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Inspiration for change

Reading

1 Read the article on page 47. What is it about? Circle the correct answer.

- a what inspired people to start their own record labels
- b how record labels find inspiring singers and bands
- c what inspired some famous songs and albums

2 Read the article again. Match the reasons for starting the record labels (a–d) with the people from the article (1–4).

- 1 Michel Nath _____
- 2 Laura Lewis-Paul _____
- 3 Benjamin Lebrave _____
- 4 Park Jin-young _____

- a to create a company that treated people well
- b to help people to find and create records
- c to help people to hear more music from Africa
- d to have more women in the music industry

3 Read the article again. Find the definitions for the words in bold in the article (1–4) and write them below.

- 1 records _____

- 2 vinyl presses _____

- 3 non-profit _____

- 4 singles _____

4 Which punctuation helped you find the definitions in Exercise 3? Match the punctuation (a–d) with the words (1–4).

- 1 records _____
- 2 vinyl presses _____
- 3 non-profit _____
- 4 singles _____
- a parentheses ()
- b commas , , , ,
- c dashes —
- d quotation marks " ... "

5 Read the article again. Complete the sentences with the names of record labels from the article.

- 1 _____ and _____ provide training.
- 2 A musician opened _____ and _____.
- 3 _____, _____, and _____ have a male owner.
- 4 _____ and _____ use their profits to help others.
- 5 _____ and _____ opened at about the same time.
- 6 _____ and _____ wanted to help people buy or hear music.

The inspiration behind the record label



Records have become popular again.

Many people know the big record labels, such as Virgin and Sony, but there are thousands of small record labels worldwide that support musicians to make and sell their music.

Vinil Brasil

In the past, ¹**records**—large circles of light plastic—were the most popular way to listen to music, but this changed when new technologies arrived in the 1980s. At the start of the 2010s, records started to become popular again. However, in Brazil it was difficult to find records and for musicians to create them. The musician Michel Nath wanted to change this. In 2014, his friend found some old ²**vinyl presses**, which are machines for printing records, in a garbage dump in São Paulo. Michel bought them and opened a factory that prints records. He wanted to print records that were new or difficult to find.

Akwaaba Music

In 2007, Benjamin Lebrave (or DJ Bbrave), who grew up in France, was working for a digital record label in San Francisco. He noticed that there wasn't much Ghanaian music on the internet, so he went to Accra, the capital of Ghana, to find out why. When he arrived, he heard lots of great music, so he opened Akwaaba Music for others to hear it. The label opened in San Francisco in 2008, but in 2011, Lebrave moved the record company to Accra to be closer to the African music scene. The label now has musicians from all over Africa.

Saffron

A recent survey found that only 5 percent of people who work in music technology are women. Laura Lewis-Paul is one person who is working to change this. In 2015, she opened Saffron to make the music business a fairer place. Saffron runs training courses such as DJing and sound engineering for women and people with diverse identities. Saffron is a ³**“non-profit”** record label, so it uses any money it makes to train others.

JYP

JYP is the biggest K-pop record label in the world. The owner, Park Jin-young, is a singer and a songwriter. He has sung on over fifty of his own ⁴**singles** (recorded songs that people can buy). He started the label in 1997 with a group of other professionals who shared the same goals and values as him. Park Jin-young believes that companies should be honest, open, and treat people well. JYP finds new talent through its training school, and every year it gives some profits to charity.

Grammar

Defining relative clauses

1 Circle the correct option(s) to complete the sentences. Two options may be correct.

- 1 That is the café *where / who* she wrote her books.
- 2 My uncle is the person *that / who* gave me the idea.
- 3 That record is the one *which / that* I listened to every day.
- 4 Saturday is the day *when / where* I relax at home.
- 5 That's the piano *that / –* I learned to play on.

2 Rewrite the sentences using a relative clause. You may need to change some pronouns and articles.

- 1 Sofia is a soccer player. She inspired me to play.
Sofia is the _____.
- 2 This is the book. It helped me to make my videos!
This is the _____.
- 3 Charing is a village. Sam met his wife there.
Charing is the _____.
- 4 These are the plates. My dad got them in Spain.
These are the _____.
- 5 Koh Kong is an island. I grew up there.
Koh Kong is the _____.

Pronunciation

Understanding different accents

1 Look at the list of accents. Have you ever heard speakers of English with these accents? Circle the accents you have heard before.

Arabic	Brazilian	Chinese
English	French	Russian

2  7.1 Listen to one person from each of the countries in Exercise 1 say the sentence below. Notice the differences between the accents.

I go for a walk when I need inspiration.

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: PRONUNCIATION

Listening to different accents

Nearly 2 billion people speak English. About 80 percent of these people speak English as a second language. It's important to practice listening to different accents. Some good places to hear different accents are:

- English-language learning podcasts
- online videos with subtitles or transcripts
- TV shows and movies.

Listen to an audio track from this book or the Student's Book again and answer the questions.

- 1 Are there any accents from this audio track that you need more practice with?
- 2 How do you plan to practice understanding these accents? Check (✓) one idea you plan to try.
 - ☐ podcasts
 - ☐ online videos
 - ☐ TV shows
 - ☐ movies
- 3 Research online. Write the name of the website, podcast, TV show, or movie that you plan to use to practice.

Listening

1 Match the inspirational quotes below (a–c) with their meanings (1–3).

- 1 People want more than they need. _____
- 2 Find happiness by enjoying life. _____
- 3 You can learn anything. _____

a

“If you want to be happy, be.”

Leo Tolstoy

b

“There are no limits to learning.”

Cristiano Ronaldo

c

“We need much less than we think we do.”

Maya Angelou

2  72 You are going to listen to three people talking about how they feel about inspirational quotes. Circle the words you think they will use. Then listen and check.

- | | |
|---------|-------------|
| a love | d terrible |
| b hate | e positive |
| c silly | f happiness |

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: LISTENING

Matching names to sentences in exams

When you do a listening test and you need to match names with sentences, follow these steps:

- 1 Read the sentences and underline the important words.
- 2 Often the speaker will not use exactly the same important words as the sentence. Try to find words with the same or similar meanings, e.g., *prefer* = *like*, *ideas* = *opinions*.
- 3 Listen and try to hear which speaker says the information in the sentences. Write the first letter of the speaker's name.
- 4 Listen again and check your answer. Write the speaker's name.

Follow the steps in the box for Exercise 3 below. Did the tips help you? How?

3  72 Listen again. Which speaker are these sentences about: speaker 1, speaker 2, or speaker 3? Write S1, S2, or S3.

- 1 They prefer to read their friends' ideas more than inspirational quotes. _____
- 2 They have an inspirational quote on their wall. _____
- 3 They have a book of inspirational quotes. _____
- 4 They send inspirational quotes to friends and read them every day. _____
- 5 They think inspirational quotes are often wrong. _____
- 6 They think inspirational quotes might help them with their business. _____

Vocabulary

The environment

1 Complete the definitions with these words.

care about environment	planet pollution	recycle reuse
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- 1 _____: a large round object in space (e.g., the Earth)
- 2 _____: damage to the natural world by harmful substances
- 3 _____: use something again
- 4 _____: be interested in someone or something
- 5 _____: change trash into something new
- 6 _____: the natural world

2 Complete the text with the correct words from Exercise 1.

Me and the environment

Every day, I read a new article about
1 _____, like dirty air from factories,
and it really worries me. We only have one
2 _____, so we need to look after
the 3 _____. It's something that I
really 4 _____, so I always try to do
the right thing. I 5 _____ as much
as I can and I'm trying to reduce how many
things I buy with plastic packaging. I also
6 _____ things. For example, I use
old clothes to clean the house. My goal is
to throw nothing away—I want to have an
empty trash can!

Grammar

Used to

1 Complete the sentences and questions with the correct form of *used to*.

- 1 I _____ care about the environment, but now I know it's important.
- 2 Sheila loves cooking shows now, but she _____ prefer talk shows.
- 3 What kind of music _____ you _____ listen to when you were a teenager?
- 4 Before phones, everyone _____ have to meet on time!
- 5 In the past, cars and buses _____ have any windshield wipers.
- 6 _____ Luis _____ read a lot of books?

2 Write three sentences comparing your life now with your life five years ago. Use *used to* and *didn't use to*.

I used to watch a lot of TV, but now I read.

- 1 _____
- 2 _____
- 3 _____

Pronunciation

Understanding elision (1): *used to*

1  73 Listen and circle the option you hear.

- 1 I *used to* / I *didn't use to* care about trees.
- 2 I *used to* / I *didn't use to* use a plastic toothbrush.
- 3 I *used to* / I *didn't use to* buy new clothes.
- 4 I *used to* / I *didn't use to* walk everywhere.

Writing



An inspiring person: my sister

- 1 She has two children and a full-time job, but somehow still finds time to paddleboard, swim, see friends, and help out at her children's school! She's a person who really enjoys life.
- 2 Her youngest child is six months old, so she has to wake up a lot in the night. Her oldest child is three and he gets up at 5:30 a.m. every morning! If I don't get enough sleep, I'm not very friendly!
- 3 She believes she can do anything if she tries. Last year, she helped the school to make a small garden for the children!

- 1** Read the blog post above. Match the topic sentences (a–c) with the paragraphs (1–3).

- a One of the things I respect most about her is that she is so confident. _____
- b Someone who really inspires me is my sister. _____
- c She inspires me, as she is always smiling, but she never gets enough sleep. _____

- 2** Read the blog post again. Match the paragraphs (1–3) with the paragraph summaries (a–c).

- a one amazing thing she did _____
- b why she is inspiring _____
- c someone who inspires me _____

- 3** Write a blog post about a friend or family member who inspires you. Write 130–200 words. Use Exercises 1 and 2 and the notes below to help you.

- Include a heading and three paragraphs with topic sentences.
- Include language to introduce topics.

- 4** Check your blog post. Use the checklist.

- ☐ Are the spelling and punctuation correct?
- ☐ Are the grammar and vocabulary correct?
- ☐ Does your blog post include all the information from the notes in Exercise 3?

Look at the Learning to Learn box. Complete your learning journal.

LEARNING TO LEARN: YOUR JOURNAL

You're more than halfway through the Level 3 Student's Book. It's a good idea to think about what you have learned and what you want to learn next. You can do this in your journal.

- 1** Read and answer questions (a–c).

- a Look back at Units 6 and 7. Make notes about what you studied for: grammar, vocabulary, pronunciation, reading, writing, listening, and speaking.
- b How do you feel about the areas in question a? Underline what you feel confident about and circle what you need to review.
- c Choose two things you have circled that you want to improve. What do you plan to do to improve them? Think about:
 - finding online resources (e.g., reading articles, doing grammar exercises).
 - what you can do in class (e.g., note taking).
 - other ways to practice outside class (e.g., writing at home, reading books).

- 2** Make a journal entry about Units 6 and 7. Use your notes in task 1 to help you.