READING

A feature
ARTICLE

A Read the feature article and choose the option that best describes the main purpose of the text.

a to give factual information
b to persuade the reader to act in a certain way
c to challenge a belief or practice

Why We Should Scrap the Term "World Music"

If you ask any musician what genre of music they play, they'll probably roll their eyes, take a deep breath, and patiently explain that their music is hard to categorize. Most **creative people**, whether they're musicians or visual artists or dancers, dislike being pigeon-holed. They like to think they're creating something new and fresh, which may draw on influences from different styles, but is essentially unique to them. As consumers, however, we like labels. We want to know where to browse for new music on a streaming platform, and we often rely on these categories as shortcuts to save ourselves time when exploring unfamiliar artists.

One genre of music where this kind of pigeon-holing becomes genuinely problematic, beyond just the views of individual artists, is the category of "world music." The term was coined back in the late 1980s when a number of African artists were becoming **more popular** in the West. The record industry wanted a label to help market this "new genre" to a **wider audience**. Although the intention was mainly practical, the label quickly grew to cover a vast range of music that had very little in common beyond geography. In the decades since, this **incredibly broad** term has come to refer to any music that doesn't originate in Europe or North America.

There are a number of key assumptions underlying the term "world music" that are highly flawed. First, the genre includes such a wide range of musical styles as to make the name **fairly meaningless**. Just because you enjoy, say, Congolese funk bands doesn't mean you necessarily want to see Indian Bhangra tunes popping up on your playlist! **More significantly**, though, it suggests an "otherness"—an idea that there's Western music and "everything else." This divide reinforces the outdated belief that Western styles are the default and everything outside that sphere is exotic or unfamiliar.

LOST FOR WORDS?

coin (v) to invent and start using a new word

pigeon-holed (adj) unfairly considered to be part of a restricted group or category



B Are these phrases from the text largely descriptive and unbiased (D) or emotive language (E) expressing the writer's opinion?

1 creative people .....
2 fairly meaningless .....
3 more popular .....
4 more significantly .....
5 incredibly broad .....
6 wider audience .....

C Choose the best answer to each question.

1 What is the writer's main purpose in discussing musicians' frustration with labels?
   a to entertain readers with humorous observations
   b to inform that categorizing creative work can be problematic
   c to demonstrate musicians' attitudes toward the public
2 Why does the writer describe the history of the term "world music?"
   a to inform that music genres evolve naturally over time
   b to explain why the term became necessary for business purposes
   c to argue that the term, created mainly for marketing, can be misleading
3 What is the writer trying to achieve by giving examples such as Congolese funk and Bhangra?
   a to question how diverse and exciting world music can be
   b to explain that the category world music is too broad to be meaningful
   c to persuade readers to listen to specific non-Western styles



Musical
ABILITY

A Choose the best word or phrase to replace the underlined expressions without changing the meaning.

1 He's been playing the piano <u>without reading music</u> since his teens.
a by eye **b** by ear **c** in tune

2 She co-wrote the music and <u>words of the songs</u> for the new musical.
a melody **b** harmony **c** lyrics

3 Everyone was tapping their toes and nodding their heads to the <u>beat</u> of the drum.
a rhythm **b** rhyme **c** harmony

4 You'll be humming the catchy <u>tunes</u> for days.
a melodies **b** lyrics **c** rhythms

5 As street performers, we tend to <u>make up</u> our music as we go along.
a customize **b** compose **c** improvise

6 Dvořák's Cello Concerto was a <u>great work</u> written during the time the composer spent in America.
a melody **b** masterpiece **c** master

B 4.1 Complete the texts using words from Exercise A. Listen and check your answers.

In the evenings there was always live music going on. It was loud and rowdy. The musicians mostly played popular songs by [1]..... and a lot of it was [2]......, or made up on the spot. They weren't always completely in [3].....,, but it was lots of fun.

She finished the gig with my favorite song. Of course, everyone knew the [4]..... and hearing the whole crowd singing in [5]..... to one of my favorite tunes was absolutely magical.

C Write one word that completes both sentences a and b, without changing the form of the word.

1 .....
a We quickly ... a temporary solution using some tape and cardboard.
b Poets perform to ... music played by a live jazz band.

2 .....
a I wish we could live in ... with our neighbors across the border.
b It was amazing to hear the huge choir all singing in ... .

3 .....
a Gardening keeps me connected to the ... of the seasons.
b Everyone was tapping their feet to the ... of the music.

4 .....
a Sneha has been playing the piano for so long that she can sit down and play a song by ... after only hearing it once.
b We'll have to play it by ... and see how many people show up for tomorrow's party.

5 .....
a It's an incredible musical ... by one of classical music's rising stars.
b At the time, the huge stadium was a ... of engineering; nothing quite like it had ever been built before.

GRAMMAR 1

Expressing wishes, hopes, and imagined

SITUATIONS

A Choose Y (yes) or N (no) to answer the questions.

1 "I really wish I could read music."
Can she read music? Y / N

2 "I hope there are still seats at the front by the time we get in."
Is it possible they will find empty seats at the front? Y / N

3 "Imagine you could go backstage to meet the band in person."
Is he likely to meet the band backstage? Y / N

4 "Suppose your mic fails in the middle of a gig."
Is it possible the microphone could fail? Y / N

5 "We hope to sort the issues out before the gig next Saturday."
Is it possible they'll solve the problem before Saturday? Y / N

6 "Suppose you had a recording studio in your basement."
Do they have a recording studio in their basement? Y / N

B Complete the sentences with the correct form of the verbs in parentheses.

1 I wish I _____ (*know*) how to play guitar, but I don't know where to start.
2 If only I _____ (*be*) better at basketball, we could win this game.
3 I hope to _____ (*finish*) my degree and graduate next year.
4 Imagine we _____ (*have*) two more weeks to practice.
5 Suppose you _____ (*get*) a better grade on your exam. Your grade average would be higher.
6 I wish I _____ (*have not*) bought this new phone.

C 4.2 Complete the dialogues using *wish*, *hope*, *imagine,* or *suppose*. Listen and check your answers.

Viv: When I was young, I took piano lessons, but I never really practiced much. I [1] _____ I had now. I'd be a much better player.
Luis: Your playing sounds OK to me.
Viv: Yeah, I can manage a basic melody, but [2] _____ how good I could be if I'd taken it more seriously.

Jules: I've made this promo video, but I have no idea how to edit it. I [3] _____ I knew how to add some music to it.
Beth: I've got a really easy video editing app on my phone. Look, I'll show you. So, [4] _____, for example, you want to add some background music to the whole video. You just click here, then select the track you want to use.

Kai: How old's your son now? Is he interested in music like you?
Leo: He's 10 and he just started taking guitar lessons. But I'm not sure if it's a good idea.
Kai: Why? Doesn't he enjoy it?
Leo: Yeah, he says he does, but I just [5] _____ he doesn't feel like we've pushed him into it.
Kai: I'm sure he doesn't, but if he doesn't enjoy it, he can always quit. You're just giving him an option. I [6] _____ my parents had encouraged me to learn an instrument when I was a kid.



An informal
DISCUSSION



A 4.3 Listen to two short conversations and choose the best summary of each one.

1 In conversation 1, the speaker thinks listening to music via streaming sites
   a has widened his taste in music.
   b is better using good quality headphones.
2 In conversation 2, the two friends are
   a planning a trip to a music festival.
   b reminiscing about an event in the past.

B Listen again. Check (✓) the colloquial asides the speakers use.

CONVERSATION 1	CONVERSATION 2
☐ 1 What are they called?	☐ 7 Can you believe it?
☐ 2 What was he called?	☐ 8 Do you believe him?
☐ 3 What was I saying?	☐ 9 What was his name?
☐ 4 As I was saying ...	☐ 10 What's his name?
☐ 5 What do you mean?	☐ 11 What was I going to say?
☐ 6 You know what I mean?	☐ 12 Where are we going to stay?

C Match the colloquial expressions from Exercise B (1–12) to their function (a–d).

a Trying to remember a detail. .....
b Getting back to the main point. .....
c Checking understanding. .....
d Expressing surprise. .....

D Complete the dialogue with colloquial asides.

Roy: I think we're more-or-less ready for the concert now. The venue's all booked. Amina's sorting out the ticketing. Aung, can you put together a, what [1].....,, a social media post advertising it? Something eye-catching with the date and venue and all that. You know [2].....?

Aung: Yeah, sure. I've got some new software that's great for that sort of stuff. I can even add some video if you want.

Roy: Thanks, that's great, but just something simple will be fine. Where [3].....? Oh yes, the next thing is sound equipment. Maria, you were going to check out some rental options, weren't you?

Maria: Yes, I called around a few places and you [4]..... some of the prices they wanted to charge! I think I've found somewhere more reasonable though.



VOCABULARY

Idiomatic expressions with
TAKE

A Choose the best paraphrase to replace the expression in bold.

1 It's important **to take your time** when choosing an instrument to buy.
   a not to rush into a decision
   b to pick the right moment
   c to decide quickly
2 Don't just **take my word for it**. Check out the online reviews.
   a read what I say
   b believe what I'm telling you
   c trust my translation
3 He's one of those guys who always overreacts and **can't take a joke**.
   a doesn't like people who tell jokes
   b isn't very good at making people laugh
   c gets offended by comments that are intended to be funny

B Complete the social media posts and comments with the words from the box. Four words are not needed.

chance consideration credit individually initiative opinion personally step time word

Sophie • Just now ...

OMG, I am sooo furious 😡! I've spent literally weeks getting everything ready for our office summer party, booking everything and even persuading a really popular local band to play live. Then on the day of the party, my boss made a speech taking all the [1] _____ for it! It completely undermined me.

Like Comment Share

Elena: I'm so sorry. That's awful. Don't take it [2] _____ though—I'm sure she'd do the same to anyone. She clearly just has a massive ego!

Dan: Take my [3] _____ for it, your coworkers will know who REALLY did all the hard work! 😜

Vince • Just now ...

The good news is ... I've been offered a job—hooray! And it's exactly the kind of role I've been looking for. The bad news is ... it's on the other side of the country. So I'd have to move away from my family and friends and settle in a completely new city. Wondering if I should just take a [4] _____ and say yes 😬

Like Comment Share

Brenda: Well done! If it's a really great job, then it's certainly worth thinking about. Don't forget how expensive it can be to relocate though—that's definitely something to take into [5] _____.

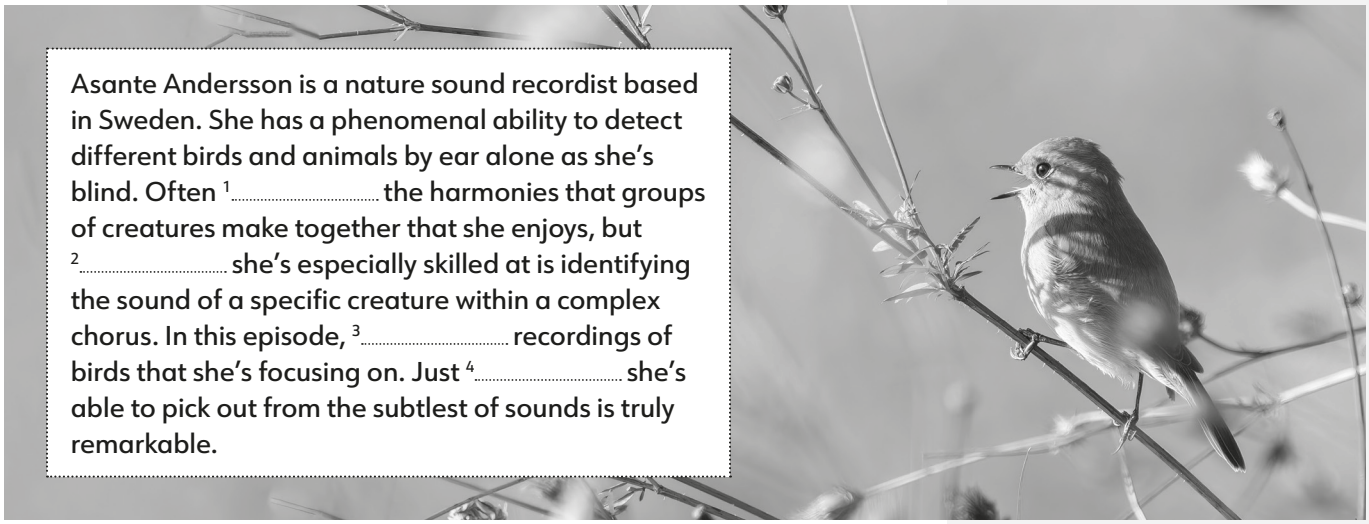
Krish: Wow, that's a big decision! Can you take your [6] _____ to decide or do they need an answer right away?

C Which option is *not* possible?

1 I think Gomez **deserves / can take / makes** a lot of the credit for the band's success.
2 I'm fairly sure we've taken everything into **account / mind / consideration**.
3 She's always very tough with her feedback; don't take **offense / it personally / it sensitively**.
4 We hadn't booked tickets in advance, but we decided to take a(n) **chance / risk / opportunity** and just show up.
5 He's got to step outside of his comfort zone and **take / get / seize** the initiative—do something different and innovative.

Cleft SENTENCES

A Complete the podcast introduction with *what* or *it's*.



Asante Andersson is a nature sound recordist based in Sweden. She has a phenomenal ability to detect different birds and animals by ear alone as she's blind. Often [1]..... the harmonies that groups of creatures make together that she enjoys, but [2]..... she's especially skilled at is identifying the sound of a specific creature within a complex chorus. In this episode, [3]..... recordings of birds that she's focusing on. Just [4]..... she's able to pick out from the subtlest of sounds is truly remarkable.

B 4.4 Put the words and phrases in italics in the correct order to complete the interview. Then listen and check.

Interviewer: So, Alice, can you explain for us what it is you do?
Alice: I'm a sign language interpreter at classical concerts. [1]*What / I use / to interpret / that means / expressive sign language / a musical performance / is*.
Interviewer: And this is classical music, so it's not just about interpreting the lyrics, is it?
Alice: Well, [2]*it's / work / I / both choral and instrumental pieces / with*. So that might be an opera or a popular musical, but it could be an instrumental piece, too. [3]*What / the whole piece / into / is / translate / I do / sign language*. When I'm preparing, I study both the musical score and any lyrics. I also consider the mood of the piece and things like the volume and the speed. [4]*What / the essence of the music / to capture / hoping / I'm / is*.
Interviewer: And how did you get started in signing for concerts?
Alice: [5]*It / at music school / the idea / who / was / first prompted / one of my tutors*. I'd already seen sign language interpreters at pop shows and I commented on how great it would be to have the same for classical concerts. My tutor suggested I give it a try and the rest is history.

1 .....
2 .....
3 .....
4 .....
5 .....

C Rewrite the sentences as cleft sentences starting with the word(s) given.

1 We found using an external microphone gave better sound quality. What
we found was using an external microphone gave better sound quality.
2 Asma didn't write the lyrics for this track.
It .....
3 Andre booked the recording studio for the wrong day.
What happened .....
4 Record companies want songs that fit neatly into a musical genre.
What .....
5 We need a fairer deal for artists in terms of streaming revenues.
What .....
6 Singers don't set the ticket prices at most venues.
It .....

SPEAKING

Letting people down

GENTLY

LOST FOR WORDS?

echo (n) a sound repeated because it has been reflected off a surface

A 4.5 **Listen to a voicemail message and choose T (true) or F (false).**

1 Marc thinks Kim has a very good singing voice. T / F
2 The video wasn't the right style for the social media campaign. T / F
3 The audio of the video was too quiet. T / F
4 There isn't time for Kim to rerecord the video. T / F
5 They plan to use a video by someone else for the campaign. T / F
6 Marc suggests that Kim get a better quality microphone. T / F

B **Listen again and put the elements of the message in order (1–4).**

..... **a** Marc explains why Kim's video cannot be used.
..... **b** Marc praises Kim's singing voice.
..... **c** Marc offers encouragement.
..... **d** Marc gives constructive advice.

C 4.6 **Listen to these sentences from the voicemail and practice saying them. Pay attention to stress and intonation.**

1 You're clearly a very talented singer.
2 Your idea for the video was just what we're looking for.
3 Unfortunately, though, the sound quality wasn't great.
4 There was quite a lot of echo.
5 We've decided to go with another option this time.
6 We'd be very happy to hear from you again in the future.

D **Imagine a friend wants to start a cat food business with you but you don't have the time or interest. Record yourself letting them down gently using expressions from Exercise C.**

PRONUNCIATION

Sounds:

/ʒ/ AND /dʒ/

A 4.7 **Choose one word in each set that has a *different* consonant sound in the underlined syllable. Listen and check.**

1 ver<u>sion</u>	chall<u>enge</u>	plea<u>sure</u>	televi<u>sion</u>
2 ima<u>gine</u>	langu<u>age</u>	deci<u>sion</u>	dan<u>ger</u>
3 sabot<u>age</u>	expo<u>sure</u>	sug<u>gestion</u>	vi<u>sual</u>
4 encour<u>age</u>	<u>edu</u>cate	<u>judge</u>	mea<u>sure</u>

B 4.8 **Listen and repeat the phrases. Choose whether each underlined syllable has a /ʒ/ or a /dʒ/ sound.**

1 a sign langu<u>age</u> version	ʒ / dʒ
2 sabot<u>age</u> his chances of winning	ʒ / dʒ
3 ima<u>gine</u> it was live	ʒ / dʒ
4 amazing vi<u>sual</u> effects	ʒ / dʒ
5 <u>edu</u>cate and entertain	ʒ / dʒ
6 encour<u>age</u> innovation	ʒ / dʒ
7 expo<u>sure</u> to the arts	ʒ / dʒ
8 life's simple plea<u>sure</u>s	ʒ / dʒ

An opinion

BLOG POST

A Read the opening paragraphs of the blog post and choose the best option to complete the statements.

1 The writer believes celebrity endorsement of politicians is ...
  a harmful. b a positive thing. c potentially problematic.
2 The writer says young people don't engage with politics because ...
  a they are apathetic. b it's boring. c they feel disconnected.
3 According to the blog, young people ... mainstream media channels.
  a don't understand b don't follow c disbelieve
4 The writer explains that celebrities can ... young people.
  a connect with b influence c educate

B Match the extracts from the blog post (1–6) to the techniques they demonstrate (a–c).

Creating a Bridge



In the recent election campaign, a number of high-profile musicians publicly endorsed one candidate or another. Some people criticize this, saying it takes attention away from the serious issues, but in an era when we all know that many young people are switched off from mainstream politics and apathetic about voting, I strongly believe that anything that gets them to engage in the democratic process is a good thing.

In my own role as a community worker, I've seen firsthand just how disillusioned young people have been with the election and with politics in general. They tell me they don't see themselves and their own realities reflected in what politicians say. And that's just the ones who've even noticed there's been an election happening! Most political debate still goes on in the mainstream media, which of course, isn't how many young people nowadays get their news. Musicians and other celebrities can cut through to a wider audience, reaching out to their fans through social media posts and videos.

I've heard some people argue that pulling voters in with celebrity endorsements is somehow "dumbing down" politics, that voting for a candidate just because of a video by your favorite pop star isn't proper political engagement. That's totally unfair. We're doing young people a disservice if we think they'll just blindly follow. The celebrity is just a way to bring people into the debate. Young people already have strongly held opinions about a whole range of issues. What they need is to see a link between their own concerns and what the politicians are saying, and that's where celebrities can provide a bridge.

a using expressions to create a sense of togetherness with the reader
b drawing on personal experience
c using adjectives and adverbs to express strong opinions

1 In my own role as a community worker, I've seen firsthand ... .
2 you'll have seen a number of high-profile musicians ... .
3 apathetic about voting .....
4 in an era in which we all know that ... .
5 They tell me ... .
6 they'll just blindly follow .....

C Write a short blog post on whether you think high-profile musicians provide appropriate role models for young people. Use language to connect with the reader.

LOST FOR WORDS?

apathetic (adj) showing no interest or enthusiasm

do a disservice to judge someone unfairly

dumbing down making something important or complex seem simpler