

6

The sound of music



Listening

- 1 **04** You will hear a talk by a man called William Bond about his work as a freelance musician. For questions 1–9, complete the sentences with a word or short phrase.

William had some highly lucrative work at a local school, advising them about the (1) of students' playing or singing.

William likens the personal concerts he's given to the (2) that business people do.

William's most recent involvement with an opera production was as the (3) of the music.

An opera project for homeless people that William got involved in was paid for by (4)

The homeless people themselves indicated what they called the (5) '.....' that William should try to capture in the music.

William says the work was hard for him, and likens the plot he had to work with to a (6)

William says the opera featured many different types of music and made him see (7) music in a new light.

When talking about the opera's themes, William says one of the contributors sings about imagining himself in a (8)

The background compilation accompanying some water songs featured a (9) which was praised by the audience.

Grammar

- 2 Complete this sentence in eight different ways by choosing the most appropriate ending (a–h) for each verb (1–8). Use each ending once only. You will need to think carefully about form and meaning.

EXAMPLE: *1 e He might practise in the music room with a bit of encouragement.*

- | | | |
|--|--------------------------|---|
| <p>He</p> <p>1 might practise</p> <p>2 could've practised</p> <p>3 should practise</p> <p>4 can't be practising</p> <p>5 shouldn't have practised</p> <p>6 must've been practising</p> <p>7 might not have practised</p> <p>8 must be practising</p> | <p>in the music room</p> | <p>a if he hadn't lost the key.</p> <p>b as we can't find him anywhere else.</p> <p>c without first asking permission.</p> <p>d as often as he can.</p> <p>e with a bit of encouragement.</p> <p>f if his teacher hadn't recommended it.</p> <p>g – he doesn't have his saxophone today.</p> <p>h or his things wouldn't still be in there.</p> |
|--|--------------------------|---|

- 3 Complete these sentences using the verbs in brackets with an appropriate modal auxiliary from the box. You will need to think carefully about meaning and may need to change the form of the verbs. Sometimes you will need to use a negative. There may be more than one correct answer.

can	could	may	might	must	should
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EXAMPLE: He *can't have enjoyed* (enjoy) the concert – it was terrible!

- a Research suggests you (score) better on a standard IQ test if you listen to Mozart first.
- b Strange as it (seem), Mozart's music (have) a profound effect on the brain.
- c If you'd had a better violin teacher, you (give up).
- d Nobody was impressed by the musicians. They really (prepare) better for the audition.
- e If you're really interested in flamenco you (go) to Spain.
- f You (still learn) an instrument, you know. It's not too late.
- g I (say) I would go to the concert. I'm really not looking forward to it.
- h Nadia Gerber is listed twice in the programme. She (play) in both pieces.
- i Surely, they (both learn) the trombone, can they?
- j You (pass) your music exam if you had practised a bit more.
- k It's not very polite of him. He (let) them know he was going to be late.
- l The show (cancel) – it's scheduled to run until December.
- m She (practise) for an hour; she only began 30 minutes ago.
- n The technicians (set) the sound system up wrong; we couldn't hear the strings at all.
- o We were supposed to meet at the stage entrance after the performance. Do you think he (forget)?
- p If you have been living abroad for three years, you (hear) of him, but I can assure you his music is very popular here now.

Vocabulary

- 4 One verb collocates with all the words and phrases (1–8) on the left. Use your dictionary to help you work out what it is and choose a meaning for each idiom you make from the definitions (a–h).

- 1 offence at
- 2 someone's advice
- 3 someone unawares
- 4 pity on
- 5 something lying down
- 6 the point
- 7 things as they come
- 8 some doing

- a accept an argument
- b deal with events calmly, as they occur
- c surprise, startle someone
- d be quite difficult
- e feel hurt by
- f follow a suggestion
- g feel sorry for and help
- h accept something without complaining

- 5 Complete each sentence with an adverb and an adjective from the box.

beautiful	cheerful	damaging
highly	obscenely	potentially
profitable	strikingly	
surprisingly	wealthy	

EXAMPLE: Considering they lost all their possessions in the fire, they are *surprisingly cheerful*.

- a No wonder her daughter became a model. She is
- b Industry bosses are warning that an interest rate rise now is to the economy.
- c Some people think Hollywood's top film stars are
- d According to the latest annual report, the company is actually

Use of English

6 Read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

EARPLUGS FOR ROCKERS!

Rock legends Phil Collins, Sting and Ozzy Osbourne all (0) **A** years of ear-blasting rock music have (1) their toll on their hearing. But a new European Union (2) introduced today means the likes of Morrissey, Marilyn Manson and Madonna could all be sporting earplugs onstage as they churn (3) their greatest hits. While the image perhaps isn't very rock and roll, musicians have welcomed the new rules.




A spokesperson for the Musicians' Union said many artists, from orchestra players to rock stars, suffer hearing problems due to frequent (4) to loud music. 'We welcome the new legislation and are calling on all musicians to (5) in custom-made earplugs.'

The rules (6) pubs, nightclubs, restaurants and concert arenas, all of whose management must now ensure the hearing of their staff is protected if music in the venue regularly (7) 85 decibels. The regulations do not, however, (8) to members of the public.

- | | | | |
|------------------|-----------------|-----------|--------------|
| 0 A claim | B mention | C hold | D demand |
| 1 A made | B taken | C set | D paid |
| 2 A legislation | B directive | C command | D notice |
| 3 A over | B away | C out | D back |
| 4 A presentation | B vulnerability | C outlook | D exposure |
| 5 A invest | B purchase | C secure | D acquire |
| 6 A comprise | B incorporate | C relate | D cover |
| 7 A exceeds | B overtakes | C passes | D transcends |
| 8 A utilise | B address | C apply | D spread |

7 Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The early years of



The popular TV music channel MTV was launched in 1981 in the US (0) *with* the intention of playing (1) but music videos. It was a brilliant marketing concept, as it came at little cost while (2) extremely attractive to record companies and advertisers.

The videos were guided by an air-host known as a VJ – the term is a conflation of ‘video’ and ‘disc jockey’. The VJs are now a (3) of the past, but (4) their heyday, they were MTV, attaining cult status. It was (5) presenters on the station that Russell Brand and Alex Zane got their first career breaks.

MTV changed the way we experience music: we watched records instead of just listening to them. Record companies were quick to appreciate this, and acts such as Madonna and Boy George, (6) appeal was as much about their good looks (7) their music, went global. Such (8) the music video’s impact that film directors at the height of their careers were attracted to the medium.

8 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

The *Other* Mozart

Everyone has heard of Wolfgang Amadeus Mozart; few of his musical son Franz Xaver. A new CD collection (0) *entitled* *The Other Mozart* celebrates Franz’s music – in all its haunting, (1) innocence. The 27 songs are brief slivers of ideas, underdeveloped shadows of what might have been, reaching a beautiful (2) in the later works. But it is clear that the music never reaches the (3) of his genius father.

Franz was the youngest of Mozart’s children, and his mother’s hopes and ambitions focused on him following the (4) death of his father. The very best teachers were (5) available to Franz, who made his public debut as a singer, aged five. The songs bring to light Franz’s pianistic accomplishment; the piano parts are extremely demanding. The songs hint at Franz’s love for a woman; they speak time and again of (6) love and unfulfilled (7)

(8) , however, the fact remains that this music, had it been written by a composer of any other name, would probably have remained buried in the archives.

TITLE
MELANCHOLY

FULFIL
HIGH

MATURE
AUTOMATIC

ATTAIN
LONG

REALIST