

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

**ДЕРЖАВНИЙ ЗАКЛАД
«ПІВДЕННОУКРАЇНСЬКИЙ НАЦІОНАЛЬНИЙ ПЕДАГОГІЧНИЙ
УНІВЕРСИТЕТ ІМЕНІ К. Д. УШИНСЬКОГО»**

Факультет іноземних мов

Кафедра германських та східних мов та методики їх навчання

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ІНОЗЕМНА МОВА (ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ)

(англійська мова)

НАВЧАЛЬНИЙ ПОСІБНИК

(практикум)

**Для здобувачів освіти навчально-наукового інституту музичного і
перформативного мистецтва та соціокультурних практик педагогічного
університету**

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Посібник спрямований на комплексне формування іншомовної професійної комунікативної компетентності майбутніх фахівців у галузі музичного, перформативного мистецтва та соціокультурної діяльності. Зміст посібника охоплює шість тематичних розділів, що включають автентичні тексти для читання, лексичні мінімуми з фаховою термінологією та ідіоматикою, завдання для розвитку навичок аудіювання та говоріння.

Призначен для аудиторної та самостійної роботи студентів мистецьких спеціальностей, викладачів іноземних мов та всіх, хто прагне вдосконалити рівень володіння професійною англійською мовою в мистецькому контексті.

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ПЕРЕДМОВА

Навчальний посібник (практикум) «Іноземна мова (за професійним спрямуванням) (англійська мова)» укладено для здобувачів першого (бакалаврського) рівня вищої освіти спеціальностей у галузях музичного й перформативного мистецтва та соціокультурних практик педагогічних університетів. Видання створено відповідно до вимог чинних державних стандартів вищої освіти та Професійного стандарту «Вчитель закладу загальної середньої освіти», а його зміст ґрунтується на сучасних підходах до підготовки фахівців мистецької та соціокультурної сфери.

В умовах інтенсивного розвитку глобального культурного простору майбутній фахівець має володіти широким спектром професійних умінь, що включають не лише художньо-творчу компетентність, а й здатність до ефективної міжкультурної комунікації, участі в міжнародних мистецьких і соціокультурних проєктах, академічній мобільності, презентації власної творчості іноземною мовою. Отже, іншомовна комунікативна компетентність виступає ключовою складовою професійної підготовки у сфері музичного та перформативного мистецтва, арт-менеджменту, соціокультурних практик.

Метою практикуму є комплексне формування професійно орієнтованої іншомовної комунікативної компетентності здобувачів освіти, що передбачає розвиток умінь читання, аудіювання, говоріння та письма, опрацювання автентичних матеріалів, а також систематизацію фахової термінології, зокрема у царині музичного мистецтва, перформативних практик і соціокультурної діяльності.

Структура посібника охоплює шість тематичних розділів та додатковий розділ з матеріалами для поглибленого опрацювання. Кожен розділ має чітку логіку та педагогічну архітектоніку, включаючи: професійно орієнтовані тексти та комплекс післятекстових завдань, спрямованих на розвиток критичного й аналітичного мислення; систематизацію фахової лексики, фразеологізмів та ідіом, характерних для англійської мови мистецького й соціокультурного дискурсу; вправи на основі аудіо- та відеоматеріалів для

формування навичок розуміння іншомовного висловлювання в професійних ситуаціях; комунікативні завдання, дискусії, кейсові ситуації, спрямовані на розвиток діалогічного та монологічного мовлення; різнорівневі вправи для закріплення мовних структур і лексичних одиниць.

Особливе місце в кожному розділі посідають завдання для самостійної роботи, які інтегрують сучасні цифрові технології навчання, містять інтерактивні вправи, посилання на відеоматеріали, наукові та популярні статті, онлайн-платформи та ресурси. Такий формат забезпечує розвиток навчальної автономії, медіаграмотності, умінь самоорганізації та компетентностей, необхідних для неперервного професійного зростання (lifelong learning).

Додатковий розділ посібника містить розширений комплекс лексичних завдань, тексти для поглибленого читання й матеріали для диференційованої роботи, що дозволяє адаптувати навчальний процес до індивідуальних потреб і рівнів підготовки здобувачів.

Методологічну основу посібника становлять комунікативний, компетентнісний та діяльнісний підходи. Запропоновані завдання зорієнтовано на реальні професійні виклики: аналіз мистецьких явищ, презентація творчих проєктів, коментування перформансів, участь у фахових дискусіях, роботу з іншомовними джерелами у сфері культури та мистецтва.

Посібник рекомендовано для аудиторної та самостійної роботи здобувачів мистецьких спеціальностей педагогічних університетів, а також для викладачів іноземної мови, які працюють у галузі мистецької та соціокультурної освіти.

UNIT 1
MY FUTURE PROFESSION



WARM-UP

- 1. Who was the best teacher that you have ever had?**
- 2. Arrange the following reasons why you decided to be a performing arts teacher in order from the most important (10) to the least important (1) for you.**

- **Money**
- **Satisfaction**
- **Feedback**
- **Opportunities of self-development**
- **Love for teaching**
- **Perks (insurance, accommodation etc.)**
- **Love for children**
- **Long summer vacations**
- **Challenges**
- **Self-realization**

READING AND VOCABULARY

**I am proud to be a student of South Ukrainian National Pedagogical
University named after K. D. Ushynsky**



1. In pairs look at the photo and the title of the article. What do you think it is about? Then quickly read the article and check your predictions.

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 .

2. Vocabulary

Term	Definition	Example Sentence
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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, ушанований	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	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,

контексту)		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.

3. Read the article again and tell if the sentences are true (T) or false (F).

- 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.
- 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.
- The university is committed to research, publishing over 200 scientific papers annually but it is not collaborating with institutions worldwide.

4. 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.

5. In groups, 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?

6. Discussion.

1. The text describes the South Ukrainian National Pedagogical University as a prestigious institution with a rich history. How do you think a school's history and traditions impact its students and the community it serves?

2. The university has trained over 100,000 specialists for the educational system in Ukraine and other countries. Think about your own goals and aspirations. How do you see yourself contributing to your community or the world in the future?

3. The text highlights the university's commitment to research and collaboration with other institutions. How do you think research and collaboration can help us solve problems and make the world a better place?

7. Key words to remember

Institutions prestigious alumni renowned aesthetic prominent specialists scientists education arts

institutions — /,ɪnstɪ'tʃuːʃənz/

prestigious — /pre'stɪdʒəs/ або /pre'stɪdʒiəs/

alumni — /ə'lʌmnaɪ/

renowned — /rɪ'naʊnd/

aesthetic — /i:s'θetɪk/ або /es'θetɪk/

prominent — /'prɒmɪnənt/

specialists — /'speʃəlists/

scientists — /'saɪəntɪsts/

education — /,edʒu'keɪʃən/

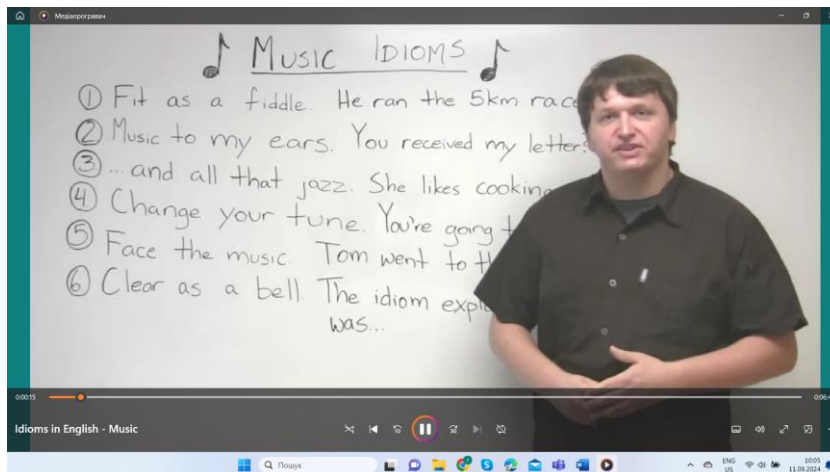
arts — /ɑːts/

8. Tell us about your future profession and about your university.

LISTENING AND VOCABULARY

1. Watch the video “Music idioms”

<https://youtu.be/gTi6B0VBkNI>



2. Match the idioms and the definitions.

1. and all that jazz
2. music to my ears
3. face the music
4. change your tune

5. fit as a fiddle

6. clear as a bell

a. in excellent health and physical condition, feeling strong and well.

b. to confront the consequences of one's actions, especially when they are unpleasant.

c. to change your opinion or attitude about something, especially after having a different view before.

d. an expression used to refer to other similar things or activities related to what has just been mentioned.

e. something that sounds very pleasant or enjoyable, often referring to good news.

f. is something clear and easy to understand.

3. Complete the sentences with the appropriate idiom.

1. The idiom _____ means being in extremely good health or perfect health.

2. You can use the phrase _____ in a sentence when something pleases you or makes you happy to hear.

3. When someone is told to _____ it implies that they are being asked to alter their behavior or attitude.

4. The phrase _____ is typically used at the end of a sentence to encompass everything related to a specific topic.

5. The expression _____ means clear and easy to understand because when a bell rings, it does so perfectly clearly.

“clear as a bell”, “fit as a fiddle”, , “music to my ears”, “and all that jazz”, “change your tune”.

4. In groups discuss following questions.

1. Do you enjoy listening to music?

2. Have you ever used a music idiom in your conversations?

3. How important do you think music is in different cultures?

4. Have you ever faced the consequences of your actions like ‘facing the music’ idiom?

5. What kind of music is ‘music to your ears’?

5. Write your examples using idioms: fit as a fiddle, music to my ears, and all that jazz, change your tune, clear as a bell

SELF-STUDY SECTION

1. Study the vocabulary following the link below. Write them down and memorize Translate the words and word combinations into Ukrainian.

<https://quizlet.com/83878809/music-jobs-flash-cards/>

2. Listen to the first two minutes of the episode. “Becoming a Musician” and answer the question.

- What do the presenters say the episode is about?
- • What is this week's question? What do you think the answer is?

https://www.bbc.co.uk/learningenglish/features/6-minute-english_2025/250130

3. Now listen to the whole episode. As you listen, write down the eight items of vocabulary. What do they mean?

a) Word/phrase: _____

It means: _____.

b) Word/phrase: _____

It means: _____.

c) Word/phrase: _____

It means: _____.

d) Word/phrase: _____

It means: _____.

e) Word/phrase: _____

It means: _____.

f) Word/phrase: _____

It means: _____.

g) Word/phrase: _____

It means: _____.

h) Word/phrase: _____

It means: _____.

4. . Listen again and answer the quiz questions.

1. What is the top selling song of the week called?
 - a) the number one
 - b) the best song
 - c) the biggest hit
2. Where in the UK is St Ives?
 - a) the south-west coast
 - b) the north-east coast
 - c) the West Midlands
3. "I would sit in a circle with a _____ of old men."
 - a) lunch
 - b) crunch
 - c) bunch
4. Which expression means to protect or guide someone?
 - a) put someone under your foot
 - b) take someone under your wing
 - c) move someone over your head
5. What is a busker?
 - a) someone who plays music every day
 - b) someone who makes musical instruments
 - c) someone who performs on the street for money
6. Which word means 'musical concerts'?
 - a) gigs
 - b) rigs
 - c) jigs
5. **Write your own sentences using the vocabulary.**

UNIT 2

THE HISTORY OF MUSIC



WARM-UP

1. Do you agree with this quote?

«Where words fail, music speaks». - Hans Christian Andersen

READING AND VOCABULARY

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	/,rep.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'ni:.mə.nə/	явища
16 Prehistoric	/,pri:.hi'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. Match the words and the definitions.

<p>1. entertainment</p> <p>2. practice</p> <p>3. belief</p> <p>4. rhythm</p> <p>5. polyphony</p> <p>6. tune</p> <p>7. repetition</p> <p>8. prehistoric</p> <p>9. origin</p> <p>10. harmony</p>	<p>a. a sequence of musical notes that is pleasant to listen to and can be easily remembered.</p> <p>b. the act of doing or saying something again multiple times for emphasis or clarity.</p> <p>c. a strong conviction or acceptance that something is true or exists, often without proof.</p> <p>d. a repeated decorative design or arrangement that can be seen in various contexts.</p> <p>e. observable events or occurrences that can be studied or explained.</p> <p>f. activities designed to amuse or engage people, such as films, games, or performances.</p> <p>g. the character or quality of a sound that determines its pitch and emotional effect.</p> <p>h. the point at which something begins or comes into existence.</p> <p>i. the combination of different musical notes played or sung together to produce a pleasing</p>
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11. music	sound.
12. phenomena	j. noises produced by nature, such as birds singing, wind blowing, or water flowing.
13. plucking (instrument)	k. belonging to a very long time ago, especially in relation to civilisations and cultures from the distant past.
14. hitting (instrument)	l. the repeated exercise of an activity or skill to improve proficiency or performance.
15. pattern	m. making sound by pulling or strumming strings on instruments like guitars or harps.
16. tonality	n. a form of art that uses sounds to create enjoyable or expressive experiences.
17. ancient	o. the sound produced by humans when speaking or singing, created by the vibration of vocal cords.
18. natural sounds	p. a regular pattern of sounds or movements that creates a sense of timing in music or dance.
19. blowing (instrument)	q. producing sound by forcing air through a tube or mouthpiece, typically found in wind instruments.
20. voice	r. relating to the time before written records were kept, often concerning early human history.
	s. a type of music where two or more independent melodies are played or sung simultaneously.
	t. creating sound by striking an object, like a drum or cymbal, with a stick or hand.

3. 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.

4. 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.

5. 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.

SPEAKING

1. Imagine that you are friends talking about the music history. Role-play the dialogue.

Charlie: Do you ever think about where music comes from?

Liam: Sometimes. I never really thought much about it though. What do you reckon?

Charlie: Some people reckon it comes from natural sounds and rhythms. Music just copies them in patterns.

Liam: That's interesting. So today, some cultures still have music that sounds like nature?

Charlie: Yeah, like for rituals or hunting. It's amazing how ancient folks made music without any history books.

Liam: Then they started singing and playing one note at a time, right?

Charlie: Yep, but then they got fancier with multiple voices and instruments, called polyphony.

Liam: Ah, lots of noises. And now we have modern instruments, all played by blowing, hitting, or plucking.

Charlie: Those ways haven't changed since ages ago. Pretty cool, huh?

Liam: Definitely. Even our new music still focuses on making shapes and forms with sound.

Charlie: It's incredible how music has changed over time. Imagine if that person hadn't discovered those three ways to make notes... we wouldn't have any tunes!

Liam: I know, it's mind-blowing. But here we are, enjoying tunes every day.

2. Tell your group mates about the history of music. You can use the information given in exercise 3 and add some more interesting facts.

3. Prepare the following words for the dictation.

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

SELF-STUDY SECTION

1. Study the vocabulary following the link below. Write them down and memorize. Translate the words and word combinations into Ukrainian.

<https://quizlet.com/1877599/the-six-eras-of-music-history-flash-cards/>

2. Do the quiz following the link.

<https://www.liveworksheets.com/worksheet/en/music/1627607>

3. Watch the video “History of Music” following the link.

<https://www.youtube.com/watch?v=hXCwQB9De88&t=260s>

4. Choose the correct answer.

- 1) What is believed to be the initial form of music, according to the video?
 - a) Drumming with tools
 - b) Oral singing
 - c) Playing flutes
 - d) Digital synthesis
- 2) Which ancient artifact contains the “Hurrian Hymn to Nikkal”, the world's oldest written melody?
 - a) Papyrus scrolls
 - b) Clay tablets
 - c) Stone walls
 - d) Golden plates
- 3) How have digital advances changed the general “Sound of Music” in modern times?
 - a) The tempo is slower and volume is lower
 - b) The tempo is faster, the beat is livelier, and the volume is higher
 - c) Music has become strictly instrumental
 - d) The use of scales has been abandoned
- 4) According to the video, what influenced music trends during war times?

- a) Stories of hardships and struggles
 - b) Social media trends
 - c) Advancements in electronic dance music
 - d) A total ban on singing
- 5) Which three composers are named as the “top three masters of classical music”?
- a) Elvis, Michael Jackson, and Beyonce
 - b) Vivaldi, Haydn, and Chopin
 - c) Beethoven, Bach, and Mozart
 - d) Wagner, Brahms, and Liszt
- 6) What physical challenge did Beethoven face while producing his most famous works?
- a) Blindness
 - b) Progressive hearing loss
 - c) Paralysis of the hands
 - d) Loss of memory
- 7) What is the structural link between classical music and modern pop music mentioned in the video?
- a) They use the same instruments
 - b) Both are built from the seven tones of the major and minor scales
 - c) Both avoid the use of rhythm
 - d) They have no link at all
- 8) In which decade did Jazz and Blues see their "birth" according to the timeline provided?
- a) 1950s
 - b) 1920s
 - c) 1970s
 - d) 1990s
- 9) The 1970s and 1980s were primarily defined by which genres in the video?
- a) Grunge and Hip Hop

b) Disco and Funk

c) Classical and Opera

d) Techno and Country

10) What is the final conclusion of the video regarding the future of music?

a) It will eventually be replaced by silence

b) It will continue to evolve as long as there are humans and instruments

c) It has already reached its peak evolution

d) It will return to only using clay tablets

5. After watching the video do the following writing task.

Imagine you are tasked with creating a “Musical Time Capsule” to explain the history of music to future generations based on the video you have watched. Select three key milestones or figures and write a brief explanation (2-3 sentences for each) in English, following this structure:

The Origin: Choose one fact about the beginnings of music history (e.g., the earliest written melody or the nature of primitive singing).

Why is this discovery significant for our understanding of human culture?

The Foundation: Select one of the "top three masters" of classical music mentioned in the video.

What was their contribution, and what inspires you about their story?

The Evolution: Choose a specific genre from the 20th century (Jazz, Disco, Rock, etc.) and describe how digital technology has transformed the "sound of music" today.

How does modern music differ from the music of the past in terms of energy and production?

Example:

Point 2 (The Foundation): Ludwig van Beethoven is one of the greatest masters of classical music. Despite his progressive hearing loss, he continued to compose revolutionary works, proving that musical genius transcends physical limitations.

THE POWER OF MUSIC AND DANCE



WARM-UP

1. Do you agree with these quotes?

“Without music, life would be a mistake.” - Friedrich Nietzsche

“Dance is the hidden language of the soul.” - Martha Graham

READING AND VOCABULARY

1. 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.

2. Vocabulary

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; spontaneously.	Children naturally explore their surroundings.
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.

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).

VOCABULARY AND WRITING

1. Look at the list of words. Translate them in Ukrainian.

dance to the music

play a musical instrument

listen to music

join a dance class

sing a song

attend a concert

learn a dance routine
enjoy live performances
music festival ticket
dance partner
rhythm and melody
spend time with friends
dance floor atmosphere
popular music genre
make a playlist

2. Complete the sentences with the words and phrases from the exercise 1.

1. My brother decided to _____ and chose the guitar as his first one.
2. My friends invited me to _____ of my favourite band next Saturday night.
3. At the party, everyone wanted to _____ and have fun together.
4. Many people go out to _____ at the local theatre every weekend.
5. After a long day, I like to _____ while relaxing on the sofa at home.
6. She loves to _____ whenever she is in the car driving to work.
7. I bought a _____ as a surprise for my best friend's birthday present.
8. I want to _____ so that I can learn some new moves this year.
9. It took us weeks to _____ for the big talent show at school.
10. It is always nice to _____ while we explore different types of music.
11. The combination of _____ in that song makes it very enjoyable to dance to.
12. I decided to _____ of my favourite songs for the road trip we are planning.
13. The _____ was incredible, filled with energy and excitement all night long.
14. Finding a good _____ is important when you want to improve your skills.
15. Pop is a popular _____ that many teenagers listen to these days.

3. Write your own sentences using these words collocations

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

4. Answer the questions

1. Do you enjoy *moving to the rhythm of music*?
2. Can you *feel the melody in your heart*?
3. How often do you *practise your dance moves*?
4. Would you like to *join a dance class*?
5. Why is *creative expression* important in performance?
6. Have you ever tried to *play a musical instrument*?
7. Do you believe it *takes two to tango*?

8. Are you *over the moon* when you dance?
9. How often do you *make music with others*?
10. Do you *dance like nobody's watching*?

SPEAKING

1. Imagine that you are friends talking about the power of music and dance.

Role-play the dialogue.

Samantha: <sighs> I can't believe how much music and dance have shaped our lives. It's incredible.

Daniel: Absolutely, music has been such a big part of my life since I was a child. I loved dancing and singing along to songs on the radio.

Samantha: Yeah, it's amazing how natural it is for children to express themselves through music and movement.

Daniel: And it's not just fun and games, it actually helps with learning and development too.

Samantha: Definitely, and it also teaches important social skills like listening, cooperating and sharing.

Daniel: Music doesn't only impact us as children, but throughout our whole lives. Did you know that it affects our moods, emotions, and even our physical health?

Samantha: Really? How so?

Daniel: Well, music can release dopamine in our brains which makes us feel good and reduces stress levels.

Samantha: Wow, no wonder listening to music can make me feel so happy.

Daniel: Exactly, and actively making music, like singing or playing an instrument, increases serotonin which regulates mood, sleep, and anxiety.

Samantha: That's fascinating, isn't it? And music connects us to our cultures, bringing people together from different backgrounds.

Daniel: Absolutely, every culture has their own unique musical traditions that reflect their identity and history. Sharing this music can foster understanding and peace between cultures.

Samantha: Music has such emotional power too, it can evoke strong responses and help us process our feelings.

Daniel: Yes, it can validate our emotions and even shift them to a more positive state.

Samantha: No matter what we're going through, music is always there to comfort us and inspire us.

Daniel: It can bring back happy memories, give us strength during hard times, and help us focus on the task at hand.

Samantha: Music truly is a universal language that enriches our lives in so many ways. It's a beautiful thing.

Daniel: Agreed. Let's dance to some of our favourite songs now!

2. Tell your groupmates about the power of music and dance.

SELF-STUDY SECTION

1. **Study the vocabulary following the link below. Write them down and memorize Translate the words and word combinations into Ukrainian.**

<https://quizlet.com/fi/711261556/music-in-our-life-sc-flash-cards/>

2. **Read the article following the link below and answer the questions.**

<https://www.bbc.co.uk/teach/bring-the-noise/articles/zv3krj6>

- 1) Why does the author call music a “universal gift” and a “universal language”?
- 2) What experience did the author have in Sweden that proves music doesn't need verbal communication?
- 3) According to the Harvard study, what are the physical benefits of listening to relaxing music?
- 4) How can music help people who suffer from dementia or social isolation?
- 5) List at least three skills (besides musical ones) that a person develops while learning an instrument.
- 6) Why is music considered a powerful “creative outlet”?

3. **Choose the correct answer.**

- 1) Music is described as an art form with _____ at its centre:
 - a) expensive technology
 - b) human interaction
 - c) strict rules
- 2) The author mentions that music can lower blood pressure after:
 - a) eating a meal
 - b) physical exertion
 - c) sleeping
- 3) In the digital age, learning an instrument is unique because it requires:
 - a) instant results
 - b) only a computer
 - c) discipline and perseverance
- 4) Being a member of a musical ensemble helps to develop:

- a) leadership and teamwork skills
- b) competitive aggression
- c) fast typing skills

5) According to the text, musicians have used sound to express themselves since:

- a) the invention of the radio
- b) the dawn of primitive man
- c) the 20th century

4. Match the terms and their meanings

Term	Meaning
1. Social cohesion	A. The quality of being able to recover quickly from difficulties
2. Physical exertion	B. The ability of a group of people to stay united.
3. Resilience	C. A way of expressing or making use of creative energy
4. Creative outlet	D. Effort made by the body.
5. Antidote	E. Something that corrects or improves a bad situation

5. Fill in the blanks with the correct words: *wellbeing, confidence, universal, interaction, spirits*.

1. Music is a _____ language that is understood everywhere in the world.
2. Learning to play difficult passages of music builds a person's _____.
3. Music stimulates the brain and improves our overall health and _____.
4. A good sing-a-long with friends can help lift your _____.
5. Music is an art form that has human _____ at its core.

UNIT 4

THE ORCHESTRA



WARM-UP

1. Read these quotes and choose one that you agree with the most.

"An orchestra is not a collection of instruments, but a collection of people." - Sir Simon Rattle

"The orchestra is a great metaphor for life." - Gustavo Dudamel

"To be a great conductor, you must be a great musician." - Leonard Bernstein

"An orchestra is like a family; it has its own dynamics." - Esa-Pekka Salonen

VOCABULARY AND LISTENING

1. Read the words and their translations

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

2. Match the words and their definitions.

1. trumpet	a. a small group of musicians performing together, usually playing chamber music or specific genres.
2. dynamics	b. instruments made of wood or metal that create sound when air is blown through them, like flutes and clarinets.
3. strings	c. a large group of musicians who play together, typically including strings, brass, woodwinds, and percussion.
4. jazz	d. a family of musical instruments made from metal, including trumpets, trombones, and tubas.
5. baton	e. a dramatic work combining singing, acting, and orchestral music, often performed in theatres.
6. woodwinds	f. musical instruments that produce sound by vibrating strings, such as violins and cellos.
7. pandora	g. a lively style of music that originated in the African American communities, often featuring improvisation.
8. composer	h. a short, lively piece of music played to celebrate an event or announce someone important.
9. conductor	i. a thin stick used by conductors to direct an orchestra or choir during performances.
10. opera	j. a person who leads an orchestra or choir, guiding the
11. ensemble	
12. classical music	
13. percussion	

14. beats	performance with hand movements.
15. saxophone	k. a popular genre of music characterised by a strong beat and often features electric guitars.
16. orchestra	l. a person who creates music, writing original pieces for instruments or voices.
17. fanfare	
18. rock	m. the variations in loudness and softness in music, affecting how it is perceived.
19. brass	n. a brass instrument with a bright, powerful sound, commonly used in jazz and classical music.
20. drums	o. a genre of music that follows established forms and traditions, often composed for orchestras. p. a category of musical instruments that produce sound by being hit, shaken, or scraped. q. percussion instruments that are struck to produce rhythm, often found in various music styles. r. a woodwind instrument made of brass, known for its smooth tone and versatility in various music styles. s. rhythmic units in music that create patterns and help establish tempo. t. a traditional Ukrainian string instrument similar to a zither, played with fingers or plectrums.

3. Watch the video “What is an Orchestra” and choose the correct summary

https://www.youtube.com/watch?v=G_RFJJO4oFI

1. In the video, orchestras are depicted as having a fixed size and only playing classical music. The conductor's role is simplified to just keeping time for the musicians. The use of a baton is shown as a mere prop rather than a tool for communication. The video suggests that orchestras can only perform music from a specific time period.

2. In the video, the role of an orchestra and its conductor is explained. It highlights the diversity in orchestra sizes and the ability to play various genres of music. The conductor is likened to a coach who interprets the composer's vision. The use of a baton by the conductor is also discussed for better communication with all musicians on stage.

3. In the video, the focus is on the evolution of orchestras over time. It explores how orchestras have adapted to include a wide range of instruments and genres. The conductor is portrayed as a key figure in bringing out the emotions and dynamics of the music. Additionally, the video delves into the significance of each instrument family within the orchestra.

4. Fill in the gaps with missing words or phrases from the box. Then watch the video again and check.

small groups / composer's vision / baton / strings, woodwinds, brass, and percussion / classical to rock / different instruments / large ensembles / singers / heroes of the orchestra

An orchestra is a group of musicians playing _____(1)

Orchestras can vary in size, from _____(2) to _____(3)

Orchestras can play a wide range of music genres, from _____(4)

The conductor leads the orchestra and interprets the _____(5)

Conductors use a _____(6) to guide musicians on stage

The orchestra is divided into four sections: _____(7)

Each section has a unique role, such as strings being the _____(8) and

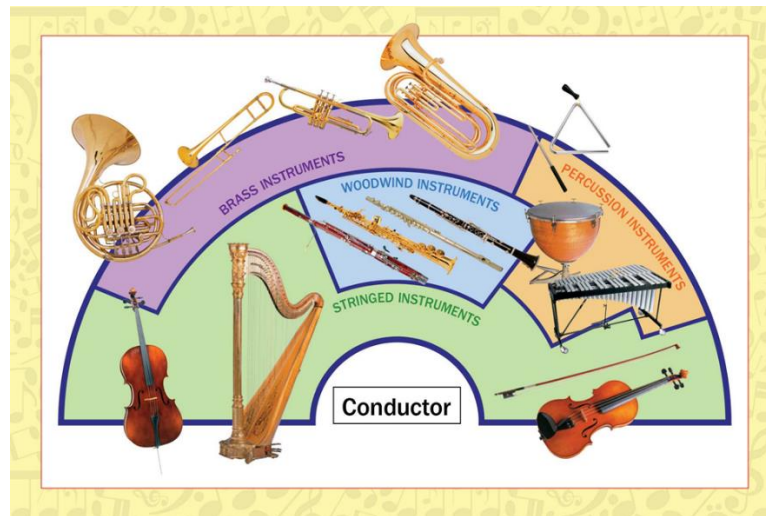
brass being the _____(9)

5. Answer the questions

1. What is an orchestra and how many musicians can be in one?

2. How does a conductor bring the composer's vision to life?
3. Why does a conductor use a baton during performances?
4. How are the strings, woodwinds, brass, and percussion sections of an orchestra described?
5. Why are the strings considered the "singers" of the orchestra?
6. How are the woodwinds described in relation to their role in the orchestra?
7. What role do the brass instruments play in the orchestra?

READING AND VOCABULARY



1. 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.

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.

2. Read the words and the example sentences. How do you understand them?

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.

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?

Over to you

- 1. Tell your groupmates about the orchestra**
- 2. Do some exercises.**
 1. Look and label the instruments





1 _____



2 _____



3 _____



4 _____



5 _____



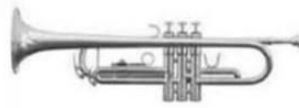
6 _____



7 _____



8 _____



9 _____



10 _____

2. Write the words in the correct columns.

clarinet double bass glockenspiel gong saxophone violin

Wind Instruments	String Instruments	Percussion Instruments

SELF-STUDY SECTION

1. **Study the vocabulary following the link below. Write them down and memorize Translate the words and word combinations into Ukrainian.**

<https://quizlet.com/127413627/orchestra-instruments-pictures-flash-cards/>

2. **Read the article following the link below and answer the questions.**

https://www.dawkes.co.uk/sound-room/ultimate-guide-what-is-an-orchestra/?srsltid=AfmBOooNJCuv03ehki_k4x_rVyuHulgpa3KC31JfHkMr1-ndwkDz97QX

- 1) How did the definition of the word “orchestra” change from Ancient Greece to the modern theatre?
- 2) What are the two main types of orchestras mentioned in the article, and what is the primary difference between them?
- 3) Which composers are associated with the peak of chamber music, and who ushered in the era of large symphonies?
- 4) Why is a conductor necessary for a large symphony orchestra?
- 5) Why is the oboe traditionally the instrument that leads the tuning process? Give at least two reasons.
- 6) What is the difference between the terms “Symphony” and “Philharmonic”?

3. **Read the article again and choose the correct answer.**

- 1) In Ancient Greek theatre, the “orchestra” was:
 - a) A group of musicians playing violins.
 - b) A circular space in front of the stage for the chorus.
 - c) The balcony where the audience sat.
- 2) A chamber orchestra usually employs:
 - a) More than 100 musicians.
 - b) About 50 or fewer musicians.
 - c) Only brass and percussion players.
- 3) Which of these instruments belongs to the Woodwind section according to the article?

- a) Cor anglais
 - b) French Horn
 - c) Cymbals
- 4) The term “Philharmonic” is described as:
- a) A generic term for any small group.
 - b) A term always used within a proper name (e.g., Brooklyn Philharmonic).
 - c) A special type of instrument.
- 5) Which section of the orchestra includes the Timpani and Xylophone?
- a) Strings
 - b) Brass
 - c) Percussion

4. Based on the article, classify the instruments listed below into their respective orchestral sections.

Instruments to classify: Violin, Cello, Piccolo, Tuba, Bassoon, Timpani, Double bass, French Horn, Oboe, Clarinet, Trombone, Harp, Xylophone, Viola, Cor anglais, Contrabassoon, Saxophone, Trumpet, Cymbals, Bass clarinet, Triangle.

Strings	Woodwind	Brass	Percussion
Example: Violin	Example: Flute	Example: Trumpet	Example: Drums

5. Match the terms and their definitions

Term	Definition
1. Orchestra Pit	A. The process of adjusting an instrument's pitch.
2. Ensemble	B. The area in a theatre where musicians perform, usually in front of the stage.
3. Tuning	C. A group of musicians who perform together.
4. Conductor	D. A term meaning 'harmonious music'
5. Symphony	E. A person who directs the orchestra using hand gestures.

6. Translate following sentences into Ukrainian

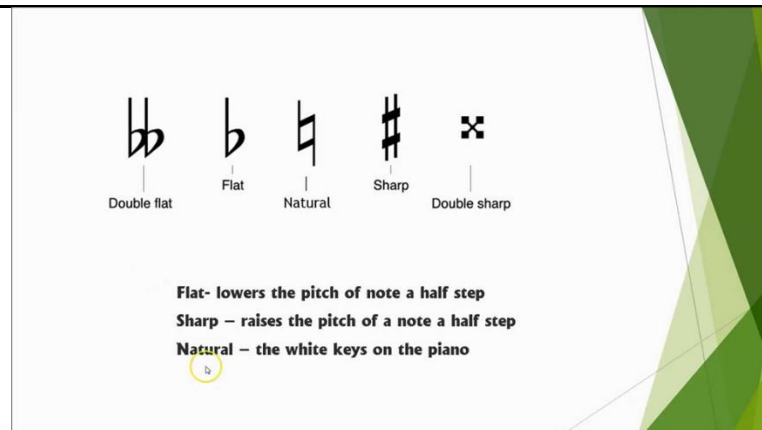
- 1) While every philharmonic is a symphony orchestra, not every symphony orchestra can be called a philharmonic.
- 2) The oboe's bright and penetrating sound made it easy to hear, and its pitch was more stable than gut strings.
- 3) Chamber orchestras differ from symphony orchestras in that they play chamber music written for private halls and aristocratic parlours."

7. Answer the questions about the orchestra following the link.

<https://quizlet.com/za/414457621/the-orchestra-flash-cards/>

UNIT 5

THE VOCABULARY AND THEORY OF MUSIC



WARM-UP

Read these facts. Which one surprised you the most and why?

1. "Legato" means to play smoothly, while "staccato" means short and detached notes.
2. The term "forte" indicates playing loudly, while "piano" means softly.
3. The term "tempo" refers to the speed of a piece of music.
4. A "crescendo" means gradually getting louder, while a "diminuendo" is the opposite.
5. The word "harmony" describes the combination of different musical notes played together.
6. "Melody" is a sequence of notes that are musically satisfying to hear.
7. In Western music, there are 12 unique notes in an octave.
8. The "circle of fifths" helps musicians understand key signatures.
9. "Dynamics" in music indicate the volume and intensity of sound.
10. Ancient Greek music theory influenced modern Western music concepts and notation.

READING AND VOCABULARY

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 - /,treɪ.bəl 'kleɪf/ - скрипковий ключ
flat - /flæt/ - бемоль
pitch - /pɪtʃ/ - висота звуку
chord - /kɔ:d/ - акорд
time signatures - /'taɪm ,sɪɡ.nə.tʃəz/ - 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.

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 stave. It is the clue to pitch of a note.

Musicians use five parallel horizontal lines called the stave 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 stave, 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 (b), 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

<ol style="list-style-type: none"> 1. whole note 2. sharps 3. melody 4. barlines 5. timbre 6. tempo 7. flats 8. rests 9. naturals 10. time signatures 11. chord 12. rhythm 	<ol style="list-style-type: none"> a. symbols that lower the pitch of a note by a half step, making it sound lower. b. a symbol placed at the beginning of a staff indicating that the notes are higher in pitch. c. numbers at the beginning of a piece of music that tell you how many beats are in each measure. d. sets of five horizontal lines on which musical notes are written to indicate their pitch. e. the pattern of sounds and silences in music, determining the timing of notes. f. the unique quality or colour of a sound that distinguishes different instruments or voices. g. the speed at which a piece of music is played, usually measured in beats per minute. h. symbols that show periods of silence in music where no sound is played. i. the highness or lowness of a sound, determined by the frequency of the vibrations producing it.
--	---

13. staves or staves	j. short lines added above or below the staff to extend its range for additional notes.
14. pitch	
15. harmony	k. vertical lines that divide music into sections, helping to organize the rhythm and structure.
16. accidentals	
17. treble clefs	l. the interval between one musical pitch and another with double its frequency, creating a similar sound quality.
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.

LISTENING AND VOCABULARY

1. Read the words and their translation into Ukrainian

whole note (semibreve)- /'həʊl nəʊt/ /'sem.i.bri:v/ - ціла нота
 half note (minim) - /hɑ:f nəʊt/ /'mɪn.ɪm/ - півнота
 quarter note (crotchet) - 'kwɔ:.tə nəʊt/ /'krɒtʃ.ɪt/ - чвертна нота
 eighth note(quaver) - /eɪtθ nəʊt/ /'kweɪ.vər/ - восьма нота
 sixteenth note (semiquaver)- /,sɪks'ti:nθ nəʊt/ /'sem.i,kweɪ.vər/ - шістнадцята нота
 tone - /təʊn/ - тон
 semitone - /'sem.i.təʊn/ - півтон
 intervals - /'ɪn.tə.vəlz/ - інтервали
 elements - /'el.ɪ.mənts/ - елементи
 bass clef - /,beɪs 'klef/ - басовий ключ
 treble clef - /,treɪ.bəl 'klef/ - скрипковий ключ
 key signature - /'ki: ,sɪɡ.nə.tʃər/ - ключові знаки
 time signature - /'taɪm ,sɪɡ.nə.tʃər/ - тактовий розмір
 dissonance - /'dɪs.ə.nəns/ - дисонанс
 beats in the bar - /bi:ts ɪn ðə bɑ:r/ - удари в такті
 texture – /'tek.stʃər/ - текстура

2. Watch the first part of the video “Learn the vocabulary of music” and fill in the missing words from the box.

<https://www.youtube.com/watch?v=pf0N2Y4ReR8>

PART 1 (1:10 -6:10)

Music vocabulary in English includes names of notes like _____(1)

forming an _____(2)

Piano keyboard has white notes for letters and black notes for _____(3)

Symbols for _____(4) are used in _____(5)

Music is written on a staff with five lines, treble clef on _____(6) and

bass clef on _____(7)

Time signatures like _____(8) indicate _____(9)

Key signatures like _____(10) are used

Intervals in music are called intervals in English, can be small (semitone) or large (_____)(11))

third, fifth, octave; flats and sharps; octave; A, B, C, D, E, F, G; flat, sharp, and natural; F line; G line; beats in a bar; 4/4 and 3/4; one sharp for G major or E minor; musical notation

3. Watch the second part of the video “Learn the vocabulary of music” and fill in the missing words from the box.

<https://www.youtube.com/watch?v=pf0N2Y4ReR8>

PART 2 (5:45 – 10:45)

Intervals in music refer to spaces between notes, such as _____(1).

Examples of intervals include _____(2).

A semitone is the smallest interval, like G to _____(3).

Note values determine the length of notes in music.

In America, a white note without a stick is called a _____(4), while in Britain it's a _____(5).

A white note with a stick, half the length, is called a _____(6) in America and a _____(7) in Britain.

A black note with a stick, half the length again, is called a _____(8) in America and a _____(9) in Britain.

whole note; tones or semitones; semibreve; F sharp; minim; half note; tones or semitones; crotchet; thirds, fifths, and octaves; quarter note

4. Watch the third part of the video “Learn the vocabulary of music” and fill in the missing words from the box.

<https://www.youtube.com/watch?v=pf0N2Y4ReR8>

PART 3 (10:59 – 15:59)

semi-quavers are _____

dissonance is when they clash; half the value and length of quavers; thin texture

having fewer instruments playing together; loud or soft the music is; fast or slow;
tune in music; sound quality of a particular instrument or voice; in time;

_____ (1) in British music terminology

tempo refers to the speed of the music, whether _____ (2)

dynamics or volume is about how _____ (3)

melody is the technical term for a _____ (4)

harmony is when all notes sound good together, but _____ (5)

timbre is the _____ (6)

rhythm can be regular or irregular, referring to the way notes are played
_____ (7)

texture in music is like the thickness of cloth, with _____ (8)

SPEAKING

- 1. Tell your groupmates about the theory of music.**

SELF-STUDY SECTION

1. Study the vocabulary following the link below. Write them down and memorize Translate the words and word combinations into Ukrainian.

<https://quizlet.com/19165690/music-theory-basics-flash-cards/>

2. Watch the video “Music Theory explained in 60 seconds” following the link and match the musical terms from the video with their correct professional definitions.

<https://www.youtube.com/shorts/JfhrLak5KFo>

Musical Terms	Professional Definitions
1. Chromatic Scale	A. A sequence built from two segments that overlap to form a daisy chain pattern.
2. Major Scale	B. A rearrangement of the chromatic scale that shows how all keys are related, similar to a color wheel.
3. Circle of Fifths	C. The complete set of 12 basic notes that serves as the foundation for Western music.
4. Circle of Thirds	D. A loop-based pattern that reveals the harmonic connections between all the chords in a specific key.

3. Read the article “What is Music Theory and How Can It Enhance Your Career Prospects in the Industry?” following the link below and answer the questions.

<https://news.miami.edu/uonline/stories/2023/10/what-is-music-theory.html>

- 1) Why does the author compare a musician’s need for music theory to a writer’s need for grammar?
- 2) How does a deep understanding of theory help composers and songwriters in their creative process?
- 3) In what way is music theory an “indispensable tool” for music educators?

- 4) How can knowledge of theory improve communication between recording engineers and musicians in a studio?
- 5) Why is the skill of sight-reading considered a distinct advantage for performing musicians?

4. Based on the “Preparing for a Career in Music” section, match the learning method with its benefit

1. Formal Education (Degrees)	A. Offers personalized guidance and immediate feedback.
2. Private Lessons	B. Provides a comprehensive academic framework (Bachelor's/Master's).
3. Self-Study	C. Solidifies theoretical knowledge through real-world application.
4. Practice and Performance	D. Requires high discipline and uses online resources.

5. Match the musical components (1–5) with their correct professional descriptions (A–E) based on the article.

Musical Components	Professional Descriptions
Scales	A. The timing and duration of notes and rests that give music its characteristic feel.
Chords	B. The variation in loudness, intensity, and articulation that adds nuance to a performance.
Rhythm	C. Specific patterns of notes used to create melodies and harmonies.
Notation	D. Groups of notes played simultaneously that form the backbone of harmonies.
Dynamics	E. A visual system (such as sheet music or tablature) used to communicate music to others.

UNIT 6
A WORLD OF MUSIC GENRES



WARM-UP

READING AND VOCABULARY

1. Review key vocabulary words from the reading.

Genres (noun)	/'ʒɒn.rə/	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)	/'sʌb.ʒɒn.rə/	піджанр	Specific categories within a larger genre of music. <i>Heavy metal and punk are sub-genres of rock music.</i>
classical (adjective)	/'klæs.i.kəl/	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)	/'sɪm.fə.ni/	симфонія	Large musical compositions for orchestra, typically in multiple movements. <i>Beethoven is famous for writing beautiful symphonies.</i>
Jazz (noun)	/dʒæz/	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)	/,ɪm.prə.vaɪ'zeɪ.ʃən/	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 (adjective)	/,el.ɪk'trɒn.ɪk/	електронний	Music produced using electronic instruments and technology. <i>Daft Punk is a popular electronic music group</i>

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.

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) 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.

2. 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

SPEAKING

1. Tell you groupmates about Music genres.

SELF-STUDY SECTION

1. **Study the vocabulary following the link below. Write them down and memorize Translate the words and word combinations into Ukrainian.**

<https://quizlet.com/933174757/describing-music-genres-adjectives-and-expressions-flash-cards/>

2. **Do the quiz following the link.**

<https://www.liveworksheets.com/worksheet/en/english-second-language-esl/330290>

3. **Watch the video “Music Genres Explained in 8 Minutes” following the link and answer the following questions based on the information provided:**

https://www.youtube.com/watch?v=8KiJ4_GZIt0&t=42s

- 1) Which music genre is known for its structured forms like symphonies and concertos, and who are its famous composers?
- 2) Where did Jazz originate, and which three musical elements does it blend together?
- 3) What are the key instruments used in Country music to tell stories of rural America?
- 4) How is Reggae distinguished from other genres, and what cultural movement is it associated with?
- 5) What makes Hip Hop more than just a music genre according to the video?
- 6) What does the term “Lo-fi” stand for, and what is this music typically used for?

4. **Choose the correct option for each statement:**

- 1) Rock and Roll emerged in the 1950s and was characterized by its use of:
 - a) Harps and flutes
 - b) Electric guitars, drums, and bass
 - c) Synthesizers and drum machines

2) Which genre emphasizes “Groove and Rhythm” and was pioneered by James Brown?

- a) Funk
- b) Disco
- c) Metal

3) Grunge music emerged in the late 1980s in Seattle as a combination of:

- a) Jazz and Blues
- b) Punk rock and Heavy metal
- c) Soul and Gospel

4) Electronic Dance Music (EDM) is primarily produced for:

- a) Libraries and study halls
- b) Nightclubs, raves, and festivals
- c) Solo vocal performances

5) Which genre is known for its synchronized dance routines and vibrant audiovisual elements?

- a) Indie
- b) K-pop
- c) Blues

5. Match the musical genre or term with its corresponding description.

Term	Definition
1. Blues	A. A genre promoting a “DIY” ethic with fast, hard-edged music and anti-establishment lyrics.
2. Disco	B. Music produced independently from commercial record labels, known for its diverse sound.
3. Punk Rock	C. A genre rooted in African-American history expressing themes of sorrow and resilience.
4. Indie	D. A subgenre of Hip Hop featuring 808 kick drums and themes of street life.
5. Trap	E. Upbeat dance music from the late 1970s

	featuring a steady “four-on-the-floor” beat.
--	--

6. Translate the following sentences into Ukrainian, paying attention to the specific musical terminology:

- 1) Jazz is an energetic and improvisational genre that originated in African-American communities.
- 2) The invention of the electric guitar was pivotal in popularizing the revolutionary sound of Rock and Roll.
- 3) Soul music combines elements of gospel, blues, and jazz, known for its emotional vocals and smooth rhythms.
- 4) Lo-fi music embraces imperfection, creating a cozy atmosphere perfect for studying or relaxing.

EXTENTION ACTIVITIES

VOCABULARY

Vocabulary in pictures.

Music

a single a record a playlist a hit a recording studio

an album cover song lyrics music festival play live at a concert

record a song release an album form a band go on tour go to number one

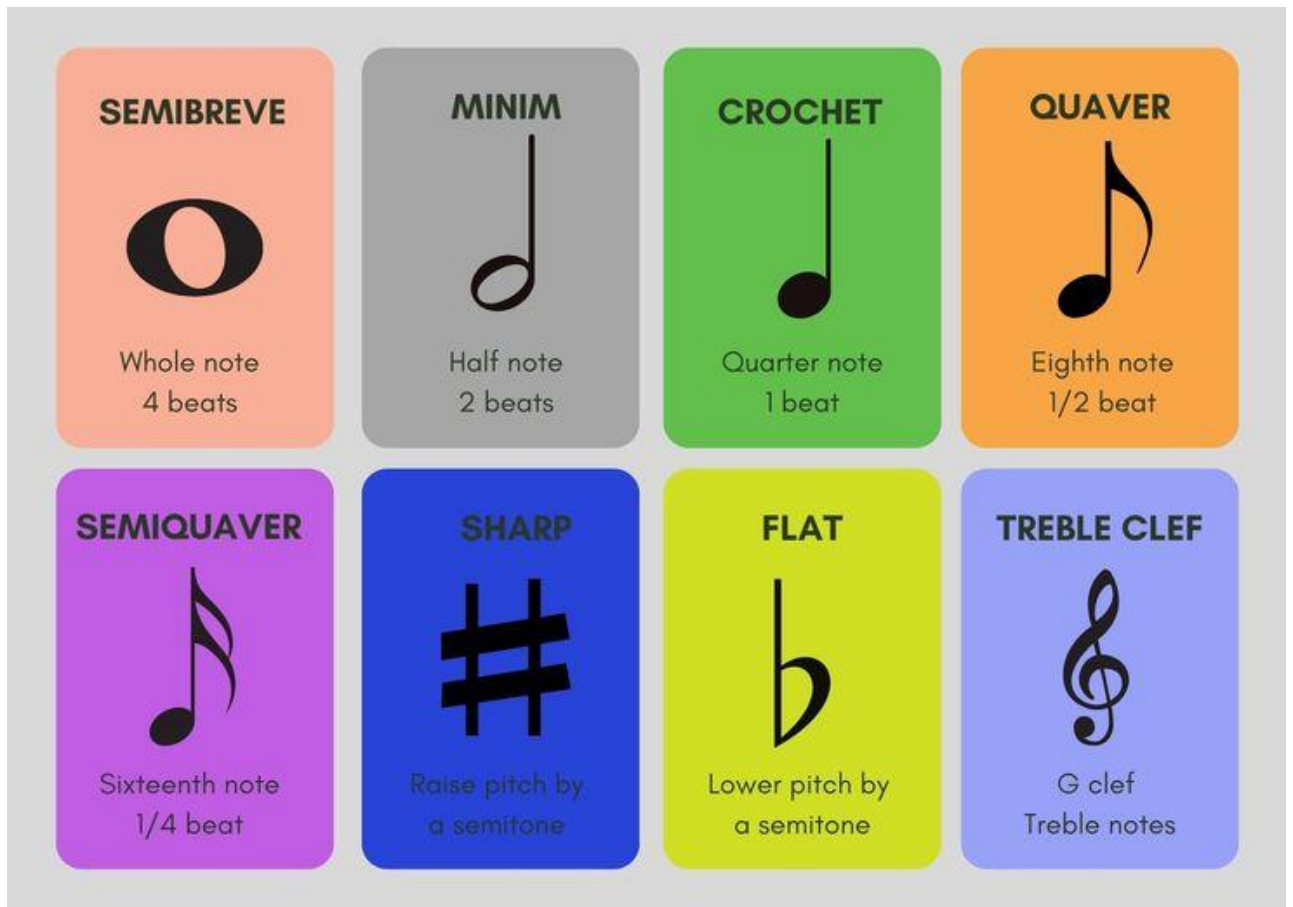
(Image source: Heydean E., Mauchline F., Howarth P., Reilly P. *Insta English 4. Student's Book*. Macmillan Education, 2022.)

Musical instruments



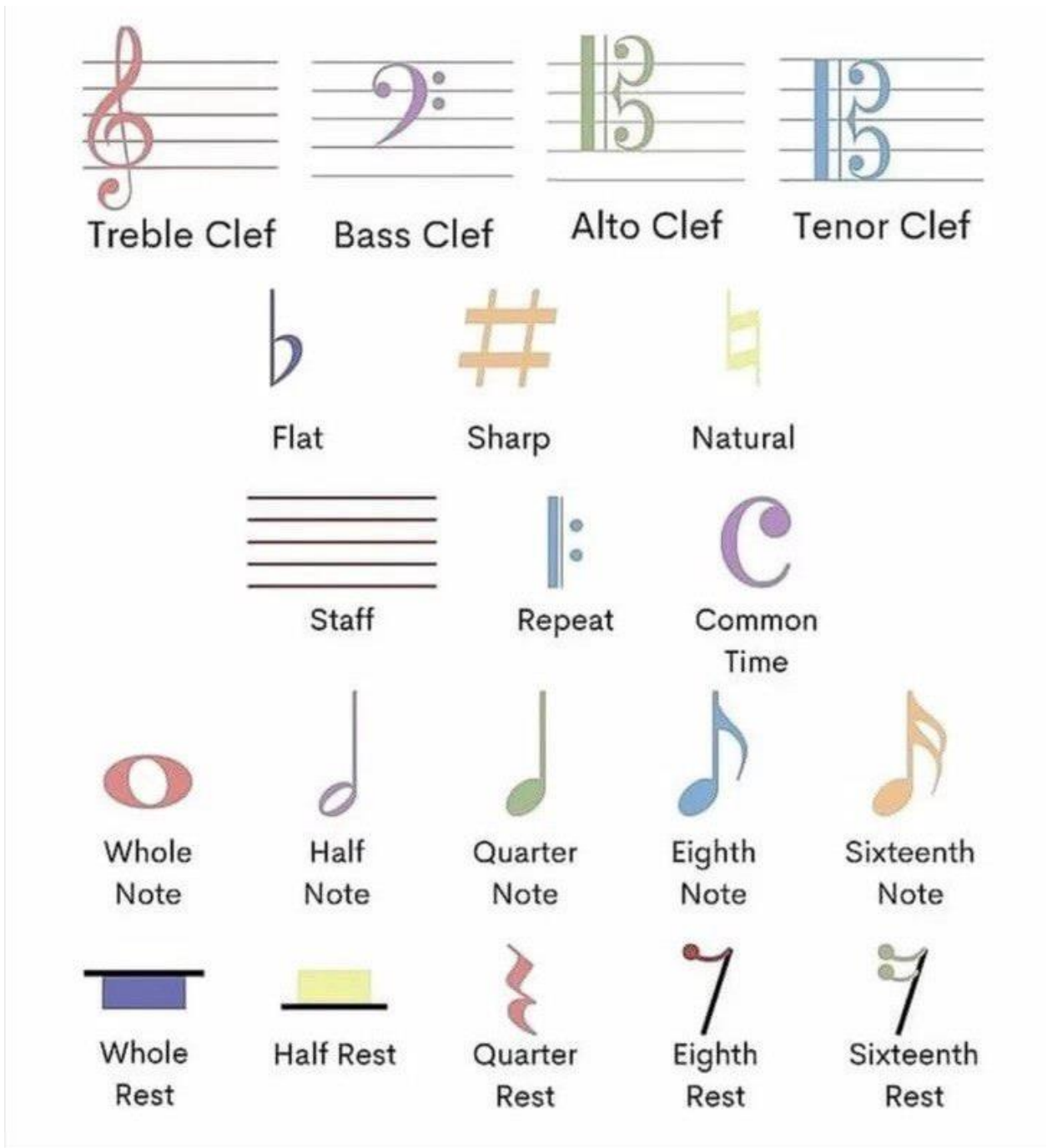
(Image source: Pinterest)

Notes



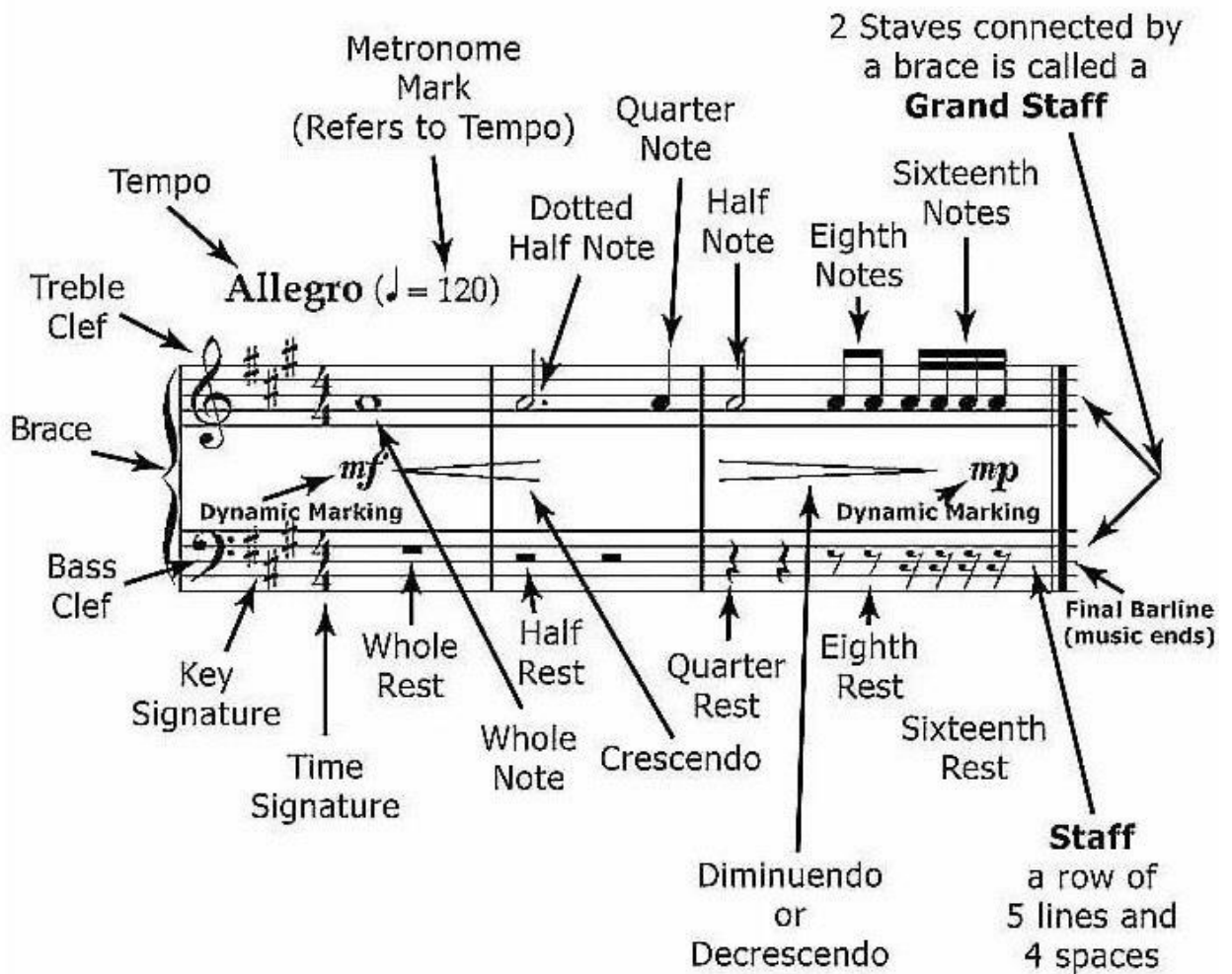
(Image source: Pinterest)

Basic terms



(Image source: Pinterest)

Music Symbols



(Image source: Pinterest)

Idioms with Music.

<h1>Idioms with Music</h1>		
Idiom	Meaning	Example Sentence
Face the music	Accept the consequences	He cheated on the test and had to face the music.
Change your tune	Change your opinion or attitude	After hearing the facts, she changed her tune.
Blow your own trumpet	Brag about yourself	He's always blowing his own trumpet about his achievements.
Music to my ears	Something that's nice to hear	Her praise was music to my ears.
Strike a chord	Cause someone to feel emotional or connected	That story really struck a chord with me.
Play it by ear	Improvise or decide as you go	We don't have a plan—let's just play it by ear.
Hit the right note	Do something appropriate or well received	Her speech hit the right note with the audience.
March to the beat of your own drum	Do things your own unique way	He always dresses differently—he marches to the beat of his own drum.
Fine-tune	Make small improvements	We need to fine-tune the design before launching.
In harmony	In agreement or working well together	The team works in harmony on big projects.

(Image source: Pinterest)

Match the phrases and idioms in bold with meanings

1. There goes Jim again, saying how great he is, **blowing his own trumpet**.
2. Clara began **fiddling with** her necklace. I could see that she was worried.
3. We need to **drum up** some new business or we'll have to close down.
4. I'm tired of **playing second fiddle**.
5. Interesting how Larry **changed his tune** after he found out it was his own assistant who stole the money.
- 6 I know, it looks like an expensive car but | got it **for a song**.
7. The boss wants to see me about my mistakes on the contract. It's time for me to go in and **face the music**.
8. Her name **rings a bell** - maybe I've met her before.

- a) take a less important role
- b) remind sb of sth, sound familiar
- c) talk positively about oneself
- d) touch or play with something in a restless or nervous way
- e) get (support or attention) through making a lot of effort
- f) accept responsibility for mistakes
- g) suddenly take a different perspective
- h) very cheaply

(Taken from: Eales F., Oakes S. *Speakout Upper Intermediate. Student's Book. 2nd ed. Pearson, 2015.*)

Match the instruments with the photos.



1 acoustic guitar

2 drums

3 bass guitar

4 violin/fiddle (informal)

5 cello

6 grand piano

7 trumpet

8 trombone

9 flute

10 clarinet

11 saxophone

12 harp

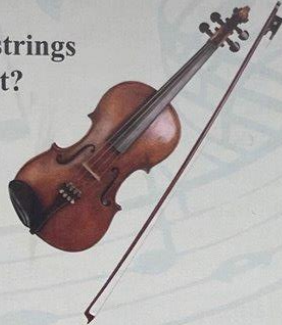
(Taken from: Eales F., Oakes S. Speakout Upper Intermediate. Student's Book. 2nd ed. Pearson, 2015.)

Know your instruments!

Try this quiz.

1 How many strings has a violin got?

- a) three
- b) four
- c) five
- d) six



2 What is another name for the *mouth organ*?

- a) harmonica
- b) harmonium
- c) harp
- d) harpsichord



3 Which of these is *not* a percussion instrument?

- a) drum
- b) oboe
- c) tambourine
- d) triangle



4 What type of instrument is a Steinway?

- a) guitar
- b) piano
- c) saxophone
- d) violin

5 What instrument are Eric Clapton, John McLaughlin and Paco de Lucia famous for playing?

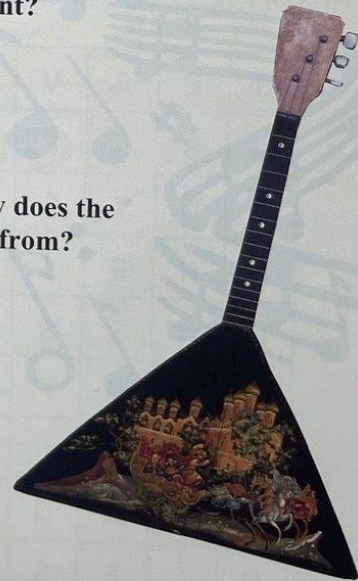
- a) drums
- b) guitar
- c) piano
- d) violin

6 Which is the largest string instrument?

- a) cello
- b) double bass
- c) viola
- d) violin

7 What country does the balalaika come from?

- a) Greece
- b) Hungary
- c) Ireland
- d) Russia



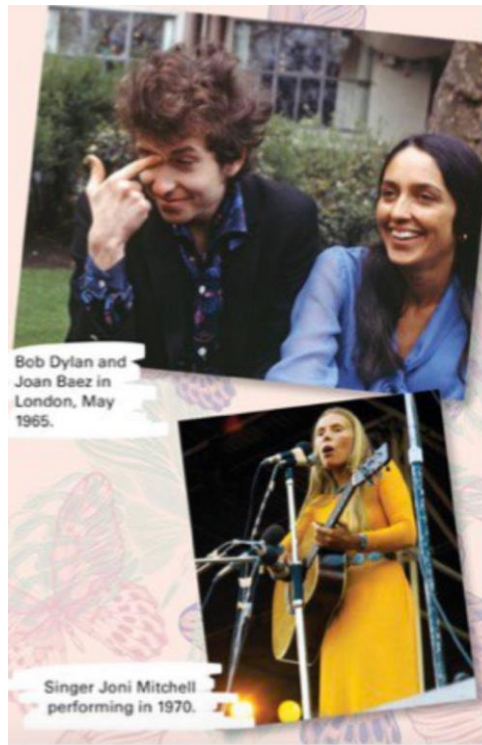
Keys: 1b, 2a, 3b, 4b, 5b, 6b, 7d

(Taken from: Harris M., Mower D., Sikorzynska A., White L. *New Challenges 3. Student's Book*. Pearson, 2012.)

READING 1

Contemporary Protest Songs

Folk music is the traditional music of a country, region or community. Traditional folk music is played on local instruments, such as the bagpipes in Scotland or the sitar in India. However, in the 1960s, so-called “contemporary” folk singers like Bob Dylan, Joni Mitchell and Joan Baez appeared in the USA. These folk musicians played guitars and sang about personal subjects like love and marriage, or about more social and political concerns like war and work.



When Bob Dylan released the song “Blowin’ in the Wind” in 1963, it soon became the anthem for the very active American Civil Rights Movement and the anti-war demonstrations taking place in the USA at the time. In the song, Dylan asks questions about war, peace and freedom. He sings that the answers to all our questions are 'blowing in the wind. But who can catch the wind to find the answer?

1. Read. Answer the question.

What things does Bob Dylan ask about in his song “Blowin’ in the Wind”?

2. Read the questions and choose the correct answers.

a What did the folk singers mentioned in the article sing about?

1 love and politics

2 nature and the environment

b What instrument did these folk musicians play?

1 guitar

2 saxophone

c When was "Blowin" in the Wind" released?

1 1943

2 1963

d What did this song become the anthem for?

1 The American Civil Rights Movement

2 The American Space Program

(Adopted from Heyderman E., Mauchline F., Howarth P., Reilly P. Insta English 3. Student's Book. Macmillan Education, 2022.)

READING 2

Coldplay



Coldplay at the Billboard Music Awards gala in 2024.
PENSKE MEDIA (PENSKE MEDIA VIA GETTY IMAGES)

1. Read. Decide if the statements are true or false.

1. The band started in 1996. _____
2. Guy Berryman plays drums. _____
3. Fix You was Coldplay's first number one single. _____
4. Coldplay has won one Grammy award. _____
5. Coldplay is well known for their live concerts. _____

Coldplay is one of the most famous British bands in the world. The band was formed in 1996 in London, England. At first, the members were just friends at university. They loved music and decided to make a band together. It was originally called "Starfish" before changing their name to Coldplay in 1998. Now, Coldplay is loved by millions of people all over the world.

The Band Members

Chris Martin is the lead singer and plays the piano. He writes most of the songs and is the face of the band. Jonny Buckland is the guitarist. He plays electric and acoustic guitar in the band. Guy Berryman plays the bass guitar. He helps make the

music deep and powerful. Will Champion is the drummer. He keeps the rhythm and sometimes sings too.

Coldplay's Musical Style

Coldplay's music is a mix of rock, pop, and sometimes electronic sounds. They say bands like U2, REM and Radiohead are major influences on their music. Their songs are easy to listen to and full of emotion. The lyrics often talk about love, hope, sadness, and life. Many people say Coldplay's music makes them feel happy, calm, or understood.

Famous Songs and Albums

Coldplay has sold millions of records around the world. The band has recorded ten studio albums, and all of them have topped the charts in the UK. Some of their most famous songs are: - "Viva La Vida" – This song is from their 2008 album "Viva La Vida or Death and All His Friends." It was their first number one single in the UK. The song has a special rhythm and talks about life and power. – "Fix You" – This is a very emotional song from the album "X&Y" (2005). It is often played at important moments and makes many people cry. – "Yellow"– This was one of Coldplay's first big hits, from the album "Parachutes" (2000). It is a simple, beautiful song about love. Coldplay's music is very popular on the internet. Millions of people stream or download their songs every day on streaming apps like Spotify, Apple Music, and YouTube. One of their most popular songs online is "Hymn for the Weekend." It has a happy, danceable rhythm and is loved by fans all over the world. Coldplay has won numerous Grammy Awards including Album of the Year for "Parachutes" in 2001 and song of the year for "Viva la Vida" in 2009.

Coldplay's Live Shows

Coldplay is also famous for their amazing live concerts. Their shows are colourful, full of energy, and use special lights and effects. One of their biggest tours was the "Music of the Spheres World Tour" (2022-2024). During this tour, they played in huge stadiums in many countries. Fans say the concerts are unforgettable.

A Special Moment

In 2022, Coldplay did something very special. During a concert in Brussels, they performed with Ukrainian singer Sviatsolav Vakarchuk. Together, they sang his hit song “Obiymy” (Обійми). This was a beautiful moment and showed how music can bring people together.

2. Fill in the missing words

lyrics single lead group chart download guitarist album stream

1. Another word for a band is a _____.
2. The most important singer is the _____ singer.
3. Someone who plays the guitar is the _____.
4. The words of a song are called the _____.
5. One song is called a _____.
6. A CD or collection of about ten songs is called an _____.
7. The _____ is the list of singles or albums that sell the most in a week.
8. You can _____ or _____ music from the internet or apps like Spotify

3. Answer the questions.

1. What was the name of the group before being called Coldplay?	
2. Is Chris Martin the only singer?	
3. Have any of their albums been to number one in the UK?	

4. What do the words of their songs often talk about?	
5. Can you get their music on the internet?	
6. What is special about Coldplay's concerts?	
7. Do a lot of people go to Coldplay's concerts?	
8. What happened in Brussels?	

(Generated by Le Chat AL)

READING 3

He broke £1m violin



1. Read the article quickly and choose the best answer.

What is the main purpose of the text?

- a To explain how David Garrett got into the music business.
- b To tell the story of a difficult moment in David's life.
- c To summarise David's career.
- d To compare the quality of different violins.

David Garrett began playing the violin when he was four. By the time he was seven, he was performing in concerts. He was a soloist in an orchestra at nine. And when he was eleven, he had already started recording for a record company: their youngest-ever artist.

For years he'd played a borrowed Stradivarius. He'd tried many violins but had never found one he really wanted to buy. However, after leaving college, he finally found the instrument he wanted. It was a beautiful violin made by Guadagnini in 1772.

The violin cost almost one million pounds. David had to borrow the money, and for years every penny he earned went to pay for the violin. When he made the last payment in December 2007, he felt he'd become a real musician. The Guarneri was his. He loved it as if they were in a relationship. That's not surprising when you think that every day David spends more time rehearsing with his violin than he does sleeping.

Two weeks after buying the Guarneri violin, he played a Mendelssohn concerto at the Barbican concert hall with the London Philharmonic. His family were in the audience. They planned to have dinner together before flying to Germany for Christmas. When David had finished his performance, he lovingly placed the violin in its case. Then he put the case on like a backpack and ran out of the theatre.

It had been a rainy day. The ground was wet. He was in a hurry and he was still wearing his concert shoes. Suddenly, he slipped and fell all the way down the steps on his back.

He didn't get up immediately. His family rushed over and asked if he was alright. But at that moment, he didn't care if he was hurt. His only thought was the violin. He'd landed with all his weight on the case, which was light and comfortable but not strong. Before he opened it, he knew the violin hadn't survived, but the damage was worse than he had imagined; the body was completely broken.

His sister was crying. But David didn't shout or cry, he just stared. He was in shock.

After a while, he called a violin-expert friend and asked him to come. The expert took one look at the Guarneri and said that the most important thing was that David was all right and that there would be other violins in his life.

David felt as if he'd lost a friend. The repairs took seven months and cost £60,000. Meanwhile, David played other violins, borrowed instruments that were excellent but they never felt right.

Then, one day his father called him up. He'd spoken to the owner of a beautiful Stradivarius, who wanted to sell it. David went to see it. He examined it carefully. Then he started to play. It took him only three seconds to decide. That was the violin for him.

David still plays the Guadagnini sometimes. It will always be close to him. Perhaps it even saved his life. But now the Stradivarius is his one true love. He's bought a better case for it, of course, because he really doesn't want to break it.

2. Read the article again and choose the correct answers.

1 Which of these things had David *not* done by the age of eleven?

- a) played the violin in a concert
- b) become a soloist
- c) started making records professionally
- d) bought a violin

2 Which sentence is true?

- a) The first violin David bought was a Stradivarius.
- b) He had to wait for years before he could play the Guadagnini.
- c) He felt proud and happy when he'd paid for the Guadagnini.
- d) The Guadagnini was a Christmas present.

3 Which of these was *not* a cause of the accident?

- a) the backpack he was wearing
- b) the weather
- c) the fact David was in a hurry
- d) his shoes

4 How did David feel just after the accident?

- a) He wasn't worried.

- b) He was in great pain.
- c) He was so sad he cried.
- d) He didn't know what to say.

5 After the accident, David

- a) had an argument with a good friend.
- b) had to borrow a lot of money.
- c) bought a second-hand violin.
- d) broke another violin.

(Adopted from Hastings B., McKinlay S. High Note 2. Student's Book. Pearson, 2020)

READING 4

Music while you work?



1. Quickly read an article about some research into music and work habits.

Choose the best summary of the research and findings.

1. Music helps you work better.
2. Choose the right music for the right task.
3. Classical music is best for creative thinking.

Some prefer to work the silence. Others find playing their favourite tunes loudly helps them to be productive. Up till now, it has been a matter of personal preference. But recently, scientific research has uncovered that listening to music while you work 1. _____ - although, it depends on 2. _____ .

A study by Simone Ritter, at Radboud University in the Netherlands, and Sam Ferguson, at the University of Technology in Sydney, Australia, looked at how 3. _____, compared to working in silence. In their study, Ritter and Ferguson divided 155 volunteers into five groups, which were then given tasks to complete. Four of the groups did so while 4. _____ , such as Holst's *Mars* and Vivaldi's *Spring*: The fifth group worked in silence.

Their study found that happy music improved ‘divergent thinking’, which is all about creativity. However, they found that it had no impact on ‘convergent thinking’, which is all about problem solving.

So, if you need to be creative with your work, then you should 5._____. But if you’re trying to solve a problem, you’re better off 6._____ .

2. Read the article again. Complete the gaps with phrases A – F.

- A. listening to classical music aimed at stimulating different moods
- B. can actually be beneficial
- C. put on some uplifting music to help get your brain working
- D. listening to various types of music affected different types of thinking
- E. opting for quiet solitude
- F. what you’re trying to achieve

READING 5

Why Do People Love Music?



1. Read the article quickly and choose the best answer.

What is the main purpose of the text?

- a) To explain why music is important for survival
- b) To describe how music affects the brain and emotions
- c) To teach people how to play music
- d) To compare different types of music

From a scientific point of view, it is strange that music makes us feel strong emotions. Music is not necessary for survival. Our ancestors did not need music to stay alive.

Scientists have asked an important question for many years: why does music, something abstract, make us feel emotions?

One idea is that our love of music is an accident. Humans developed emotions to survive. For example, fear helps us avoid danger, and joy helps us build social relationships. Music may activate the same parts of the brain as these emotions.

Research shows that when we listen to music, our brain releases dopamine. Dopamine is a chemical that makes us feel happy. Scientists found that dopamine

is strongest when music reaches an emotional moment and we feel “chills” - a strong feeling of excitement.

Usually, dopamine is released when we do things important for survival, like eating. But music is not necessary in the same way. So why does it make us feel good?

One explanation is that our brains love patterns. Music is full of patterns - rhythm, melody, and harmony. When we listen, we try to guess what will come next. If we understand the pattern, we enjoy the music more. If the music is unfamiliar, it can be difficult to enjoy because we cannot predict it.

Music can also affect our body. When we hear fast music, our heart beats faster. This process is called entrainment. It can make us feel more excited.

Another idea is that music is similar to speech. We understand emotions in people’s voices. For example, a high voice can sound happy, and a shaking voice can sound afraid. Music may be like an exaggerated form of speech. Because of this, we feel emotions when we listen to music.

2. Read the article and choose the correct answer.

Why is music strange from a scientific perspective?

- a) It is dangerous
- b) It is not necessary for survival
- c) It is too loud

What does dopamine do?

- a) Makes us tired
- b) Makes us feel happy
- c) Makes us angry

Why do we like familiar music?

- a) It is louder

b) It is shorter

c) We can predict its patterns

What happens when we listen to fast music?

a) We fall asleep

b) Our heart beats faster

c) We feel cold

(Adopted from Vox.com)

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