework/a hit/a friend*
- 2 record *a song/your answers/a dish/a message*
- 3 become *famous/a teacher/a baby/an adult*

**4** Choose the definition, A or B, that matches the meaning of words 1–5. Check the words in bold in context in the article.

- 1 features  
A includes    B highlights
- 2 varies  
A changes    B disagrees
- 3 radically  
A badly        B completely
- 4 established  
A started      B found out
- 5 flopped  
A fell down    B failed to succeed

**5** Find words in the article to match definitions 1–4.

- 1 the words of a song
- 2 songs or pieces of music on a record or CD
- 3 the main rhythm that a piece of music has
- 4 passages or phrases used in popular music to make songs attractive or interesting to listeners

**6** Look at sentences 1–3 from the article. Choose the sentence, A or B, that is closest in meaning to the original. Look at the article again and use the whole context to help you.

- 1 So how did we end up with songs that have as many as five composers, two of whom might not even have been in the room while the song was being written?  
A How has it become possible for songs to have so many composers, some of whom were not physically present when the song was being written?  
B Why are songs sometimes finished off by more composers than those who started to write them?
- 2 The original version of one successful hit was released in Hawaii in 2012, but then radically remixed by a German DJ in 2014 before it went on to become a chart success.  
A In 2014 a German DJ made a lot of money by copying a song that had been a hit in Hawaii in 2012.  
B The song became a hit in 2014 after a German DJ changed the original recording that had been made in Hawaii in 2012.

- 3 Sometimes, it just takes a bit of magic.  
A Sometimes, it's better to only use a small amount of magic.  
B Sometimes, a small amount of magic is all that is necessary.

**7** Read the complete article again. Which of the opinions do you agree with? Think of three reasons you would give for your opinions.

Technology has really helped to make pop music more exciting.

The singer-songwriters of the past were far more talented than modern pop stars.

There's no such thing as originality in pop music.

## Grammar

simple and continuous forms in the present and present habit

► CB page 10

**1** Choose the correct option in italics to complete the sentences.

- 1 I *have/am having* a ticket for the concert on Friday and I *get/am getting* really excited!
- 2 The group *come/are coming* from the same school as I went to, which makes it even more exciting.
- 3 They *perform/are performing* all over Europe now, or at least that's what my friend *tells/is telling* me.
- 4 I *understand/am understanding* that the concert is sold out. I can't wait to *hear/be hearing* them play!
- 5 I *know/am knowing* one of the roadies and at the moment he *works/is working* backstage on some of their gigs here in the UK.
- 6 He *says/is saying* that the band *are really looking forward/really look forward* to coming back to their home town to play on Friday.
- 7 Their fans *love/are loving* them wherever they *play/are playing*, but we're special for them.
- 8 On their latest album they *sound/are sounding* more like Coldplay but I *like/am liking* it a lot.
- 9 Some people *criticise/are criticising* them for that, but I *disagree/am disagreeing*. I'm still their biggest fan.
- 10 The sound at live gigs is so loud – it's very hard to *get used to/getting used to*.

## Use of English

### Multiple-choice cloze (Part 1)

► CB page 11

#### About the exam:

In the Reading and Use of English paper, Part 1, you read a text with eight gaps and choose the best word from four options to fit each gap. The correct word may be: part of a fixed phrase or collocation, part of a phrasal verb, the only word that makes sense in the sentence (e.g. a connector), the word that fits with the word(s) before or after the gap.

#### Strategy:

- Read the title and the whole text without worrying about the gaps so that you understand what it is about.
- Go through the text, stopping at each gap. Read the four options.
- Check the words before and after the gap. Then choose the best option.

- 1** For questions 1–8, read the text below and decide which word (A, B, C or D) best fits each gap. There is an example at the beginning (0).

#### Music on your mind

You know the feeling – you're listening to music and suddenly your whole (0) A mood changes from sad to happy. This mind-altering power of music is amazing, and internet music sites are using sophisticated ways of (1) ..... us in touch with new artists. They monitor our online searches or online listening habits (2) ..... patterns, and the results are often surprising – would you believe that AC/DC fans may well enjoy Beethoven?

Musicians have been (3) ..... unforgettable music for centuries, using accepted ideas about the emotional appeal of certain combinations of musical sounds. It's (4) ..... knowledge that major chords sound upbeat (5) ..... minor chords sound mournful – in tests, even children as young as three connect music in major keys to happy faces. Scientists investigating the subject have been (6) ..... various experiments such as scanning the brains of people while they listen to music. One thing they (7) ..... across is that music triggers activity in the motor regions of the brain, which could explain why we often need to (8) ..... our feet to music. The possibilities for medicine and business are exciting!

- |   |                |               |              |                 |
|---|----------------|---------------|--------------|-----------------|
| 0 | A mood         | B atmosphere  | C temper     | D idea          |
| 1 | A placing      | B putting     | C making     | D doing         |
| 2 | A looking out  | B looking for | C looking up | D looking after |
| 3 | A constructing | B forming     | C inventing  | D composing     |
| 4 | A great        | B usual       | C common     | D wide          |
| 5 | A while        | B during      | C since      | D so            |
| 6 | A taking       | B making      | C doing      | D having        |
| 7 | A came         | B went        | C brought    | D took          |
| 8 | A tap          | B bang        | C hit        | D strike        |

- 2** Look at the answers to Activity 1 again. Underline:

- 1 two phrasal verbs.
- 2 three collocations.
- 3 one fixed phrase.

## Listening

### Multiple matching (Part 3)


► CB page 12

#### About the exam:

In the Listening paper, Part 3, you read eight statements or questions and hear five different people speaking about the same topic. You match each speaker to the appropriate statement or question. There are three extra statements or questions you do not need to use. You hear all the speakers twice.

#### Strategy:

- Read the instructions and the questions or statements carefully.
- Underline the key words in the statements. Then listen for these key ideas when you hear the speakers the first time.
- When you hear the speakers the second time, decide on the correct answer.
- At the end, check that you have only used each statement or question once.

- 1**  **02** You will hear five different people talking about a live pop concert they have been to. Choose from the list (A–H) what each speaker disliked most about the concert. Use each letter only once. There are three extra letters which you do not need to use.

- |   |                             |                                    |
|---|-----------------------------|------------------------------------|
| A | The type of music played    |                                    |
| B | The arena and the stage     | Speaker 1 <input type="checkbox"/> |
| C | The location of the concert | Speaker 2 <input type="checkbox"/> |
| D | The audience participation  | Speaker 3 <input type="checkbox"/> |
| E | The quality of the sound    | Speaker 4 <input type="checkbox"/> |
| F | The price of the tickets    | Speaker 5 <input type="checkbox"/> |
| G | The facilities at the venue |                                    |
| H | The long wait to get in     |                                    |

## Grammar

used to and would for past habit

► CB page 13

**1** Read the extracts about music and cross out the incorrect verb form in italics.

**1** Throughout history, people *would/did* used to make sure their children had classical music lessons from a young age. Some parents *did/had used to do* used to do this because they thought it was good for mental discipline. Others *believed* used to believe/would believe that knowledge of important works of classical music was part of a good general education.

**2** As soon as films were invented, accompanying music became important. In the early days of silent films, cinemas *did/would* used to hire a professional musician to play the piano or organ. This pianist *would/got* used to sit at the front of the cinema and play whatever music he/she thought was suitable – customers *would/were used to* got used to hearing different kinds of music in every cinema. Once sound was introduced, things became more consistent, and classical music has long been a favourite choice. Classical music has regularly featured in pop culture, and has often been used as background music for movies, television programmes and advertisements. As a result, avid fans of popular music *are used to* would/have got used to regularly hearing classical music although they may not have recognised it as such.

**2** Sentences 1–6 below each have a word missing. Complete the sentences with the words in the box.

get   got   to (x2)   used   would

- 1 When I was a child I used hate classical music, but I loved rock.
- 2 Every time I went to a concert I buy a T-shirt to remind me of it.
- 3 My brothers to go to football matches instead of coming to rock concerts with me.
- 4 After a while I used to going to music events on my own.
- 5 My mother could not used to me doing different things from my brothers.
- 6 Now I think she's got used it.

## Use of English

Key word transformation (Part 4)

### About the exam:

In the Reading and Use of English paper, Part 4, there are six unconnected sentences. For each one you complete a new sentence so that it has a similar meaning, using a word given in bold. You must not change this word. This part tests a range of grammatical structures and vocabulary.

### Strategy:

- Don't change the key word.
- Only write between two and five words, including the given word. Contractions (e.g. *won't*) count as two words.

**1** Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

- 0** I decided not to learn to play the piano as it seemed very difficult.

#### UP

I decided not *to take up learning* to play the piano because it seemed very difficult.

- 1** I lived in London as a child, but now I live in Paris.

#### USED

I live in Paris now, but ..... London as a child.

- 2** When I lived in London, I went to the music shop on the corner every Saturday.

#### WOULD

Every Saturday ..... the music shop on the corner when I lived in London.

- 3** It's become easy for me to sing live as I do it so much.

#### GOT

I've ..... as I do it so much.

- 4** I find watching TV quite relaxing in the evenings.

#### FEEL

Watching TV ..... in the evenings.

- 5** I don't go to live concerts very often.

#### HARDLY

I ..... live concerts.

- 6** I only found your message by chance when I was looking for something else.

#### ACROSS

I only ..... accident when I was looking for something else.



## Writing

### Informal email (Part 2)

► CB page 14

#### About the exam:

In Part 2 of the Writing paper you may have the opportunity to write a letter or email. You will be given part of a letter or email to reply to, and you should write 140–190 words. The letter or email may be semi-formal or informal.

#### Strategy:

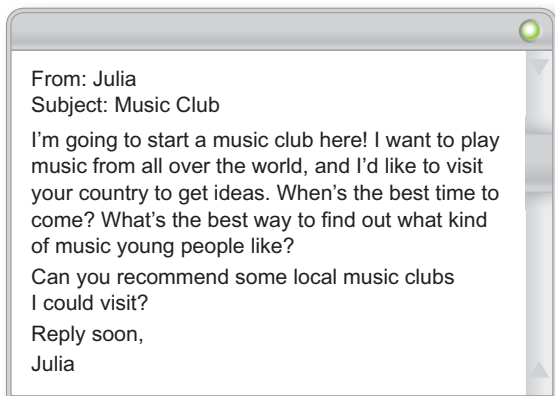
Read the instructions and the whole task very carefully. Identify:

- who you are writing to.
- why you are writing.
- what you have to write about.
- whether you need to use a semi-formal or informal style.

You will probably need to use functions such as explaining, giving information, suggesting. Make sure you cover all the points mentioned in the email or letter in the task.

#### 1 Look at the task and decide if statements 1–5 below are true (T) or false (F).

You have received an email from your English-speaking friend, Julia.



- 1 You should write in a formal style.
- 2 Your reply should provide various kinds of information.
- 3 You have to ask some questions.
- 4 You can use abbreviations and smileys in your answer.
- 5 You should write 140–190 words.

#### 2 Write your email for the task. You must use grammatically correct sentences with accurate spelling and punctuation in an appropriate style.

#### 3 Match the sentences below to the functions in the box. You can use two of the functions more than once.

explaining    inviting    making offers  
making suggestions    refusing an invitation  
stating preferences

- 1 What I'd rather do is go to the evening performance.
- 2 I'm afraid I won't be able to make it in November.
- 3 Maybe we could meet outside the box office at seven.
- 4 The thing is, the venue's a difficult place to find so it's better to go together.
- 5 I'm going to a gig tonight – do you fancy coming along?
- 6 July is the best month for festivals so that would be a really good time to come.
- 7 Would you like me to buy the tickets?
- 8 Unfortunately, that's when I have some of my exams.

#### 4 Look at the task below. Then read the email the student has written and do the following.

- Identify any missing information.
- Underline any sentences that are too formal.
- Correct any language mistakes.

You have received this email from your English-speaking friend, Jo.

