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Методичні рекомендації до практичних занять з дисципліни  
**«ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»**  
для здобувачів першого (бакалаврського) рівня вищої освіти  
ОПП «Музичне мистецтво»  
спеціальності В 5 Музичне мистецтво

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Методичні рекомендації до практичних занять з дисципліни «Іноземна мова (за професійним спрямуванням)» для здобувачів першого (бакалаврського) рівня вищої освіти ОПП «Музичне мистецтво» спеціальності В 5 Музичне мистецтво. Одеса. 2026. 68 с.

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Методичні рекомендації розроблені як практичний посібник для студентів бакалавріату, що вивчають курс «Іноземна мова (за професійним спрямуванням)». Структура видання повністю узгоджена з робочою програмою навчальної дисципліни «Іноземна мова (за професійним спрямуванням)» ОПП «Музичне мистецтво» спеціальності В 5 Музичне мистецтво. Матеріал викладено послідовно, що дозволяє поетапно опановувати професійну лексику та закріплювати її на практиці. Посібник містить тематичні тексти та вправи, спрямовані на формування навичок усного й писемного ділового спілкування згідно з міжнародними стандартами.

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## ПЕРЕДМОВА

Методичні рекомендації до практичних занять з дисципліни «Іноземна мова (за професійним спрямуванням)» розроблені відповідно до робочої програми навчальної дисципліни та вимог освітньо-професійної програми «Музичне мистецтво» для здобувачів першого (бакалаврського) рівня вищої освіти за спеціальністю 025 «Музичне мистецтво».

Сучасна реформа вищої освіти в Україні визначає професійну мобільність та інтернаціоналізацію ключовими компонентами підготовки майбутнього фахівця. Вивчення даної дисципліни передбачає системне засвоєння матеріалу у формі аудиторної, самостійної та індивідуальної навчально-дослідної роботи. Основна мета курсу - сформувати у майбутніх музикантів комплекс мовних, комунікативних та професійно орієнтованих компетентностей, необхідних для вільного спілкування в міжнародному академічному та мистецькому середовищах.

Зміст навчання структуровано за логічною послідовністю, що охоплює актуальні теми професійної сфери: Formation of the Professional Role of a Music Educator, Music as a Medium of Emotional Influence, Musical Ensembles and Instrumental Composition, Stages of the Development of Musical Art, Ukrainian Musical Heritage, Digital Technologies in Music Education та інші. Кожен розділ поєднує автентичні тексти з практичними вправами, що дозволяє здобувачам глибоко засвоїти матеріал.

Навчальний матеріал реалізовано через поєднання класичних методів навчання та сучасних інтерактивних форматів, що робить процес засвоєння професійної лексики динамічним та ефективним. Для самоконтролю та розширення знань у виданні наведено список рекомендованої літератури, що включає як базові підручники, так і актуальні онлайн-ресурси.

Методичні рекомендації стануть надійним керівництвом для здобувачів спеціальності «Музичне мистецтво» у процесі їхнього професійного становлення та безперервного саморозвитку.

## Unit 1

### *Formation of the Professional Role of a Music Educator*

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**1. Check you understand the words below. Read the words, their definitions and examples from the text**

Term	Definition	Example Sentence
prestigious (adjective) престижний	respected for being of high quality or importance.	The university is a prestigious institution, known for its excellent academics and research.
alumni (plural noun) випускники	men and women who have completed their studies, esp. at a college or university:	Four alumni of an elementary school are having a reunion in a coffee shop.
renowned (adjective) відомий, ушавлений	famous and respected for a particular skill, achievement, or quality.	The university is named after the renowned artist and teacher Kostiantyn Dmytrovych Ushynsky.
prominent (adjective) визначний, провідний	important or noticeable.	The university's alumni include prominent figures in various fields, such as ministers and scientists.
distinguished (adjective) видатний	very successful and admired for excellence or achievement.	The university's distinguished faculty includes seven Doctors of Science and two People's Artists of Ukraine.
aesthetic (adjective) естетичний	relating to beauty or art.	The faculty is recognized as a prominent scientific and methodological center for arts and youth aesthetic

		education.
liquidations (noun) ліквідації	the process of closing down a business or organization and selling its assets.	The university has undergone numerous name changes, liquidations, and updates.
recognition (noun) визнання	the act of acknowledging or realizing the existence, validity, or importance of something.	In 1945, it was named after the renowned artist and teacher Kostiantyn Dmytrovych Ushynsky, in recognition of its achievements in training educators.
specialists (noun) фахівці	a person who has a particular skill or knowledge in a specific area.	The university has played a significant role in shaping the educational landscape of Ukraine, having trained over 100,000 specialists for the country's educational system.
institutions (noun) установи, заклади	an organization founded for a particular purpose, especially a public one.	The university has played a significant role in shaping the educational landscape of Ukraine, having trained over 100,000 specialists for the country's educational system, as well as for institutions in over 30 other countries.
Richelieu (proper noun) Рішельє	A town in southwestern France, known for its historic castle and its role in the Hundred Years' War.	The Pedagogical Institute at Richelieu Lyceum was originally established in the town of Richelieu, France.
Lyceum (noun) ліцей	A secondary school, especially one that prepares students for university.	The Pedagogical Institute was originally established at the Richelieu Lyceum, a secondary school in France.

centuries (noun) століття	A period of one hundred years.	The university has evolved over the centuries, undergoing numerous name changes, liquidations, and updates.
deputy (noun) депутат, заступник (залежить від контексту)	A person who is elected to represent a particular group of people.	The university's alumni include prominent figures in various fields, such as ministers, deputies, mayors, heads of institutions, scientists, educators, directors of research institutes and schools, rectors of universities, trainers and masters of sports, Olympiad winners, and renowned artists.
mayors (noun) мери		The university's alumni include prominent figures in various fields, such as ministers, deputies, mayors, heads of institutions, scientists, educators, directors of research institutes and schools, rectors of universities, trainers and masters of sports, Olympiad winners, and renowned artists.

**2. Read the article “I am proud to be a student of South Ukrainian National Pedagogical University named after K. D. Ushynsky” and tell if the sentences are true (T) or false (F).**

- 1) The South Ukrainian National Pedagogical University, located in Odessa, Ukraine, has a long history dating back to 1817 and has trained over 100,000 specialists in education.
- 2) The university is known for its Educational and Scientific Institute of Musical and Performing Arts and Socio-Cultural Practices, which is a leading center for arts education and research.
- 3) The university is committed to research, publishing over 200 scientific papers annually but it is not collaborating with institutions worldwide.

The South Ukrainian National Pedagogical University named after K. D. Ushynsky, located in the city of Odesa, Ukraine, is a prestigious institution with a rich history dating back to 1817 . Originally established as the Pedagogical Institute at Richelieu Lyceum, it has evolved over the centuries, undergoing numerous name changes, liquidations, and updates . In 1945, it was named after the renowned artist and teacher Kostiantyn Dmytrovych Ushynsky, in recognition of its achievements in training educators.

The university has played a significant role in shaping the educational landscape of Ukraine, having trained over 100,000 specialists for the country's educational system, as well as for institutions in over 30 other countries . Its alumni and faculty include prominent figures in various fields, such as ministers, deputies, mayors, heads of institutions, scientists, educators, directors of research institutes and schools, rectors of universities, trainers and masters of sports, Olympiad winners, and renowned artists .

Educational and Scientific Institute of Musical and Performing Arts and Socio-Cultural Practices has long traditions and extensive experience in training highly qualified specialists in the fields of "Education/Pedagogy" and "Culture and Art" in specialties "Musical Art" and "Choreography".

Over the 55 years of its existence, the faculty has become one of the leading centers of musical and choreographic education of children and youth in Ukraine, has become a powerful scientific institution for researching the problems of artistic

education, artistic pedagogy, musical and choreographic performance. The faculty is an authoritative and actively operating scientific and methodological center of artistic and aesthetic education, artistic education of children and youth.

The artistic and educational process at the faculty is provided by four professional departments: musical art and choreography; musical and instrumental training; music theory and vocals; conducting and choral training, which employ 7 doctors of sciences, professors, 22 candidates of sciences, associate professors, 2 people's artists of Ukraine, 4 honored artists and honored educators of Ukraine. Leading specialists in the field of musical and choreographic art, ballet master training from educational institutions and academic theaters of the city are invited to teach.

Currently, the Educational and Scientific Institute of Musical and Performing Arts and Socio-Cultural Practices is one of the leading educational, scientific and educational, and artistic university departments, known not only in Ukraine, but also far beyond its borders.

The university's commitment to research is evident in its annual publication of over 2,000 scientific papers, both domestically and internationally. It has established scientific journals in various disciplines, including philosophy, political science, sociology, psychology, pedagogy, and philology. The university also actively collaborates with educational and research institutions worldwide, participating in over 30 international projects .

**3. Multiple choice questions. Read the article again and choose the correct answer.**

1. What is the name of the renowned artist and teacher the university is named after?
  - A. Kostiantyn Dmytrovych Ushynsky
  - B. Richelieu
  - C. Odessa
  - D. South Ukrainian

2. Which of the following is NOT a department within the its Educational and Scientific Institute of Musical and Performing Arts and Socio-Cultural Practices?
- A. Music Art and Choreography
  - B. Musical Theory and Vocals
  - C. Conductor and Choral Training
  - D. Art History and Criticism
3. What is one example of the university's commitment to research?
- A. It has a large library with over 100,000 books.
  - B. It offers a variety of sports programs.
  - C. It publishes over 2,000 scientific papers annually.
  - D. It has a strong alumni network.
4. What is the significance of the year 1817 in the history of the South Ukrainian National Pedagogical University?
- A. It was the year the university was founded.
  - B. It was the year the university was named after K. D. Ushynsky.
  - C. It was the year the university moved to Odessa.
  - D. It was the year the university's Faculty of Music and Choreography was established.
5. What is one way the university has contributed to the educational landscape of Ukraine?
- A. It has a large library with over 100,000 books.
  - B. It offers a variety of sports programs.
  - C. It has trained over 100,000 specialists for the country's educational system.
  - D. It has a strong alumni network.
6. What is one example of the university's commitment to international collaboration?
- A. It has a large library with over 100,000 books.
  - B. It offers a variety of sports programs.
  - C. It has trained over 100,000 specialists for the country's educational system.
  - D. It participates in over 30 international projects.

#### 4. Answer the questions.

1. What is the original name of the institution that eventually became the South Ukrainian National Pedagogical University?
2. How many international projects has the university participated in?
3. What are some of the fields in which the university's alumni and faculty have achieved prominence?
4. What is the purpose of Educational and Scientific Institute of Musical and Performing Arts and Socio-Cultural Practices?

#### 5. Key words to remember

institutions	/ˌɪnstɪˈtjuːʃənz/	установи / заклади
prestigious	/preˈstɪdʒəs/ або /preˈstɪdʒiəs/	престижний
alumni	/əˈlʌmnaɪ/	випускники
renowned	/rɪˈnaʊnd/	славнозвісний / відомий / знаний
aesthetic	/iːsˈθetɪk/ або /esˈθetɪk/	естетичний
prominent	/'prɒmɪnənt/	визначний / видатний
specialists	/'speʃəlɪsts/	фахівці / спеціалісти
scientists	/'saɪəntɪsts/	науковці / вчені
education	/ˌedʒuˈkeɪʃən/	освіта
arts	/ɑːts/	мистецтва

**6. Be ready to tell about your future profession and about your university.**

## Unit 2.

### *Music as a Medium of Emotional Influence*

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**1. Check you understand the words below. Read the words, their definitions and examples from the text**

Term	Definition	Example Sentence
profound (adjective)	very great or intense; deeply felt or experienced.	The book had a profound impact on my life.
essential (adjective)	absolutely necessary; extremely important.	Water is essential for all life.
neurotransmitter (noun)	a chemical substance that is released at the end of a nerve fiber by the arrival of a nerve impulse and, by diffusing across the synapse or junction, causes the transfer of the impulse to another nerve fiber, a muscle fiber, or some other structure.	Dopamine is a neurotransmitter that plays a role in pleasure and reward.
regulating (verb)	control or maintain the rate or level of (a process or system).	The body regulates its temperature through sweating and shivering.
transcends (verb)	be or go beyond the limits of (something abstract, typically a concept or a state of affairs).	The music transcends cultural boundaries.
powerful (adjective)	having great power or influence.	The music was a powerful force that moved the audience.
stages (noun)	a period or step in a process of development or growth.	The children are in the early stages of learning to read.
naturally (adverb)	in a way that is in accordance with the laws of nature;	Children naturally explore their surroundings.

	spontaneously.	
engaging (adjective)	capturing and holding interest; fascinating.	The teacher gave an engaging lecture on the history of music.
impact (noun)	the effect or influence that something has on a situation or person.	The music had a profound impact on my life.

**2. Read the text about the power of music and dance and decide which sentences from 1- 4 summarize the text.**

1. Music is a powerful force that affects our minds, bodies, and spirits, influencing our moods, emotions, and even our physical health.
2. Music can help us connect with our cultures, bridge cultural divides, and promote understanding and empathy.
3. Music can be a source of comfort, inspiration, and healing, helping us cope with difficult times and find meaning in our lives.
4. All above

**The power of music and dance**

Music and dance are powerful forces that can affect our minds, bodies, and spirits in profound ways. From the earliest stages of childhood, movement and music are essential for learning and development. Children naturally explore the world through their bodies, and music provides a fun and engaging way for them to express themselves and learn new skills. Music can also help children develop social skills, as they learn to listen to directions, cooperate with others, and share space.

The impact of music extends far beyond childhood, influencing our moods, emotions, and even our physical health. Music can trigger the release of dopamine, a neurotransmitter associated with pleasure and reward, which can help to improve our mood and reduce stress. Active music-making, such as singing or playing an

instrument, can also boost levels of dopamine and serotonin, both of which play a role in regulating mood, sleep, and anxiety.

Music has the ability to connect us to our cultures and to bridge cultural divides. Different cultures have developed unique musical traditions that reflect their history, values, and beliefs. Sharing music across cultures can foster understanding and empathy, helping to break down barriers and promote peace. Music can also be a powerful tool for healing and reconciliation, particularly in conflict zones where traditional forms of communication may be difficult.

The power of music lies in its ability to evoke strong emotional responses. Music can validate our current emotions, helping us to process and understand them. It can also help us to shift our emotional state, moving us from negative to positive feelings. Music therapy is often used to help people regulate their emotions and cope with stress and trauma.

Music can also be a source of comfort and inspiration, helping us to cope with difficult times and find meaning in our lives. It can transport us back to happy memories, reminding us of the joy and love we have experienced. Music can also help us to focus and concentrate, improving our mental performance and productivity.

In conclusion, music is a universal language that transcends cultural boundaries and connects us on a deep emotional level. It has the power to heal, inspire, and transform our lives in countless ways. Whether we are listening, playing, or dancing to music, it enriches our experiences and makes the world a more beautiful and meaningful place.

### **3. Read the text again and decide if sentences are true (T) or false (F)**

1. Music can help children develop their ability to work with others.
2. The text suggests that music has no impact on physical health.
3. Sharing music between cultures can help reduce misunderstandings.
4. Music therapy is used to help people with physical injuries.
5. Music can remind us of joyful moments from our past.
6. The text claims that music is only beneficial for children.

7. Music can help improve focus and productivity.

**4. Choose the correct answers from a-d.**

1. What is the primary reason why music is important for children's learning and development?

- A. It helps them develop mathematical abilities.
- B. It allows them to express themselves and learn new skills.
- C. It encourages them to share space with others.
- D. It fosters their social skills.

2. How does music influence our physical and mental well-being?

- A. It triggers the release of dopamine and serotonin.
- B. It helps us focus and improve our productivity.
- C. It provides comfort and inspiration during difficult times.
- D. All of the above.

3. Which of the following is NOT mentioned as a way that music can bridge cultural divides?

- A. Sharing musical traditions fosters understanding and empathy.
- B. Music can be used as a form of communication in conflict zones.
- C. Music can validate our current emotions and help us process them.
- D. Music can reflect the history, values, and beliefs of different cultures.

4. How can music be a powerful tool for healing and reconciliation?

- A. It can transport us back to happy memories.
- B. It can shift our emotional state from negative to positive.
- C. It can help us cope with stress and trauma.
- D. It can provide meaning in our lives.

5. Which of the following is NOT mentioned as a way in which music can enrich our experiences?

- A. It can improve our mental performance and productivity.
- B. It can make the world a more beautiful and meaningful place.
- C. It can help us regulate our emotions and cope with stress.
- D. It can help us develop our physical fitness.

6. What does the passage describe as a "universal language" that connects us on an emotional level?

- A. Movement
- B. Dance
- C. Culture
- D. Music

7. Which of the following is NOT mentioned as a way in which music can impact our lives?

- A. Music can heal.
- B. Music can inspire.
- C. Music can transform.
- D. Music can improve our mathematical abilities

**5. Read the text again and fill in the gaps with missing phrases**

**connect us to our cultures | powerful tool for healing and reconciliation | deep emotional level | comfort and inspiration | The impact of music | Music and dance | meaning in our lives | focus and concentrate | negative to positive | understanding and empathy | beautiful and meaningful place | bodies | stress and trauma | our physical health | singing or playing an instrument | develop social skills|**

\_\_\_\_\_ (1) are powerful forces that can affect our minds, bodies, and spirits in profound ways. From the earliest stages of childhood, movement and music are essential for learning and development. Children naturally explore the world through their \_\_\_\_\_ (2), and music provides a fun and engaging way for them to express themselves and learn new skills. Music can also help children \_\_\_\_\_ (3), as they learn to listen to directions, cooperate with others, and share space.

\_\_\_\_\_ (4) extends far beyond childhood, influencing our moods, emotions, and even \_\_\_\_\_ (5). Music can trigger the release of dopamine, a neurotransmitter associated with pleasure and reward, which can help to improve our mood and reduce stress. Active music-making, such as

\_\_\_\_\_ (6), can also boost levels of dopamine and serotonin, both of which play a role in regulating mood, sleep, and anxiety.

Music has the ability to \_\_\_\_\_ (7) and to bridge cultural divides. Different cultures have developed unique musical traditions that reflect their history, values, and beliefs. Sharing music across cultures can foster \_\_\_\_\_ (8), helping to break down barriers and promote peace. Music can also be a \_\_\_\_\_ (9), particularly in conflict zones where traditional forms of communication may be difficult.

The power of music lies in its ability to evoke strong emotional responses. Music can validate our current emotions, helping us to process and understand them. It can also help us to shift our emotional state, moving us from \_\_\_\_\_ (10) feelings. Music therapy is often used to help people regulate their emotions and cope with \_\_\_\_\_ (11).

Music can also be a source of \_\_\_\_\_ (12), helping us to cope with difficult times and find \_\_\_\_\_ (13). It can transport us back to happy memories, reminding us of the joy and love we have experienced. Music can also help us to \_\_\_\_\_ (14), improving our mental performance and productivity.

In conclusion, music is a universal language that transcends cultural boundaries and connects us on a \_\_\_\_\_ (15). It has the power to heal, inspire, and transform our lives in countless ways. Whether we are listening, playing, or dancing to music, it enriches our experiences and makes the world a more \_\_\_\_\_ (16).

**6. Translate these words combinations into Ukrainian and remember them.**

1. to affect our minds
2. for learning and development
3. to express themselves
4. to learn new skills
5. to develop social skills

6. to cooperate with others
7. the impact of music
8. to improve our mood
9. to reduce stress
10. active music-making
11. playing an instrument
12. unique musical traditions
13. sharing music
14. to be a powerful tool for healing and reconciliation
15. to evoke strong emotional responses
16. to validate our current emotions
17. moving us from negative to positive feelings
18. to cope with stress and trauma

**7. Be ready to tell about the power of music and dance.**

### Unit 3.

#### *Musical Ensembles and Instrumental Composition*

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#### 1. Read the words, their definitions and examples from the text.

Term	Definition	Example Sentence
interpret (verb)	To explain the meaning of something, especially a piece of writing or music.	The conductor helped the musicians interpret the composer's intentions.
Unify (verb)	To bring together different parts or elements to form a single whole.	The conductor's role is to unify the orchestra and create a cohesive sound.
Rehearsal (noun)	A practice session for a performance, especially a musical or theatrical one.	The orchestra had a long rehearsal before the concert.
Tempo (noun)	The speed at which a piece of music is played.	The conductor set a fast tempo for the lively piece.
Sections (noun)	A distinct part or division of something, especially a piece of writing or a musical composition.	The orchestra is divided into different sections, such as strings, woodwinds, brass, and percussion.
Materials (noun)	The substances or ingredients from which something is made.	The instruments in the orchestra are made from a variety of materials, including wood, metal, and skin.
Movements (noun)	A series of actions or gestures, especially those used in conducting music.	The conductor directs the performance with movements of their hands and arms.
Instructs (verb)	To give orders or directions to someone.	The conductor instructs the musicians on how to interpret the music.
Classical (adjective)	Relating to a period of European music from about 1750 to 1820, characterized by formal structure and balance.	A chamber orchestra can play music from the Classical and early Romantic periods.

Romantic (adjective)	Relating to a period of European music from about 1820 to 1900, characterized by emotional expression and individualism.	A chamber orchestra can play music from the Classical and early Romantic periods.
Chorus (noun)	A group of singers who perform together.	Mahler's Symphony No. 8 requires a huge orchestra with many different instruments, including solo singers, a chorus, and even a children's chorus.

**2. Read the text “What is an orchestra” and decide if the following summaries are true (T) or false (F)**

- a) An orchestra is a large group of musicians playing together, divided into sections like strings, woodwinds, brass, and percussion.
- b) The size of an orchestra is always the same, with chamber orchestras being smaller and symphony orchestras being larger.
- c) Orchestras are led by a conductor who directs the performance with hand movements and a baton, unifying the musicians and shaping the sound.

### **THE ORCHESTRA**

An orchestra is a large group of musicians who play together to create beautiful music. They are made up of different sections of instruments, including strings, woodwinds, brass, and percussion. The instruments in each section are related to each other, just like a family. They are often made of similar materials, look alike, and produce sound in similar ways.

The word "orchestra" comes from the Greek word for "a place where contests take place." It was first used to describe a musical group in the late 17th century. There are different types of orchestras, each with its own size and purpose.

A chamber orchestra is the smallest type, with up to 50 musicians. A symphony orchestra is larger, with over 50 musicians, and sometimes even more than 100. A philharmonic orchestra is similar in size to a symphony orchestra, with

over 50 musicians. The main difference between a symphony and a philharmonic orchestra is the origin of their names. "Symphony" comes from the Latin word for "concert," while "philharmonic" comes from the Greek words for "love of harmony."

The size of an orchestra can vary depending on the music being played. A chamber orchestra can play music from the Classical and early Romantic periods, but a symphony orchestra is needed for larger and more complex works, like those by Gustav Mahler. Mahler's Symphony No. 8, nicknamed the "Symphony of a Thousand," requires a huge orchestra with many different instruments, including solo singers, a chorus, and even a children's chorus.

Orchestras are usually led by a conductor, who directs the performance with movements of their hands and arms. The conductor uses a short wooden rod called a baton to help the musicians see their movements. The conductor unifies the orchestra, sets the tempo, and shapes the sound of the ensemble. They also prepare the orchestra by leading rehearsals before the public concert, giving instructions to the musicians on how to interpret the music.

### **3. Read the text again and choose the correct answer (a-d)**

1. What is the main difference between a symphony orchestra and a philharmonic orchestra?

- A) A symphony orchestra is larger than a philharmonic orchestra.
- B) A philharmonic orchestra is older than a symphony orchestra.
- C) The names come from different languages.
- D) A symphony orchestra plays only classical music, while a philharmonic orchestra plays a wider range of genres.

2. What is the role of a conductor in an orchestra?

- A) The conductor plays the most important instrument in the orchestra.
- B) The conductor writes the music for the orchestra to play.
- C) The conductor helps the musicians understand and perform the music together.
- D) The conductor chooses the instruments that will be used in the orchestra.

3. What is the smallest type of orchestra mentioned in the text?

- A) A philharmonic orchestra
  - B) A symphony orchestra
  - C) A chamber orchestra
  - D) An opera orchestra
4. What is the main reason why the size of an orchestra can vary?
- A) The size of the orchestra depends on the conductor's preference.
  - B) The size of the orchestra depends on the type of music being played.
  - C) The size of the orchestra depends on the number of musicians available.
  - D) The size of the orchestra depends on the venue where the performance takes place.
5. What is the main difference between a symphony orchestra and a chamber orchestra?
- A) A symphony orchestra plays only classical music, while a chamber orchestra plays a wider range of genres.
  - B) A symphony orchestra is larger than a chamber orchestra.
  - C) A chamber orchestra is older than a symphony orchestra.
  - D) A chamber orchestra is more popular than a symphony orchestra.
6. What is the purpose of the conductor's baton?
- A) The baton helps the conductor to keep time.
  - B) The baton helps the conductor to communicate with the musicians.
  - C) The baton helps the conductor to create a dramatic effect.
  - D) The baton helps the conductor to amplify the sound of the orchestra.
7. What is the significance of the word "philharmonic" in the name of a philharmonic orchestra?
- A) It means "love of harmony" in Greek.
  - B) It means "love of music" in Latin.
  - C) It means "love of performance" in French.
  - D) It means "love of instruments" in Italian.

#### **4. Answer the questions**

1. What is the origin of the word "orchestra"?

2. What are the four main sections of instruments in an orchestra?
3. What is the purpose of a baton in an orchestra?
4. What is the relationship between the instruments in each section of an orchestra?
5. What is the difference between a symphony orchestra and a chamber orchestra in terms of the music they play?

**5. Remember the following words**

jazz - джаз

stringed instruments – струнні інструменти

woodwinds instruments - дерев'яні духові інструменти

orchestra - оркестр

pandora - бандура

conductor - диригент

classical music - класична музика

dynamics - динаміка

trumpet - труба

drums - барабани

fanfare - фанфара

composer - композитор

brass instruments – духові інструменти

rock music - рок

percussion instruments - ударні

ensemble - ансамбль

baton – паличка диригента

opera - опера

beats - ритми

saxophone – саксофон

**6. Be ready to tell about the orchestra.**

## Unit 4.

### *Stages of the Development of Musical Art*

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#### 1. Read the words and their Ukrainian equivalences

1 Belief	/bɪ'li:f/	віра
2 Practice	/'præk.tɪs/	практика
3 Origin	/'ɔ:.rɪ.dʒɪn/	походження
4 Blowing (instrument)	/'bləʊ.ɪŋ 'ɪn.strə.mənt/	духовий інструмент
5 Plucking (instrument)	/'plʌ.kɪŋ 'ɪn.strə.mənt/	щипковий інструмент
6 Repetition	/,rɛp.ə'tɪʃ.ən/	повторення
7 Tonality	/təʊ'næl.ə.ti/	тональність
8 Music	/'mju:.zɪk/	музика
9 Polyphony	/'pɒ'li.fə.ni/	поліфонія
10 Method	/'mɛθ.əd/	метод
11 Hitting (instrument)	/'hɪ.tɪŋ 'ɪn.strə.mənt/	ударний інструмент
12 Rhythm	/'rɪð.əm/	ритм
13 Pattern	/'pæt.ərn/	візерунок / шаблон
14 Entertainment	/,ɛn.tə'teɪn.mənt/	розвага
15 Phenomena	/fə'nɑ:.mə.nə/	явища
16 Prehistoric	/,pri:.hɪ'stɔ:.rɪk/	доісторичний
17 Natural sounds	/'nætʃ.rəl saʊndz/	природні звуки
18 Ancient	/'eɪn.ʃənt/	давній
19 Harmony	/'hɑ:r.mə.ni/	гармонія
20 Tune	/tju:n/ or /tu:n/	мелодія

2. Read the text “The History of Music” and fill in the gaps with missing words a-j.

**a. musical history, b. complex music, c. «Polyphony», d. complicated music, e. Prehistoric music, f. Human music, g. a tune, h. primitive music, i. composition, j. ancient music**

Music is found in every known culture, past and present, varying wildly between times and places. Prehistory music (1), once more commonly called \_\_\_\_\_ (2), is the name given to all music produced in preliterate cultures (prehistory), beginning somewhere in very late geological history. Prehistoric music is followed by \_\_\_\_\_ (3) in most of Europe (1500 BCE) and later musics in subsequent European-influenced areas, but still exists in isolated areas. The origin of music is unknown as it occurred prior to the advent of recorded history. Some suggest that the origin of music likely stems from naturally occurring sounds and rhythms. \_\_\_\_\_ (4) may echo these phenomena using patterns, repetition and tonality. Even today, some cultures have certain instances of their music intending to imitate natural sounds. In some instances, this feature is related to shamanistic beliefs or practice. It may also serve entertainment (game) or practical (luring animals in hunt) functions. Men had gradually learned how to make sounds together, to make what we call \_\_\_\_\_ (5). Nobody even knows whether the first tunes were sung or played. But the tunes were not complicated. Ancient Greek's writings speak a deal about their music, which was written down in a very simple form too. People used to sing or to play one tune at a time. If a greater noise was wanted, more instruments played, or half a dozen singers sang. But they all played or sang only one tune. Then people began to work out very \_\_\_\_\_ (6) all sung together but sounding smooth and harmonious. So the idea of harmony in a written and performed music grew up. From time to time music became more complicated and thus acquired many voices all performing at the same time. This was called \_\_\_\_\_ (7), from the Greek words meaning «many sounds». As time went on, men began to put tunes together in a way that brought to the whole \_\_\_\_\_ (8) some sense of balance of sound. If you look at the notes you have played when they are written

down on paper, they look balanced, but they have some form. And even in the \_\_\_\_\_ (9) written today, consisting of long developments of sound, the whole object is to create some form and shape from the patterns of sound. The idea of form and shape in music is only comparatively recent in \_\_\_\_\_ (10). There are three ways of making music notes. They are blowing, hitting and plucking. They are the same today as they were in prehistoric time when they were discovered by a man. All our large and complicated modern instruments function on the basis of one of these three methods.

**3. Read the text again and decide if the sentences below are true (T) or false (F).**

1. Prehistoric music is also known as primitive music.
2. The origin of music is well-documented in recorded history.
3. Some cultures use music to mimic natural sounds.
4. Ancient Greek music was very complex and had many harmonies.
5. Polyphony refers to music with many sounds performed simultaneously.
6. The idea of form and shape in music has been around since prehistoric times.
7. Modern musical instruments are based on blowing, hitting, and plucking methods.

**4. Choose the correct answer from a-d**

**1). According to the passage, which of the following is NOT mentioned as a characteristic of prehistoric music?**

- a. It was produced in preliterate cultures.
- b. It was written down in a simple form.
- c. It was intended to imitate natural sounds.
- d. It was based on complex polyphonic structures.

**2). Which of the following best describes the development of music over time, as discussed in the passage?**

- a. Music became more complicated, with multiple tunes played simultaneously.

- b. Music shifted from being played by individuals to being performed in groups.
- c. Music gradually evolved from being purely functional to becoming an art form.
- d. Music transitioned from being primarily vocal to incorporating a wider range of instruments.

**3). What was the primary purpose of the ancient Greek approach to music, as described in the passage?**

- a. To create a sense of balance and harmony in the overall composition.
- b. To experiment with new and more complex forms of musical notation.
- c. To promote the use of a wider range of instruments in musical performances.
- d. To preserve the simplicity and purity of a single melody or tune.

**4). What does the passage suggest about the relationship between music and nature?**

- a. Music is entirely separate from the natural world and has no connection to it.
- b. Music has its origins in naturally occurring sounds and rhythms found in nature.
- c. Music has evolved over time to become increasingly disconnected from its natural roots.
- d. Music is primarily used to imitate and mimic the sounds and patterns found in nature.

**5). According to the passage, what was the primary factor that led to the development of more complex forms of music?**

- a. The discovery of new techniques for making musical notes.
- b. The introduction of written music notation and scores.
- c. The desire to create a greater volume or intensity of sound.
- d. The combination of different melodic lines played simultaneously.

**6). What is the main idea or purpose of the passage as a whole?**

- a. To trace the historical evolution of musical styles and techniques.
- b. To compare and contrast the music of different cultures and time periods.
- c. To explain the fundamental processes and methods of making musical sounds.
- d. To discuss the relationship between music and the natural or spiritual world.

**7). Which of the following best describes the overall tone or approach taken in the passage?**

- a. Informative and educational, providing an overview of musical history.
- b. Critical and analytical, evaluating the merits of different musical styles.
- c. Speculative and theoretical, exploring the origins and purposes of music.
- d. Nostalgic and romanticized, celebrating the timeless beauty of music.

**5. Be ready to tell about the history of music.**

**6. Remember the following words**

Entertainment, practice, belief, rhythm, polyphony, tune, repetition, prehistoric, origin, harmony, music, phenomena, plucking (instrument), hitting (instrument), pattern, tonality, ancient, natural sounds, blowing (instrument), voice.

## Unit 5.

### *Musical Traditions of the United Kingdom*

**1. Check you understand the words below. Read the words, their definitions and examples from the text**

Term	Ukrainian equivalent	Definition	Example Sentence
<b>Heritage</b> (noun)	спадщина	the traditions, achievements, and beliefs that are part of the history of a group or nation.	The United Kingdom has a rich and diverse musical <b>heritage</b> that spans centuries.
<b>Haunting</b> (adjective)	той, що западає в пам'ять (часто з відтінком смутку)	beautiful, but in a sad or mysterious way that is difficult to forget.	From the <b>haunting</b> sounds of Scottish bagpipes to the success of British rock, music is essential to British identity
<b>Choral</b> (adjective)	хоровий	relating to or written for a group of singers (a choir).	Wales is famous for its <b>choral</b> tradition and the harp.
<b>Prestigious</b> (adjective)  <b>Definition:</b>  <b>Example Sentence:</b>	престижний	respected for being of high quality or importance.	The UK is home to world-class orchestras and <b>prestigious</b> events like The Proms.
<b>Hub</b> (noun)	центр, осередок	the central or most active part of a particular place or	Cities like Liverpool and London are still considered global

		activity.	<b>hubs</b> for aspiring musicians.
<b>Innovation</b> (noun)	інновація, нововведення	the introduction of new things, ideas, or ways of doing something.	This tradition of <b>innovation</b> continued through the decades with genres like Britpop and electronic music.

**2. Read the text “Musical Traditions of the United Kingdom” and answer the questions**

- 1).What is the Eisteddfod and where does it take place?
- 2).Which venue is the main home for The Proms concerts?
- 3).Which instruments are commonly used in English folk music?
- 4).How did British music impact the world in the 1960s?

The United Kingdom has a rich and diverse musical heritage that spans centuries. From the haunting sounds of Scottish bagpipes to the global success of British rock and pop, music is an essential part of British identity.

**Folk Traditions** Traditional folk music varies significantly across the four nations: England, Scotland, Wales, and Northern Ireland. In Scotland, the **Great**

**Highland Bagpipe** is the national instrument, often played at festivals and formal ceremonies. Wales is famous for its choral tradition and the **harp**. In fact, Wales is often called "The Land of Song," and the *Eisteddfod* — a festival of music and literature — is one of the oldest traditions in Europe. English folk music often features instruments like the fiddle and accordion, telling stories of rural life and history.

**Classical Music and Festivals** The UK is home to world-class orchestras and prestigious events. One of the most famous is **The Proms**, an eight-week summer season of daily orchestral classical music concerts held mostly at the

Royal Albert Hall in London. It was founded in 1895 and remains a highlight of the British cultural calendar.

**The British Invasion and Modern Music** In the 1960s, the UK changed the world of popular music forever. Bands like **The Beatles** and **The Rolling Stones** led the "British Invasion," dominating international charts. This tradition of innovation continued through the decades with genres like Britpop, electronic music, and modern soul. Cities like Liverpool, Manchester, and London are still considered global hubs for aspiring musicians.

Today, whether it is a street performer in Covent Garden or a grand opera in Glyndebourne, the UK continues to be a vibrant center for musical excellence.

**3. Decide if the following statements are true (T) or false (F) based on the text.**

- 1). The bagpipe is a traditional instrument associated primarily with England.
- 2). Wales is known as "The Land of Song" due to its strong choral traditions.
- 3). The Proms is a classical music festival that lasts for two months.
- 4). The Beatles were a part of the "British Invasion" in the 1980s.
- 5). Liverpool and Manchester are important cities for the UK music industry.

**4. Complete the sentences using the words from the box.**

**heritage | identity | hub | prestigious | soul**

- 1). Music is a vital part of the UK's national \_\_\_\_\_.
- 2). The United Kingdom has a diverse musical \_\_\_\_\_ that includes many genres.
- 3). London is a global \_\_\_\_\_ for musicians from all over the world.
- 4). Winning a Grammy is considered very \_\_\_\_\_ in the music industry.
- 5). Modern British artists excel in many styles, including pop, rock, and \_\_\_\_\_.

5. Match the words with their definitions.

Word	Definition
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1. Haunting	a) New methods, ideas, or products
2. Choral	b) Beautiful, but in a sad or scary way (hard to forget)
3. Innovation	c) Related to or sung by a choir
4. Aspiring	d) A place that is the center of an activity.
5. Hub	e) Wanting to be successful in a particular career.

**6. Remember the following words.**

Heritage, haunting, choral, prestigious, hub, innovation, aspiring.

**7. Be ready to tell about “Musical Traditions of the United Kingdom”**

## Unit 6.

### *Musical Art of the United States: Genres and Influence*

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1. Check you understand the words below. Read the words, their definitions and examples from the text

Term	Ukrainian equivalent	Definition	Example Sentence
<b>Spiritual</b> (noun)	спіричуел (духовна пісня)	a religious song of a kind associated with black Christians of the southern US, often containing hidden messages of freedom.	The roots of jazz can be traced back to African American <b>spirituals</b> and work songs.
<b>Improvisation</b> (noun)	імпровізація	the creative activity of immediate musical composition, which combines performance with communication of emotions.	Jazz is famous for its focus on <b>improvisation</b> , where musicians create melodies on the spot.
<b>Mainstream</b> (adjective)	загальноприйнятий, популярний	representing widespread current thought or including most people in a society.	Rock and roll moved from a subculture to the <b>mainstream</b> in the 1950s.

<b>Vibrant</b> (adjective)	яскравий, енергійний	full of energy and life.	New Orleans is known for its <b>vibrant</b> music scene and street parades.
Syncopation (noun)	синкопація	a disturbance or interruption of the regular flow of rhythm; a placement of rhythmic stresses where they wouldn't normally occur.	The complex <b>syncopation</b> in ragtime music paved the way for modern jazz rhythms.
<b>Profound</b> (adjective)	глибокий, значний	very great or intense; showing great knowledge or insight.	American popular music has had a <b>profound</b> influence on global culture.

**2. Read the text “Musical Art of the United States: Genres and Influence” and answer the questions**

- 1). Why is the US called a "melting pot" in the context of music?
- 2). How did Rock and Roll help in breaking racial barriers?
- 3). What elements were combined to create Jazz?
- 4). How has Hip-hop influenced global culture according to the text

The United States is often described as a "melting pot" of cultures, and nowhere is this more evident than in its musical history. American music is a unique blend of African rhythms, European classical traditions, and folk influences from around the world.

**The Birth of Jazz and Blues** At the beginning of the 20th century, the Deep South became the cradle of two original American genres: Blues and Jazz. The Blues emerged from African American communities, expressing themes of struggle and hope through a specific twelve-bar structure. Simultaneously, in New Orleans, Jazz was born. It combined brass band marches, French quadrilles, and ragtime. What sets Jazz apart is its emphasis on improvisation and syncopation, allowing performers to express their individual virtuosity within a group setting.

**The Rise of Rock and Roll** In the 1950s, the world witnessed the birth of Rock and Roll. This genre was a fusion of rhythm and blues (R&B) and country music. Artists like Elvis Presley and Chuck Berry brought this high-energy sound to the mainstream. Rock and roll was more than just music; it was a social movement that influenced fashion, language, and civil rights. It broke down racial barriers as both Black and White audiences began to enjoy the same performances.

**Global Influence and Diversity** The influence of American music extends far beyond its borders. Genres such as Hip-hop, which originated in the Bronx in the 1970s, have become a global phenomenon, affecting art, dance, and politics worldwide. Similarly, American musical theater (Broadway) has set the standard for vocal and dramatic performance.

Today, the U.S. remains a vibrant center for musical innovation. From the technological advancements in electronic dance music to the profound storytelling in country music, American genres continue to evolve. For music students, studying these traditions provides essential insights into how social history and artistic expression are deeply interconnected.

### **3. Answer the following multiple choice questions about the reading**

- 1). Which city is mentioned as the birthplace of Jazz?
  - a) New York
  - b) New Orleans
  - c) Chicago
- 2). What is the key characteristic of Jazz music mentioned in the text?
  - a) Strict adherence to the score

- b) Emphasis on improvisation
  - c) Lack of rhythm
- 3). Rock and Roll is described as a fusion of:
- a) Jazz and Opera
  - b) R&B and Country
  - c) Folk and Classical
- 4). Where did Hip-hop originate in the 1970s?
- a) The Bronx
  - b) Hollywood
  - c) Nashville

**4. Decide if the following statements are true (T) or false (F) based on the text.**

- 1). The Blues traditionally uses a ten-bar structure.
- 2). Rock and Roll had an impact on social movements and civil rights.
- 3). Broadway is the American standard for musical theater.
- 4). American music is purely based on European classical traditions.

**5. Complete the sentences using the words from the box.**

**mainstream, syncopation, profound, vibrant, fusion.**

- 1). The \_\_\_\_\_ of different styles created a completely new sound.
- 2). The rhythms in Jazz are known for their complex \_\_\_\_\_.
- 4). American music has had a \_\_\_\_\_ effect on how people dress and speak.
- 5). It took several years for the new genre to reach the \_\_\_\_\_ audience.
- 6). New York remains a \_\_\_\_\_ city for young musicians to perform.

**6. Remember the following words.**

mainstream, syncopation, profound, vibrant, fusion, improvisation.

**7. Be ready to tell about “Musical Art of the United States: Genres and Influence”**

## Unit 7.

### *Ukrainian Musical Heritage*

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**1. Check you understand the words below. Read the words, their definitions and examples from the text**

Term	Definition	Example Sentence
baptized (verb)	To perform a ceremony of washing someone with water to show they are becoming a member of the Christian church.	Prince Volodymyr had everyone in Ukraine baptized.
choral (adjective)	Relating to a choir or a group of people singing together.	The school has a wonderful choral group that sings at every event.
Mohyla Academy (noun)	An old school in Kyiv where people learned about Western music.	The Mohyla Academy was known for its excellent music teachers.
composers (noun)	People who write music.	Many famous composers have written music for movies.
theory (noun)	Ideas and principles about a subject.	The music teacher explained the theory behind writing a song
folk (adjective)	Traditional and typical of the ordinary people in a country or culture.	We sang folk songs around the campfire
refrain (noun)	A line or group of lines that repeat in a song	The refrain of the song was easy to remember and sing along to

## **2. Read the text “Ukrainian Musical Heritage: A Journey Through Time”**

Ukraine has a rich history of music that goes back over 1,000 years. It started around the year 988 when Prince Volodymyr the Great told everyone in Ukraine to be baptized. Over time, Ukrainian music has grown and changed. It now includes old songs, beautiful choral music, and modern songs.

Choral music is very important to Ukrainian culture. It shows what the Ukrainian people are like and what they believe. Choral music is like the soul of Ukraine. For a long time, Ukraine was part of other countries. Because of this, Ukrainian music was not as well-known as it should have been.

Long ago, music in Ukraine was centered in Kyiv. Churches helped to teach people about music. They taught in places like Lviv and Lutsk. In 1569, something important happened. Ukraine started to be influenced by Western music. Western ideas about music and singing were taught at a school called the Mohyla Academy in Kyiv.

One of the first great Ukrainian composers was Mykola Diletsky. He helped to bring Western music ideas to Ukraine. He even wrote a book about music theory. Diletsky taught many other composers. Together, they helped music grow in Ukraine, Belarus, Lithuania, and Russia. He helped start a new style of singing with many voices, called "partesniy spiv". This led to special kinds of songs called “choral concertos”.

Ukrainian folk songs are also very important. These songs tell stories about life, love, and important events. They are often sung in groups and have a repeating part called a refrain. There are different kinds of folk songs, like songs for special holidays, harvest time, weddings, and songs about history. Ukrainian music is a treasure that shows the history and heart of the Ukrainian people

### **3. Answer the following multiple choice questions about the reading.**

1). According to the passage, what event around the year 988 influenced the beginning of Ukrainian music?

A. Mykola Diletsky wrote a book about music theory.

- B. The creation of 'choral concertos'.
- C. Prince Volodymyr the Great ordered the baptism of the people.
- D. The establishment of the Mohyla Academy in Kyiv

**2). What is 'partesniy spiv'?**

- A. A style of singing with many voices.
- B. A school in Kyiv.
- C. A type of Ukrainian folk song.
- D. A book about music theory

**3). Which of the following is NOT mentioned as a type of Ukrainian folk song?**

- A. Songs for special holidays.
- B. Songs about history.
- C. Songs for weddings.
- D. Songs about nature.

**4. Answer the following question.**

1. Why is choral music considered important to Ukrainian culture according to the passage? Explain what it represents.
2. How did the Mohyla Academy in Kyiv influence Ukrainian music? What kind of ideas were taught there?
3. What are Ukrainian folk songs about, and how are they often performed? Give two examples of folk songs.

**5. Write your own sentences with new words.**

Vocabulary Term	Your sentence
baptized (verb)	
choral (adjective)	
composers (noun)	
theory (noun)	

**5. Remember the following words.**

**baptized, choral, composers, theory, folk, refrain.**

**6. Be ready to tell about “*Ukrainian Musical Heritage: A Journey Through Time*”**

## Unit 8.

### *Composers: Biographies and Creative Works*

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1. Check you understand the words below. Read the words, their definitions and examples from the text

Term	Ukrainian equivalent	Definition	Example Sentence
<b>Prodigy</b> (noun)	обдарована дитина, вундеркінд	a young person with exceptional qualities or abilities.	Wolfgang Amadeus Mozart was a child <b>prodigy</b> who began composing music at the age of five.
<b>Composition</b> (noun)	музичний твір, композиція	a work of music, literature, or art.	Ludwig van Beethoven's Ninth Symphony is considered one of the greatest <b>compositions</b> in Western music history.
<b>Virtuoso</b> (noun/adjective)	віртуоз / віртуозний	a person highly skilled in music or another artistic pursuit.	Franz Liszt was a piano <b>virtuoso</b> known for his incredible technical skill and stage presence.
<b>Overture</b> (noun)	увертюра	an orchestral piece at the beginning of an opera, suite, play, or oratorio.	The <b>overture</b> to "The Marriage of Figaro" is famous for its energy and bright character.
<b>Prolific</b> (adjective)	плідний	(of an artist or composer) producing many works.	Antonio Vivaldi was a <b>prolific</b> composer, writing over 500 concertos during his lifetime.

<b>Legacy</b> (noun)	спадщина	something that is a result of events in the past or that comes from someone who has died.	The <b>legacy</b> of Johann Sebastian Bach continues to influence modern composers and theory students.
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**2. Read the text “Composers: Biographies and Creative Works” and answer the questions**

- 1). What makes Bach’s works the foundation of musical education today?
- 2). How did Beethoven change the purpose of musical compositions?
- 3). What were the main characteristics of the Romantic revolution in music?
- 4). In your opinion, why is it important for a musician to study composers' biographies?

The history of Western classical music is defined by the genius of individuals who pushed the boundaries of sound and emotion. Understanding the biographies and creative paths of these composers is essential for any modern music student.

The Perfection of the Baroque: J.S. Bach Johann Sebastian Bach is often called the "father of music." Born into a musical family in Germany, his life was dedicated to the church and the court. Bach’s works, such as The Well-Tempered Clavier and the Brandenburg Concertos, are masterpieces of counterpoint and harmony. Although he was not famous internationally during his life, his prolific output of over 1,000 works forms the foundation of musical education today.

The Classical Brilliance of Mozart and Beethoven The Classical period brought a shift toward clarity and balance. Wolfgang Amadeus Mozart, a child prodigy, traveled across Europe, absorbing different styles. His operas, like Don Giovanni, and his late symphonies show a perfect blend of melody and structure. However, it was Ludwig van Beethoven who transformed the role of the composer. Despite his tragic deafness, Beethoven’s compositions moved music from the Classical era into the Romantic era. His music was no longer just for entertainment; it was a profound expression of personal struggle and triumph.

The Romantic Revolution In the 19th century, composers began to focus on intense emotion and national identity. Frédéric Chopin, a virtuoso pianist, dedicated his life to the piano, creating poetic nocturnes and energetic polonaises that reflected his Polish heritage. Meanwhile, in the world of opera, Giuseppe Verdi and Richard Wagner created massive works that combined music, drama, and philosophy.

These composers left a permanent legacy. Their lives teach us that great art is often born from a combination of natural talent, rigorous study, and the courage to innovate. For a student of "Musical Art," these biographies are not just history - they are a source of inspiration for their own creative journey.

**3. Answer the following multiple choice questions about the reading**

- 1). Who is often referred to as the "father of music"?
  - a) Mozart
  - b) J.S. Bach
  - c) Chopin
- 2). Beethoven is credited with moving music between which two eras?
  - a) Baroque and Classical
  - b) Classical and Romantic
  - c) Romantic and Modern
- 3). Which composer was famous for his nocturnes and Polish heritage?
  - a) Verdi
  - b) Wagner
  - c) Chopin
- 4). What was a major challenge Beethoven faced during his career?
  - a) Poverty
  - b) Deafness
  - c) Lack of education

**4. Decide if the following statements are true (T) or false (F) based on the text.**

- 1). J.S. Bach was world-famous during his lifetime.

- 2). Mozart started composing at the age of five.
- 3). The Romantic period focused on intense emotion and national identity.
- 4). Chopin wrote music primarily for the violin.

**5. Complete the sentences using the words from the box.**

**prodigy, legacy, virtuoso, prolific, composition.**

- 1). To play Liszt's works, a pianist must be a true \_\_\_\_\_.
- 2). The composer was so \_\_\_\_\_ that he wrote a new piece every week.
- 3). Every student should analyze a complex \_\_\_\_\_ to understand harmony.
- 4). The young \_\_\_\_\_ performed for the Queen when he was only eight.
- 5). The artistic \_\_\_\_\_ of the 19th century still inspires modern films and theater.

**6. Remember the following words.**

prodigy, legacy, virtuoso, prolific, composition

**7. Be ready to tell about "Composers: Biographies and Creative Works"**

## Unit 9

### A World of Music Genres

**1. Check you understand the words below. Read the words, their definitions and examples from the text.**

Genres (noun)	<i>/'ʒɒn.rə/</i>	жанр	Categories that help us organize music based on its style, sound, and origin. <i>There are many different music genres, such as rock, pop, and classical.</i>
sub-genres (noun)	<i>/'sʌb.ʒɒn.rə/</i>	піджанр	Specific categories within a larger genre of music. <i>Heavy metal and punk are sub-genres of rock music.</i>
classical (adjective)	<i>/'klæs.i.kəl/</i>	класична	Relating to traditional and formal music that is typically complex and orchestrated. <i>Many people find classical music to be very relaxing.</i>
symphonies (noun)	<i>/'sɪm.fə.ni/</i>	симфонія	Large musical compositions for orchestra, typically in multiple movements. <i>Beethoven is famous for writing beautiful symphonies.</i>
Jazz (noun)	<i>/dʒæz/</i>	джаз	A genre of music characterized by improvisation, syncopation, and a strong rhythmic pulse. <i>Louis Armstrong was a famous jazz musician.</i>
improvisation (noun)	<i>/,ɪm.prə.vaɪ'zeɪ.ʃən/</i>	імпровізація	The act of creating or performing something spontaneously, without preparation. <i>Jazz music is known for its improvisation, where musicians make up melodies on the spot.</i>
electronic	<i>/,el.ɪk'trɒn.ɪk/</i>	електронний	Music produced using electronic instruments and

(adjective0			technology. <i>Daft Punk is a popular electronic music group</i>
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**2. Read the text and decide which of the following statements best describes the main purpose of music genres and their development throughout history?**

- A) To list the names of every famous composer and musician from the 18th century to today.
- B) To explain how musical categories reflect human history and how they continue to change over time.
- C) To prove that classical music is more important than modern electronic and hip-hop music.
- D) To show that musical instruments have stayed the same for hundreds of years.

The world of music is like a huge, colorful tapestry made up of many different threads. These threads are the various genres and sub-genres, each having its own unique sound, history, and cultural importance. Music has a special ability to stir up emotions, remind us of memories, and connect people from all walks of life. Music genres are basically categories that help us organize music based on its style, sound, and where it comes from. These genres often reflect the social, geographical, and historical backgrounds in which they were created. From the classical music of the 1700s to today's electronic dance music, every genre has its own distinct sound, instruments, and emotional feel. One example is classical music, which started in the 18th century. It's known for its complicated structures, harmonies, and beautiful melodies. Famous composers like Beethoven, Bach, and Chopin are big names in this genre, known for their symphonies and concertos. Classical music is usually played by orchestras or smaller groups and is admired for its sophistication and deep emotional impact. Then there's jazz, which originated in the early 1900s in African-American communities in New Orleans. Jazz is all about improvisation, rhythms that are off-beat, and soulful notes. Over the years, it has evolved into different sub-genres like swing, bebop, and Latin

jazz. Jazz musicians like Louis Armstrong, Miles Davis, and John Coltrane are celebrated for their innovative and expressive styles, which have greatly influenced modern music. Rock music emerged in the 1950s and includes many styles, from the early rock and roll of Elvis Presley to the heavy metal of bands like Black Sabbath. Rock music typically features electric instruments, strong rhythms, and powerful vocals, making it a major force in popular music. Subgenres like punk, alternative, and indie rock continue to change, showing the genre's dynamic and rebellious nature. Electronic music started in the mid-20th century and relies heavily on electronic instruments and technology to create sound. This genre has exploded into many sub-genres, including techno, trance, and house music. Artists like Kraftwerk and Daft Punk have been important in pushing the limits of electronic music, experimenting with new sounds and techniques that have captivated audiences. Hip-hop, which began in the 1970s in the Bronx, New York, combines rhythmic speech and lyrical flow with electronic beats and sampling. It has grown from its beginnings in DJing and graffiti into a global phenomenon, with sub-genres like trap and conscious rap. Artists like Tupac Shakur and Kendrick Lamar have used hip-hop as a powerful way to tell stories, comment on society, and express themselves. There are over 6,000 genres of music, so you're sure to find something you like.

**3. Read the text again and from given summaries choose the correct ones.**

A) Music serves as a diverse cultural tapestry where genres categorize sounds based on their historical and social origins. Major styles - including classical, jazz, rock, electronic, and hip-hop—each feature unique characteristics and influential figures. These genres are not static; they continually evolve into numerous sub-genres, reflecting the dynamic and emotional nature of human expression.

B) Categorized by style, sound, and geographical context, music genres provide a framework for organizing over 6,000 different musical traditions. From the structured harmonies of 18th-century classical music to the tech-driven sounds of electronic and the lyrical storytelling of hip-hop, these categories illustrate a

constant evolution. This progression into various sub-genres highlights how music adapts to its cultural environment over time.

C) Music genres are fixed categories that rarely change or influence one another, regardless of their historical or social backgrounds. While the text mentions that there are only a handful of genres like rock and jazz, it suggests that modern music has largely moved away from using sub-genres. Furthermore, the text claims that instruments and emotional impact remain identical across all different types of music.

**4. Answer the following multiple choice questions about the reading.**

1). Which sentence from the passage best demonstrates concise language, avoiding unnecessary words?

- a) Jazz is all about improvisation, rhythms that are off-beat, and soulful notes.
- b) Jazz involves improvisation, syncopated rhythms, and soulful expression.
- c) Jazz, a genre of music, includes improvisation, rhythms that are off-beat, and soulful notes that are very emotional.
- d) Jazz is characterized by its improvisational nature, syncopated rhythms, and soulful melodic expressions.

2). In the passage, the author mentions that there are over 6,000 genres of music. What does the word “genres” most likely mean in this context?

- a) Categories of music characterized by style, sound, and origin.
- b) Musical instruments used in various types of orchestras.
- c) Specific songs that are popular across different cultures.
- d) The emotional feelings expressed through different melodies.

3). Which sentence from the passage best demonstrates concise language, avoiding unnecessary words?

- a) Jazz is all about improvisation, rhythms that are off-beat, and soulful notes.
- b) Hip-hop, which began in the 1970s in the Bronx, New York, combines rhythmic speech and lyrical flow with electronic beats and sampling.
- c) Rock music emerged in the 1950s and includes many styles, from the early rock and roll of Elvis Presley to the heavy metal of bands like Black Sabbath.

d) Classical music is usually played by orchestras or smaller groups and is admired for its sophistication and deep emotional impact.

4). In the passage, the author mentions that genres often reflect social, geographical, and historical backgrounds. What does the word “reflec” most closely mean in this context?

- a) Bounce back light
- b) Indicate or show
- c) Think deeply
- d) Mirror perfectly

**5. Remember the following words.**

**6. Be ready to tell about “*A World of Music Genres*”**

## Unit 10

### *Digital Technologies in Music Education*

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**1. Check you understand the words below. Read the words, their definitions and examples from the text**

Term	Ukrainian equivalent	Definition	Example Sentence
Digital Audio Workstation (DAW) (noun)	цифрова звукова робоча станція	an electronic device or application software used for recording, editing, and producing audio files.	Students use a Digital Audio Workstation like GarageBand or Ableton to compose their first electronic tracks
Accessibility (noun)	доступність	the quality of being able to be reached or used easily by everyone, including people with disabilities or limited	The accessibility of online music lessons has allowed people from remote areas to study with top professors.
Notation (noun)	нотний запис, нотація	a system of written symbols used to represent musical pitches, rhythms, and performance instructions.	Modern notation software like MuseScore helps composers print professional-looking sheet music.
Collaborative (adjective)	спільний, колективний	involving two or more people working together for	Cloud-based platforms allow for collaborative music-

		a common goal.	making, where students in different cities can play together.
Gamification (noun)	гейміфікація	the application of typical elements of game playing (e.g., point scoring, competition) to educational activities.	Gamification in music apps makes learning scales and ear training much more fun for children.

**2. Read the text “Digital Technologies in Music Education” and answer the questions**

- 1). Name two types of software mentioned in the text and explain their purpose.
- 2). How does the internet improve the **accessibility** of music education?
- 3). What are the advantages of using mobile apps for music practice?
- 4). In your opinion, can a virtual experience replace a real performance? Why?

The landscape of music education has changed dramatically over the last decade. Traditional methods of teaching are now being enhanced by powerful digital tools that make learning more engaging and accessible.

**Software and Hardware Tools** At the heart of modern music education is the Digital Audio Workstation (DAW). These programs allow students to record live instruments, sequence MIDI tracks, and mix their own compositions. In addition to production software, notation tools have replaced hand-written scores. Programs like Sibelius or Finale allow students to hear their written music instantly, which helps them understand orchestration and harmony much faster than before.

**The Power of the Internet and Cloud Platforms** The rise of cloud-based technology has made music education truly collaborative. Students can now share their projects with teachers or peers in real-time, receiving instant feedback. This

technology became especially vital during the global shift toward distance learning. Online platforms provide a vast library of tutorials and masterclasses from world-renowned musicians, making high-quality education available to anyone with an internet connection.

**Mobile Apps and Gamification** Mobile devices have introduced portable learning. There are thousands of apps designed for ear training, rhythm practice, and learning music theory. Many of these apps use gamification to keep students motivated. By turning practice into a game with levels and rewards, students are more likely to spend time developing their skills.

**The Role of Virtual Reality (VR)** The future of music education may lie in Virtual Reality. Imagine a student being able to sit in the middle of a virtual symphony orchestra or perform on a digital stage in front of a thousand "people." These immersive experiences help musicians overcome stage fright and understand the acoustics of different concert halls.

While technology can never replace the human connection between a teacher and a student, it is a powerful partner that prepares young musicians for the 21st-century industry.

### **3. Answer the following multiple choice questions about the reading**

- 1). What does DAW stand for?
  - a) Digital Artist Website
  - b) Digital Audio Workstation
  - c) Data Audio Wireless
- 2). How has notation software helped students?
  - a) By writing the music for them
  - b) By allowing them to hear their scores instantly
  - c) By replacing the need to learn rhythm
- 3). What is the benefit of cloud-based technology?
  - a) It makes computers faster
  - b) It allows for collaborative work in real-time
  - c) It replaces the need for instruments

4). What is the main goal of gamification in music apps?

- a) To make money
- b) To replace teachers
- c) To keep students motivated through game-like elements

**4. Decide if the following statements are true (T) or false (F) based on the text.**

- 1). Digital tools are replacing traditional music teachers entirely.
- 2). Distance learning became very important due to online platforms and cloud technology.
- 3). Virtual Reality can help musicians practice performing in front of an audience.
- 4). Notation software is only used for electronic music.

**5. Complete the sentences using the words from the box.**

**digital, notation, tutorials, apps, accessible.**

- 1). Learning music is now more \_\_\_\_\_ thanks to the internet.
- 2). You can find many video \_\_\_\_\_ on YouTube for learning the guitar.
- 3). Every modern composer should know how to use \_\_\_\_\_ software.
- 4). We live in a \_\_\_\_\_ age where most music is recorded on computers.
- 5). There are many mobile \_\_\_\_\_ for training your musical ear.

**6. Match the words (1-5) with their synonyms or short explanations (A-E):**

1. Feedback	A) A center or focal point
2. Tutorial	B) Working together.
3. Collaborative	C) Comments or evaluations of a performance.
4. Hub	D) A lesson or instruction guide.
5. Score	E) Written music (notes).

**7. Remember the following words.**

DAW (Digital Audio Workstation) - цифрова звукова робоча станція.

Notation Software - програмне забезпечення для нотного запису.

Cloud-based - хмарний (той, що базується у хмарі).

Interactive - інтерактивний.

Distance Learning - дистанційне навчання.

Sequence - послідовність (у музиці - створення послідовності звуків).

Tutorial - навчальний посібник (відеоурок).

App (Application) - мобільний додаток.

Virtual Instrument - віртуальний інструмент.

Feedback - зворотний зв'язок.

**8. Be ready to tell about “Digital Technologies in Music Education”**

## Unit 11

### *International Musical Collaboration*

1. Check you understand the words below. Read the words, their definitions and examples from the text

Term	Ukrainian equivalent	Definition	Example Sentence
<b>Cross-cultural</b> (adjective)	міжкультурний	involving or bridging the differences between different cultures.	<b>Cross-cultural</b> collaborations allow musicians to blend traditional folk instruments with modern Western beats.
<b>To facilitate</b> (verb)	сприяти, полегшувати	to make an action or process easy or easier.	High-speed internet has facilitated remote collaborations between artists in London and Kyiv.
<b>Diversity</b> (noun) —	різноманітність	the state of including or involving people from a range of different social and ethnic backgrounds.	The <b>diversity</b> of styles in the International Jazz Festival creates a unique atmosphere for the audience.
<b>Synergy</b> (noun) —	синергія	the interaction of two or more agents or forces so that their combined effect	When a rock band works with a symphony orchestra, the musical <b>synergy</b> can be breathtaking.

		is greater than the sum of their individual effects.	
<b>Boundary</b> (noun)	кордон, межа	a line that marks the limits of an area; a limit of a subject or sphere of activity.	Music is a universal language that knows no national <b>boundaries</b> .

**2. Read the text “International Musical Collaboration” and answer the questions**

- 1). What is "cross-cultural fusion" according to the text?
- 2). Mention one way technology helps musicians who live in different countries.
- 3). What is the role of international festivals in music education and career?
- 4). How can music overcome a language barrier?

In the modern world, music acts as a powerful bridge between nations. International musical collaboration is the process where artists from different countries and cultural backgrounds work together to create, perform, or record music. This exchange of ideas leads to the birth of new genres and promotes global understanding.

One of the most common forms of collaboration is the cross-cultural fusion. For instance, many Western pop artists collaborate with African or Indian musicians to incorporate unique rhythms and scales into their songs. This not only expands the artist's global reach but also introduces listeners to sounds they might never have heard otherwise.

Technology plays a crucial role in facilitating these partnerships. In the past, musicians had to travel thousands of miles to record together. Today, via cloud platforms, a producer in New York can send a track to a vocalist in Tokyo and a

guitarist in Berlin. They can complete a recording session without ever meeting in person.

International music festivals and exchange programs also play a vital part. Events like Eurovision or world music summits allow aspiring musicians to showcase their talent on a global stage. These gatherings create a synergy where artists learn from each other's techniques and traditions.

Ultimately, international collaboration proves that music is indeed a universal language. Even when there is a language barrier, the shared experience of rhythm and melody can bring people together, fostering peace and mutual respect across the globe.

### **3. Answer the following multiple choice questions about the reading**

1). What is the main result of international musical collaboration?

- a) It limits music to one country.
- b) It leads to the birth of new genres and global understanding.
- c) It makes music more expensive.

2). How has technology changed the way musicians collaborate?

- a) They no longer need to practice.
- b) They can record together from different parts of the world.
- c) It has made collaborations impossible.

3). What does the text say about "Eurovision"?

- a) It is a local competition.
- b) It is an example of a platform for international musical exchange.
- c) It only focuses on classical music.

4. Why is music called a "universal language"?

- a) Because everyone speaks English.
- b) Because rhythm and melody can connect people despite language barriers.
- c) Because all songs sound the same.

**4. Decide if the following statements are true (T) or false (F) based on the text.**

- 1). Cross-cultural fusion only involves Western pop music.
- 2). Musicians today must always travel to meet in person to record a song.
- 3). International festivals help musicians learn new techniques from each other.
- 4). Shared musical experiences can help promote peace between nations.

**5. Complete the sentences using the words from the box.**

**synergy, boundaries, diversity, facilitate, exchange.**

- 1). Music festivals celebrate the \_\_\_\_\_ of different musical traditions.
- 2). New software helps to \_\_\_\_\_ the process of remote song-writing.
- 3). The \_\_\_\_\_ between the two artists resulted in a hit song.
- 4). An \_\_\_\_\_ program allows students to study music in a different country.
- 5). Art and music should not have any \_\_\_\_\_.

**6. Remember the following words.**

Collaboration - співпраця.

Cross-cultural - міжкультурний.

To bridge gaps - долати бар'єри (прірви).

Exchange program - програма обміну.

Recording session - сесія запису.

Fusion - злиття, поєднання (стилів).

Global reach - світове охоплення.

Joint venture - спільний проєкт.

Language barrier - мовний бар'єр.

Universal language - універсальна мова.

**7. Be ready to tell about “International Musical Collaboration”**

## Unit 12

### *Analysis of Musical Works in English*

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#### 1. Read the words and their translations

melody - /'mel.ə.di/ - мелодія

harmony - /'hɑ:.mə.ni/ - гармонія

timbre - /'tæm.bər/ або /'tɪm.bər/ - тембр

barlines - /'bɑ:.laɪnz/ - тактова риска

treble clef - /,treb.əl 'klef/ - скрипковий ключ

flat - /flæt/ - бемоль

pitch - /pɪtʃ/ - висота звуку

chord - /kɔ:d/ - акорд

time signatures - /'taɪm ,sɪɡ.nə.tʃərz/ - тактовий розмір

tempo - /'tem.pəʊ/ - темп

sharp - /ʃɑ:p/ - дієз

musical notation - /,mju:zɪ.kəl nəʊ'teɪ.ʃən/ - нотний запис

accidentals - /,æk.sɪ'den.təlz/ - знаки альтерації

natural - /'nætʃ.ər.əl/ - бекар

rest - /rest/ - пауза

rhythm - /'rɪð.əm/ - ритм

whole note - /'həʊl nəʊt/ - ціла нота

ledger lines - /'ledʒ.ə ,laɪnz/ - додаткові лінії

octave - /'ɒk.tɪv/ - октава

staves or staves - /stɑ:fs/ /steɪvz/ - нотні рядки

#### 2. Read the text and tell which sentences are true (T) or false (F)

1. Musical notation is a way for musicians to communicate and accurately reproduce music.
2. The seven musical notes are named with numbers from 1 to 7.
3. A treble clef is used to indicate the pitch range of notes on a staff.
4. Harmony is the main musical line of a song.

5. Tempo refers to the volume or intensity of the music.
6. Dynamics can create interest and emotion by changing the volume of the music.
7. Timbre is what makes a piano sound different from a guitar, even if they play the same note.

## THE VOCABULARY AND THEORY OF MUSIC

Music is a language that everyone can understand. It is made up of different elements that work together to create tunes and rhythms. Learning the language of music can help you appreciate your favorite songs and understand how musicians create their work. Music vocabulary covers a wide range of topics, from musical notation and instruments to music genres and basic music theory. Understanding these terms can help you gain a deeper appreciation for the rich tapestry of musical expression. Let us explore some key terms you might hear in music.

Musical notation is the written representation of musical sounds. It allows musicians to communicate and reproduce music accurately. Some essential musical notation terms include accidentals, barlines, clefs, dynamics, key signatures, rests, staves or staves, time signatures, treble clefs, melody and harmony, frequency and whole notes.

Musical notes are named with alphabetical letters from A to G. This helps musicians understand which notes to play and how they relate. The seven notes, A, B, C, D, E, F, G can be found on the white notes of the piano. The next “White” note above C is another A, an octave above the previous A. The lowest A and the highest A on the piano are seven octaves apart. When you look at a piece of music, you might see a clef at the beginning. The clef tells you which notes are which on the staff. It is the clue to pitch of a note.

Musicians use five parallel horizontal lines called the staff or staff to be able to indicate the other notes above or below these clefs. Notes are written on the lines and the spaces between the lines. When notes are too high or too low to be placed on the staff, short extra lines, called ledger lines are used. Barlines are vertical lines that divide the staff into measures. A treble clef is a symbol placed at the beginning of a staff to indicate the pitch range of the notes. Accidentals are

symbols like sharps (#), flats (♭), and naturals (♮) that alter the pitch of a note. A key signature is a set of sharps or flats placed at the beginning of a staff, indicating the key of the music. The A rest is a symbol that represents a period of silence or pause in the music. A time signature is a symbol placed at the beginning of a piece of music to indicate the number of beats per measure. A whole note is a note with a duration equal to four beats. Every note has 'own' chord, consisting of the note itself, the third note above it and the fifth note above it. These three note chords are called triads.

Other important music vocabulary terms include melody, harmony, and rhythm.

Melody is the top musical line of a song. It is a sequence of notes that sound good together. When you sing your favourite song, you are usually singing the melody. It is often the most memorable part of a song.

Harmony is the second musical line of a song, below the melody. Harmony happens when different notes are played or sung together. These notes create a pleasing sound. For example, when a choir sings, harmonies add depth to the music.

Rhythm is the pattern of beats in a piece of music. It is what makes you tap your foot or want to dance. Musicians often use drums or other percussion instruments to create rhythm.

Tempo refers to the speed of the music. Some pieces are fast, while others are slow. Fast songs might make you feel excited, while slow ones can be calm and relaxing. Some common tempo terms include *adagio*, which means slow, and *allegro*, which means fast.

Dynamics indicate the volume or intensity of the music. Sometimes music can suddenly get louder or softer. This change creates interest and emotion. Some common dynamic terms include *forte* (f), which means loud, *fortissimo* (ff), which means very strong and loud, *piano* (p), which means quiet, and *pianissimo* (pp), which means very quiet.

Pitch is how high or low a note is. For instance, a violin can play high-pitched notes, while a cello plays lower ones.

Finally, we have timbre. Timbre is the unique sound of an instrument or voice. It is what makes a piano sound different from a guitar, even if they play the same note. The timbre is what makes us able to recognize the characteristic sound of the different instruments, even when we cannot see the players.

Understanding these terms helps us appreciate music better. Whether we are listening to classical music or pop, these elements are the building blocks that make music so enjoyable.

### 3. Match the words and the definitions

1. whole note	a. symbols that lower the pitch of a note by a half step, making it sound lower.
2. sharps	b. a symbol placed at the beginning of a staff indicating that the notes are higher in pitch.
3. melody	c. numbers at the beginning of a piece of music that tell you how many beats are in each measure.
4. barlines	d. sets of five horizontal lines on which musical notes are written to indicate their pitch.
5. timbre	e. the pattern of sounds and silences in music, determining the timing of notes.
6. tempo	f. the unique quality or colour of a sound that distinguishes different instruments or voices.
7. flats	g. the speed at which a piece of music is played, usually measured in beats per minute.
8. rests	h. symbols that show periods of silence in music where no sound is played.
9. naturals	i. the highness or lowness of a sound, determined by the frequency of the vibrations producing it.
10. time signatures	j. short lines added above or below the staff to extend
11. chord	
12. rhythm	
13. staves or staves	

14. pitch	its range for additional notes.
15. harmony	k. vertical lines that divide music into sections, helping to organize the rhythm and structure.
16. accidentals	l. the interval between one musical pitch and another with double its frequency, creating a similar sound quality.
17. treble clefs	
18. ledger lines	
19. octave	
20. musical notation	m. symbols that cancel any previous sharps or flats, returning the note to its original pitch. n. the combination of different musical notes played or sung together to create a pleasing sound. o. symbols that raise the pitch of a note by a half step, making it sound higher. p. a musical note that lasts for four beats in common time, represented by an open oval shape. q. a system of symbols used to represent music on paper, showing how notes should be played. r. a group of three or more notes played simultaneously to create harmony. s. a sequence of musical notes that are perceived as a single entity, often the main theme of a song. t. symbols that indicate a change in pitch for a note, such as raising or lowering it from its natural state.

#### **4. Read and translate sentences into Ukrainian**

1. Learning to read musical notation is essential for playing any instrument well.
2. In the song, there are several accidentals that make the melody more interesting.

3. The barlines in the score help musicians keep track of the beats and sections.
4. It is important to understand rests, as they indicate where the music pauses briefly.
5. The staves or staves show how different notes are placed in relation to each other.
6. Each piece of music has its own time signatures, which dictate the rhythm and feel.
7. The treble clefs at the beginning of the sheet tell us which notes to play higher up.
8. A catchy melody can often make a song memorable and enjoyable for everyone.
9. The harmony in this piece complements the melody beautifully, creating a rich sound.
10. An octave represents the distance between one musical note and another, eight notes higher.
11. Ledger lines extend the staff and allow musicians to write notes that are very high or low.
12. Understanding pitch is crucial for tuning instruments and singing in tune with others.
13. The sharps in the piece indicate that we need to raise some notes by a half step.
14. Flats are marked in the music to lower specific notes, creating a unique sound.
15. Naturals are used to cancel out any previous sharps or flats within the same measure.
16. A whole note lasts for four beats, allowing musicians to hold a sound for longer periods.
17. When played together, a chord creates a beautiful harmony that enriches the overall sound.

18. The rhythm of this song makes it fun to dance along and enjoy the beat.

19. The tempo of the piece is quite fast, making it exciting for performers and listeners.

20. The timbre of the piano differs from that of the violin, giving each instrument its unique character.

**5. Be ready to tell about the theory of music.**

## Рекомендована література

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Навчальне видання

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Методичні рекомендації до практичних занять з дисципліни  
**«ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)»**  
для здобувачів першого (бакалаврського) рівня вищої освіти  
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