



APEX ENGLISH

Your voice. Global.

B2 · GENERAL ENGLISH

UNIT 6 · 6B

Soundtracks

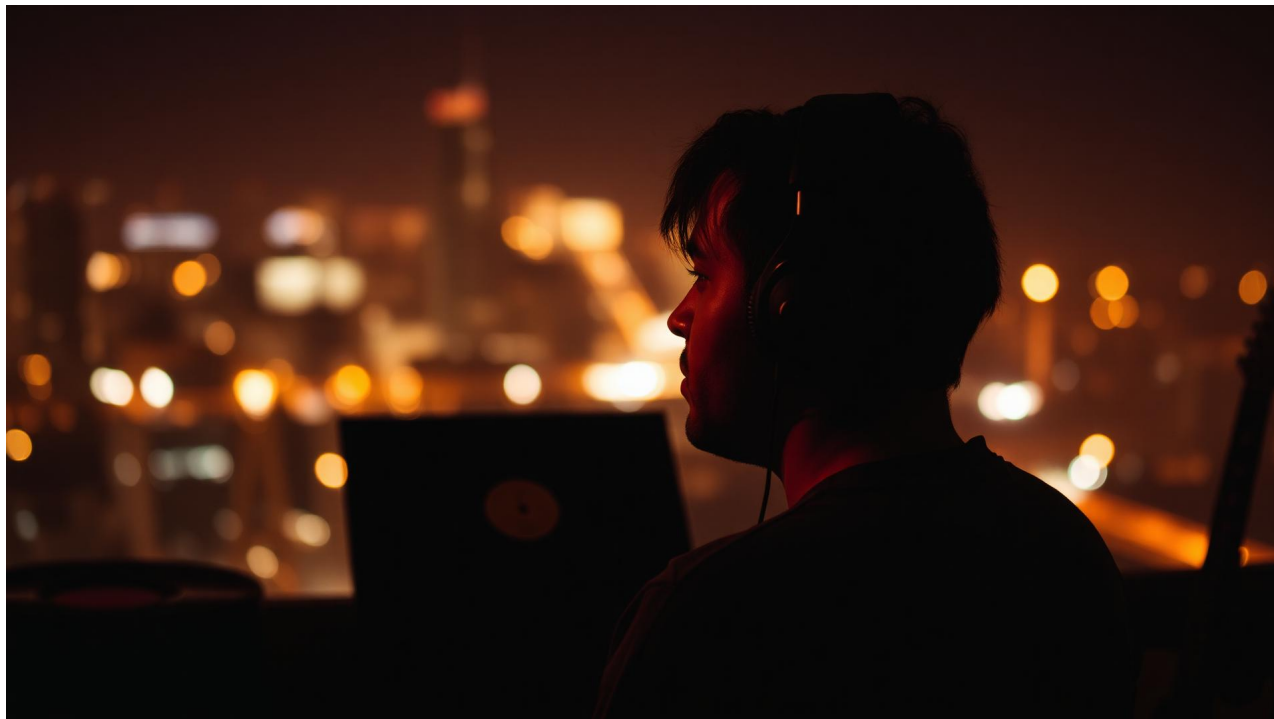
Theme · Sound & Vision



Unit 6 · 6B

Soundtracks

Theme: Sound & Vision



Learning objectives

- Choose correctly between the gerund (-ing) and the infinitive (to + verb) after common verbs.
- Use the -ing form after prepositions and as the subject of a sentence.
- Notice verbs whose meaning CHANGES depending on gerund vs infinitive (stop, remember, try, forget).
- Talk about music, instruments and concerts using B2-level vocabulary and collocations.
- Pronounce common loanwords accurately (cappuccino, karaoke, genre, ballet, chorizo, debut...).
- Give personal opinions about music using verb + gerund/infinitive patterns naturally.

Ask the teacher — notes to bring to class



Class Book

Warm-up · the soundtrack of your life

Pick ONE prompt below and answer for your partner — full sentence, 30 seconds. No dictionaries.

One song I love singing in the shower is...

One song I refuse to listen to ever again is...

The first concert I remember going to was...

The instrument I've always wanted to learn to play is...

The song that always makes me want to dance is...

The song I associate with my teenage years is...

followUp: Notice how every sentence used a verb followed by another verb — 'love singing', 'refuse to listen', 'want to learn'. That's the grammar of today's lesson.

Lead-in: verbs & their favourite partners

Match each sentence-start to the most natural ending. Notice: does the second verb end in -ING or in the infinitive (to + verb)?

1. I really enjoy...

2. I've decided...

3. I can't stand...

4. I'd love...

5. I don't mind...

6. I've always wanted...

a) ...to learn the piano before I turn fifty.

b) ...listening to old jazz records on Sunday mornings.

c) ...to take singing lessons next month.

d) ...people talking through a live concert.

e) ...paying a bit more for tickets if the sound is good.

f) ...to sing on a real stage — just once.

1 → b · enjoy + -ing

2 → c · decide + to + infinitive

3 → d · can't stand + -ing

4 → f · would love + to + infinitive

5 → e · don't mind + -ing

6 → a · want + to + infinitive

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followUp: Rule of thumb: verbs about LIKES and FEELINGS (enjoy, mind, hate, can't stand, love, like) prefer -ING. Verbs about DECISIONS and PLANS (decide, want, hope, plan, promise) prefer TO + infinitive. Today's lesson maps the rest.

Reading: why a soundtrack changes everything

In 1975, a young Steven Spielberg screened a rough cut of a shark film to a small test audience in Los Angeles. The reaction, by his own account, was polite. Not scared. The camera work was good, the shark was menacing enough, but nobody left the room saying they had been terrified. Something was missing.

That something arrived a few weeks later, delivered by a slightly bored composer named John Williams, who sat down at a piano and played just two notes. E and F. Over and over. Slow at first, then faster. Faster. Spielberg is said to have laughed. 'That's it? That's the shark?' Williams nodded. Spielberg screened the film again with those two notes underneath, and the audience finally screamed.

The story of 'Jaws' is now a small legend in film schools, but the underlying point is bigger than one movie. Music does not decorate a story. It tells us HOW to feel about it. A cheerful piano behind a car chase turns it into comedy. A single low string behind a smiling face turns it into a threat. Filmmakers know this, and often begin cutting a scene with music already playing in their headphones — because the music, more than the words or the shots, decides the rhythm.

You experience this every day, whether you notice it or not. Shops choose slow music to make you spend longer inside, and fast music to make you finish your meal quickly and leave. Airlines use slow, warm music while you're boarding, because it lowers heart rates and reduces conflict. The gym next door does the opposite, because nobody deadlifts to lullabies.

In our own lives, we do the same thing without noticing. We put on one playlist for cleaning, another for driving at night, another for the morning we finally decide to change our life. The music we choose becomes the soundtrack we live inside — and, quietly, it starts writing the script.

So the next time you feel unaccountably heroic while walking to the shops, don't be surprised. Check what's in your headphones. You may not have written the score of your life, but you did press play.

1. What was 'missing' from the first screening of Jaws?

- (A) Better camera work
- (B) A frightening musical theme
- (C) A more realistic shark

2. What did John Williams play at the piano?

- (A) A long orchestral piece
- (B) Just two alternating notes (E and F)
- (C) A famous jazz melody

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3. According to the text, music in a film mainly...
- (A) decorates the story
 - (B) tells us HOW to feel about the story
 - (C) replaces the dialogue
4. Why do many shops play slow music?
- (A) To calm the staff
 - (B) To make customers spend longer inside and buy more
 - (C) To sound elegant
5. What is the writer's final point about the music in our headphones?
- (A) It has no effect on daily life
 - (B) It quietly shapes the way we experience life
 - (C) It's more important than what we watch

Music vocabulary in context

Match each word from the text to its closest meaning.

rough cut — an early, unfinished version of a film

score (n) — the music composed for a film or play

menacing — seeming dangerous / threatening

underneath (music) — playing quietly behind the main action

playlist — a chosen list of songs to play in order

cheerful — bright, happy in mood

Vocabulary: music, instruments and concerts

intro: At B2, upgrade 'I like music' with the specific verbs, instruments and collocations native speakers use. Focus on the phrases, not just single words.

1. **label:** Instruments & musicians

2. **label:** Verbs for music

3. **label:** Live music

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4. **label:** Feelings & opinions

practice

Complete each sentence with the correct expression from the box (correct form).

1. The band played three ____ at the end — the crowd wouldn't let them leave.

2. She's a singer-____ from Iceland; she writes everything she performs.

3. The concert was ____ within an hour of tickets going on sale.

4. It's such a ____ chorus — I've had it in my head all week.

5. He's ____ an album of jazz standards next month.

6. The ____ went wild when they played the opening riff.

7. I'd love to play the ____ one day — even three chords would be enough.

8. The film ____ was so ____ I actually cried in the cinema.

Practice 2 — collocations & rewrite

Rewrite each sentence replacing the underlined phrase with ONE word from this lesson's vocabulary. Keep the meaning identical.

1. The band is going to <u>release for the first time</u> their new single next week.

2. She recorded <u>her own version of</u> the classic ballad.

3. That chorus is so <u>catchy that it gets stuck in your head</u>.

4. The final scene of the film was <u>full of strong, moving emotion</u>.

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5. Despite the rain, the crowd's mood stayed <u>cheerful and positive</u>.

Practice 3 — discursive writing

prompt: Write about a piece of music or a live performance that changed the way you felt about a difficult moment in your life.

Use at least FOUR of the target words from this unit.

Vary sentence length and use one relative clause.

Aim for a reflective, cohesive C1 register.

sample: The year my grandmother died, a friend, who knew I hadn't left the house in days, sent me a song she had reinterpreted from an old folk recording. I remember how infectious the melody was, even though the lyrics were quietly poignant, almost too close to what I was feeling. I played it on a loop for weeks, and slowly my mood began to feel more buoyant, as though the music itself were doing the grieving I couldn't manage alone. Months later, the same artist decided to unveil a full album built around that single track, and I bought it the day it came out. I still can't listen to it without thinking of that winter, but the sadness it carries no longer feels heavy — it feels, oddly, like company.



Grammar: gerunds and infinitives

1. Verbs followed by -ING (the gerund) — Common verbs of LIKES, DISLIKES, START/STOP and everyday routine take -ING. • enjoy, love, like, don't mind, hate, can't stand, dislike • finish, stop, give up, keep (on), avoid, put off, mind • miss, imagine, suggest, admit, deny, practise, spend time Examples: I ENJOY LISTENING to jazz. She AVOIDS GOING to loud clubs. He KEPT PLAYING the same chord.

2. Verbs followed by TO + infinitive — Common verbs of DECISIONS, PLANS, WANTS and PROMISES take TO + infinitive. • want, would like, decide, hope, plan, expect, agree, refuse • promise, offer, learn, seem, tend, manage, afford • need, choose, ask, arrange, pretend Examples: I WANT TO LEARN the piano. She DECIDED TO QUIT the band. They REFUSED TO PLAY without a soundcheck.

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3. Verbs followed by BARE infinitive (no 'to') — After modal verbs: I **MUST PRACTISE**. I **CAN PLAY** the guitar. After 'let' and 'make' (active): My teacher **LET me CHOOSE** the song. She **MADE me REHEARSE** for hours. After 'would rather' and 'had better': I'd **RATHER STAY** home. You'd **BETTER LEAVE** now.

4. -ING after prepositions and as SUBJECT — After ANY preposition, English uses -ING. • I'm interested **IN LEARNING** the drums. • Thanks **FOR COMING** to the show. • She's good **AT SINGING** harmonies. ✗ 'I'm good at sing.' → ✓ 'I'm good at **SINGING**.' When a verb starts a sentence (as subject), use -ING: '**LEARNING** an instrument takes years.' (not 'To learn...')

5. Verbs that CHANGE meaning: stop, remember, forget, try, mean, regret — **STOP + -ING** = stop that activity. **STOP + TO** = pause in order to do something. • I **STOPPED SMOKING** (I don't smoke any more). • I **STOPPED TO SMOKE** (I paused what I was doing so I could smoke). **REMEMBER + -ING** = remember a past action. **REMEMBER + TO** = don't forget a future action. • I **REMEMBER MEETING** her at a gig. (memory of the past) • Please **REMEMBER TO BRING** your ticket. (future duty) **TRY + -ING** = experiment. **TRY + TO** = make an effort. • I **TRIED PLAYING** it slower. (experiment) vs. I **TRIED TO PLAY** it, but failed.

6. Verbs that take BOTH with (almost) the same meaning — Some verbs are fine with either form: **BEGIN, START, CONTINUE, LIKE, LOVE, HATE, PREFER**. • It started **RAINING** = It started **TO RAIN**. (identical) • I like **GOING** to concerts = I like **TO GO** to concerts. (very similar) In American English, 'like/love/hate + to' is slightly more common; in British English, 'like/love/hate + -ING' is slightly more common. Both are correct.

7. Common mistakes — ✗ I enjoy to listen to music. → ✓ I enjoy **LISTENING** to music. ✗ I want listening to the new album. → ✓ I want **TO LISTEN** to the new album. ✗ I'm interested in learn the drums. → ✓ I'm interested in **LEARNING** the drums. ✗ To play the piano is difficult at first. → ✓ **PLAYING** the piano is difficult at first. ✗ I stopped smoke last year. → ✓ I stopped **SMOKING** last year.

Exercise A — -ING or TO + infinitive?

Put the verb in brackets in the correct form.

1. I've decided (learn) ____ the guitar this year.

2. She really enjoys (listen) ____ to classical music.

3. We can't afford (go) ____ to the festival this summer.

4. Would you mind (turn) ____ the volume down?

5. He's promised (rehearse) ____ every day this month.

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6. I'm no good at (sing) ____ in front of people.

7. They kept (play) ____ the same song all night.

8. It's important (arrive) ____ before the doors close.

Exercise B — verbs that CHANGE meaning

Choose the more logical option.

1. I remember ____ that song when I was a teenager — it takes me straight back.

(A) to hear

(B) hearing

2. Please remember ____ the tickets — we can't get in without them.

(A) to bring

(B) bringing

3. She stopped ____ the piano after her mother died. She just couldn't.

(A) to play

(B) playing

4. On the way home, he stopped ____ a coffee.

(A) to buy

(B) buying

5. I've tried ____ the song at a slower tempo — it works much better.

(A) to play

(B) playing

6. I tried ____ him, but his phone was off.

(A) to call

(B) calling

Exercise C — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I enjoy to go to live concerts.

2. She's decided learning the violin.

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3. Thanks for invite me to the gig.

4. To play an instrument is a great hobby.

5. I stopped to smoke five years ago and I feel great.

6. Remember buying milk on your way home!

Exercise D — a musician's confession

Complete the paragraph with ONE form from the box (each used once — either -ING or the infinitive of the verb given).

Word bank: learning · to give up · playing · to become · practising · to pretend · starting · to play · hearing · performing

I started (1) ____ the violin when I was seven, mostly because my mother made me. I hated (2) ____ scales, and by twelve I had decided (3) ____ completely. My teacher, however, refused (4) ____ that I wanted to quit. He suggested (5) ____ folk music instead of classical — and within a month I was addicted.

Twenty years later, I still remember (6) ____ that first folk tune. It changed everything. I never planned (7) ____ a professional musician; I only wanted to feel that same joy again. These days I spend most of my week (8) ____ small cafés and folk clubs. It's not a huge career, but it's mine. And I still enjoy (9) ____ new tunes — every week, a new song.

If a child asked me for advice, I'd probably tell them (10) ____ properly for at least half an hour a day, and never to let anyone tell them that music is a waste of time.

learning

practising

to give up

to pretend

starting

hearing

to become

performing

playing

to play

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Listening: the concert I didn't plan to go to

Two friends catch up after one of them went to a last-minute gig. Notice how the conversation is *FULL* of verb + gerund / infinitive combinations.

Before you listen

When was the last time you went to a live music event that you hadn't planned on?

Predict: does the speaker who used to play piano plan to start again?

First listen — gist

1. What did one speaker do the previous night?

2. What is the other speaker thinking about starting again?

3. What tip does the guitarist give for actually practising?

Second listen — detail

1. How long before the concert did they decide to go?

2. Where was the band from?

3. How many years did the other speaker play the piano?

4. What do they promise themselves — and fail — to do every day?

5. What do they do instead?

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6. What is the guitarist's overall attitude to music?

A: So how was the gig last night? Was it worth the queue?

B: Honestly, incredible. I hadn't planned on going. I only decided to go about two hours before, and now I can't stop thinking about it.

A: That's the best kind of concert. Which band was it?

B: A jazz-fusion quartet from Tokyo. I'd never heard of them, but a friend kept insisting I go.

A: I love discovering new music like that. I'm actually thinking about learning an instrument again.

B: Really? You used to play the piano, didn't you?

A: For about eight years. I stopped after uni. I regret giving it up, to be honest. I'd love to start playing again.

B: So do it. You don't need to be brilliant. Just enjoy playing.

A: I know. I keep promising myself I'll practise thirty minutes a day. And then I end up scrolling instead.

B: Try leaving the piano open. If it's there, you'll play it. That's what got me back into guitar.

A: Good idea. Music makes everything feel lighter, doesn't it? I can't imagine living without it.

B: Same. It's the one thing I refuse to give up.

Speaking: 'One song, one memory'

In pairs, describe ONE song that means something to you. You MUST use: (a) 2× -ING after a verb (enjoy / love / can't stand + -ing), (b) 1× TO + infinitive (want / decide / hope), (c) 1× -ING after a preposition, (d) 2 music vocab words from section 4. Partner ■ each.

1. **label:** The song · **hint:** 'The song I want to talk about is...'

2. **label:** When you first heard it · **hint:** 'I remember hearing it for the first time...'

3. **label:** How it makes you feel · **hint:** 'I can't stand hearing it now / I love singing it...'

4. **label:** A memory attached to it · **hint:** 'It reminds me of...'

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5. **label:** One recommendation · **hint:** 'You should try listening to...'

example: The song I want to talk about is 'Wonderwall' by Oasis — cheesy, I know. I remember hearing it for the first time on a school bus at twelve. Everyone was singing along, and I was pretending to know the words. Honestly, I can't stand hearing it in a shopping centre now — it's been played to death. But I still love singing it at karaoke with old friends. It reminds me of that specific week when I was thirteen and thought I was going to be in a band. You should try listening to their acoustic version — much less annoying. It's actually quite moving.

challenge: ■ Extra ■ if you naturally slip in a 'stop / remember / try' with BOTH forms — showing the meaning changes.

Writing mini-task — 'The soundtrack of my life' (100–120 words)

Choose *THREE* songs — one for your childhood, one for your teenage years, one for now. In a short paragraph, explain what each song reminds you of. You *MUST* use: at least 3 verb + -ING structures, 2 verb + TO + infinitive structures, 1 -ING after a preposition. Underline every target structure.

Wrap-up · three encore prompts

Three quick prompts. Pick *ONE* and finish it out loud. Class votes on the most memorable answer.

1. **label:** Encore 1 — the song · **prompt:** The song I never get tired of listening to is...

2. **label:** Encore 2 — the plan · **prompt:** One instrument I'm planning to (finally) learn to play is...

3. **label:** Encore 3 — the confession · **prompt:** One 'cheesy' song I secretly love singing is...

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Workbook — home practice



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Soundtracks - Workbook

Extra practice for home study · with answer keys

1. Vocabulary - music & instruments

Choose the word or phrase that fits best.

1. The band played two ____ at the end.
(A) encores
(B) gigs
(C) genres
(D) covers
2. She's a singer-____ - she writes everything she performs.
(A) conductor
(B) songwriter
(C) drummer
(D) audience
3. It's such a ____ chorus - I've had it in my head all day.
(A) infectious
(B) mawkish
(C) poignant
(D) loud
4. The tickets ____ within an hour of going on sale.
(A) played out
(B) sold out
(C) gave up
(D) ran out
5. He plays the ____ in a jazz quartet.
(A) piano
(B) pianos
(C) a piano
(D) an piano
6. The ____ went wild when the band played the opening riff.
(A) conductor
(B) encore
(C) crowd
(D) backstage

2. Vocabulary - music verbs gap-fill

Complete each sentence with ONE verb from the box (correct form).

BOX: compose · unveil · reinterpret · rehearse · perform · hum

1. The band is going to ____ their new album next spring.
2. She's been ____ a song by Adele on the piano - it's beautiful.
3. They ____ every day for three months before the tour.
4. He ____ film soundtracks for a living.

5. I always ____ that song when I'm cooking, I don't even notice.
6. The quartet is going to ____ live at the theatre on Friday.

2b. Vocabulary - discursive writing

Write 120-180 words: 'To what extent does the commercialisation of music affect its emotional impact? Discuss with reference to live performances and the creative process.'

Checklist:

- [] Use target lexis from the music and performance sections
- [] Use varied C1-level grammar (e.g. participle clauses)
- [] Ensure logical cohesion and smooth transitions
- [] Maintain a formal or semi-formal academic register

[illegible]

3. Grammar - -ING or TO + infinitive?

Choose the correct form.

1. I really enjoy ____ to jazz in the evening.
(A) listen
(B) to listen
(C) listening
2. She's decided ____ singing lessons next month.
(A) taking
(B) to take
(C) take
3. Would you mind ____ the volume down?
(A) turn
(B) to turn
(C) turning

4. We can't afford ____ to the festival this summer.
(A) go
(B) going
(C) to go
5. He kept ____ the same wrong note all night.
(A) to play
(B) playing
(C) play
6. It's important ____ before the concert starts.
(A) arriving
(B) to arrive
(C) arrive
7. Thanks for ____ me to the gig.
(A) invite
(B) to invite
(C) inviting
8. ____ an instrument takes years of practice.
(A) To learn
(B) Learning
(C) Learn

4. Grammar - verbs that CHANGE meaning

Complete each sentence with the -ING form or TO + infinitive.

1. I remember (hear) ____ this song for the first time in 2003.
2. Please remember (bring) ____ your ticket tomorrow.
3. She stopped (play) ____ the guitar when she started university.
4. On the way home he stopped (buy) ____ a coffee.
5. I tried (call) ____ him three times, but no answer.
6. Have you tried (play) ____ it a bit slower? It sounds better.
7. I'll never forget (see) ____ them live in 2015 - magical.
8. Don't forget (turn) ____ off the lights.

5. Grammar - put the words in order

Rearrange the words to form a correct sentence.

1. enjoy / concerts / to / going / I / live
2. learn / to / decided / the / I've / piano
3. at / good / no / I'm / singing
4. playing / really / love / I / guitar / the
5. afford / can't / to / go / we / festival / the / to
6. listening / mind / to / would / you / this?

6. Grammar - spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I enjoy to listen to jazz.
2. She's decided learning the violin.
3. I'm interested in learn the drums.
4. To play the piano is difficult at first.
5. I stopped to smoke last year and I feel great.
6. Remember buy milk on your way home!

7. Reading - true / false / not given

Read the short text and mark each statement T, F or NG.

In 2011, a team at McGill University in Montreal scanned the brains of volunteers as they listened to their favourite music. They discovered that the moment a piece of music reached its emotional peak, the brain released dopamine - the same chemical produced when we eat something delicious or fall in love. The finding was striking because music, unlike food or shelter, has no obvious survival value. The team also noticed that people who regularly played an instrument had stronger connections between the two halves of the brain. Since then, dozens of follow-up studies have supported the idea that active music-making - not just listening - is unusually good for the developing brain.

1. The study was carried out at Harvard University. [T / F / NG]
2. The researchers scanned people's brains while they listened to music. [T / F / NG]
3. Music released the same chemical as chocolate or falling in love. [T / F / NG]
4. Music has an obvious survival value, according to the text. [T / F / NG]
5. The average volunteer was under 25 years old. [T / F / NG]
6. Later studies suggest active music-making is especially good for developing brains. [T / F / NG]

8. Writing - guided task

Write 80-100 words about a song, album or artist that has meant something to you. Use at least 3 verb + -ING structures, 2 verb + TO + infinitive structures, and 1 music vocab word from section 4.

Checklist:

- ☐ 80-100 words
- ☐ 3+ verb + -ING structures
- ☐ 2+ verb + TO + infinitive structures
- ☐ 1 music vocab word from section 4

9. Listening - interview with a film composer

Listen to the interview (journalist + composer - clearly different voices). Answer the questions. Play twice if you need.

Audio: Interview · film composer · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation - key sentences

Listen again and complete each line with the missing words.

Audio: Film composer - key sentences

1. My mother used to ____ old vinyl records on Sunday ____.
2. I hated ____ scales, but I loved ____.
3. Most of my job is _____. I spend hours just ____ to a scene.
4. Leave the instrument ____ in the room. And stop trying to be ____.
5. Music isn't a _____. Just enjoy the _____.

11. ■ Challenge - sentence transformation

Rewrite the second sentence using 2-5 words including the KEYWORD.

1. 1. She's a great pianist. → She's very good _____. (KEYWORD: PLAYING)
2. 2. He wants to become a musician. → He's decided _____ a musician. (KEYWORD: BECOME)
3. 3. I hate loud crowds at concerts. → I can't _____ crowds at concerts. (KEYWORD: STAND)
4. 4. I remember it clearly - I heard the song at 15. → I remember _____ the song at 15. (KEYWORD: HEARING)
5. 5. Buy the tickets - don't forget! → Remember _____ the tickets! (KEYWORD: BUY)
6. 6. Playing the guitar isn't easy. → It isn't easy _____ the guitar. (KEYWORD: TO PLAY)

13. ■ Challenge - odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Verbs that take -ING:

- (A) enjoy
- (B) avoid
- (C) decide
- (D) keep

2. 2. Verbs that take TO + infinitive:

- (A) want
- (B) hope
- (C) refuse
- (D) practise

3. 3. Instrument names:

- (A) violin
- (B) piano
- (C) conductor
- (D) guitar

4. 4. Positive adjectives for music:

- (A) catchy
- (B) moving
- (C) upbeat
- (D) cheesy

14. ■ Challenge - extended writing

Write a 130-160 word 'review of the best live gig you've ever been to (or wish you'd been to).' Use AT LEAST 4 verb + -ING structures, 3 verb + TO + infinitive structures, 1 -ING after a preposition, and 4 music vocab words from section 4.

Checklist:

- ☐ 130-160 words
- ☐ 4+ verb + -ING structures
- ☐ 3+ verb + TO + infinitive structures
- ☐ 1 -ING after a preposition
- ☐ 4 music vocab words from section 4

15. Self-check

Tick what you can now do confidently.

- ☐ I use -ING after verbs like enjoy, avoid, mind, keep, finish.
- ☐ I use TO + infinitive after verbs like want, decide, hope, refuse, promise.
- ☐ I use -ING after prepositions (interested IN doing...).
- ☐ I use -ING as the subject of a sentence (Learning music takes time).
- ☐ I know that stop / remember / forget / try change meaning with -ING vs TO.
- ☐ I can describe music, instruments and concerts with B2 vocab.
- ☐ I can pronounce loanwords like cappuccino, karaoke, genre and ballet.

Soundtracks — Workbook

Extra practice for home study · with answer keys

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BOX: compose · unveil · reinterpret · rehearse · perform · hum

1. The band is going to ____ their new album next spring.
2. She's been ____ a song by Adele on the piano — it's beautiful.
3. They ____ every day for three months before the tour.
4. He ____ film soundtracks for a living.

5. I always ____ that song when I'm cooking, I don't even notice.
6. The quartet is going to ____ live at the theatre on Friday.

2b. Vocabulary — discursive writing

Write 120–180 words: 'To what extent does the commercialisation of music affect its emotional impact? Discuss with reference to live performances and the creative process.'

Checklist:

- Use target lexis from the music and performance sections
- Use varied C1-level grammar (e.g. participle clauses)
- Ensure logical cohesion and smooth transitions
- Maintain a formal or semi-formal academic register

[illegible]

3. Grammar — -ING or TO + infinitive?

Choose the correct form.

1. I really enjoy ____ to jazz in the evening.
(A) listen
(B) to listen
(C) listening
2. She's decided ____ singing lessons next month.
(A) taking
(B) to take
(C) take
3. Would you mind ____ the volume down?
(A) turn
(B) to turn
(C) turning

Ask the teacher — notes to bring to class

4. We can't afford ____ to the festival this summer.
(A) go
(B) going
(C) to go
5. He kept ____ the same wrong note all night.
(A) to play
(B) playing
(C) play
6. It's important ____ before the concert starts.
(A) arriving
(B) to arrive
(C) arrive
7. Thanks for ____ me to the gig.
(A) invite
(B) to invite
(C) inviting
8. ____ an instrument takes years of practice.
(A) To learn
(B) Learning
(C) Learn

4. Grammar — verbs that CHANGE meaning

Complete each sentence with the -ING form or TO + infinitive.

1. I remember (hear) ____ this song for the first time in 2003.
2. Please remember (bring) ____ your ticket tomorrow.
3. She stopped (play) ____ the guitar when she started university.
4. On the way home he stopped (buy) ____ a coffee.
5. I tried (call) ____ him three times, but no answer.
6. Have you tried (play) ____ it a bit slower? It sounds better.
7. I'll never forget (see) ____ them live in 2015 — magical.
8. Don't forget (turn) ____ off the lights.

5. Grammar — put the words in order

Rearrange the words to form a correct sentence.

1. enjoy / concerts / to / going / I / live
2. learn / to / decided / the / I've / piano
3. at / good / no / I'm / singing
4. playing / really / love / I / guitar / the
5. afford / can't / to / go / we / festival / the / to
6. listening / mind / to / would / you / this?

6. Grammar — spot & fix the mistake

Each sentence has ONE mistake. Rewrite it correctly.

1. I enjoy to listen to jazz.
2. She's decided learning the violin.
3. I'm interested in learn the drums.
4. To play the piano is difficult at first.
5. I stopped to smoke last year and I feel great.
6. Remember buy milk on your way home!

7. Reading — true / false / not given

Read the short text and mark each statement T, F or NG.

In 2011, a team at McGill University in Montreal scanned the brains of volunteers as they listened to their favourite music. They discovered that the moment a piece of music reached its emotional peak, the brain released dopamine — the same chemical produced when we eat something delicious or fall in love. The finding was striking because music, unlike food or shelter, has no obvious survival value. The team also noticed that people who regularly played an instrument had stronger connections between the two halves of the brain. Since then, dozens of follow-up studies have supported the idea that active music-making — not just listening — is unusually good for the developing brain.

1. The study was carried out at Harvard University. [T / F / NG]
2. The researchers scanned people's brains while they listened to music. [T / F / NG]
3. Music released the same chemical as chocolate or falling in love. [T / F / NG]
4. Music has an obvious survival value, according to the text. [T / F / NG]
5. The average volunteer was under 25 years old. [T / F / NG]
6. Later studies suggest active music-making is especially good for developing brains. [T / F / NG]

8. Writing — guided task

Write 80–100 words about a song, album or artist that has meant something to you. Use at least 3 verb + -ING structures, 2 verb + TO + infinitive structures, and 1 music vocab word from section 4.

Checklist:

- 80–100 words
- 3+ verb + -ING structures
- 2+ verb + TO + infinitive structures
- 1 music vocab word from section 4

9. Listening — interview with a film composer

Listen to the interview (journalist + composer — clearly different voices). Answer the questions. Play twice if you need.

■ **Audio:** Interview · film composer · ≈ 1:30

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

10. Dictation — key sentences

Listen again and complete each line with the missing words.

■ **Audio:** Film composer — key sentences

1. My mother used to ____ old vinyl records on Sunday ____.
2. I hated ____ scales, but I loved ____.
3. Most of my job is _____. I spend hours just ____ to a scene.
4. Leave the instrument ____ in the room. And stop trying to be ____.
5. Music isn't a _____. Just enjoy the _____.

11. ■ Challenge — sentence transformation

Rewrite the second sentence using 2–5 words including the KEYWORD.

1. 1. She's a great pianist. → She's very good _____. (KEYWORD: PLAYING)
2. 2. He wants to become a musician. → He's decided _____ a musician. (KEYWORD: BECOME)
3. 3. I hate loud crowds at concerts. → I can't _____ crowds at concerts. (KEYWORD: STAND)
4. 4. I remember it clearly — I heard the song at 15. → I remember _____ the song at 15. (KEYWORD: HEARING)
5. 5. Buy the tickets — don't forget! → Remember _____ the tickets! (KEYWORD: BUY)
6. 6. Playing the guitar isn't easy. → It isn't easy _____ the guitar. (KEYWORD: TO PLAY)

13. ■ Challenge — odd one out

Three items share a category. Pick the ODD ONE OUT.

1. 1. Verbs that take -ING:

- (A) enjoy
- (B) avoid
- (C) decide
- (D) keep

2. 2. Verbs that take TO + infinitive:

- (A) want
- (B) hope
- (C) refuse
- (D) practise

3. 3. Instrument names:

- (A) violin
- (B) piano
- (C) conductor
- (D) guitar

4. 4. Positive adjectives for music:

- (A) catchy
- (B) moving
- (C) upbeat
- (D) cheesy

14. ■ Challenge — extended writing

Write a 130–160 word 'review of the best live gig you've ever been to (or wish you'd been to).' Use **AT LEAST 4** verb + -ING structures, 3 verb + TO + infinitive structures, 1 -ING after a preposition, and 4 music vocab words from section 4.

Checklist:

- 130–160 words
- 4+ verb + -ING structures
- 3+ verb + TO + infinitive structures
- 1 -ING after a preposition
- 4 music vocab words from section 4

15. Self-check

Tick what you can now do confidently.

- I use -ING after verbs like enjoy, avoid, mind, keep, finish.
- I use TO + infinitive after verbs like want, decide, hope, refuse, promise.
- I use -ING after prepositions (interested IN doing...).
- I use -ING as the subject of a sentence (Learning music takes time).
- I know that stop / remember / forget / try change meaning with -ING vs TO.
- I can describe music, instruments and concerts with B2 vocab.
- I can pronounce loanwords like cappuccino, karaoke, genre and ballet.



Answer key — Class Book

Reading: why a soundtrack changes everything

1. (B) A frightening musical theme
2. (B) Just two alternating notes (E and F)
3. (B) tells us HOW to feel about the story
4. (B) To make customers spend longer inside and buy more
5. (B) It quietly shapes the way we experience life

Vocabulary: music, instruments and concerts

1. encores
 2. songwriter
 3. sold out
 4. infectious
 5. unveiling
 6. audience / crowd
 7. guitar
 8. soundtrack · poignant
1. The band is going to unveil their new single next week.
 2. She reinterpreted the classic ballad.
 3. That chorus is so infectious.
 4. The final scene of the film was deeply poignant.
 5. Despite the rain, the crowd's mood stayed buoyant.

Grammar: gerunds and infinitives

1. to learn
 2. listening
 3. to go
 4. turning
 5. to rehearse
 6. singing
 7. playing
 8. to arrive
1. (B) hearing
 2. (A) to bring
 3. (B) playing
 4. (A) to buy
 5. (B) playing
 6. (A) to call
1. I enjoy GOING to live concerts.
 2. She's decided TO LEARN the violin.
 3. Thanks for INVITING me to the gig.
 4. PLAYING an instrument is a great hobby.
 5. I stopped SMOKING five years ago and I feel great.
 6. Remember TO BUY milk on your way home!

Listening: the concert I didn't plan to go to

1. Went to a jazz-fusion gig — decided at the last minute.
 2. Playing the piano — they used to play for years.
 3. Leave the instrument visible in the room — 'if it's there, you'll play it'.
1. About two hours.
 2. Tokyo — a jazz-fusion quartet.
 3. About eight years, until university.
 4. Practise the piano for thirty minutes.
 5. End up scrolling on their phone.

Ask the teacher — notes to bring to class



6. That music makes everything feel lighter — the one thing they refuse to give up.

Ask the teacher — notes to bring to class



Answer key — Workbook

Ask the teacher — notes to bring to class

Soundtracks - Workbook — Answer Key

1. Vocabulary - music & instruments

1. **(A)** *encores*
2. **(B)** *songwriter*
3. **(A)** *infectious*
4. **(B)** *sold out*
5. **(A)** *piano*
6. **(C)** *crowd*

2. Vocabulary - music verbs gap-fill

1. **unveil**
2. **reinterpreting**
3. **rehearsed**
4. **composes**
5. **hum**
6. **perform**

2b. Vocabulary - discursive writing

Sample answer

The modern music industry often prioritises infectious choruses and click-driven encores over genuine artistic expression. When a band unveils a new album, the marketing machine often overshadows the work itself. However, the true power of music remains its ability to be poignant and moving, regardless of the genre. In live gigs, the crowd seeks a connection that transcends mere entertainment; they want to see an artist perform with soul, perhaps even reinterpreting a classic cover in a way that feels fresh. While some argue that the pressure to compose 'hits' leads to mawkish results, the dedication required to rehearse and perfect a set remains a testament to the craft. Whether an artist is performing in a stadium or humming a melody in a small studio, the essence of music lies in its ability to reach an audience. Even in a world of sold-out tours, the most memorable moments are often the most simple and authentic ones.

3. Grammar - -ING or TO + infinitive?

1. **(C)** *listening*
2. **(B)** *to take*
3. **(C)** *turning*
4. **(C)** *to go*
5. **(B)** *playing*
6. **(B)** *to arrive*
7. **(C)** *inviting*
8. **(B)** *Learning*

4. Grammar - verbs that CHANGE meaning

1. *hearing*
2. *to bring*
3. *playing*
4. *to buy*
5. *to call*
6. *playing*
7. *seeing*
8. *to turn*

5. Grammar - put the words in order

1. *I enjoy going to live concerts.*
2. *I've decided to learn the piano.*
3. *I'm no good at singing.*
4. *I really love playing the guitar.*
5. *We can't afford to go to the festival.*
6. *Would you mind listening to this?*

6. Grammar - spot & fix the mistake

1. *I enjoy LISTENING to jazz.*
2. *She's decided TO LEARN the violin.*
3. *I'm interested in LEARNING the drums.*
4. *PLAYING the piano is difficult at first.*
5. *I stopped SMOKING last year and I feel great.*
6. *Remember TO BUY milk on your way home!*

7. Reading - true / false / not given

1. **F**
2. **T**
3. **T**
4. **F**
5. **NG**
6. **T**

8. Writing - guided task

Sample answer

The album that changed everything for me was 'Blue' by Joni Mitchell. I remember borrowing it from my aunt when I was fifteen and listening to it every night for months. I couldn't stop hearing something new each time. I decided to learn the guitar because of that album, and although I never managed to become good, I still love playing those chords quietly on a Sunday morning. I refuse to give up on the idea of covering one of her songs properly one day. Every genre has its classics - for me, Joni is mine.

9. Listening - interview with a film composer

1. *Through his mother's Sunday vinyl records - he used to guess the instruments before he could read.*
2. *Piano from six, guitar from ten.*
3. *He loved improvising; he hated practising scales.*
4. *Listening - often to a scene, waiting for music to suggest itself.*
5. *1) Leave the instrument visible in the room. 2) Stop trying to be 'good' - just enjoy the noise.*
6. *Something to enjoy - not a competition.*

10. Dictation - key sentences

1. *play / mornings*
2. *practising / improvising*
3. *listening / listening*
4. *visible / good*
5. *competition / noise*

11. ■ Challenge - sentence transformation

1. *at playing the piano*
2. *to become*
3. *stand loud*
4. *hearing*
5. *to buy*
6. *to play*

13. ■ Challenge - odd one out

1. **(C)** *decide*
2. **(D)** *practise*
3. **(C)** *conductor*
4. **(D)** *cheesy*

14. ■ Challenge - extended writing

Sample answer

The best gig I've ever been to was a tiny jazz quartet from Tokyo playing in a hundred-seat venue. I hadn't planned on going; a friend kept insisting I go, and I decided to trust her. From the first note, I couldn't stop grinning. The saxophonist enjoyed teasing the audience between songs, the drummer refused to play anything twice the same way, and the pianist - a singer-songwriter as well - closed the night with an a cappella encore that made the whole crowd hold its breath. The soundcheck itself had already been better than most full concerts I've been to. I've since bought all three of their albums and I keep meaning to see them live again. If you're interested in discovering something new, try listening to the album 'Blue Nights' - twelve tracks and not a single boring second.

15. Self-check

Self-assessment — no fixed answers.

Soundtracks — Workbook — Answer Key

1. Vocabulary — music & instruments

1. **(A)** *encores*
2. **(B)** *songwriter*
3. **(A)** *infectious*
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