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WELCOME TO PREPARE

LEARN ABOUT THE FEATURES IN YOUR NEW STUDENT'S BOOK!

ABOUT YOU
Start each unit by talking about you, your life and the unit topic

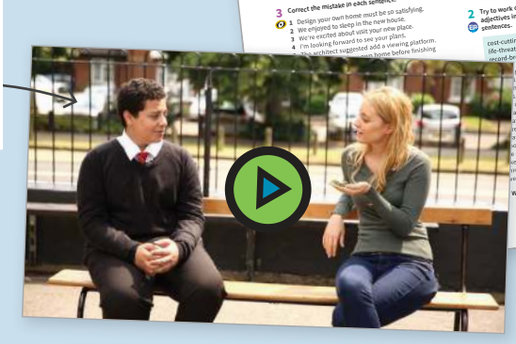
PREPARE TO WRITE
Learn useful tips to help you prepare, plan and check your writing

TALKING POINTS
Say what you think about the topic in the text

EASY TO FIND EXAM TASKS

PREPARE TO SPEAK
Learn useful words and phrases for effective communication

VIDEO
Watch interviews with teenagers like you



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CULTURE

Learn about the culture of English-speaking countries and the wider world

VIDEO

Watch interesting documentaries about the culture topics

LIFE SKILLS

Develop important skills that you can use in your daily life

PROJECT

Work together to create something fun and expand your learning

REVIEW

Check your progress

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1 NEW YEAR, NEW CHALLENGE

ABOUT YOU

What are your aims and ambitions at school this year? Which subjects do you like the most?

VOCABULARY Education: phrasal verbs

1 Do the quiz below. Compare your answers in pairs.

2 » Turn to page 120 and check your results. Who feels the most optimistic about the new school year? Why?

3 Match the phrasal verbs in the quiz to the meanings.

EP
0 say the words of a text aloud *read out*
1 remain while others leave
2 do an activity with others
3 distribute something to people
4 do something to see if you like it
5 give written work to a teacher
6 decide to do something later
7 finish classes at the end of term
8 make progress
9 write something so you don't forget it
10 be accepted into a group or team
11 try to get or achieve something
12 understand something

01 **4** Listen to two people talking about the quiz. Answer the questions.

1 Whose first day back was the most difficult? Why?
2 Who is the most enthusiastic about doing the quiz?
3 What did Sophie learn from the quiz?
4 Who feels the most optimistic about the new school year?

01 **5** Listen again. What are Niall's and Sophie's answers to the quiz?

1 Niall – a Sophie – b

6 Complete the questions with the correct form of the phrasal verbs from the quiz. Then ask and answer the questions.

1 What happens if you _____ homework late at your school?
2 Do you ever have to _____ your work aloud in front of the whole class?
3 Are you generally good at _____ solutions to problems by yourself?
4 Do you ever have to _____ after class? Why?
5 Is there a party or celebration at school when you _____ for the holidays?
6 Do you like _____ group activities or do you prefer doing things independently?
7 Have you _____ to any teams this year?
8 Do you like _____ new experiences or do you tend to stick with what you know?

READING

1 Read the first paragraph of the article on page 11. What is a *mindset*?

2 Read the whole article and tick (✓) the areas of life that your mindset can affect.

a ☐ success at work
b ☐ health
c ☐ friendships
d ☐ education
e ☐ attitude to sports

BACK-2-SCHOOL

Are you the type of person who's into every challenge and new opportunity? Or do you take a more independent, chilled-out approach to life?

DO OUR QUIZ AND FIND OUT!



1 It's the start of the school year. You …
a can't wait until you **break up** for the next holidays.
b feel optimistic – you think you'll **get on** well this year.

2 Your teacher **reads out** some information about an exam. You …
a **note down** all the details in case you forget them.
b don't do anything. You'll **figure** it **out** at the end of term.

3 You see a poster asking people to join the school swimming team. You …
a don't bother trying. You know you won't **get in**.
b decide to **go for** it. It's a cool opportunity.

4 You are asked to fill in a form with some personal information. You …
a agree and promise you'll **hand** it **in** soon.
b **stay behind** and complete it before you go home.

5 Your teacher **gives out** information about clubs and societies at school. You …
a don't listen. You never **join in** after-school activities.
b are pleased. You can't wait to **try out** something new.

6 You have a lot of homework this week. You …
a start right away – you never **put** things **off**.
b relax – there's plenty of time later in the week!

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THIS PAGE WILL CHANGE YOUR LIFE

Growth mindset – *transform your mind forever*

02

Are you wondering how to get on better at school? Have you ever felt that you're good at some things but not at others? Then perhaps it's time to start thinking differently about school, and even yourself. Carol Dweck, a Professor of Psychology from Stanford University, says people may not be aware of their own 'mindset', but mindsets have a huge influence on learning, skills development, personal relationships and professional achievement. Your mindset determines your attitude to your abilities. For example, you might consider yourself to be good (or bad) at sport or maths or languages. Or you might feel that you can be good at anything if you try hard enough.

What mindset do you have? To find out, consider these situations:

1 **You read a short message in English, but it's hard to understand. What would you think?**
   a It's no use! I'm just not very good at languages.
   b I haven't studied English for long, but one day I'll be able to read this.

2 **You try to join a school sports team, but you fail to get in. What do you say to yourself?**
   a It's because I'm not good at sport.
   b I'm not good enough yet, but if I train, I might get in next time.

These situations illustrate the difference between fixed and growth mindsets. People with a fixed mindset tend to answer a) to both questions. People with a growth mindset tend to answer b).

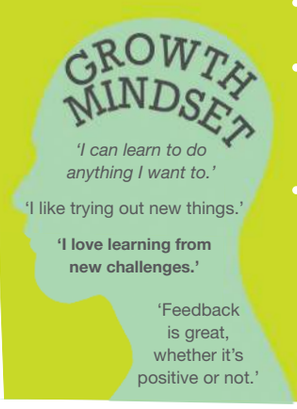
FIXED MINDSET PEOPLE ...

- think they are born with the ability to be good at some things and not at others.
- believe that success comes from talent rather than effort.
- don't feel that they can change what they're like as a person.
- dislike failure and focus on what they are 'good' at – they avoid difficult challenges and things they're not 'good' at.
- like doing well at tasks that will get a reward or please their school or parents, for example getting top marks in an exam.



GROWTH MINDSET PEOPLE ...

- think they are born with the ability to be good at anything if they try hard enough.
- believe that success comes from effort rather than talent.
- like adapting to new situations and challenges.
- don't mind failure and they learn from it – they'd never think 'I'm no good at this' or 'There's no use even trying.'
- do things for their own sake – for example, they might join a team because they find it personally rewarding, not because they want praise.



Did you know that when we learn something new, or when we have to concentrate to figure out an answer to a problem, our body creates new nerve connections within the brain? People with a growth mindset are always trying out new things and developing their skills and abilities, and so their brains are always growing.

Do you want to get the most out of your education? Do you want a content and prosperous life? There's no question that adopting a 'growth mindset' is the best decision you could ever make about your future. If you don't already take the growth mindset approach (and most people don't!), the question you should be asking yourself is not 'Should I change the way I see myself?' ... the big question is 'How quickly can I change?'

3 **Read the article again and answer the questions. Write *Fixed* for people with a fixed mindset or *Growth* for people with a growth mindset.**

1 Who thinks we're born with certain characteristics?
2 Who thinks achievement is a result of working hard?
3 Who thinks we can learn from our mistakes?
4 Who feels it's important to get high scores?
5 Whose brain keeps on growing?

4 **Match the highlighted words and phrases in the article to the meanings. Then write one sentence for each phrase.**

1 do things in a certain way
2 know that something exists
3 getting better at doing things
4 doing well in your career
5 do things simply because you like doing them

5 **Discuss the questions.**

1 What mindset do you have? (Answer the two questions in the article.)
2 Read the five character descriptors for your mindset. Do you agree?

TALKING POINTS

Are there any advantages to having a fixed mindset?

Do you think that this page will change your life?

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GRAMMAR Question forms

1 **Read the examples. Then complete the rules with the words in the box.**

1 Are you wondering how to get on better at school?
2 Have you ever felt that you're good at …?
3 What mindset do you have?
4 Did you know that when we learn something …?
5 Should I change the way I see myself?
6 How quickly can I change?

are	before	*does*	*have*

To form questions:
a in simple tenses, we add _____, *do* or *did* before the subject.
b in perfect tenses, we put *has*, _____ or *had* before the subject.
c in continuous tenses, we put *am*, *is*, _____, *was* or *were* before the subject.
d with modal verbs, we put the modal verb _____ the subject.

2 **Complete the questions with *you* and the correct form of the verbs in bold in the answers.**

0 *Have you studied* English for a long time?
Yes, I've **studied** it for eight years.
1 How _____ this term?
I'm **getting on** quite well, thanks.
2 _____ any interesting clubs at your school?
Yes, you can **join** all sorts of clubs.
3 _____ any homework this week?
Yes, I've **handed in** an essay for history.
4 _____ your homework before or after dinner?
I **do** my homework before dinner.
5 What _____ about in your last English lesson?
We **were talking** about growth mindset.

3 **Correct the mistake in each question.**

1 There is a new drama teacher?
2 Did they passed their end-of-year exams?
3 Have you consider my offer yet?
4 What I should study next?
5 How much the extra classes do cost?

Subject and object questions

4 **Read the examples. Then complete the rules with *statement* or *question*.**

Subject question
1 Who helps you? My teacher helps me.

Object question
2 Who do you help? We help younger children.

a Object questions ask about the object. They use the same word order as a _____.
b Subject questions ask about the subject. They use the same word order as a _____.

» GRAMMAR REFERENCE AND PRACTICE PAGE 138

5 **Complete the questions with the words given.**

1 do you know / knows you
a 'Who _____ in this class?' 'I only know you.'
b 'Who _____ in this class?' 'Only you know me.'
2 did Carl call / called Carl
a 'Who _____?' 'He called a few classmates.'
b 'Who _____?' 'A classmate called him.'
3 damaged their car / did their car damage
a 'What _____?' 'It damaged a wall.'
b 'What _____?' 'A tree that fell on it.'

6 **Write two questions about each sentence: one with *what* and one with *who*.**

0 Suzanne Collins wrote *The Hunger Games* books.
What did Suzanne Collins write?
Who wrote The Hunger Games *books?*
1 Gary Ross directed *Ocean's Eight*.
2 Elon Musk started SpaceX and Tesla.
3 Brazil has won the FIFA World Cup five times.
4 Cristiano Ronaldo has been voted the world's best male football player five times.

VOCABULARY Education: *-ion* nouns

1 **Read the examples. Then form nouns with *-ion* from the verbs.**

educate: Do you want to get the most out of your education?
decide: Adopting a 'growth mindset' is the best decision you could ever make.

1	act	3	prepare	5	permit
2	invent	4	discuss	6	register

2 **Complete the text with the singular or plural noun form of the verbs given in capitals.**

Getting the best out of yourself

There's a new book out about self- [0]*motivation* and how to get the best out of yourself. The [1]_____ has some interesting facts about the human brain, and the [2]_____ between learning and brain development. There's also a glossary where you can read [3]_____ of key terms such as 'self-efficacy' and 'growth mindset'. The glossary's useful because you really need to know these [4]_____ as you read the book. I've read the whole book now and I've tried a [5]_____ of the techniques it mentions. It's definitely helped me with my [6]_____ and my ability to focus on reaching certain goals I've set for myself. There are a few case studies of specific issues that people have had, with [7]_____ of how they overcame those issues. It ends with [8]_____ for simple exercises you can try out to see what works for you.

MOTIVATE
INTRODUCE
CONNECT
DEFINE
EXPRESS
SELECT
CONCENTRATE
EXPLAIN
RECOMMEND

3 » **Work in pairs. Turn to page 120.**

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WRITING An essay (1)

1 **Read the sample essay. Then read the essay task. Does the writer agree or disagree with the essay title?**

In your English class you have been talking about the importance of learning English. Now your English teacher has asked you to write an essay.
Write your essay using **all** the notes and giving reasons for your point of view.

'Everyone should learn English.'
Do you agree?

Notes
Write about:
1 finding a job
2 travelling
3 _____ (your own idea)

'Everyone should learn English.' Do you agree?

1 English is the international language for business, travel and culture, and so it makes sense that everyone should learn it.

2 In order to get many jobs, candidates need to be able to speak English. Even if your company doesn't have clients in English-speaking countries, you'll still need English to communicate with business partners from everywhere else in the world.

3 Similarly, when you go abroad, have you noticed that restaurant menus, visitor information and street signs are often in English as well as the national language? Even if you don't speak the language of that country and they don't speak yours, you can always use English to get what you need.

4 Finally, I think that English is important if you're a film or music fan. Many of my favourite songs, shows and films are American or British, so speaking English really helps me to appreciate and enjoy them. I particularly dislike watching films with subtitles! And when I hear a cool song, it's satisfying to be able to work out the lyrics on my own.

5 These three examples illustrate why everyone needs English to get on in different areas of life.

2 **Read the essay again. Then match each paragraph to its function.**

a Write up your ideas for the second note (*travelling*).
b Summarise your ideas in a conclusion.
c Write up your ideas for the third note (*your own idea*).
d Directly address the essay question.
e Write up your ideas for the first note (*finding a job*).

3 **Discuss the questions.**

1 According to the essay, why is English important?
2 What would you write for the third note?
3 What might you write as your conclusion for this essay?

4 **Read the *Prepare to write* box. What examples can you find in the essay? Then rewrite the sentences below as a single paragraph with the correct punctuation.**

PREPARE TO WRITE Punctuation

We use capital letters:
- at the beginning of all sentences.
- for the personal pronoun *I*.
- for days and months.
- for the names of people, places, nationalities and languages.

We use:
- full stops at the end of most sentences.
- exclamation marks at the end of sentences to show surprise or anger.
- question marks at the end of questions.
- commas to separate items in a list, and before or after certain words to separate clauses.
- apostrophes to show possession and contractions.

i dont see why everyone should learn english just because thats what they speak in the united states

american culture and technology are the most popular at the moment but will it always be that way

it would be better if we all learned chinese because there are more speakers of chinese than any other language

it doesnt make sense for a chinese and a german businessperson to speak english when they meet

wouldnt it make more sense if they just spoke one of their own languages

5 **Read the essay task below. Then discuss the questions.**

1 What could you write for the first note?
2 What could you write for the second note?
3 What could you add for the third note?
4 What would your conclusion be?

In your English class you have been talking about being successful in life. Now your English teacher has asked you to write an essay.
Write your essay using **all** the notes and giving reasons for your point of view.

'Being successful in life depends more on a person's ability than on how hard a person tries.'
Do you agree?

Notes
Write about:
1 studies
2 sport
3 _____ (your own idea)

6 **Write your essay.**

- Write your essay using five paragraphs, like the sample essay.
- Pay attention to punctuation.
- Write 140–190 words.

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2 LIVE MUSIC

ABOUT YOU

01 **Watch the video. Then answer the questions.**

Which singers or bands have you seen live in concert?

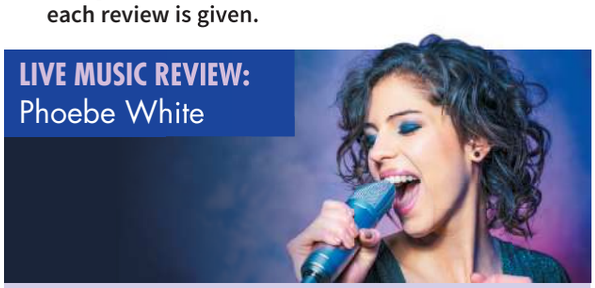
Who would you most like to see in concert?

VOCABULARY Music phrases

03 **1** **Listen and identify the eight types of music you hear. Use the words in the box.**

classical	folk	hip-hop	jazz
opera	pop	reggae	rock

2 **Put the parts of sentences in order to make the first paragraph of two concert reviews. The first line of each review is given.**



LIVE MUSIC REVIEW: Phoebe White

a last month, was unexpected. Her choice of **concert venue** last
b no surprise, but her **debut album**, which came out
c Blue Lines' popularity as **background music** on TV shows
d and her **musical talent** was at its best in the cosy atmosphere.
e night matched her new, quieter sound perfectly, though,
f apparently hated. Her decision to **go solo** last year was
g was something that former **lead singer**, Phoebe White,

1 c Blue Lines' popularity as background music on TV shows …

LIVE MUSIC REVIEW: The Scene

a the band and was in **the charts** for months. Since then,
b might just have heard! *Lucky* was a **massive hit** for
c their home town to just a thousand **devoted fans**, who
d The Scene **released a track** in the summer which you
e they've been **touring the world**, playing to crowds of
f were definitely in the mood for dancing.
g over 50,000. Last night, they **gave a performance** in

1 d The Scene released a track in the summer which you …

04 **3** **Listen and check.**

4 **Match the phrases in each review to the meanings.**

EP Review 1

1 the main vocalist in a band
2 a natural ability related to music
3 leave a band to follow a music career by yourself
4 songs that are playing quietly while you are doing something else
5 a place where musicians play live
6 a singer or group's first collection of songs

Review 2

7 a very popular and successful song
8 an official weekly list of the most popular songs
9 people who like a singer or band very much
10 giving live concerts internationally
11 made a song available for people to buy
12 acted or played music in public

5 **Discuss the questions.**

1 Who is the lead singer of your favourite band?
2 Do you put on some background music when you study?
3 Are there any good concert venues where you live?
4 What is number one in the charts in your country at the moment?

READING

1 **Read the first paragraph of the article, ignoring the gap. What are *riders*?**

2 **Which artist in the photos do you think made these requests in their riders? Read the article quickly and check.**

1 white rooms, white flowers, white furniture
2 crisps, sweets, fruit
3 recycling facilities and locally grown food
4 eight local postcards and stamps

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

A What's more, five dishes every day must be named after his songs.
B This is usually where a backstage rider begins.
C There will be no exceptions to this rule, the rider states.
D Some of these concern technical issues, such as sound equipment or lighting that is needed.
E In this case, the venue was trying to save money.
F Although leather and meat are banned from backstage, his rider requests 240 clean towels at each concert!
G However, perhaps the most famous remains one made by American rock band Van Halen.

4 **Imagine you are in a band. Write your own rider.**

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CRISPS, SWEETS AND WHITE KITTENS?

05



Jennifer Lopez

When musicians go on tour, they have a contract with each of the venues that they play at. A 'rider' is part of that contract. It's a list of requests that a singer or band make before they agree to perform. [1] _____ However, the more interesting ones are backstage riders – things that musicians specially request backstage during their performances.

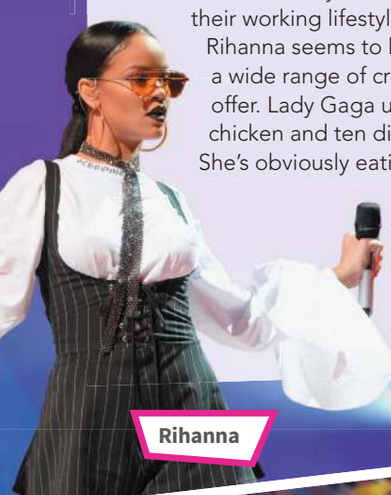
Bands often tour for months, visiting numerous cities. At each venue, the stars need to get ready for their show in a dressing room. They want to be comfortable as they prepare themselves for the performance ahead, so it's natural they need some things. [2] _____ Beyoncé's rider once specified that it must be exactly 28.5°C backstage. And Jennifer Lopez once demanded that all her dressing rooms were white, with white flowers, white candles and white sofas.

Live performances are hard work, so musicians need feeding, too. Some of them make their own arrangements. One young Canadian singer sometimes has his own personal chef while on tour. [3] _____ Others are easier to satisfy, but there are more clues about their working lifestyles in these areas of a rider. Rihanna seems to love snacks: her rider asks for a wide range of crisps, sweets and fruit to be on offer. Lady Gaga used to ask for a whole roast chicken and ten different types of soft drink. She's obviously eating more healthily nowadays: her more recent riders have included soup, fruit juice and tea. And remember to feed her 150-person team exactly on time at 5 pm or the concert will be cancelled!

Some performers are aware that large tours can have a significant environmental impact. Maroon 5 have a 'green' section in their rider, encouraging venues to recycle and to use locally grown food where possible. They even set up stalls for fans attending the concert so they can learn about trying to reduce their carbon footprint. Let's hope a certain former member of The Beatles is seeing them live soon. [4] _____

A few requests reveal a generous and thoughtful side to performers' personalities. Since she started touring, Adele has insisted that people with free tickets to her concerts must make a donation to charity. [5] _____ And even massive bands like Coldplay clearly never stop thinking about their friends and family while they are away. Their rider once asked for eight local postcards and stamps.

On the whole, most musicians' requests are reasonable, but some can be outrageous. One promoter remembers receiving a demand from an extremely famous female singer for 20 white kittens! Another male singer stated that no one at the venue could talk to or even look at the star directly. [6] _____ They would only play on condition that they were given a large bowl of M&M sweets, but without any brown ones. Furthermore, if just one of these sweets were found anywhere backstage, the band would not play. It turned out that there was a good reason behind their bizarre request. The safety section of the band's rider was long and complicated, so they hid the request about sweets among these details to make sure it was being read carefully!



Rihanna

TALKING POINTS

Why do you think some singers/bands make unreasonable demands in their riders?
What's the typical price of a ticket to a concert by an internationally famous band?
Do you think concert tickets are good value in general? Why? / Why not?



Coldplay

Adam Levine from Maroon 5

Adele

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GRAMMAR Present tense review

1 **Read the examples and name the tenses. Then match the examples to the rules.**

1 Live performances **are** hard work.
2 Bands often **tour** for months.
3 Since she started touring, Adele **has insisted** that people with free tickets must make a donation to charity.
4 She**'s** obviously **eating** more healthily nowadays.
5 Let's hope a certain former member of The Beatles **is seeing** them live soon.
6 Rihanna **seems** to love snacks.

We use the present simple:
a for habits and routines.
b with verbs that describe states (*like*, *want*, *need*, *seem*, etc.).
c for permanent situations or facts.

We use the present continuous:
d for things that are happening right now or about now.
e for arrangements in the future.

We use the present perfect:
f with *for/since* for something that started in the past and continues in the present.

» GRAMMAR REFERENCE AND PRACTICE PAGE 139

2 **Complete the conversation with the present simple, present continuous or present perfect form of the verbs in brackets. Use contractions if possible.**

Eva: What [0]*are you doing* (you, do) on that phone? You [1]_____ (be) on it for ages.
Sam: I [2]_____ (try) to buy some tickets to a concert.
Eva: Who [3]_____ (play)?
Sam: Daft Punk.
Eva: Wow! They [4]_____ (not play) live very often.
Sam: Exactly. It [5]_____ (seem) like everyone [6]_____ (try) to buy a ticket. The website [7]_____ (be) really slow. [8]_____ (you, want) me to get you a ticket, too?
Eva: Yes, please. I [9]_____ (listen) to Daft Punk a lot! What about calling the ticket office?
Sam: Lauren [10]_____ (wait) in a queue on the phone now. She [11]_____ (be) on the phone since ten! Wait … this message is from her. Oh, she's got two tickets … but now they're sold out.
Eva: Oh.
Sam: Sorry, Eva. Sometimes people [12]_____ (sell) their tickets online. You might find one there.



3 **Correct the mistake with the verb form in each sentence.**

1 I'm really pleased you come to the concert tomorrow.
2 He is needing money very badly.
3 We have the same English teacher for three years.
4 I'm liking this song.
5 Remember that we meet at the shopping centre later.
6 I know her since 2010.

4 **Work in pairs. Tell your partner …**

1 an interesting fact about you.
2 what you think everyone in your family is doing right now.
3 something you do every week.
4 something interesting you are doing this weekend.
5 how long you've been a fan of your favourite band.
6 something you need at the moment.

VOCABULARY Verb + infinitive/*-ing* with a change in meaning

1 **Read the examples. Then discuss the different meanings of the verbs in each pair.**

1 **A** Remember to feed her 150-person team on time.
B One promoter remembers receiving a demand for 20 white kittens.
2 **A** The lead singer stopped to drink some water.
B Coldplay clearly never stop thinking about their friends and family.
3 **A** I tried listening to his early stuff, but it's much heavier music.
B Fans can learn about trying to reduce their carbon footprint.

2 **Complete the sentences with the correct form of the verbs in the box. Use each verb twice.**

forget	remember	stop	try

1 Here's your phone. _____ not to lose it again!
2 I _____ going to my first live concert when I was 14.
3 I saw Jamie at the gig, but I didn't _____ to talk. I was in a hurry to find my seat!
4 _____ listening to their second album. It's much better than the first.
5 Don't _____ to bring your camera. I want to take lots of photos.
6 _____ to print the tickets or we can't get in.
7 You should _____ cycling with headphones on! It's really dangerous.
8 I'll never _____ meeting the band backstage. It was incredible!

3 » **Work in pairs. Turn to page 120.**

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Excerpt
More Information

LISTENING

06 **1** **Listen to a girl, Alex, talking about a live music experience. Which statement describes what she says about her experience?**



A I wish I'd known more of the lyrics to the songs.
B I was disappointed not to hear many songs I knew.
C It inspired me to write my own music.

06 **2** **Read and listen again to Alex's experience. Was your answer correct in Exercise 1? Underline two sentences that explain your answer. Why are the other two statements incorrect?**

> Some friends wanted to go to the concert and the venue's close to my house. I've hardly listened to any of the band's albums, so I'm not surprised I only recognised a few of the songs. But it was absolutely amazing to watch the crowd. Thousands of devoted fans sang every song and they knew every word! It must be an incredible feeling to hear all those people singing your lyrics. I'm in a band with some friends and it really made me think that we need to do more original stuff. I've already started writing some songs and I'm quite pleased with a few so far. Writing original music is harder than you think, though!



07 **3** **Listen to four more people talking about a live music experience. Choose from the list A–F what each person says about their experience. There are two extra letters which you do not need to use.**

A I felt proud of the performance.
B I was nervous because it was my first concert.
C It was special because the venue wasn't very big.
D It encouraged me to learn a musical instrument.
E I was impressed by the musical talent.
F It was annoying to miss part of the concert.

SPEAKING Talking about your taste in music

08 **1** **You will hear a student answering four questions. Match his answers to four of the questions.**

a Do you ever go to concerts?
b How important is music to you?
c What sort of music do you listen to?
d Where do you like listening to music?
e Do you play a musical instrument?
f Do you ever listen to the radio?

2 **Do you think they were good answers to the questions? Why? / Why not?**

08 **3** **Read the *Prepare to speak* box. Then listen again to each of the student's answers. What is the problem with each answer?**

PREPARE TO SPEAK

Common mistakes in exam interviews

When you answer questions in an exam interview, you should avoid …

a very brief answers – try to speak for at least 30 seconds for each question.
b listing things – instead, try to give a few examples and justify your answers.
c talking about unrelated things – don't include irrelevant information.
d leaving your answers unfinished – finish sentences properly.

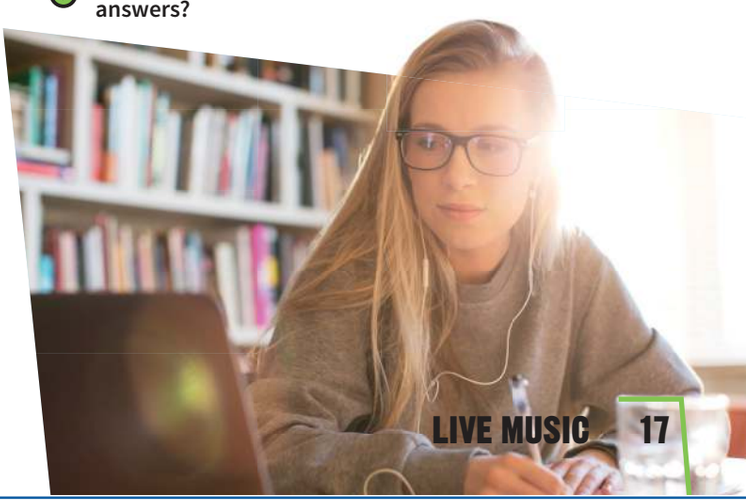
09 **4** **You are going to hear another student answer the question: *What sort of music do you listen to?* Choose three music phrases you might hear. Then listen and check.**

background music	concert venue
devoted fan	release an album
the charts	tour the world

5 **Make notes about the questions in Exercise 1 for you.**

Think about:
- avoiding making the common mistakes in the *Prepare to speak* box.
- which vocabulary related to music you can include.

6 **Ask and answer the questions in Exercise 1. Did your partner make any of the common mistakes in their answers?**



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