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GOLD

first

NEW EDITION
with 2015 exam specifications

coursebook

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1 Bands and fans



Speaking

1 **Discuss the questions.**

1 Why do people like listening to different kinds of live music?
2 What do you enjoy doing most: playing a musical instrument, listening to music at home or going to a live gig?
3 Are you a fan of a particular band or musical artist? What makes someone a 'fan'?

Vocabulary

free time activities: verb/noun collocations

2 **Match the verbs in A with the activities in B. There may be more than one possibility.**

Example: *go to/watch a film*

A do go (to/out for/on) have play watch

B the computer computer games a DVD a film football
friends round a gig the guitar a pizza running
shopping the theatre television yoga

3 **Add any other free time activities you can think of to list B. Put the verb it goes with in list A.**

Listening and speaking

asking and answering questions

4 01 **Read and listen to the questions about free time. Underline the words which are stressed.**

1 How do you usually relax when you have some free time?
2 What do you do when you stay in? Where do you go when you go out?
3 Do you like being in a large group or would you rather be with a few close friends?

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LANGUAGE TIP

Adverbs of frequency (*usually, never, hardly ever,* etc.) come before a main verb and after auxiliary verbs such as *be.*
*I **hardly ever** go shopping.*
*I'm **always** busy.*
Longer adverbials (*from time to time, every day, now and again,* etc.) can come at the beginning or end of a sentence.
*I go running **every evening**. **Now and again** I play squash.*

5 02 **Listen to the students' answers and complete the gaps.**

1 I usually find ..... quite relaxing but it depends on .....
2 I tend to ..... on weekdays though I sometimes .....
3 ..... is good fun.
4 ..... helps me to switch off.
5 I'm really into .....
6 I go out ..... now and again.

6 **Work in pairs. Ask and answer the questions in Activity 4.**

Interview (Part 1)

listening to and answering questions

▶ **EXAM** FOCUS p.206

7 **In Part 1 of the Speaking paper, you answer some questions in which you give personal information and opinions. Match questions 1–7 to topics A–E.**

1 What kind of music do you enjoy listening to?
2 Do you have any brothers or sisters?
3 What do you like about the place where you were brought up?
4 What subject did you enjoy most at school?
5 What do you think you'll be doing in five years' time?
6 Where do you think you'll go on holiday this year?
7 Tell us about your closest friend.

A your personal relationships
B your home town
C your job or studies
D your free time activities
E your future plans

EXAM TIP

Answer in full, giving reasons. Avoid one-word answers and don't move away from the question.

8 **Add two more questions to each topic A–E. Use question words such as *what (kind), when, how (many), who, why, where.***

9 03 **Listen to Julia and Stefan and answer the questions.**

1 Which of the questions in Activity 7 were they each asked?
2 Did they answer them in enough detail?
3 Did they vary their tone of voice?
4 What did Stefan say when he didn't understand the question?

10 **Choose one question from each topic in Activities 7 and 8 and ask your partner.**

▶ **GRAMMAR** REFERENCE p.162

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Speaking

1 **Look at the photos and discuss the questions.**

1 When do you think these photos were taken?
2 What kind of music do you think the people were into?
3 Why do groups of young people get together like this?



Gapped text (Part 6)

▶ EXAM FOCUS p.202

2 **You are going to read a magazine article about music sub-cultures. Read the text quickly. How does the writer answer the question in the title?**

ARE MUSIC 'TRIBES' A THING OF THE PAST?

Like-minded music fans have been bonding together for half a century. But is this on its way out?

There was a time when the average person formed their opinions about pop music not just on what they heard, but also on their reaction to the many groups of young people who followed the very different kinds of music. *These impressions* were based on the clothes *they* wore as much as their behaviour in general. The style-conscious mods of the 1960s would roam around on their scooters all day, getting off only for an occasional fight with passing rockers, identified by their powerful motorbikes, greased hair and leather jackets. And in the 70s and 80s, punks would dye their hair pink and terrorise grannies, or at least that is how *they* came across in the media. But when was the last time a new kind of music was associated with a particular group of youths in the same way?

These days you can't always tell what music someone likes just by looking at them. People now seem less likely to hold on tight to their cultural identity, which means that, although tribes still exist, they are looser and broader than before. This change is probably due to the fact that music is now accessed in very different ways, with people able to listen to it at any time. Hardly any young people remember pop culture before the internet, when records were bought rather than streamed or downloaded. 1 E

19-year-old Bianca Munyankore agrees that the excitement of listening to a song you waited to buy has probably gone. 2 ___ In any case, saving up to buy a CD means you wouldn't be exploring any other music, and she believes an openness to music is now a natural part of being young.

Music writer and teacher Neil Kulkarni observes that although sub-cultures still exist, they are no longer participated in with pride or any form of aggression. 'These days, rather than making any kind of statement, it's just a way for kids to say what kind of music they're into. 3 ___ The internet has made them more prepared to listen to things that they wouldn't necessarily have expected to like and, as a result, there are more connections between sub-cultures.'

4 ___ Author Paul Hodkinson thinks so; he believes the fact that pop tribes have changed over the years means that they've succeeded rather than failed. 'If other people find you odd, and if that makes you unpopular, it's important to connect with other people like you,' he says. He rejects the claim that angry mods and rockers and rebellious punks were driven by a spirit of protest, explaining, 'The desire to be part of a group is often about far less exciting things, such as trying to make friends or having something to do.'

Mass communication has meant that sharing music is now easy. 5 ___ The most underground metal or hip-hop can be found not just on the internet, but even on TV; many musicians make their money from TV or adverts rather than from fans buying music or concert tickets.

Perhaps the biggest change to pop tribes, though, is that they are no longer restricted to young people. Today, audiences for punk gigs or metal nights range in age from 16–60 and mix well together. 6 ___

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3 **Read the first two paragraphs again and answer the questions.**

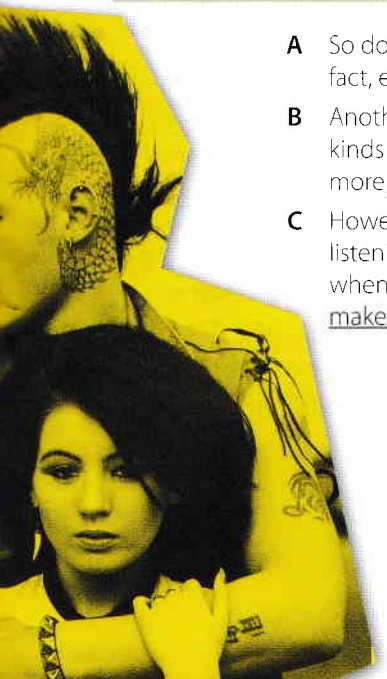
1 In the first paragraph, what do *these impressions* and *they* in line 5 refer back to? What does *they* refer to in line 12?

2 In the second paragraph, which words in the answer (sentence E) link to the topic and vocabulary? How does *neither* link back? What does *they* refer to?

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

EXAM TIP

Look for linking words and phrases in the options which link to the ideas and language (e.g. connecting words, synonyms, pronouns which link to nouns) in the sentences before and after each gap.



A So does that mean that tribes are, in fact, expanding rather than dying?

B Another consequence of this is that all kinds of music are now found much more in the mainstream.

C However, the freedom of simply listening to whatever you want, whenever you want more than makes up for that feeling.

D Which appears to show that, if a pop tribe means anything these days, it seems to be about a set of tastes, rather than a stage of life you go through before reaching adulthood.

E *Neither* have *they* experienced a time when they were limited to tracks they could hear on the radio or get on a cassette from friends.

F Does the lack of very visible teenage tribes matter for the health of pop culture?

G And a lot of youngsters are now finding that their taste overlaps with other groups.

5 **Compare your answers and give reasons for your choices.**

6 **What sub-cultures exist in your country? In what ways can you identify people in these sub-cultures by the way they dress and the music they like?**

Vocabulary

deducing words in context

7 **Look at these words and phrases and choose the correct meaning. Which clues in the text helped you?**

Example: *'scooters' and 'all day' might help you to understand 'roam around'.*

1 *roam around* (para 1)
- **A** cause trouble
- **B** travel with no real purpose

2 *come across* (para 1)
- **A** appear to be
- **B** find by chance

3 *track* (option E)
- **A** a narrow path or road
- **B** a piece of music or a song from a CD

4 *make up for* (option C)
- **A** improve a bad situation
- **B** do something to show you are sorry

5 *in the mainstream* (option B)
- **A** conventional
- **B** respected

6 *tastes* (option D)
- **A** experiences of something
- **B** things you like

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Present simple and continuous

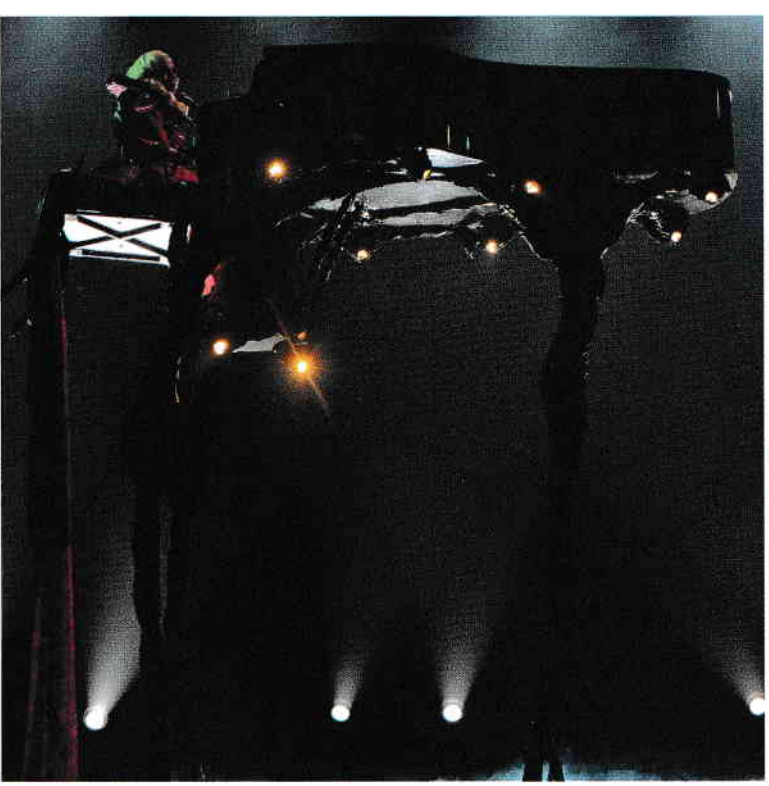
▶ GRAMMAR REFERENCE p.176

1 Look at the sentences and decide whether they should be in the simple or continuous form. Then discuss why.

1 My son's *always downloading/always downloads* music instead of getting on with his work.
2 I *work/'m working* overtime this month while the music editor is on sick leave.
3 Someone *plays/'s playing* the piano. Can you hear it?
4 Did you know that band *comes/'s coming* from my home town?
5 I *get/'m getting* better at recognising classical music.
6 I *take/'m taking* my iPod everywhere.

2 Match the uses of the present simple and present continuous with the examples in Activity 1.

A a repeated action/habit
B a permanent situation/fact
C an activity happening at the moment of speaking
D an activity in progress but not at this exact moment
E a changing or developing situation
F emphasises repetition of typical (often annoying or surprising) behaviour



LANGUAGE TIP

Verbs such as *believe, own, belong, like, understand, know, hear* are not usually used in the continuous form because they describe states, not actions.

Some verbs can be used in both the simple and continuous form with different meanings.
I see what you mean. (*see* = *understand*)
I'm seeing her next week. (*see* = *meet*)

3 Look at the pairs of sentences and say why the speaker has used the present simple or continuous in each case.

1 A I have a ticket to see Lady Gaga.
B I'm having a shower.
2 A That singer appears to be doing well.
B Eminem's appearing at the V Festival.
3 A He's being really kind.
B He's really kind.
4 A He's thinking about joining a band.
B I think that band is really good.
5 A It depends on how much money I've got.
B I'm depending on her to organise everything.
6 A This soup tastes good.
B Joe's tasting the soup.

4 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

1 I ..... (*not like*) pop music.
2 The band ..... (*appear*) in Manchester all week.
3 I can't hear what you ..... (*say*). It's too loud.
4 I ..... (*think*) it's dangerous to listen to your iPod when you're riding a bike.
5 You can never have a conversation with her – she ..... (*always check*) her phone for messages.
6 That band ..... (*get*) more and more popular.
7 We ..... (*often go*) to a jazz club on Friday nights.
8 You ..... (*be*) very difficult today!

5 Write sentences about three things that

1 you do on a regular basis.
2 you are doing now (but not at this exact moment).

6 Compare your sentences in pairs. Do you have anything in common?

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Vocabulary

phrasal verbs with *take*

1 **Match the phrasal verbs in 1–5 with meanings A–E.**

1 His career *took off* as soon as he won the prize: he's so talented.
2 He *takes after* his father, who's also really musical.
3 I *took up* the saxophone last year.
4 Tom *took over* as the band's manager when Sam left.
5 I made him *take back* what he said about my taste in music.

A have similar characteristics
B become responsible for something
C start an activity
D admit you are wrong
E become successful

Multiple-choice cloze (Part 1)

▶ EXAM FOCUS p.200

2 **Read the text about a musician quickly and say what is different about Josh Freese's relationship with his fans. Don't worry about the gaps yet.**

3 **Look at the example. Why are options A, B and D wrong?**

4 **Now look at the options for gap 1 and answer the questions.**

1 Which of the verbs A–D can be followed by *of*?
2 Choose the phrase which means *familiar with*.

5 **For questions 2–8, decide which answer (A, B, C or D) best fits each gap.**

EXAM TIP

Think about which word might fit the gap before looking at the options. Check each side of the gap to make sure that the option you choose goes with the other words.

6 **Look at questions 4 and 8 again and check you have chosen the correct phrasal verb.**

7 **Discuss the questions.**

1 Do you think this is a good way for artists to promote their music?
2 Would any of these offers attract you?

Drumming up business

Josh Freese is a very successful session drummer **(0)** ..*C. based*.... in Los Angeles. You probably won't have **(1)** ..... of him but he's played with some very successful bands. When Freese **(2)** ..... his first solo album, called *Since 1972*, he decided to set up a system where fans could buy something unique. By **(3)** ..... with fans directly, he hoped to sell more of his music.

The CD didn't cost much but if you paid $50 for it, you would also get a personal five-minute 'thank you' phone call. Sales of the album quickly took **(4)** ..... . But there were other limited options which gave fans the opportunity to meet Freese in **(5)** ..... . The option to have lunch with Freese for $250 **(6)** ..... out in about a week. Fans could also **(7)** ..... an individual drum lesson from Freese for $2,500. There were other offers ranging from $10,000 to $75,000. Not all of these were taken **(8)** ..... by fans, but a teenager from Florida actually purchased the $20,000 option and spent a week on tour with Freese.



0	**A** situated	B located	**C** based	**D** lived
1	**A** recognised	B noticed	**C** heard	**D** known
2	**A** released	B sent	**C** presented	**D** brought
3	**A** joining	B discussing	**C** contacting	**D** communicating
4	**A** after	B back	**C** off	**D** up
5	**A** person	B front	**C** life	**D** face
6	**A** stayed	B gave	**C** sold	**D** let
7	**A** achieve	B receive	**C** collect	**D** gain
8	**A** over	B back	**C** off	**D** up