

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ

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*Іноземна мова (англійська)
за професійним спрямуванням
для студентів факультету музичної та хореографічної
освіти
(Навчальний посібник)
Видання друге, перероблене та доповнене*

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A21 Практичний курс з англійської мови для студентів факультету музичної та хореографічної освіти: навч. посібник. 2-ге вид., перероб. та доп. / Авраменко Б. В., Полянiчко О. Д. – Одеса: видавець Букаєв Вадим Вікторович, 2020 – 203 с.

Посібник побудовано на основі системно-комунікативного методу професора Мартинової Р. Ю., який забезпечує активне оволодіння фонетичним, лексичним та граматичним матеріалом. Мета посібника полягає у формуванні в студентів уміння розуміти сутність англійської мови завдяки творам англійських, американських письменників та розвитку навичок усного мовлення під час обговорення текстів.

Посібник призначений для студентів факультету музичної та хореографічної освіти, а також може використовуватись для навчання магістрантів. Стислість і доступність наукового викладу матеріалу буде безперечно сприяти швидкому й ефективному оволодінню читанням та перекладом текстів професійної спрямованості, а також підвищить загально-філологічний та культурний рівень студентів і магістрантів.

ЗМІСТ

| | |
|--|-----|
| Передмова | 4 |
| UNIT 1 «From the history of music» | 5 |
| UNIT 2 «The theory of music» | 21 |
| UNIT 3 «All sounds can be music» | 35 |
| UNIT 4 «Stories told in music» | 53 |
| UNIT 5 «Some elements of music» | 70 |
| UNIT 6 «The rise of the modern conductor» | 87 |
| UNIT 7 «Pyotr Il'yich Tchaikovsky» | 105 |
| UNIT 8 «Modest Petrovich Musorgskiy» | 125 |
| UNIT 9 «Fedor Ivanovich Chaliapin» | 142 |
| UNIT 10 «Music of the United Kingdom» | 160 |
| Тексти для аудіювання | 181 |
| Словник-довідник українсько-англійських музичних термінів | 194 |
| Рекомендована навчально-методична література | 200 |

ПЕРЕДМОВА

Сучасна людина, якщо вона збирається володіти свіжою професійною інформацією, обов'язково повина знати англійську мову. Даний навчальний посібник призначений для студентів та магістрантів факультету музичної та хореографічної освіти педагогічного університету, які вивчають англійську мову. В процесі навчання студенти зможуть розширити свій активний словник по музичній тематиці для читання англійськомовних музичних матеріалів і професійного музичного спілкування. При цьому навчання відбувається на різних рівнях. Це досягається шляхом введення як автентичних текстів, взятих з англійськомовних ЗМІ, так і адаптованих, які розраховані на володіння англійською мовою в межах програми старших класів середньої школи. Даний рівень передбачає володіння основними граматичними структурами, тому цілеспрямоване навчання граматиці не є першочерговим завданням. Граматичні вправи, що охоплюють мінімально необхідні розділи граматики, є допоміжними для оволодіння тематичної лексики і носять комунікативну спрямованість.

Навчальний посібник складається з 12 глав-розділів і побудований за тематичним принципом, заснованому на системно-комунікативному методі. Кожний розділ включає в себе: вступну лексику, яка передуює вивченню теми, граматичні вправи, в яких використовується тематична лексика, перекладні вправи на розвиток передмовних і мовленнєвих умінь і навичок, тексти для читання, а також теми для усного обговорення. Посібник включає в себе додаткові розділи: тексти для аудіювання та словник музичних термінів, що допомагає студентам і магістрантам легше сприймати, розуміти і запам'ятовувати навчальну інформацію. Матеріал, представлений в посібнику, покликаний не тільки вирішити навчальну задачу, а й розширити кругозір учня і внести в навчання елементи цікавості. Посібник може бути використано на заняттях з викладачем, а також в самостійній роботі студентів.

Unit 1

Lesson A

«Where words fail, music speaks».

«Коли слів недостатньо, говорить музика».

— Hans Christian Andersen

1. Listen, read and remember the following words and word-combinations:

| | | | |
|-----|-----------------------|------------------------|---|
| 1. | music | ['mju:zɪk] | музика |
| 2. | prehistoric | [pri:hi'stɒrɪk] | доісторичний |
| 3. | ancient | ['eɪnfənt] | древній; старовинний |
| 4. | origin | ['ɒrɪ dʒɪn] | походження; джерело; початок |
| 5. | rhythm | ['rɪðəm] | ритм, розмір (вірша), ритмічність |
| 6. | phenomena | [fə'nɒmɪnə] | явища; феномени |
| 7. | pattern | ['pætən] | структура, зразок, модель, манера |
| 8. | repetition | [repə'tɪʃn] | повторення; повторення напам'ять; заучування напам'ять |
| 9. | tonality | [təv'næləti] | тональність |
| 10. | tune | [tju:n] | мелодія, мотив; наспів |
| 11. | natural sounds | ['nætʃərəl 'saʊnds] | звуки природи |
| 12. | polyphony | [pə'li:fəni] | поліфонія, багатоголосся |
| 13. | blowing (instrument) | ['bləʊɪŋ] | духовий інструмент |
| 14. | hitting (instrument) | ['hɪtɪŋ] | ударний інструмент |
| 15. | plucking (instrument) | ['plʌkɪŋ] | щипковий інструмент |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | | |
|-----|---------------|-----------------|---|
| 1. | culture | ['kʌltʃə] | n |
| 2. | Europe | ['jʊərəp] | n |
| 3. | belief | [bi'li:f] | n |
| 4. | practice | ['præktɪs] | n |
| 5. | entertainment | [entə'teɪnmənt] | n |
| 6. | singer | ['sɪŋə] | n |
| 7. | harmony | ['hɑ:məni] | n |
| 8. | voice | [vɔɪs] | n |
| 9. | note | [nəʊt] | n |
| 10. | method | ['meθəd] | n |

3. Read the sentences and translate them into your native language.

1. Music is found in every known culture, past and present, varying wildly between times and places.
2. Prehistoric music is followed by ancient music in most of Europe (1500 BCE) and later musics in subsequent European-influenced areas, but still exists in isolated areas.
3. Some suggest that the origin of music likely stems from naturally occurring sounds and rhythms.
4. Men had gradually learned how to make sounds together, to make what we call a tune.
5. Then people began to work out very complicated music all sung together but sounding smooth and harmonious.
6. As time went on, men began to put tunes together in a way that brought to the whole composition some sense of balance of sound.
7. And even in the complex music written today, consisting of long developments of sound, the whole object is to create some form and shape from the patterns of sound.

4. Read and translate the text.

FROM THE HISTORY OF MUSIC

Music is found in every known culture, past and present, varying wildly between times and places. Prehistoric music, once more commonly called primitive music, is the name given to all music produced in preliterate cultures (prehistory), beginning somewhere in very late geological history. Prehistoric music is followed by ancient music 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. Human music 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 a tune. 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 complicated music 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 «Polyphony», 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 composition 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 complex music 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 musical history. 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.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

- | | | |
|----|--------------------------------|-------------------------------------|
| 1. | every known culture | кожна відома культура |
| 2. | to be followed by | слідувати за, бути наступником |
| 3. | subsequent European-influenced | наступні райони, що знаходяться під |

| | |
|--|---|
| <p>areas</p> <p>4. to imitate natural sounds</p> <p>5. to serve entertainment</p> <p>6. to work out very complicated music</p> <p>7. to sound smooth and harmonious</p> <p>8. This was called «Polyphony», from the Greek words meaning «many sounds».</p> <p>9. There are three ways of making music notes.</p> | <p>впливом Європи</p> <p>наслідувати звуки природи</p> <p>використовувати як розвагу</p> <p>розробляти дуже складну музику</p> <p>звучати плавно і гармонійно</p> <p>Це явище було названо «Поліфонія», від грецьких слів, що означають «багато звуків».</p> <p>Існує три способи створення музичних нот.</p> |
|--|---|

6. Finish the sentences.

1. Music is found in every...
2. The origin of music is unknown as...
3. Even today, some cultures have certain instances of...
4. Ancient Greek's writings speak a deal about ...
5. Then people began to work out very complicated music...
6. As time went on, men began to put tunes together in a way ...
7. And even in the complex music written today, consisting of ...
8. All our large and complicated modern instruments function on...

7. Translate the sentences with new words into English and write them down.

1. Музика - вид мистецтва, який впливає на людину за допомогою звукових образів, що відображають його різні переживання і навколишнє життя.

2. Доісторичну музику не-європейських континентів позначають термінами: фолк, народна або традиційна.

3. Ця ера закінчується з переходом на письмову музичну традицію, наступна епоха отримала назву «музика стародавнього світу».

4. Є багато різних теорій походження музики, серед них виділяються три основних: наслідування співу птахів; наслідування інтонації в мові; наслідування ритмам навколишньої природи.

5. Музичний ритм - закономірне чергування і співвідношення різних музичних акцентів, він служить одним з основних формотворчих засобів музики.

6. Феномен музики може бути розглянутий як символ безмежного еволюційного процесу: вона має здатність формувати людську особистість, передавати їй цінності, норми і ідеали, накопичені культурою.

7. У добетховенській музиці тональності з великою кількістю знаків були рідкістю, цю обставину легко пов'язати з натуральним строем інструментів та із зручністю звуковидобування.

8. Духові музичні інструменти - музичні інструменти, що представляють собою дерев'яні, металеві та інші трубки різного пристрою і форми, що видають музичні звуки в результаті коливань укладеного в них стовпа повітря.

.

8. Write the following words in the form of dictation: *ancient, subsequent, isolated, phenomena, entertainment, harmonious, plucking, methods.*

9. Tell about tunes and their history. Find additional information about the history of music and be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

The Noun (Іменник) – частина мови, що позначає предмет і відповідає на питання: хто це? (Who is this?) або що це? (What is this?)

Іменники бувають жіночого (a girl, a woman), чоловічого (a boy, a man) та середнього (a baby) роду.

Plural (Форма множини) іменників утворюється додаванням букви **s** : *a girl – girls*.

Закінчення **-es** додається в таких випадках, як:

- коли форма однини закінчується на букви **s, ss, x, sh, ch, tch** : *a class – classes*;
- коли форма однини закінчується на букву **у** з попередньою приголосною; при цьому у множині буква **у** змінюється на букву **і** : *a story – stories*;
- коли форма однини закінчується на букву **о** : *a hero – heroes*.

Кінцеве **f** або **fe** , змінюється в множині на **ves** : *a life – lives*.

Кінцеве **th** змінюється у множині на **ths** : *a path – paths*

Такі іменники утворюють множину зміною голосної кореня: *a man – men*.

Іменники *sheep, deer* (олень), *means* (засоби), *fish* мають однакову форму в однині і множині: *a sheep – many sheep*

Множина іменників *child* і *ox* (бик) утворюється додаванням закінчення **-en** , причому в слові *child* змінюється також голосний основи: *child – children*.

Деякі іменники, запозичені з латинської і грецької мов, зберігають форми множини, які вони мали в цих мовах: *datum* (дана величина) – *data* (дані про щонебудь).

В англійській мові є іменники, які мають тільки форму множини. До таких іменників належать слова, які означають парні предмети: *trousers* – штани, брюки.

Деякі іменники в англійській мові вживаються тільки в множині: *clothes* – одяг.

His clothes are quite clean (множина). *Його одяг зовсім чистий* (однина).

Є іменники, які вживаються тільки в формі однини. Такими є незчислювані іменники (абстрактні і речові): *friendship, peace, money*.

Деякі незчислювані іменники в англійській мові вживаються тільки в однині: *advice – порада, поради; knowledge – знання (одн. і множ)*.

Збірні іменники *people – люди, police – поліція*, а також іменники, утворені від прикметників і дієприкметників, *the poor – бідні, the rich – багаті, the wounded – поранені* мають тільки форму однини, але завжди узгоджуються з дієсловом у множині: *Are there many people in the library? The wounded were taken to the nearest hospital.*

2. Put the nouns in plural. Use them in the sentences of your own.

A tune, a sound, a record, a repetition, a pattern, an instrument, a man, a voice, a singer, a game, a composition, an entertainment, a repetition, an object.

3. Translate into your native language.

1. Музичні змагання, такі як «Голос країни» дуже популярні у Британії. 2. Я вважаю, що виступ наживо – це справа тільки для професіоналів. 3. Ці вправи занадто складні для нього. 4. Цей одяг ідеально підходить для концертів. 5. Знання теорії музичного виховання допомогло мені вступити до університету. 6. Ці дані про концертну діяльність нашого співака-професіонала не вірні.

4. Read the following information. Remember it.

Possessive Case (Присвійний відмінок). Присвійний відмінок іменників використовується для відповіді на запитання *чий? чия? чие? чий?*. Він утворюється таким чином:

Іменник в однині 's: *boy — boy's*.

Іменник у множині, який має закінчення *-s* змінюється на *s'*: *boys — boys'*.

Іменник у множині, який не має закінчення *-s* змінюється на 's: *men — men's*

5. Paraphrase the following word-combinations and sentences using the Possessive Case.

1. The clothes of the boys. 2. The prescription of my doctor. 3. The room of her father. 4. The voice of his sister. 5. The life of that boy. 6. The name of this boy is Tom. 7. The aim of that player is cheating.

6. Read the following information. Remember it.

The Article (Артикль).

Неозначений артикль(**a/an**) використовується в наступних випадках:

1. Коли артикль відносить предмет до певного класу або групи предметів:
There is a ball on the grass.

2. Коли артикль використовується у числовому значенні, виражаючи число «один»: I shall come in an hour.

3. Коли предмет, особа чи поняття вперше згадані в тексті: Suddenly I heard a loud cry.

4. Та у стійких словосполученнях: as a result, at a distance of , at a speed of , in a hurry.

Означений артикль (**the**) використовується в наступних випадках:

1. Коли предмет або особа вже згадувалися або він є відомим з контексту:
This is a map. The map is large.

2. Якщо іменник є єдиним у своєму роді або в даній ситуації: The Bengal tiger is on the brink of extinction.

3. Якщо перед іменником використовується порядковий числівник або прикметник у найвищому ступені: He is the third guy in this room.

4. Слова next, following, last, very, only вимагають вживання означеного артикля: In the following month we are going to London.

7. З іменниками в множині, якщо ті в однині мали означений артикль та в у випадках, коли на увазі маються всі члени однієї групи: He liked the presents I bought.

Крім вищезазначених ситуацій, означений артикль *the* використовується з наступними власними іменами:

- з назвами гір, річок, морів та океанів : the Dnipro, the Black Sea, the Atlantic Ocean;
- з частинами світу: in the North, to the West;

- з назвами деяких країн, пустель: the USA, the United Kingdom, the Sahara;
- з назвами судів, газет: the Queen Elizabeth, the Guardian.

Нульовий артикль(**No article**). Артикль не використовується:

1. Якщо мав знаходитися неозначений артикль, але його немає, оскільки іменник вживається у множині: I see people having fun.
2. З власними назвами: I hear Lucky scratching the door.
3. Якщо з іменником використовуються присвійні, вказівні, питальні і невизначені займенники або ж іменники у присвійному відмінку: I love her stories.

7. Put in a/an or the where necessary. Leave a space (-) if the sentence is already complete.

1. He's ... musician, but his guitar is in hock.
2. I passed ... note back to her.
3. They are staying at ... hostel.
4. I do not like ... singing.
5. That is ... problem I told you about.
6. ... night is quiet. Let's take a walk!
7. John traveled to ... USA.
8. Juan is ... Portuguese.
9. I watched ... amazing movie yesterday.
10. My brother doesn't eat ... chicken.
11. ... price of gas keeps rising.
12. I think ... woman over there is very unfriendly.
13. There isn't ... airport near where I live. ... nearest airport is 70 miles away.
14. I saw ... movie last night.
15. I often listen to ... music when I'm in ... car.

8. Translate into English:

1. Столиця Об'єднаного Королівства – Лондон.
2. Мій друг Джордж походить зі Сполучених Штатів.
4. Купи молоко, кілограм цукру та буханку хліба, будь – ласка.

5. Наша музична група – найкраща в Україні.
6. Будинок моєї сестри дуже просторий та світлий.
7. Біля вікна стоїть маленька дівчинка.
8. Він – найрозумніший учень нашого університету.
9. Батько мого друга - музикант-професіонал.
10. Співак – це людина, що займається співом.
11. На жаль, він не присутній на вашій лекції.
12. Вона грає на гітарі дуже добре.
13. У мене болить голова, іди до університету без мене.
14. Вчитель на лекції? – Ні, він у відпустці.
15. Урок англійської мови починається о восьмій ранку.
16. Який вродливий хлопець! Напевно, він артист.
17. Її дочка дуже схожа на неї: вона виглядає точно так, як молода Катрін.
18. Вода є життєво необхідною речовиною для нашого життя.
19. Обережно! Собака може тебе вкусити!
20. Це великий європейський магазин музичних інструментів.

9. Tasks for independent and individual work:

1. Find more information about the formation of plural nouns. Be ready to present it to your groupmates.
2. Give commentaries on word order in English.

10. Test of grammar and vocabulary.

1. Put the question to the following answers:

f.e. Tom Brown. - What's your name?

Ukraine.

I'm 35.

42 Freynman Road.

Twenty past seven.

762333589.

My friend's name is Jack.

He is my fellow student.

I'm sorry, I don't know.

2. Which of the nouns cannot form the plural number:

f.e. singer – can

money –

origin –

water –

committee –

band –

thesis –

sugar –

sheep –

3. Put in the or a where necessary.

Benjamin: Samantha, do you like ... music?

Samantha: Yes, I love it. Why do you ask?

Benjamin: My brother gave me two tickets to ... concert, so I'm looking for someone to accompany me.

Samantha: Sure. I'd love to come. What type of concert is it? Is it pop, rock, classical or what?

Benjamin: It's ... pop concert, where several singers perform.

Samantha: Ok. I'm not ... fan of pop, but I'll go with you.

Benjamin: Which music do you like? I know you have exquisite musical tastes.

Samantha: I really like ... jazz and blues. However, I sometimes listen to rock or classical music. I guess it depends on my mood. But I definitely like music of good quality. I get rather irritated when I hear bad or flat singing.

Benjamin: Really? Can you play ... any musical instruments or sing?

Samantha: Yes, I can. When I was little, my mum used to take me to ... piano classes at first and then to ... choral singing. I liked singing a lot. My tutor always said that I have ... good ear and voice. It's ... shame I gave it up. I could have made ... career of ... singer now.

Benjamin: It's never too late to change your profession. You can practice music in your free time if you wish.

Samantha: I guess, you're right. What about you? Are you ... fan of music or ... certain genre?

Benjamin: I'm not very picky. I like almost all kinds of music, be it ethnic or hard rock. And, by ... way, I can play ... drums a bit. I used to play in ... school amateur band with my friends.

Samantha: That sounds awesome! We can form our own band. We just need ... couple of other musicians and we are ready to hit ... floor.

4. Translate the following sentences:

a) Music is a huge world of the variety of feelings. It is a mirror, which reflects our soul. Nothing can be as impressive as music. It cries with us when we are sad, it laughs when we are happy.

b) The perception of music and a great love of it distinguish humans from animals. Music unites people. Many of them communicate with the help of it.

c) Music helps to get acquainted with new interesting people and to make friends, it can become a reason for quarrel.

d) We can hear sounds of music play every time and everywhere. We hear music in transport, at home, on the radio.

e) Why is music so popular? Firstly it is a necessary part of our life. It was created at the ancient times. People tried to attract the spirit by playing music and dancing.

f) Scientists have revealed that music influences people's feelings. That's why music is widely used in public places. For example slow, calm music in supermarkets makes people buy more goods.

g) Music plays an important role in films. It emphasizes the depth of feelings of actors. It makes tense moments more exciting, pleasant moments more tender. Films would be boring and not interesting without music.

h) Music is divided into genres and styles. Nowadays a lot of different genres exist. Some of them have appeared rather recently. Such a variety of genres helps everyone to find the most suitable for him.

i) Music develops and every generation creates such genres which are natural to them. They try to find another kind of music which will survive in centuries.

j) May be today's music is not of the same quality as classical but in some years undoubtedly people will find another one which will go down in history as eternal music.

5. Answer the questions. Write complete sentences.

What kind of music do you like?

Are you a good singer?

Can you concentrate on other things when you are listening to music?

Can you play a musical instrument? If so, what do you play? How long have you been playing? Are you good at it?

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

MY BIOGRAPHY

Let me introduce myself. My full name is Irina Koval. I'm 17 years old. I was born on December 11th, 1998 in Odessa. It is a large and beautiful city. I grew up and studied in this city. Many young people would want to be on my place as Odessa opens up numerous career opportunities.

The school where I studied was right behind our block of flats. My favourite subjects included Music, Geography and Foreign languages. I liked to study at school and my impressions of it were rather pleasant. This year I've graduated from high school and now I'm a first-year student of the day-time department.

I have entered the South Ukrainian National Pedagogical University named after K. D. Ushynsky. You know, that was my dream to enter this University. I worked hard to pass my entrance examinations well. And now I've become a happy member of the great, young family of students. My department has rich traditions and considerable experience in training competent teaching staff in the sphere of artistic education.

I want to become a famous singer. I like to play the guitar and sing. Music is very important part of my life. I have been playing the guitar for 5 years. I also take part in different competitions. I like being a student. Although it is my first year at the university, I have already managed to practice teaching kids at the camp. It was a great experience.

Many new things and notions came into my life when I became a student. At first, I didn't know what they meant. Now I became familiar with such words as «a freshman», «a sophomore», «an undergraduate» and such terms as «a period», «a seminar», «labworks». I know what it means «to make notes» etc.

I'm a freshman, as they call the first-year students. Everyday I get a lot of support from the staff members and fellow students; how to orientate myself in the new surroundings and how to integrate in the everyday life of the university. I learn a lot of new

things and meet a lot of people totally different from my former classmates. It is nice to meet students with different ideas and goals, I am sure it will extend my vision.

My parents support me too. They want me to be a good specialist. My parents care about children's education; they told me, «Knowledge is the most precious treasure for everyone!» I always remember those words in my mind.

Also, I want to travel around my country to know more about it and have fun. I am excited for the many opportunities I have here and I will have. I will study hard to be better every day.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|--------------------------------------|--------------------------------|
| a student of the day-time department | студент старшого курсу |
| education by correspondence | однокурсник |
| a freshman | штатні співробітники |
| students' scientific society | різні ідеї та цілі |
| an undergraduate | студент першого курсу |
| fellow students | заочне відділення |
| staff members | можливості кар'єрного розвитку |
| different ideas and goals | студент денного відділення |
| career opportunities | вступні іспити |
| entrance examinations | студентський науковий гурток |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Find the antonyms in the text to words:

| | |
|-------------------------------|---------------|
| education by correspondence – | ugly – |
| difficult – | weak – |
| worse – | to win – |
| young – | to break up – |
| small – | to baffle – |

5. Retell the text «My biography».

6. Work with your partner. Ask and answer the questions.

1. Where are you from?
2. Is your town/village large or small?
3. What are your parents' names?
4. What do your parents do for a living?
5. Are you the only child in the family?
6. How many students are there in your group?
7. What schools did your friends finish (specialized, private, state-run)?
8. What school did you finish?
9. At what age did you go to the secondary school?
10. What were your favorite subjects at school?
11. Why did you enter our university?
12. Why did you choose this speciality?
13. How much time do you devote to your studies?
14. Do you often go to the library?
15. Do you often use dictionaries and encyclopedias?

7. Translate into English.

Віктор - студент денного відділення. Він вивчає англійську мову. У нього є друг Андрій. Він теж студент. Андрій вчиться на факультеті музичної та хореографічної освіти на заочному відділенні. Його майбутня професія – вчитель музичного виховання. Йому дуже подобається музика. Він хоче бути вчителем, тому що його мати теж вчитель. Вона працює у музичній школі. Віктор та Андрій приїхали до Одеси з невеличкого села. Вони мають різні ідеї та цілі, але об'єднують їх одне - мрія працювати в Одесі, адже тут є можливості кар'єрного розвитку.

Unit 2
Lesson A

«Music is the universal language of mankind».

«Музика - це універсальна мова людства».

— Henry Wadsworth Longfellow

1. Listen, read and remember the following words and word-combinations:

| | | |
|---------------|-----------------------|---|
| 1. level | [ˈlevəl] | рівень |
| 2. piano | [piˈænoʊ] | фортепіано |
| 3. octave | [ˈɒktɪv] | октава |
| 4. sound wave | [ˈsaʊndweɪv] <i>n</i> | звукова хвиля |
| 5. string | [striŋ] | струна |
| 6. drum | [drʌm] | барабан |
| 7. vibration | [vaɪˈbreɪʃn] | вібрація |
| 8. frequency | [ˈfri:kwənsi] | частотність, частота |
| 9. acoustics | [əˈkuːstɪks] | акустика |
| 10. pitch | [pɪtʃ] | висота (тону, звуку і т. п.) |
| 11. clef | [klef] | ключ |
| 12. stave | [steɪv] | строфа |
| 13. chord | [kɔːd] | струна, акорд |
| 14. beat | [bi:t] | такт; відбивання такту, удар, биття (серця) |
| 15. silence | [ˈsaɪləns] | тиша, безмовність, мовчання |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|------------------------|----------------------|---|
| 1. theory | [ˈθiəri] | n |
| 2. alphabetical letter | [ælfəˈbetɪkəl ˈletə] | n |
| 3. apart | [əˈpɑ:t] | n |
| 4. surface | [ˈsɜ:fɪs] | n |
| 5. hit | [hɪt] | n |
| 6. number | [ˈnʌmbə] | n |
| 7. science | [ˈsaɪəns] | n |
| 8. loudness | [ˈlaʊdnɪs] | n |
| 9. decibel | [ˈdesɪbel] | n |
| 10. pulse | [pʌls] | n |
| 11. tempo | [ˈtempəʊ] | n |

3. Read the sentences and translate them into your native language.

1. There are seven definite levels of sound in music.
2. The seven notes, A, B, C, D, E, F, G can be found on the white notes of the piano.
3. The sound waves are caused by the vibrations of a stretched string when it is plucked, or of a column of air when it is blown into, or of the surface of a drum when it is hit.
4. The amplitude of vibration is the distance that a vibrating surface moves from its position to rest.
5. The quality of a note is what makes us able to recognize the characteristic sound of the different instruments, even when we cannot see the players.
6. Musicians use five parallel horizontal lines called the stave or staff to be able to indicate the other notes above or below these clefs.
7. When notes are too high or too low to be placed on the stave, short extra lines, called ledger lines are used.

4. Read and translate the text.

THE THEORY OF MUSIC

There are seven definite levels of sound in music. To denote them the alphabetical letter – names from A up to G, are used. Each level of sound is a note, or a tone. 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. We hear a note being played or sung because sound waves reach our ears. The sound waves are caused by the vibrations of a stretched string when it is plucked, or of a column of air when it is blown into, or of the surface of a drum when it is hit.

The number of vibrations per second is called frequency. The higher the frequency, the higher the note will be. The science of sound is called acoustics. Pitch, loudness and quality are three characteristics of note in acoustics. Loudness

depends on the amount of energy which is necessary to produce the vibration. The amplitude of vibration is the distance that a vibrating surface moves from its position to rest. The greater the amount of energy, the louder the sound will be. Loudness is measured in decibells. The quality of a note is what makes us able to recognize the characteristic sound of the different instruments, even when we cannot see the players.

In written music which is called notation, the clef 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. 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. In early stages of learning to play a piece of music it is helpful to count the beats in order to keep time. A "beat" is the name given to the pulse that we feel when we are singing or playing or listening to music. Beats can be quick or slow according to the speed, or tempo of the music. Tunes can have a variety of quick and slow notes while keeping to the same regular pulse.

These various lengths of notes are called note-values. Each of these note-values has its equivalent length of silence, called a rest. A composer can choose any note-value as the unit for counting. And he can choose to count in two, three, four, or any number of units.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

| | |
|---------------------------------------|---------------------------------------|
| 1. definite levels of sound | певні рівні звуку |
| 2. can be found | може бути знайдений |
| 3. the science of sound | наука про звук |
| 4. to depend on the amount | залежати від кількості |
| 5. to produce the vibration | створювати вібрацію |
| 6. Loudness is measured in decibells. | Гучність вимірюється в децибелах. |
| 7. A "beat" is the name given to the | Такт - це назва надана ритму, який ми |

| | |
|--|---|
| pulse that we feel when we are singing or playing or listening to music. | відчуваємо, коли співаємо або граємо, або слухаємо музику. |
| 8. The greater the amount of energy, the louder the sound will be. | Чим більше кількості енергії, тим голосніше звук. |
| 9. When notes are too high or too low to be placed on the staff, short extra lines, called ledger lines are used. | Коли ноти занадто високі або занадто низькі для розміщення на строфі, використовуються короткі екстра лінії, які називаються поперечними. |
| 10. The quality of a note is what makes us able to recognize the characteristic sound of the different instruments, even when we cannot see the players. | Особливість ноти в тому, що завдяки їй ми впізнаємо характерний звук різних інструментів, навіть якщо ми не бачимо музикантів. |

6. Finish the sentences.

1. There are seven definite...
2. We hear a note being played or sung because...
3. The sound waves are caused by ...
4. Loudness depends on the amount of ...
5. The amplitude of vibration is ...
6. The quality of a note is ...
7. A “beat” is the name given to...
8. Beats can be quick or slow according to...

7. Translate the sentences with new words into English and write them down.

1. Шанувальників музики жанру «поп» можна привітати, оскільки така музика в останні роки записується на студіях з високим рівнем гучності звуку.

2. При навчанні музиці, а особливо, коли мова йде про навчання гри на фортепіано, найголовніше - це розкрити індивідуальність дитини, прищепити їй смак, любов до музики, навчити слухати класичні твори і розуміти їх, вміти насолоджуватися красою фарб і звуків фортепіано і дарувати цю насолоду іншим.

3. Октава - музичний інтервал, в якому співвідношення частот між звуками становить 1 до 2, на слух октава сприймається як стійкий, базисний музичний інтервал.

4. Залежно від побудови інструменту, на якому використовуються струни, вони зазвичай мають кульку або петлю на одному кінці для прикріплення до інструменту, струни деяких інструментів можуть бути обгорнуті в шовк на кінцях, який захищає їх від пошкодження.

5. З найдавніших часів барабан використовувався як сигнальний інструмент, а також для супроводу ритуальних танців, військових походів, релігійних обрядів.

6. Звуки музичних вібрацій можуть приносити душевний спокій, або руйнувати його, викликати стурбованість, тривогу або окриляти, вселяючи віру в себе, здатність до оптимістичного сприйняття ситуації, стану щастя і єднання.

7. Звучання цього магнітофона досить чисте і точне для того щоб слухати музичні записи, цим він вигідно відрізняється від інших наборів пластикової акустики.

8. «Музика і Тиша» - один з найвідоміших романів сучасної англійської письменниці Роуз Тремейн, дія цієї ніжної и лютою історії, повної невтішного горя, пристрасті й музики, розгортається в Данії XVII століття.

8. Write the following words in the form of dictation: *alphabetical, frequency, acoustics, characteristic, decibells, musicians, equivalent, note-value.*

9. What can you tell about the theory of music? Find additional information about the theory of music and be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

The Adjective(прикметник). **The Adverb**(прислівник).

Degrees of comparison(ступені порівняння).

Одно- та та деякі двоскладові прикметники та прислівники:

| Positive (позитивний) | Comparative (вищий) - er | Superlative (найвищий) - est | Примітка |
|--------------------------|--------------------------------|------------------------------------|---|
| big великий | bigger більше | (the) biggest найбільший | Подвоєння приголосних на кінці слова з короткою корінною голосною. |
| early рано | earlier раніше | (the) earliest дуже рано | у (з попередньою приголосною) = і + -er/-est |

Прикметники і прислівники з трьома і більше складами:

| | | |
|-------------|------------------|------------------------|
| | more | most |
| interesting | more interesting | (the) most interesting |

Нестандартні:

| | | | |
|------------|-----------------|---------|----------------|
| good/well | добрий, добре | better | (the) best |
| bad/badly | поганий, погано | worse | (the) worst |
| many, much | багато | more | (the) most |
| little | мало, маленький | less | (the) least |
| far | далеко, далекий | farther | (the) farthest |
| old | старий | older | (the) oldest |

| | | | |
|--|--|-------|--------------|
| | | elder | (the) eldest |
|--|--|-------|--------------|

2. Form the degrees of comparison of the following adjectives:

short, bad, cold, yellow, heavy, loud, clean, large, comfortable, practical, modern, good, small, careful, interesting, difficult, weak, important, easy, fat, low.

3. Put the adjectives in brackets into the required degrees of comparison:

1. The twenty second of December is the (short) day of the year. 2. His plan is (practical) than yours. 3. Silver is (heavy) than copper. 4. I have (little) experience than you. 5. This book is (interesting) than the last one I read. 6. Why do you take the (far) way home? 7. London is the (large) city in England. 8. This student speaks English (good) than you.

4. Compare the objects according to the given example:

Example: A lemon – an apple (sour). A lemon is sourer than an apple. An apple is not so sour as a lemon. An apple is not as sour as a lemon.

The Black Sea – the White Sea (warm). 2. Oil – water (light). 3. Butter – caviar (cheap). 4. Stone – wood (heavy). 5. Carrots – cucumbers (useful). 6. China – Japan (large). 7. Meat – vegetables (expensive).

5. Make up Comparative or Superlative Degrees from the adverb in brackets:

1. Which of these two kinds of sport do you enjoy (much)? 2. Now I can see your result (clearly) than before. 3. He speaks English (correctly) of all in my class. 4. He is playing (badly) than usual. 5. She works (much) and (well) than she used to.

6. Memorize these proverbs with comparison and find Ukrainian equivalents:

1. The devil is not so black as he is.
2. East or west home is the best.
3. Better a glorious death than a shameful life.
4. Better late than never.
5. Four eyes see more than two.

7. Translate into English:

1. У цього співака виразніший голос. 2. Наш учитель був найбільше задоволений результатами змагання. 3. Це завдання більш складне, ніж друге

завдання. 4. Він такий же високий, як і його батько. 5. Хто може стрибнути якнайдалі?

8. Read the following information. Remember it.

The Pronouns (займенники).

1. *Personal (особові)*: I (я)/ me (мені, мене); you (ти)/ you (тобі, тебе); he/she/it (він, вона, воно)/ him / her / it (його, її, йому, їй); we (ми)/ us (нас, нам); you (ви)/ you (вас, вам); they (вони)/ them (їх, їм): Who did this?- Me. This car was bought for her;

2. *Possessive (присвійні)*: мій (my/mine), твій (you/yours), його, її (his/its,her/hers), наш (our/ours), ваш (your/yours), їхній (their/theirs): I have told my sister about that before. He is not a friend of mine;

3. *Reflexive (зворотні)*: себе (myself/yourself/himself/herself/itself/ourselves/themselves/ yourselves/oneself): Little Timmy fell and hurt himself. One must not live for oneself only;

4. *Interrogative (питальні)*: хто? (who?), що? (what?), чий? (whose?), який? (what?), котрий? (which? what?): Who knows the rule? Which of them is your brother?;

5. *Conjunctive (відносні)*: хто (who), що (what), чий (whose), який (what), котрий (which, what): The pencil that you gave me is very sharp. I know who you are;

6. *Demonstrative (вказівні)*: цей (this), той (that), такий (such): This happened not so long ago in contrast to that event;

7. *Defining (означальні)*: всякий, усякий (every; any), весь, увесь, ввесь (all; whole), кожний, кожен (every), інший (another), сам (self; alone), самий (the one; the same): Every student has to know schedule. He needs another Math tutor;

8. *Indefinite (неозначені)*: хтось (somebody), щось (something), хто-небудь (somebody), будь-який (anything), будь-хто (anybody), будь-що (anything) etc.: I need to buy something. He will believe in anything.

9. *Negative (заперечні)*: ніхто (nobody; no one), ніщо (nothing), ніякий (no; none; any), нічий (nobody's), ніскільки (not at all; not a bit; nothing): He doesn't remember anything. This wasn't a surprise for anyone.

9. Insert in each blank the form of pronouns which you consider correct: (I – me; we – us; you – you; he – him; she – her; it – it; they – them).

1. It was ... who helped me most.
2. They invited you and ... to the party.
3. Very few could do it faster than
4. This book was intended for you and
5. My friend, ... are mistaken.
6. They came to see
7. She told ... about her life.
8. When we make mistakes, our teacher corrects
9. It takes ... only 10 minutes to go home.

10. Fill in the blanks with proper possessive pronouns:

1. She has come to see ... mother.
2. Put on ... coat and go for a walk.
3. Tell him not to forget ... note-book.
4. If they inquire about me, tell ... that I am well.
5. Economics, like any other social science, has ... own vocabulary .
6. Students work hard to perfect ... language.
7. She has no children of ... own.
8. A friend of ... told me this.
9. The dog broke ... leg.

11. Translate into English using personal and possessive pronouns in the appropriate form:

1. Це моя гітара, а то твоя, неси її сам.
2. Скажи це йому, а не мені.
3. Де вона? Я її не бачу.
4. Що з нею? Вона хвора.
5. Їй сьогодні краще. Скажи про це лікарю.
6. Учні повинні робити домашнє завдання самі.
7. Я не бачив його вчора.
8. Ми запитали його: «Як ваше прізвище?»
9. Погода була хороша, і діти попросили свою сестру повести їх в парк.
10. Я візьму ці журнали і прочитаю їх вдома.

12. Tasks for independent and individual work:

1. Find more information about pronoun one, relative and indefinite pronouns. Be ready to present it to your groupmates.
2. Give commentaries on translation rules of the construction “there is/there are”.

3. Answer the questions. Write complete sentences.

- a) Can you play the drums?
- b) Can you play the guitar?
- c) Can you read music?
- d) Do you enjoy music videos?
- e) Do you ever listen to MP3 files on your computer?
- f) Do you have an expensive stereo system?
- g) Do you know the band named Metallica? If so, do you like them?
- h) Do you like all kinds of music?
- i) Do you like American rock bands?
- j) Do you like country music?
- k) Do you like heavy metal bands like Megadeath, Marilyn Manson, and so on?
- l) Do you like jazz?
- m) Do you like to listen to classical music?
- n) Do you like to listen to country music? Who is your favorite country singer?
- o) Do you like to listen to Broadway musicals? What is your favorite Broadway musical show?
- p) Do you like punk music?

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

MY UNIVERSITY

I think everybody knows that education is necessary to be successful in our life. I would like to work in the field of artistic education in future and to become a professional singer and a music art teacher. To get my profession I need a university graduation. So after finishing school I passed the entrance exams and entered the South Ukrainian National Pedagogical University, the faculty of music and choreography. It will be a long course – five years of hard and constant studies: lectures, seminars, practical classes and test periods. The academic year lasts for 10 months and there are vacations twice a year: in winter and summer. I feel proud of my faculty because every year the students of The Faculty of Music and Choreography take part in creative competitions and take prize-winning places, win the top Grand Prix awards at the International and National Contests, Festivals and Olympiads.

Our university is one of the oldest education institutions of Ukraine, the history of the University goes back to the Pedagogical Institute which was founded on the 2nd of May in 1817. It is the first Pedagogical establishment created in the south of Ukraine.

The international authority of the University in developing modern teacher training system, scientific research in fundamental and applied sciences is high enough. Our scientific researchers work on the perspective pedagogical technologies, basing on the world tendencies of the education development and achievements in the fields of Pedagogy, Psychology, History, Philosophy and natural Sciences. The University has significant experience in training high qualified specialists and acknowledged international reputation. It was the 1st Pedagogical Ukrainian University accepted to Association of European Universities. PNPU is a member of the International Association of Universities from 2008. Our educational establishment cooperates with different Universities of Europe, Asia and the USA. The instructors and professors of our university take into

account the experience of West countries in the field of training specialists at the Universities of the USA, Germany.

Almost 100 thousand teachers, who work in our country and abroad, have been trained at the university during the period of its existence. The students, masters, postgraduate students, persons working for a doctor's degree from 23 countries are taught at the university. The overwhelming majority of the students receive state scholarship and are provided with hostel accommodation. The students have free access to the libraries, reading-rooms, laboratories, computing center, etc. The University has great sporting facilities including gyms, tennis courts, football pitches, a swimming pool and more.

The students and graduates are the pride of the University, among them there are 5 Heroes of Ukraine, National teachers, world known distinguished scholars, writers, artists, sportsmen, who won 22 gold medals in the Olympic Games.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|---------------------------------------|---|
| necessary to be successful | фундаментальні і прикладні науки |
| university graduation | визнана міжнародна репутація |
| establishment | переважна більшість |
| take into account | вільний доступ |
| international authority | проживання в гуртожитку |
| fundamental and applied sciences | закінчення університету |
| significant experience | отримувати державну стипендію |
| acknowledged international reputation | необхідно, щоб бути успішним |
| free access | приміщення (споруди) для зайняття спортом |
| overwhelming majority | установа |
| receive state scholarship | гордість університету |
| hostel accommodation | міжнародний авторитет |
| sport facilities | видатні вчені |
| pride of the University | взяти до відома |
| distinguished scholars | значний досвід |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Fill in the gaps with the following words:

freshman, college, schedule, semester, classes.

1. A complete listing of courses offered will be found in the class
2. A ... is someone in their first year of (an American) university.
3. Students must pay all their fees before the start of each
4. At university = At
5. How many ... are you taking this semester?

5. Retell the text «My university».

6. Work with your partner. Ask and answer the questions.

Why did you choose this university?

What clubs and societies are you involved in?

Is it easy to study at the university? Why?

Is it easy to get into the orchestra/chorus/play or athletic team of your choice?

When our educational establishment was founded?

What are the majority of the students provided with?

Where do the students have free access to?

Does the University have any sports facilities?

How long does the course of studies at the Institute last?

When do the students have an examination session?

What do the students have to submit at the end of their studies?

What do the instructors and professors take into account?

What do you like best/ hate the most about the university? Why?

7. Translate into English.

Університет для мене – та умова, яка необхідна, щоб бути успішним. Це величезні можливості для розвитку, для отримання значного досвіду. Найяскравіші моменти мого студентського життя пов'язані з лекціями видатних вчених, які є гордістю нашого університету.

Мій університет з визнаною міжнародною репутацією дав мені все: путівку в життя, освіту, місце роботи. Мої батьки, друзі – ми всі закінчили педагогічний університет з різних спеціальностей, але всі змогли знайти свій шлях в життя.

Unit 3 Lesson A

«Beethoven tells you what it's like to be Beethoven and Mozart tells you what it's like to be human. Bach tells you what it's like to be the universe».

«Бетховен розповідає вам про те, як бути Бетховеном, а Моцарт каже, як бути людиною. Бах розповідає про те, як бути світом».

— Douglas Adams

1. Listen, read and remember the following words and word-combinations:

| | | |
|-------------------|-------------------|--|
| 1. design | [di'zain] | конструкція, композиція |
| 2. irregular | [i'regjulə] | неправильний; нестандартний |
| 3. romantic | [rəv'mæntik] | романтичний |
| 4. modern | ['mɒdn] | сучасний; новий |
| 5. personality | [pɜ:sə'næləti] | особистість, індивідуальність |
| 6. various kinds | ['veəriəs kaɪndz] | різноманітні види |
| 7. fascinating | ['fæsineɪtɪŋ] | чарівний, захоплюючий |
| 8. insect noise | ['ɪnsekt nɔɪz] | шум комахи |
| 9. thrilling | ['θrɪlɪŋ] | хвилюючий, приголомшливий |
| 10. spontaneous | [spɒn'teɪniəs] | мимовільний, спонтанний |
| 11. nightingale | ['naɪtɪŋgeɪl] | соловей |
| 12. lark | [lɑ:k] | жайворонок |
| 13. immense range | [ɪ'mens reɪndʒ] | величезний діапазон |
| 14. sublime | [sə'blaɪm] | величний, високий, піднесений, грандіозний |
| 15. universal | [ju:ni'vɜ:sl] | загальний; всевітній, універсальний |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|----------------|---------------|-----|
| 1. enjoy | [ɪn'dʒɔɪ] | v |
| 2. century | ['sentʃəri] | n |
| 3. today | [tə'deɪ] | adv |
| 4. countryside | ['kʌntrisaɪd] | n |
| 5. forest | ['fɒrɪst] | n |
| 6. wind | [waɪnd] | n |
| 7. waterfall | ['wɔ:təfɔ:l] | n |
| 8. bird | [bɜ:d] | n |
| 9. happy | ['hæpi] | a |
| 10. Africa | ['æfrɪkə] | n |
| 11. ocean | ['əʊʃn] | n |

| | | |
|---------------|--------------|---|
| 12. machinery | [məʹʃi:nəri] | n |
| 13. pulsation | [pʌl'seɪʃn] | n |

3. Read the sentences and translate them into your native language.

1. Some enjoy only the formal music of the eighteenth century; others, romantic music; still others respond only to the modern music of today.

2. There are those who enjoy none of this kind of music, but like the simple folk music of the countryside.

3. Apart from formal music, there are those who find in the street sound of a great metropolis an irregular but fascinating rhythm, which is to them a kind of music.

4. Even birds that are imprisoned in cages sometimes sing when they are shown kindness, or when someone they like enters the room.

5. In a furious storm, the shrieking of the wind and the terrifying violence of the ocean make for some of us a music that is heroic and sublime.

6. Machinery sometimes makes cross-rhythms, accents, and frequencies that form a highly complex tapestry of sound.

7. One of the most beautiful is the sound of a canoe gliding over the peaceful surface of a lake – the dipping of the paddle – the lapping of the water against the side of the canoe – the Glockenspiel – like sound of globes of water dropping from the paddle.

4. Read and translate the text.

ALL SOUNDS CAN BE MUSIC

All sounds can be music to some – to them every sound has some kind of tonal design, no matter how irregular. Some enjoy only the formal music of the eighteenth century; others, romantic music; still others respond only to the modern music of today. There are those who enjoy none of this kind of music, but like the simple folk music of the countryside. There is no right or wrong in this – it is

simply a matter of varying sensitivity of different personalities to various kinds of music.

There are some who respond to every kind, and at the opposing pole there are those who respond only to one or a few kinds of music. Between these two are many degrees and variations. Apart from formal music, there are those who find in the street sounds of a great metropolis an irregular but fascinating rhythm, which is to them a kind of music. The same is true of a forest – where the rustling of leaves in the wind – the minute pattern of insect noises – and perhaps the sound of a river or waterfall in the distance makes a complex design of sounds which is music to some. The forest has still more beautiful sounds – the singing of birds – which many find thrilling music. These songs are a spontaneous blending of rhythm and melody. The nightingale and the lark are glorious singers to almost everyone. Even birds that are imprisoned in cages sometimes sing when they are shown kindness, or when someone they like enters the room. Most birds show such a high degree of awareness that it is possible they enjoy their own singing, just as men or women sing when they are happy and absorbed in some interesting occupation.

The sounds of the ocean have an immense range of rhythm and dynamics. On a calm day, the lapping of water against rocks and sand is a kind of lyrical music. Another day, great waves will roll in and crash on the shore – their rhythm is asymmetric, but has something of the same depth of sound and hypnotic fascination as the great drums of Africa or Haiti. In a furious storm, the shrieking of the wind and the terrifying violence of the ocean make for some of us a music that is heroic and sublime. Wagner organized these sounds in rhythmic and tonal design in *The Flying Dutchman*.

Machinery sometimes makes cross-rhythms, accents, and frequencies that form a highly complex tapestry of sound. A fascinating kind of rhythmic sound is the galloping, cantering, or trotting of a horse. Sometimes in the mountains when it is very silent, the creaking of the leather of the saddle makes sounds which have a rhythmic relation to the swaying motion as the horse walks. Trains have regular pulsations as the wheels pass over the small spaces between the rails. The

pulsations can set up in us a rhythm that for some persons stimulates mental concentration.

There are thousands of other forms of sound – such as those made by automobiles, planes, sailing ships – which are interesting to those whose sound-consciousness is relatively universal. One of the most beautiful is the sound of a canoe gliding over the peaceful surface of a lake – the dipping of the paddle – the lapping of the water against the side of the canoe – the Glockenspiel – like sound of globes of water dropping from the paddle. Almost all sounds can have rhythmic and vibrational designs and patterns which are a kind of music.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

- | | |
|--|--|
| 1. no matter how irregular | не має значення наскільки нестандартна |
| 2. romantic music | романтична музика |
| 3. street sounds | звуки вулиці |
| 4. complex design of sounds | складна композиція звуків |
| 5. the singing of birds | спів птахів |
| 6. the sound of a river or waterfall | звук річки або водоспаду |
| 7. a high degree of awareness | висока ступінь усвідомлення |
| 8. to enjoy one's own singing | насолоджуватися своїм власним співом |
| 9. the lapping of water against rocks and sand | плескіт води об каміння і пісок |
| 10. The pulsations can set up in us a rhythm that for some persons stimulates mental concentration. | Пульсації можуть забезпечити нас ритмом, який стимулює у деяких особистостей розумове зосередження. |
| 11. These songs are a spontaneous blending of rhythm and melody. | Ці пісні - спонтанна суміш ритму і мелодії. |
| 12. The sounds of the ocean have an immense range of rhythm and dynamics. | Звуки океану мають величезний діапазон ритму і динаміки. |
| 13. In a furious storm, the shrieking of the wind and the terrifying violence of the ocean make for some of us a music that is heroic and sublime. | В шалений шторм, завивання вітру і жахлива шаленість океану звучить для деяких з нас героїчною і величною музикою. |
| 14. Almost all sounds can have rhythmic and vibrational designs and patterns which are a kind of music. | Майже всі звуки можуть мати ритмічні і вібраційні конструкції і моделі, які є видом музики. |

6. Finish the sentences.

1. All sounds can be...
2. There are those who enjoy none of ...
3. There are some who respond to every kind, and at the opposing pole...
4. Apart from formal music, there are those who find in the street...
5. The same is true of a forest – where...
6. Most birds show such a high degree of awareness that...
7. The sounds of the ocean have an immense...
8. There are thousands of other forms of sound – such as...

7. Translate the sentences with new words into English and write them down.

1. Протягом XVIII-XIX століть конструкція іспанської гітари зазнає значних змін, майстри експериментують з розміром і формою корпусу, механізмом та іншим.

2. Вираз романтична музика використовується для позначення різного роду музики, яка, на загальну думку, точно виражає і схвалює такі ніжні почуття як прихильність, вірність, відданість, любов.

3. Пісні для сучасної людини - це не просто набір нот і заспіваних слів, це спосіб виразити себе, долучитися до певної культури, можливість повніше відчувати життя і яскраво проявляти себе в ньому, тому немає нічого дивного в тому, що музика стала невід'ємною частиною світу, без якої неможливо уявити собі комфортне існування.

4. Музика володіла в уявленні древніх тонізуючим і відновлювальним ефектом, тому що була здатна возз'єднати відчуженого індивіда з гармонією Космосу.

5. «Слейд» - без сумніву - одна з найбільш захоплюючих груп які вийшли з Великобританії за останні 30 років; з їх унікальною сумішшю поп-рок-н-ролу, вона стала стійким фаворитом в серцях фанатів у всьому світі.

6. У цій музиці є головне - спонтанна радість, вона безпричинна, і цю радість ніхто і ніщо не зможе відняти або затьмарити, вона йде до самих коренів людської істоти.

7. Спів солов'я єдиний в своєму роді, він недосяжний, неповторний, по глибині і змісту він змагається з співом людини і у багато разів перевершує його повнотою і красою звуків; вічно змінюючись, він зберігає однак цілковиту гармонію.

8. Англійський термін «універсальна музика» відноситься до всієї музики, яка не є частиною сучасної західної музики, і бере початок поза сферою культурних впливів західної Європи і англомовних країн.

8. Write the following words in the form of dictation: *countryside, sensitivity, different personalities, opposing pole, fascinating rhythm, beautiful sounds, thrilling music, spontaneous blending, nightingale, awareness, Haiti, furious storm, terrifying violence, concentrations, sound-consciousness.*

9. Do you agree that all sounds can be music? Express your opinion about it. Find additional information about the connection of sounds and music; be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

Present Simple Tense (теперішній простий час). Утворюється за допомогою додавання до іменника дієслова у першій його формі без частки to. При цьому з займенниками 3 особи однини he, she, it до дієслова потрібно додавати закінчення -s. I play football. He/She plays football.

Заперечне речення утворюється за такою формулою: іменник + do/does + not + дієслово. Допоміжне дієслово does використовується лише з займенниками третьої особи однини. I do not play guitar. It doesn't make sense.

У питальних реченнях також використовуються допоміжні слова do/does. Формула утворення питального речення: Do/Does + іменник + дієслово. Do you go to the school? Does she swim?

Випадки, в яких **вживається** Present Simple:

1) повторювані дії, загальновідомі факти або узагальнення: I play tennis. The train leaves every morning at 8 AM. Cats like milk;

2) опис дії, що відбувається зараз (з дієсловами, що не використовуються у Present Continuous – to see, to hear, to know, to understand, to remember та ін.): Do you understand this sentence? I hear you well;

3) запланована подія в найближчому майбутньому, найбільше він використовується у такий спосіб в розмовах про розклад громадського транспорту: The bus does not arrive at 11 AM, it arrives at 11 PM. The party starts at 8 o'clock;

4) майбутня дія в підрядних реченнях умови та часу: If the weather is fine, we will go for a walk. He'll go to bed when he finishes his work.

2. Complete the sentences with one of the following verbs in the correct form:

do(es), cause(s), close(s), open(s), wake(s) up, speak(s), take(s), live(s), play(s), drink(s)

1. Mike ... the piano very well. 2. I never ... coffee. 3. The bank ... at 8:00 in the morning. 4. It ... at 10:00 P.M. 5. Bad driving ... many accidents. 6. My grandparents ...

in a small flat. 7. The Olympic Games ... place every four years. 8. They are good pupils. They always ... their homework. 9. Her students ... a little French. 10. I always ... early in the morning.

3. Translate into English:

1. Якщо ти зателефонуєш мені, я спробую тобі допомогти.
2. Чому б нам не вийти? 3. Мені цікаво, чи обговорюєте ви музичні новини кожного ранку? 4. Ми граємо на гітарі чи на піаніно кожного вівторка? 5. Чий батько там працює? 6. Чим ви займаєтесь? 7. Ти не втомлений? 8. Твоя молодша сестра ходить до школи? 9. Чий брат іде туди? 10. Він не впізнає мене.

4. Read the following information. Remember it.

Present Continuous (теперішній тривалий час). Стверджувальне речення утворюється за такою формулою: Іменник + am / is / are + дієслово у 1 формі з додаванням до нього закінчення –ing: I am playing the piano right now. They are fishing now.

Заперечне речення в Present Continuous утворюється за допомогою додавання до допоміжного дієслова am / is / are частки not, та дієслова у інговому закінченні (-ing): I'm not watching TV at the moment. They are going to the school now.

Для утворення питального речення у Present Continuous допоміжне дієслово потрібно помістити на початок речення: Are you doing your homework? Is she walking on the street right now?

Випадки, в яких **вживається** Present Continuous:

1) дія відбувається зараз, прямо в цей момент часу: You are learning English now. Are you sleeping?;

2) довготривалі дії в теперішньому часі: I am studying to become a doctor. Are you working on any special projects at work?;

3) домовленості або дії, що мають чи не мають відбутися в найближчому майбутньому При цьому необхідно вказувати час події: I am meeting some friends after work. Is he visiting his parents next weekend?;

4) повторення дій, що мають негативний відтінок: She is always coming to class late. I don't like them because they are always complaining;

5) майбутня довготривала дія в підрядних реченнях умови та часу: If I am sleeping when he comes, wake me up.

5. Put the verb into the correct form.

1. Listen to Madonna's fans. They (sing) ... her songs. 2. Look at him. He (try) ... to help her. 3. They feel happy because they (have) ... a good time here in this park. 4. I want to lose weight, so this week I (eat) ... lunch. 5. I think Paul and Ann have had an argument. They ... (speak) to each other.

6. Translate into English.

1. Що ти будеш робити ввечері? – Я поїду відвідати батьків.
2. Ти завжди обманюєш мене! 3. Чому ти смієшся? 4. Чому ти вічно перебиваєш людей? 5. Ми приземляємося в Хітроу за 20 хвилин. 6. Він будує новий будинок для своєї сестри. 7. Ми не граємо у футбол зараз. 8. Що ти пишеш? – Я пишу листа моєму другові.

7. Put the verb in the correct form, present continuous or present simple.

1. Let's go out. It ... (not/rain) now.
2. Julia is very good at languages. She ... (speak) four languages very well.
3. Hurry up! Everybody ... (wait) for you.
4. ... (you/listen) to the radio? – No, you can turn it off.
5. The river Nile ... (flow) into the Mediterranean.
6. We usually ... (grow) vegetables in our garden but this year we ... (not/grow) any.
7. How is your English? – Not bad. It ... (improve) slowly.
8. Ron is in London at the moment. He ... (stay) at the Park Hotel. He ... (always/stay) there when he's in London.
9. Can you drive? – I ... (learn). My father ... (teach) me.

10. Normally I ... (finish) work at 5.00, but this week I ... (work) until 6.00 to earn a bit more money.
11. Sonia ... (look) for a place to live. She ... (stay) with her sister until she ... (find) somewhere.
12. What ... (your/father/do)? – He's an architect but he ... (not/work) at the moment.
13. Can we stop walking soon? I ... (start) to feel tired.
14. The train is never late. It ... (always/leave) on time.
15. Jim is very untidy. He ... (always/leave) his things all over the place.

8. Tasks for independent and individual work:

Find more verbs that are not used in the continuous form.

9. Test of grammar and vocabulary.

1. Replace the infinitive in brackets by the Present Indefinite

- a) It (to awake) my interest to music.
- b) She always (to get) good marks in English.
- c) My studies (to begin) at half past eight.
- d) I (to think) pedagogy is a promising field.
- e) Hard work usually (to lead) to good success.
- f) My working day (to last) six hours.
- g) He (to speak) English quite fluently.
- h) Everybody (to know) that they (to watch) TV every evening.
- i) My trainer (to say) he's 50 years old but nobody (to believe) him.
- j) Weight training (to be) important for losing weight, strengthening your bones and muscles and improving your fitness.

2. Complete the dialogue by putting the verbs into the correct form

Brian: I need to speak to Julia about her new coach. (you / know) where she is?

Diana: She – (not/work) on Fridays. She only – (have) a part-time job now.

Brian: Right. When – (she/come) to the university?

Diana: Well, she – (come) in from Monday to Thursday, but she – (not/stay) all day. She usually – (start) at 9.00 and – (go) home at about 2.15.

3. Put the words (underlined) into the Singular and make other changes if necessary

- a) They know the town well and can show you the way to the theatre.
- b) My friends live in Kyiv, they study at the University.
- c) Do these boys go to school in the morning or in the afternoon?
- d) They want to buy some English books which they need for their work.
- e) These girls sing well but they cannot play the piano.
- f) Housewives work very much at home.
- g) Two of my friends work at this plant, they are engineers.
- h) These little girls like when their brothers play with them.
- i) Children spend a lot of time out-of-doors.
- j) My cousins have families of their own.
- k) My sisters have breakfast at 8 o'clock and then they go to school. They return home only at 2 o'clock in the afternoon.
- l) They go to the library twice a month.
- m) Their teachers tell them that they make many mistakes because they are not attentive at the lessons.
- n) They go to work by bus and return home on foot.
- o) Two of my sisters are married, their husbands are workers.

4. Put the verbs in brackets into the Present Simple or the Present Continuous Tense.

- a) What ... you ... (to do) tonight, Ron? — Nick and I ... (to go) to the stadium to watch a music competition. We sometimes ... (to watch) music competitions together.— And what time ... the competition ... (to start)? — Well, it... (to start) at half past six.
- b) ... you ... (to look) for somebody, Janet? — Oh, yes, I... (to look) for Daniel. We usually ... (to have.) lunch together.— I ...(not often to see) him in the office at this time.— You

see, Tom, Daniel ... (to work) at a very important project these days, so he usually ... (to work) in the laboratory. But he ... (not to work) there at the moment.

c)... Alan ... (to wait) for a bus? He ... (usually not to take) a bus to get to the university,— You're right, usually his elder brother Sam ... (to give) him a lift, but these days Sam ... (to repair) his car. Something ... (to be) wrong with its engine.

d) Where ... David and Helen ... (to hurry) to? — They ... (to go) to the railway station right now to meet a delegation from Spain. They ... (to hurry) because the train ... (to arrive) at nine o'clock and there ... (not to be) much time left.

e) How often ... Matthew ... (to train) in the tennis court? — He usually ... (to train) three times a week. But this week he ... (to prepare) for an international competition so he ... (to work) very hard.

5. Answer the questions. Write complete sentences.

a) What do you think it takes to be successful in your career?

b) How do you determine or evaluate success? Give an example of one of your successful accomplishments.

c) Do you have the qualifications and personal characteristics necessary for success in your chosen career?

d) What has been your most rewarding accomplishment?

e) How would you describe yourself in terms of your ability to work as a member of a team?

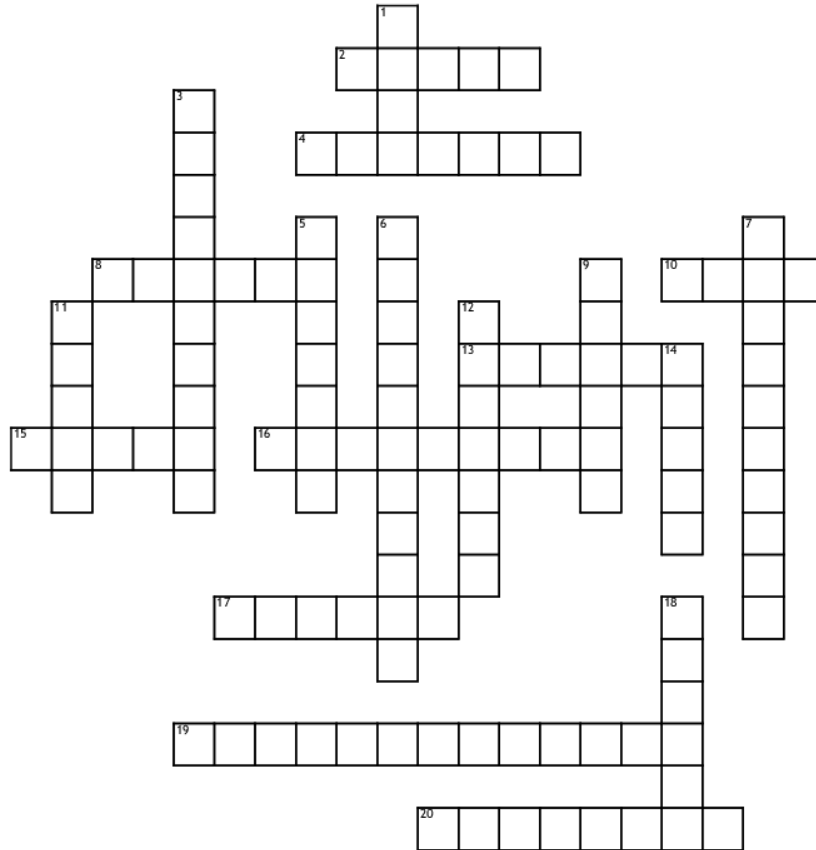
6. Do the given crossword puzzle.

Name: _____

Date: _____

Period: _____

Music Theory



Across

2. The speed at which music should be played
4. Cancels a flat or a sharp
8. A musical sentence
10. A symbol placed at the left-hand side of a staff
13. The words of a song
15. A combination of three or more notes that blend harmoniously
16. Gradually louder
17. A sequence of single notes that are musically satisfying
19. Marks the end of a piece of music
20. Shorten the note

Down

1. Rhythmic unit in music
3. Gradually slow the tempo
5. Area between two bar lines
6. Gradually Softer
7. A line above or below the range of a staff
9. Everyone sings the same note
11. A pattern of movement or sound
12. Fast tempo
14. 5 lines, 4 spaces
18. Shown to emphasize a word or syllable

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

MY FUTURE PROFESSION

«What should I choose as my future profession?» – this is a question that every young person asks himself entering the adult world. Of course, it's not an easy thing to choose a profession out of more than 2,000 existing in the world. It's especially difficult if you like doing different things, if you have different hobbies and interests. As for me, I like music. To my mind we can hardly overestimate the meaning of music in our life and day-to-day activities, because its main purpose is to bring joy to people's lives. Music improves memory, attention, physical coordination and mental development. The classical music stimulates the regeneration of brain cells. Certain music improves the mood, intelligence, motivation and concentration. It also improves the quality of life and aids in physical, emotional, cognitive, and social needs.

I personally can't imagine my life without music. My parents always dreamt of making a musician out of me and when I was five years old my father took me to the Conservatoire for the first time. And my life has changed since then.

Becoming a teacher of music is very hard. It takes a lot of education and knowledge before an aspiring person is able to instruct others. Becoming a good teacher is even harder as it requires even more education and knowledge as well as experience and properly developed teaching habits. While teaching one subject may be easier than teaching another subject, the truth is that some teachers have it harder than others do. A good example of this would be private music teachers. Private music teachers face a few difficulties that some other teachers don't. Becoming a successful music instructor is difficult as it demands a lot more than just education and knowledge. First of all, music teachers need to be good musicians. This takes a lot of work, probably much more than the average school teacher has to go through. However, it doesn't matter how good musicians are or how much they know, it will never guarantee that they will be able to successfully instruct developing pupils. Teaching music requires more than just advanced knowledge

and skill. A successful music teacher needs the ability to interpersonally connect with his/her pupils and to quickly adapt to a different teaching method that specifically targets every individual person.

There is also another added pressure that many music teachers face in a larger degree than most other teachers do: parents. Very often parents are present during the music lessons of their children. However, many music teachers are subject to indirect evaluation at every lesson by the watchful eyes of the parents. It is just another thing that unfortunate music educators have to deal with.

A common problem that private music teachers face is the difficulty of motivating their students. They are already directly responsible in motivating their students to learn and play the desired instrument since they are the primary instructor. Most instructors hold the ability to either facilitate a positive or negative appreciation in their pupils. If a teacher fails to motivate his or her students, then things usually end up badly or the student teacher relationship is terminated. Most parents, in a way, almost expect that the music instructor would motivate their child to want to learn and play on their musical instrument. The only problem is that motivating someone is not very easy to do, especially when pupils are so radically different from each other. One type of motivation may work well with one student but not work with another student and the music instructors are stuck trying to figure out a way in which they could inspire their students. Sometimes it is even impossible to motivate a student at all since past experiences have already formulated the child's reaction to their instrument and music lesson.

According to Eve Harwood, an associate professor of music education, the first trait of a successful music teacher is sensitivity and the second one is adaptability. Teachers need to listen very carefully. They need to read the body language and facial expressions. Once teachers are able to establish a good communication system with their student, things begin to go well. If an instructor is sensitive to their students and able to connect interpersonally with them and if the instructor is able to change his/her way of instruction to adapt to different students, then starts the success of a music education. The instructor is able to reach out and pull out the maximum potential of the student in the shortest amount of time and the student is able to pull out the maximum from the teacher.

I know it for sure that it's very difficult to become a good and successful teacher. To be a teacher means constant hard work, lack of free time and almost absence of private life. Frankly speaking, if you want to achieve something in the sphere of professional music, it has to become a style of life and even a sense of it.

And in conclusion I'd like to say that either as a musician or merely as a spectator almost every person likes music, because it is an essential part of our lives.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|---------------------------|---------------------------------------|
| adult world | невід'ємна частина |
| overestimate | робити речі на власний розсуд |
| day-to-day activities | покрещувати пам'ять |
| doing things on your own | світ дорослих |
| improve memory | долати труднощі |
| overcome the difficulties | повсякденна діяльність, трудові будні |
| essential part | переоцінювати |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Find word – associations with the following:

f.e. job - meeting new people, being useful to society.

salary –

experience –

working hours –

opportunities –

atmosphere at work –

career –

boss and colleagues –

5. Retell the text «My future profession».

6. Read and translate the dialogue.

Ann: Hi, Ben! May I ask you some questions?

Ben: Hi, Ann! Of course. You may.

Ann: Could you tell me what professions are popular among the young people?

Ben: I think it is an accountant or a lawyer because they get a lot of money.

Ann: And what about you? I mean what do you want to be?

Ben: Mm... Maybe I would be an interpreter. I hope.

Ann: Wow! Who helped you to choose a profession?

Ben: Sure my parents gave me advice but I choose it myself.

Ann: Do you find this profession interesting and why?

Ben: I am interested English language. As for me I am a friendly and talkative person that is why this occupation will be useful for me. And also I like travelling.

Ann: What is the best way to prepare for this job?

Ben: I am sure my skills are important for my future job but I have to improve my English. I am going to take part in any competitions and have extra lessons.

Ann: Ok. I wish you every success!

Ben: Thank you very much. Bye.

7. Work with your partner. Ask and answer the questions.

What kind of job would you like to do?

When did you start to think about your future profession?

Who helped you to choose a profession?

Do you find this profession interesting and why?

Are you ready to work hard to make a career?

Do you think you have the qualities required for the job you would like to do?

What are your parents' attitudes towards your choice? Why?

Would you like to work abroad? Why?

Would you like to be rich or famous?

What we should take into consideration with choosing a profession?

Is character important? Why?

As you know, at doing different jobs you need different skills. What skills do people need?

What are the most important professions do you know? Why are they important?

Do you regret that made this choice? Why?

8. Translate into English.

Людина проводить на роботі майже півжиття. Тому це дуже важливо – правильно обрати професію. Психологи вважають, що професію необхідно вибирати у відповідності з індивідуальними здібностями і талантами людини. Щоб зробити правильний вибір, ви повинні подумати, які у вас є здібності, що вам подобається робити, і спробувати зрозуміти, чого ви хочете досягнути в житті.

На мою думку, професія вчителя — одна з найважливіших. Усе починається з неї. Завдяки вчителям людина досягає чогось у житті. Жодна інша професія не ставить таких вимог до людини. Педагог зобов'язаний бути яскравою, неповторною особистістю, носієм загальнолюдських цінностей, глибоких і різноманітних знань, високої культури.

Unit 4

«Music is the strongest form of magic».

«Музика - це найсильніша форма магії».

— *Marilyn Manson*

1. Listen, read and remember the following words and word-combinations:

| | | | |
|-----|-------------|---------------|--|
| 1. | tale | [teɪl] | розповідь; повість |
| 2. | happening | ['hæpənɪŋ] | випадок, подія |
| 3. | commentator | ['kɒməntətə] | коментатор, тлумач |
| 4. | gifted | ['gɪftɪd] | обдарований, здібний; талановитий, обдарований |
| 5. | minstrel | ['mɪnstrel] | менестрель; поет; співак |
| 6. | troubadour | ['tru:bədʊə] | трубадур; поет, співак |
| 7. | crusade | [kru:'seɪd] | хрестовий похід |
| 8. | refinement | [ri'fainmənt] | витонченість; вишуканість; удосконалення |
| 9. | poetry | ['pəʊətɪ] | поезія; вірші, поетичність |
| 10. | composer | [kəm'pəʊzə] | композитор |
| 11. | organist | ['ɔ:gənɪst] | органіст |
| 12. | piece | [pi:s] | музичний витвір |
| 13. | harpsichord | ['hɑ:psɪkɔ:d] | клавесин |
| 14. | harp | [hɑ:p] | арфа |
| 15. | viola | [vi'əʊlə] | альт |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | | |
|-----|-------------|----------------|---|
| 1. | story | ['stɔ:ri] | n |
| 2. | Middle Ages | [mɪdl'eɪdʒɪz] | n |
| 3. | news | [nju:z] | n |
| 4. | monastery | ['mɒnəstəri] | n |
| 5. | poet | ['pəʊɪt] | n |
| 6. | bard | [bɑ:d] | n |
| 7. | Germany | ['dʒɜ:məni] | n |
| 8. | France | [frɑ:ns] | n |
| 9. | vocal | ['vəʊkl] | a |
| 10. | to imitate | ['ɪmɪteɪt] | v |
| 11. | medicine | ['medsən] | n |
| 12. | violinist | [vai ə'linɪst] | n |
| 13. | progress | ['prəʊgrəs] | n |
| 14. | symphony | ['sɪmfəni] | n |

3. Read the sentences and translate them into your native language.

1. During the Middle Ages, singers wandered from place to place.
2. The more gifted attached themselves to castles and monasteries, where they were expected to be both poet and musicians.
3. The troubadours cultivated songs to such a point of refinement that these became models of poetry and music.
4. His works include a scene of battle, a contest of bird voices, the chatter of cackling women, and the cries of Paris street vendors.
5. Still another is Kuhn's Six Biblical Sonatas for the Harpsichord, portraying in music the combat of David and Goliath, David playing the harp before King Saul, and other Testament scenes.
6. In 1717, a French composer named Marin Marais wrote a piece for the viola and harpsichord called Scenes of a Body Operation, sparing none of the painful details.
7. It begins with Preparations for Sailing. Then come The Carpenters' Hammering, Crowing of the Cock, Weighing Anchor, The Dance on Deck by the Passengers, and so on.

4. Read and translate the text.

STORIES TOLD IN MUSIC

During the Middle Ages, singers wandered from place to place. Wherever they went they were made welcome. They often narrated tales of happenings near and far in their songs. They were the news commentators of their time.

The more gifted attached themselves to castles and monasteries, where they were expected to be both poet and musicians. Such were the minstrels and bards of the British Isles, the minnesingers of Germany, and the troubadours of France. All of them sang of deeds of chivalry, of the holy cause of the Crusades, of ladies fair and love.

The troubadours cultivated songs to such a point of refinement that these became models of poetry and music. In later times these songs or chansons developed into a larger choral design. In the hands of a sixteenth-century composer, Clement Jannequin, they acquired a particular charm. His chansons are of pictorial music. His works include a scene of battle, a contest of bird voices, the chatter of cackling women, and the cries of Paris street vendors. Music of this sort is known as «program music».

Similar music sprang up everywhere. In England John Mundy, a seventeenth-century composer and organist, wrote a unique program piece. It reads like a weather report, naming thirteen atmospheric changes, beginning with Fair Weather and including Lightning and Thunder. The closing section is called A Clear Day. The great English composer Henry Purcell also wrote program music, some of it for plays. In the «frost scene» of his opera King Arthur, sung by chorus, Purcell achieved a shivery, teeth-chattering effect.

Another work of the same period is a four-part vocal piece by Kreiger, imitating cries of cats. The very first notes begin with «Mi-aou!» «Mi-aou». Still another is Kuhnan's Six Biblical Sonatas for the Harpsichord, portraying in music the combat of David and Goliath, David playing the harp before King Saul, and other Testament scenes. Yet another piece belonging to that period anticipates the Space Age. Written by Dietrich Buxtehude, the Danish composer, it is called The Nature and Properties of the Planets.

In France, Francois Couperin was one of the early composers of program music for the keyboard. He published volumes of these pieces. Just a little later, Jean Philippe Rameau wrote program music with such titles as The Call of The Birds and The Hen.

In 1717, a French composer named Marin Marais wrote a piece for the viola and harpsichord called Scenes of a Body Operation, sparing none of the painful details. Another startling piece of music dealing with medicine is the Ballet Quartet by George Onslow, an Englishman born in France. While hunting, he had suffered

a serious injury to an ear. He called the sections of this piece The Pain, The Irregular Pulse, Fever and Delirium, closing with Gratitude and Recovery.

In New York in 1792 a curious concert took place, at which two unusual pieces were played. An overture by Jean Gehot, a Belgian violinist, describes in twelve movements his voyage from England to America.

It begins with Preparations for Sailing. Then come The Carpenters' Hammering, Crowing of the Cock, Weighing Anchor, The Dance on Deck by the Passengers, and so on. The second piece at the concert was also an overture. Written by James Hewitt, an early American composer, it described in nine movements the progress of a battle.

Program music really came into full flower in the nineteenth century. Among the many compositions of this nature were Beethoven's Pastoral Symphony and Berlioz's Fantastic Symphony.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

| | |
|--|--|
| 1. during the Middle Ages | за часів Середньовіччя |
| 2. to wander from place to place | мандрувати, поневірятися з одного місця в інше |
| 3. far and near | кругом, повсюди, всюди |
| 4. news commentators | коментатори новин |
| 5. the more gifted | більш обдаровані |
| 6. to cultivate songs | обробляти пісні |
| 7. to become models of poetry and music | ставати зразками поезії і музики |
| 8. to acquire a particular charm | набувати особливого шарму |
| 9. startling piece of music | приголомшливий музичний витвір |
| 10. to take place | відбуватися |
| 11. to come into full flower | розквітнути пишним цвітом |
| 12. His works include a scene of battle, a contest of bird voices, the chatter of cackling women, and the cries of Paris street vendors. | Його роботи включають в себе сцени битви, суперництво пташиних голосів, балаканину регочущих жінок і крики продавців на паризьких вулицях. |
| 13. Another work of the same period is a four-part vocal piece by Kreiger, imitating cries of cats. | Ще одна робота того ж періоду - це вокальний витвір, який складається з чотирьох частин, що наслідує крики котів. |

6. Finish the sentences.

1. During the Middle Ages, singers...
2. They often narrated tales of ...
3. The more gifted attached themselves to...
4. The troubadours cultivated songs to such a point of ...
5. It reads like a weather report, naming ...
6. In the "frost scene" of his opera ...
7. In 1717, a French composer named Marin Marais wrote ...
8. In New York in 1792 a curious concert...

7. Translate the sentences with new words into English and write them down.

1. Уже в ранньому віці обдаровані діти можуть вступити до інституту, закінчити його і захистити дисертацію, тоді як їхні однолітки ще навчаються в школі; обдаровані діти з музичними здібностями пишуть опери; зі здібностями до шахів - стають чемпіонами.

2. Менестрель - загальна назва поета-музиканта, професійного співака Середньовіччя, який заробляв співом і грою на музичних інструментах по пам'яті.

3. Трубадури активно брали участь в соціальному, політичному і релігійному житті суспільства того часу, за засудження і критику католицької церкви трубадури переслідувалися, а після хрестового походу зникли зовсім, залишивши після себе багату культурну спадщину.

4. У сучасній культурі під поезією зазвичай розуміють вид мистецтва, забуваючи, що і в нинішньому повсякденному житті досить текстів поетичних, але не художніх.

5. У деяких композиторів імпровізація є джерелом творчих ідей і основним методом робіт, з досвідом композитор набуває техніку, що дозволяє йому писати музику в різних жанрах.

6. Сьогодні є багато цікавих і серйозних молодих органістів, які з огляду на обставини, що склалися, дуже мало грають, зокрема на київських державних майданчиках, однією з причин є тиск колег старшого покоління, яке не залишає молоді шансу.

7. У широкому сенсі музичний витвір це будь-яка музична п'єса, в тому числі, народна пісня чи інструментальна імпровізація.

8. Найбільш ранні згадки інструменту типу клавесина фігурують в 1354 році, як виконуючий соло інструмент клавесин зберігався в побуті до кінця XVIII століття.

8. Write the following words in the form of dictation: *happenings, commentators, troubadours, atmospheric changes, lightning, thunder, teeth-chattering effect, harpsichord, weighing, compositions, symphony.*

9. Express your opinion about the stories told in music. Find additional information about troubadours and minnesingers; be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

Past Simple (простий неозначений час) Стверджувальне речення **утворюється** за допомогою додавання до дієслів закінчення *-ed* або ж використання їхньої другої форми (таблиця неправильних дієслів): I played football yesterday. I thought about that. Заперечне речення утворюється за допомогою дієслова *did* (2 форма дієслова *do*) та додавання після нього частки *not*. I did not play with my dog yeasterday.

Для створення питального речення допоміжне дієслово *did* виносимо на початок речення. Did you go to the cinema five days ago?

Випадки, в яких **вживається** Past Simple:

1) дія, що закінчилась у минулому: I didn't see a play yesterday. Last year, I traveled to Japan;

2) серія завершених дій: I finished work, walked to the beach, and found a nice place to swim. He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00;

3) звички в минулому: I studied French when I was a child. Did you play a musical instrument when you were a kid?

2. Put the verb into the correct form.

1. I was very thirsty. I ... (drink) the water very quickly.
2. Paul and I ... (play) tennis yesterday. He's much better than me, so he ... (win) easily.
3. Don ... (fall) down the stairs this morning and ... (hurt) his leg.
4. Jimm ... (throw) the ball to Sue, who ... (catch) it.
5. Where ... (spend / she) her last holiday?

3. Write the past form of the following verbs:

| | |
|------------|-------------|
| Infinitive | Past Simple |
|------------|-------------|

| | |
|---------------|-------|
| to be | ..... |
| to begin | ..... |
| to break | ..... |
| to eat | ..... |
| to fight | ..... |
| to hit | ..... |
| to meet | ..... |
| to shoot | ..... |
| to swim | ..... |
| to teach | ..... |
| to think | ..... |
| to understand | ..... |
| to win | ..... |

4. Translate into English:

1. Вона прийшла 10 хвилин тому. 2. Ми вчора зустрілись біля фонтану. 3. Ви повірили в це багато років тому. 4. Я бачила цей фільм у друзів. 5. Вчора ти забрав мою флешку. 6. Вона посварилась з ним минулого тижня. 7. Я не любив чай в дитинстві. 8. Ти не помічала його 2 роки тому. 9. Він не пояснив цей матеріал на минулому уроці. 10. Вона не пропустила вчора лекцію.

5. Read the following information. Remember it.

Past Continuous (минулий тривалий час). Стверджувальне речення утворюється за допомогою допоміжного дієслова *was/were* (це дієслово *to be* у 2 формі) та дієслова у першій формі з додаванням до нього закінчення *-ing*. Допоміжне дієслово *was* використовується лише з 1 та 3 особами однини, в інших випадках використовується *were*: When you called I was taking shower. I was watching TV at 5 o'clock yesterday.

У заперечному реченні також використовується допоміжне дієслово *was/were*, але до них в кінці додається частка *not*: In the evening I wasn't watching TV.

Для створення питального речення у Past Continuous допоміжні дієслова *was* та *were* ставляться на початку речення: Were you sitting here at 8 o'clock in the morning?

Випадки, в яких **вживається** Past Continuous:

1) перервана дія в минулому: I was listening to my iPod, so I didn't hear the fire alarm;

2) дія в минулому, що має прив'язку до часу або до паралельної дії: Last night at 6 PM, I was eating dinner. I was studying while he was making dinner;

3) передача повторюваних дій та роздратування: She was always coming to class late. He was constantly talking. He annoyed everyone.

6. Yesterday at 6 pm your family were doing different things. Write positive sentences in past simple.

My mother / read / a novel –

My father / watch / a movie –

My elder sister / writing / in her diary –

My two brothers / listen / to the radio –

My little sister and I / not / watch / a movie –

We / talk / about school –

7. Put questions to the following sentences. Use the words and phrases in brackets. Answer the questions.

f.e. After the lesson Victor was explaining the new rule, (to you)
— Was Victor explaining the new rule to you?

— Yes, he was. He was explaining the new rule to me.

a) When I went into the yard, the boys were playing, (football)

- b) When we were playing, Bob was shouting. (loudly)
- c) I met Victor in the street. He was running quickly, (where)
- d) The weather was fine, the sun was shining, (all day)
- e) Nick was watching his little sister in the garden. (why)
- f) His sister was helping him to pack his things when I came, (what things)
- g) They were cooking dinner at that time, (with whom)
- h) I was waiting for him at 3 o'clock yesterday. (where)
- i) He was looking for something when I came in. (what)
- j) They were laughing when I entered the classroom. (why)

8. Tasks for independent and individual work:

Find some information about prepositions with an explanation on their meaning and use. Be ready to present it to your groupmates.

9. Test of grammar and vocabulary.

1. Open the brackets using the past simple tense.

- a). My working day (to begin) at six o'clock.
- b). I (to get) up, (to switch) on the TV and (to brush) my teeth.
- c). It (to take) me about twenty minutes.
- d). I (to have) breakfast at seven o'clock.
- e). I (to leave) home at half past seven.
- f). I (to take) a bus to the institute.
- g). It usually (to take) me about fifteen minutes to get there.
- h). Classes (to begin) at eight.
- i). We usually (to have) four classes a day.
- j). I (to have) lunch at about 2 o'clock.

2. Choose Past Simple or Past Continuous.

- a) What ... (do) when I ... (call) you last night?
- b) I ... (sit) in a cafe when you ... (call).

- c) When you ... (arrive) at the party, who ... (be) there?
- d) Susie ... (watch) a film when she ... (hear) the noise.
- e) Yesterday I ... (go) to the library, next I ... (have) a swim, later I... (meet) Julie for coffee.
- f) We ... (play) tennis when John ... (hurt) his ankle.
- g) What ... (they/do) at 10pm last night - it was really noisy?
- h) He ... (take) a shower when the telephone ... (ring).
- i) He ... (be) in the shower when the telephone ... (ring).
- j) When I ... (walk) into the room, everyone ... (work).
- k) It ... (be) a day last September. The sun ... (shine) and the birds ... (sing) . I ... (walk) along the street when I ... (meet) an old friend.
- l) He ... (live) in Russia when the Revolution ... (start).
- m) When her train ... (get) to the station, we ... (wait) on the platform.
- n) He ... (be) so annoying! He ... (always leave) his things everywhere.
- o) On holiday we ... (visit) Rome, ... (see) the Vatican, and ... (spend) a few days at the beach.
- p) Why ... (stand) on a chair when I ... (come) into the room?
- q) They ... (lived) in Germany when they ... (be) young.
- r) At 7pm yesterday, we ... (listen) to music.
- s) When I ... (leave) the house, it ... (snow).
- t) He ... (work) in a bank when he ... (meet) his wife.

3. Use the past tenses (simple or continuous) instead of the present ones. Translate the text.

The challenge is ringing in my ears. I'm struggling with life and I need to make a change. I have no one who believes in me. But I'm a fighter to the end. I'm tired of waiting to be who I am. That's not me. My future is bright. This is my world, my stadium, my concert, my life. And it's my turn to be successful.

4. Read the song «Teenager in love». Listen and fill in the missing words. Sing the song all together.

Teenager in love

Each time we a quarrel
 It almost breaks my ,
 'Cos I so afraid
 That we might have part.

Chorus

Each night I the stars up above
 Why I be a teenager in love?

One day I feel so ,
 Next I feel so sad.
 I guess I'll learn take
 The good with the

Chorus

I cried a tear for nobody but
 I'll the lonely one if you should say we're through.
 Well, if you to make me cry
 That be so hard to do
 And if you should say
 I'll still go on loving

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

MY WORKING DAY

I am sure that every person prefers weekends to working days, but working days are inevitable in our life. I have my working days from Monday to Friday. I am a first-year student of the South Ukrainian National Pedagogical University. My parents live in Vinnitsa and I study in Odessa so I need some housing. There are two opportunities for me: I can live in a dormitory (a students hostel), or to rent a flat (an apartment). I decided to rent a flat. To make the rent smaller, I also decided to share my flat with another boy — Oleg Popov. He studies at the university too, and he is my best friend now.

Now, let me describe my usual working day. My classes begin at 8:30. So on week-days I have to get up at 7:15. I turn on the radio and do my morning exercises while Oleg takes a shower. I don't take a bath in the morning because I don't have enough time for it. I take a cool shower (that's when I completely wake up), shave, brush my teeth. After that I go back to our room, get dressed and brush my hair. Then we have breakfast. Oleg makes breakfast every Monday, Wednesday and Friday. I have to serve breakfast on Tuesdays, Thursdays and Saturdays. I love to listen to the latest news on the radio while I am eating and Oleg prefers light music.

We leave the house at ten minutes past eight and walk to the nearest bus-stop. We live rather far from the university and it usually takes us about a quarter of an hour to get there by bus. Sometimes when the weather is fine and we have enough time we walk to the university. It is very healthy to walk much.

The classes begin at 8:30 in the morning and they end at 2:00 p.m. We have lectures in different subjects. As a rule we have three or four classes a day. Sometimes it is very hard to wait till they end. At 11:50 we have lunch. That's my favourite time. That is the time to share the latest news and to gossip. My friends and I prefer not to go to the canteen and we often have lunch in a small cafe not too far from the university. At 12:30 we have to be back to our classes. During the working day we also have several

short breaks that last for ten minutes. Occasionally I have to stay at the university till 4 or even 5 o'clock in the evening because I go to the university gym. Our gym has a lot of new exercise equipment, including running machines and cycling machines. It helps me to keep fit. As a rule I have no free time on week-days. So by the end of the week I get very tired. We come home at about 7 o'clock in the evening. We eat supper together and share the latest news. After supper we wash dishes, drink coffee or tee. At home I often made use of the Internet to collect information for my test papers and compositions. I can't imagine my life without computer and internet. Computers give access to a lot of information. It is possible to find data and descriptions, chapters from necessary books... to make a long story short, everything you need. I believe that computers can materially do our work easier and make people more educated. When I am through with my study I rest a little. Sometimes my friends call for me and we go for a walk. At about eleven at night I go to bed.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|-------------------------------|-------------------------|
| inevitable | винаймати квартиру |
| housing | буденні дні |
| dormitory, students hostel | одягатися |
| to rent a flat (an apartment) | підготуватися |
| week-days | житло |
| to get dressed | досить часу |
| to get ready | неминучий |
| enough time | студентський гуртожиток |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Complete the following description with for, during, by, until, at, in or on.

Eleanor is a nurse who works the night shift. How does she manage? Well I finish work (1) ... 6.30 a.m. Then I go home, have a bath and try to be in bed (2) ... half past eight. (3) ... the same time as I'm getting ready for bed, Jeffrey, my husband, and our five-

year-old daughter, Elaine, are getting up. Jeffrey takes her to nursery school. I usually sleep (4) ... about 3 o'clock (5) ... the afternoon. I have to be at the school (6) ... 3.30, to collect Elaine. We come home and I play with her, and try to get some housework done (7) ... the same time. When my husband comes home, we eat. If I'm lucky, I can relax (8) ... an hour before putting Elaine to bed. Then I do some housework that didn't get done (9) ... the day. I allow plenty of time to get to the hospital' because if I'm not there (10) ... time, another nurse will have to go on working (11) ... I arrive. I'm often very tired (12) ... the time I finish, but I don't really mind. There's a special atmosphere in the hospital (13) ... night. And the hours suit us, (14) ... the moment, anyway. I may want to work days when Elaine goes to a different school. Perhaps I'll be ready for a change (15) ... then.

5. Complete the questions, then answer them:

1. ... did the alarm clock ring? 2. ... did you go after classes yesterday? 3. ... did he do when he came home from work? 4. ... did it take you to get here? 5. ... did we go to the cinema last? 6. ... did you spend your weekend? 7. ... did you have your lunch today? 8. ... didn't she come on time? 9. ... did you meet you at the station? 10. ... woke you up in the morning?

6. Use the verbs in the Past Simple Tense:

I (to get up) very late yesterday. I (to look) out of the window and (to see) that the weather (to be) bad. So I (to think) for some time and (to decide) that I (to have) time to myself. Suddenly the telephone (to ring). I (to come) up to the telephone and (to take) the receiver. My friend Nick (to call). He (to say) that it (to be) his day off and (to invite) me to his place. I (to spend) the whole day, there. First we (to talk) about our problems; then we (to watch) TV, there (to be) an interesting American film which we (to like), then we (to have) tea in the kitchen and (to talk) again. We (to listen) to some music and when I (to look) at the watch I (to see) that it (to be) 8 in the evening. I (to think) I must be off and (to say) goodbye to Nick. When I (to come) home my parents (to ask) me «You (to have) a good time?» «Yes,» I (to answer), «I certainly (to do).» But I (to be) sorry, I (not to write) a single page on that day.

6. Retell the text «My Working Day».**7. Work with your partner. Ask and answer the questions.**

1. Who are you? Where do you study?
2. When did you enter the South Ukrainian National Pedagogical University?
3. What department do you study at?
4. When do you get up in the morning?
5. When do your classes begin?
6. When do you leave for the university?
7. Do you live far from the university?
8. How do you get to the university?
9. How much time does it take you to get to the university?
10. Do you attend all the classes?
11. How many classes do you have every day?
12. What type of classes do you have every day?
13. What do you do at lectures?
14. What do you do at practical classes?
15. What subjects do you study?
16. What is (are) your favorite subject(s)?
17. Why do you like it?
18. When are your classes usually over?
19. What do you do after the classes?
20. When do you answer your missed lessons?
21. When do you usually go home?
22. How many students are there in your group?
23. Is your group friendly?
24. When do you do your home task?
25. How much time does it take you to do your home task?
26. Do you have free time during your working days?
27. What do you do in your free time?

28. How do you usually spend your weekend?

8. Translate into English.

1. Коли ви зазвичай встаєте вранці? – Рівно о 7. 2. По неділях я часто ходжу в кіно або в театр. 3. Увечері я читаю книги, дивлюся фільми або слухаю музику. 4. Ми вечеряємо, як правило, о 7 годині. 5. Коли я приходжу додому, я йду в ванну, відкриваю кран, мию руки і витираю їх рушником. 6. Вам треба провітрити спальню і підмести підлогу. 7. Як ви добираєтеся до університету? – Автобусом. Але іноді доводиться йти пішки. 8. Давай підемо в парк! – Із задоволенням. 9. Скільки часу в тебе йде на те, щоб дістатися на роботу? – Біля півгодини. 10. Що ти збираєшся робити? – Я збираюся писати доповідь. 11. Я зазвичай ходжу в університет пішки, так як він знаходиться недалеко від нашого будинку. 12. Ви часто буваєте в театрі? – Ні, рідко. 13. Що ви робите вечорами? – Зазвичай буваємо вдома. Раз чи два на тиждень ми ходимо на ковзанку, зустрічаємося з друзями і ходимо в кіно або в театр. 14. Щодня Том робить ранкову зарядку. 15. Після занять Марія зазвичай робить домашнє завдання. Іноді вона ходить в бібліотеку, де читає книги і переглядає газети і журнали. 16. Ви лягаєте спати рано чи пізно? – Мені доводиться засиджуватися пізно. 17. Ви завжди приходите вчасно на заняття? – Так. 18. Як ви проводите вільний час? – З друзями, іноді з рідними

Unit 5

«Music can change the world because it can change people».

«Музика може змінити світ, бо вона може змінити людей».

— Bono

1. Listen, read and remember the following words and word-combinations:

| | | |
|-------------------|-----------------|---|
| 1. different | ['dɪfrənt] | інший, різноманітний, різний |
| 2. dimension | [daɪ'menʃn] | вимір; розмір, величина; обсяг; протяг |
| 3. duration | [dʒʊ'reɪʃn] | тривалість |
| 4. feature | ['fi:tʃə] | особливість, характерна риса; ознака, властивість, деталь |
| 5. interval | ['ɪntəvəl] | інтервал |
| 6. flexible | ['fleksəbl] | гнучкий |
| 7. expression | [ɪk'spreʃn] | вираз |
| 8. genius | ['dʒi:niəs] | обдарованість; геніальність |
| 9. to unify | ['ju:nɪfaɪ] | об'єднувати |
| 10. melodic curve | [mə'lɒdɪk kɜ:v] | мелодійна крива |
| 11. major | ['meɪdʒə] | мажорний |
| 12. minor | ['maɪnə] | мінорний; мінорний ключ |
| 13. yearning | ['jɜ:nɪŋ] | тужлива, прагнуча |
| 14. duplication | [dʒu:pli'keɪʃn] | подвоєння, розмноження |
| 15. intensity | [ɪn'tensətɪ] | інтенсивність |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|-----------------|---------------|---|
| 1. element | ['elɪmənt] | n |
| 2. soft | [sɒft] | a |
| 3. loud | [laʊd] | a |
| 4. slow | [sləʊ] | a |
| 5. fast | [fɑ:st] | a |
| 6. regular | ['regjʊlə] | a |
| 7. tone | [təʊn] | n |
| 8. air | ['eə] | a |
| 9. aspect | ['æspekt] | n |
| 10. ideal | [aɪ'diəl] | n |
| 11. combination | [kɒmbɪ'neɪʃn] | n |
| 12. colour | ['kʌlə] | n |

3. Read the sentences and translate them into your native language.

1. When you listen to a piece of music, you'll notice that it has several different characteristics; it may be soft or loud, slow or fast, combine different instruments and have a regular rhythmic pattern.

2. The basic feature of rhythm is the interval of time between the pulsations.

3. Usually at the beginning of any music this basis rhythm is established, and a contrasting rhythm may come later.

4. A good example of a basic rhythm, followed by a contrasting rhythm, is the third part of Brahms' Symphony in F major.

5. Sometimes some of these tones are an octave higher or lower than others, but they cannot be regarded as duplications because their overtones and undertones make additional combinations of sound.

6. Timbre is made up of two things – the fundamental tone, or first component, and varying degrees of loudness of other components sounding above it.

7. Our present methods of producing tone and our present musical instruments can produce only a few of all the timbres possible in nature.

4. Read and translate the text.

SOME ELEMENTS OF MUSIC

When you listen to a piece of music, you'll notice that it has several different characteristics; it may be soft or loud, slow or fast, combine different instruments and have a regular rhythmic pattern. All of these are known as the «elements of music», they are: tone, rhythm, harmony and timbre.

TONE. Air vibration produces tone. The quicker the vibrations, the higher the tone. Vibrations of tone travel in waves. A sound wave expands from its source in space in three dimensions. Sound waves pass through each other.

RHYTHM is mainly duration. The basic feature of rhythm is the interval of time between the pulsations. This interval of time is one aspect of duration. Every

kind of music has its basic rhythm, and in addition some kinds of music have contrasted or counter-rhythms. Sometimes this basic rhythm is regular, and against it are irregular counter-rhythms. But in other kinds of music the basic rhythm itself is irregular or flexible. Both of these types have their legitimate place in music.

Usually at the beginning of any music this basic rhythm is established, and a contrasting rhythm may come later. An example of a basic rhythm which continues almost unvaried throughout is the first part of Beethoven's Moonlight Sonata. This is one of the highest expressions of Beethoven's genius. It is unified throughout by one rhythmic pattern, one time of melodic curve, and one kind of musical texture.

A good example of a basic rhythm, followed by a contrasting rhythm, is the third part of Brahms' Symphony in F major. It begins in C minor with an ecstatic yearning melody which seems to be reaching outward and upward to some longed for ideal. Its basic rhythm is like a song with a continuous outpouring of melody.

MELODY is a combination of frequency and duration. A melody moves up and down in a pitch. The tones which compose a melody are varied in their length.

HARMONY is the sounding together of several tones at the same time. There may be anything from two to sixteen tones in any particular harmony. Sometimes some of these tones are an octave higher or lower than others, but they cannot be regarded as duplications because their overtones and undertones make additional combinations of sound.

TIMBRE is another name for tone colour. We know which instrument is playing by the character of timbre of its tone. Timbre is made up of two things – the fundamental tone, or first component, and varying degrees of loudness of other components sounding above it. These differences of timbre are unlimited in number. Our present methods of producing tone and our present musical instruments can produce only a few of all the timbres possible in nature. Timbre is a combination of frequency and intensity. Frequency, intensity and duration are the three basic elements of music which underlie tone, rhythm, melody, harmony and timbre.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

| | |
|---|---|
| 1. sound wave | звукова хвиля |
| 2. basic rhythm | основний ритм |
| 3. one of the highest expressions | один із найвеличніших виразів |
| 4. some elements of music | деякі елементи музики |
| 5. to have several different characteristics | мати кілька різних особливостей |
| 6. to combine different instruments | об'єднувати різні інструменти |
| 7. to be unified throughout | об'єднуватися всюди |
| 8. continuous outpouring of melody | тривале виливання мелодії |
| 9. Harmony is the sounding together of several tones at the same time. | Гармонія - це спільне звучання декількох тонів в один і той же час. |
| 10. Melody is a combination of frequency and duration. | Мелодія - це поєднання частоти і тривалості. |
| 11. Timbre is another name for tone colour. | Тембр - це ще одна назва для відтінку тону. |
| 12. Our present methods of producing tone and our present musical instruments can produce only a few of all the timbres possible in nature. | Наші сучасні методи створення тону і наші сучасні інструменти можуть виробляти тільки кілька з усіх можливих в природі тембрів. |

6. Finish the sentences.

1. When you listen to a piece of music, you'll notice that...
2. All of these are known as the «elements of music», they are...
3. A sound wave expands from...
4. The basic feature of rhythm is...
5. Every kind of music has its..
6. Harmony is the sounding together of ...
7. Timbre is made up of two things..
8. Our present methods of producing tone and our present musical instruments can...

7. Translate the sentences with new words into English and write them down.

1. Всі звуки виробляються завдяки вібрації, яка буває різною, і звуки вона виробляє різні, тому вони відрізняються один від іншого за трьома основними характеристиками: гучності, висоті і тональності.

2. Вимірювання висоти звуку відбувається по відносній шкалі: октави, всередині октав - ноти.

3. У музиці велике виразне значення має відносна тривалість звуків; порівняння її з тривалістю інших звуків є підставою складних музично-логічних зв'язків, що виражаються насамперед в ритмі і метрі.

4. З одного боку, інтервал це абстрактна математична величина, виражена відношенням двох чисел, з іншого боку, це елемент специфічно музичної логіки, категорія гармонії, виражена в буквеній або графічній нотації.

5. Геніальні люди були в усі часи, давньогрецький філософ Аристотель стверджував, що «геніальність» - це «божественний дар», а геній - людина від природи наділена особливими здібностями.

6. Мірою чутливості органів слуху до сприйняття звукових хвиль будь-якої інтенсивності є рівень гучності.

7. Прогресивний стиль в музиці - стиль більшості танцювальних проектів популярних європейських виконавців, який полягає в комбінації - джазове звучання плюс мінімальний ритм.

8. Write the following words in the form of dictation: *characteristics, dimensions, duration, pulsations, counter-rhythms, legitimate, throughout, yearning, outpouring, frequency.*

9. What elements of music do you know? Find additional information about them; be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

Present Perfect (теперішній доконаний час). Стверджувальне речення **утворюється** за допомогою допоміжного слова *have* (1 та 2 особи) або *has* (3 особа однини) та додаванням закінчення *-ed* до дієслова. Якщо дієслово неправильне, то використовується 3 форма – Past Participle: He has just finished playing football.

Для утворення запереченого речення в Present Perfect після допоміжного дієслова необхідно додати частку *not*: I haven't seen you for years!

Для утворення питального речення в Present Perfect допоміжне дієслово необхідно ставити наперед речення: Have you ever met him?

Випадки, в яких **вживається** Present Perfect:

1) дія, результат якої є в наявності в сьогоденні: I have been to France.
Nobody has ever climbed that mountain;

2) замість Present Perfect Continuous(з дієсловами, що не використовуються у Present Continuous – to see, to hear, to know, to understand, to remember та ін.):
Mary has loved chocolate since she was a little girl;

3) майбутня доконана дія в підрядних реченнях часу та умови: After I have read the book, I'll give it to you.

2. Write the Past Participle of the following verbs.

| | | | |
|------------|-----------|-------------|-----------------|
| to begin – | to go – | to rise – | to teach – |
| to bring – | to hide – | to see – | to think – |
| to break – | to hold – | to shake – | to understand – |
| to catch – | to keep – | to shoot – | to wake – |
| to eat – | to lend – | to speak – | to win – |
| to fall – | to lose – | to strike – | to write – |
| to get – | to pay – | to take – | to give – |

3. Make up the sentences using the Present Perfect Tense.

- a) He /just /to send/a letter/to his friend.
- b) We/already/to water/ the flowers/in the garden.
- c) I/never/to eat/oysters.
- d) They /to know/each other/for years.
- e) Sheila/to call/ me twice/today.
- f) The taxi/just/to arrive.
- g) You/just/to destroy/all my plans.
- h) Max/never/to ride/a motorbike.
- i) The Professor/to give/five lectures/this week.
- j) The seminar/ already/to start.
- k) We/to live/in this hotel/for three days/ already.
- l) The baby/just/to fall asleep.
- m) The Connors/to move/into a new house/already.
- n) I/to remind/Tom/about the meeting/three times/today.
- o) Andrew/to be/to Manchester/ three times/this year.

4. Translate into English.

1) Я щойно проглянув ці завдання з англійської мови. 2) Ви вже обговорили питання про його участь у пісенному конкурсі «Євробачення»? – Ще ні. 3) Я ще не обідав. Йдемо до їдальні. 4) Ви коли-небудь були в Лондоні? – Ні, але я багато читав про нього. 5) Я не зустрічався з нею відколи закінчив школу.

5. Read the following information. Remember it.

Past Perfect (минулий доконаний час). Стверджувальне речення утворюється за допомогою використання допоміжного дієслова *to have* у третій формі (*had*) та дієслова у третій формі, якщо воно неправильне або ж простим додаванням до нього закінчення *-ed*: I called Jim too late, he had already left.

Заперечні речення в Past Perfect утворюються за тією ж формулою, що й стверджувальні, окрім того, що після допоміжного дієслова потрібно ставити частку not: We were not able to get a hotel room because we had not booked in advance.

Питальні речення в Past Perfect утворюються за допомогою переміщення допоміжного дієслова на перше місце в реченні: Had you washed your hands before you took the food?

Випадки, в яких вживається Past Perfect:

1) завершена дія перед дією в минулому: I did not have any money because I had lost my wallet;

2) тривала дія в минулому перед подією: By the time Alex finished his studies, he had been in London for over eight years.

6. Use the verbs in brackets to complete the sentences.

1. I lost the key that he (give) ... to me.
2. She told me that she (see) ... the film.
3. I went outside as I (hear) ... a noise.
4. She picked out the red dress, which she (not / wear) ... for ages.
5. Mike (not / swim) ... in the beach before that day.
6. His father was angry because he (not / help) ... him.
7. (you / have) ... dinner before you left the house?
8. (he / manage) ... to find a place to stay when he went to Paris?
9. Where (she / stay) ... before she moved to live with her boyfriend?
10. When Sarah arrived at the party, Paul (go) ... home.

7. Translate into English.

- 1) Він ніколи раніше не був в Оксфорді.
- 2) Мій кузен купив квитки до того, як ми прийшли.
- 3) Я занадто втомився, тому що мій робочий день розпочався в шість.
- 4) Джек закінчив тест до того, як прозвенів дзвінок.
- 5) Місіс Смит вже приготувала вечерю, коли її чоловік прийшов додому з роботи.

- 6) Їй не сподобався фільм, тому що вона прочитала до цього книгу.
 7) В нашій квартирі був безлад, тому що у мене напередодні був день народження.
 8) Ми не пішли в ресторан, оскільки витратили усі гроші на одяг.
 9) Мері не могла кататися на ковзанах після того, як зламала ногу.
 10) Ларрі запізнився, оскільки застряг в дорожній пробці.
 11) Студент був щасливий, оскільки склав усі іспити.

8. Tasks for independent and individual work.

Find some information about numerals (cardinal and ordinal) and the way of their reading.
 Be ready to present it to your groupmates.

9. Test of grammar and vocabulary.

1. Match the two parts of the sentences

- | | |
|--------------------------------------|---|
| His parents were angry because ... | because we hadn't paid the bill. |
| The roses died because ... | the film had already started. |
| When we arrived at the cinema ... | he hadn't phoned them for several months. |
| Bob was late for the train ... | because he had passed all his exams. |
| The electricity was switched off ... | because he had forgotten his passport. |
| The student was happy ... | I hadn't watered them for several weeks. |

2. Complete the sentences. Use the words in brackets.

- Do you know where Julia is? – Yes, I – her. (just/see)
 What time is David leaving? – He – (already/leave)
 What's in the newspaper today? – I don't know. I – (not/read/yet)
 Are your friends here yet? – Yes, they – (just/arrive)
 What does Tim think about your plan? – I – (not/tell/yet)

3. Choose the correct option.

She has /'s had a moped since she was 15.

We took /'ve taken a taxi to town that morning.

We played /'ve played volleyball last night I'm really hungry.

I didn't eat / haven't eaten since last night.

They visited/ 've visited Colorado last summer.

4. Put the verbs in brackets in the Past Simple or in the Present Perfect.

1). I (have, just) _____ a nice pot of coffee. Would you like a cup? 2). I (see, not) _____ Steve this morning yet. 3). Carol and I are old friends. I (know) _____ her since I (be) _____ a freshman in high school. 4). Maria (have) _____ a lot of problems since she (come) _____ to this country. 5). I (go) _____ to Paris in 2003 and 2006. 6). A car came round the corner and I (jump) _____ out of the way. 7). Don't throw the paper away because I (not to read) _____ it yet. 8). Is Jim going to eat lunch with us today? — No. He (eat) _____ (already). He (eat) _____ lunch an hour ago. 9). Since we (start) _____ doing this exercise, we (complete) _____ some sentences. 10). I (be) _____ never to Italy. 11). Maria (get) _____ some bad news last week. She (be) _____ sad since she (get) _____ the bad news. 12). I (start) _____ school when I was five years old. I (be) _____ at school since I (be) _____ five years old. 13). I (change) _____ my job three times this year. 14). I (change) _____ my job three times last year. 15). The weather was hot and dry for many weeks. But two days ago it (rain) _____. 16). Tom (break) _____ his leg five days ago. He's in hospital. He (be) _____ in hospital since he (break) _____ his leg. 17). Are you going to finish your work before you go to bed? — I (finish) _____ it (already). I (finish) _____ my work two hours ago. 18). He (have, not) _____ any problems since he (come) _____ here. 19). The baseball player (hit) _____ the ball out of the stadium yesterday. He (hit) _____ a lot of homeruns since he (join) _____ our team. 20). It's the first time I (be) _____ on a ship.

5. Translate into English.

Школи Англії пропонують дуже насичену програму навчання. З 8.30 до 17.30 (з перервою на обід) діти займаються уроками, спортом і позакласними заняттями в кружках. Потім – двогодинна перерва на вечерю та відпочинок. Приватні школи Англії пропонують для вивчення точні і природничі науки: математика, фізика, комп'ютери й програмування, хімія, анатомія і біологія людини; гуманітарні: англійська мова, англійська література, інші мови (французька, німецька, іспанська та ін.), історію. Особливу увагу школи в Англії приділяють спорту. Вивчення мистецтва також дуже поширене: приватні школи в Англії мають театри, художні й музичні студії та різноманітні кружки.

6. Answer the questions. Write complete sentences.

1. Do you like singing karaoke? How often do you sing karaoke?
2. Do you like to dance?
3. Do you listen to music while doing your homework?
4. Do you sing while taking a bath?
5. Do you think there is a relationship between drugs and music?
6. Do you think there is a relationship between violence and music?
7. Do you think your favorite music twenty years from now will be the same as it is today?
8. Do you watch music shows on TV? If so, what do you watch?
9. Does your mother play the piano?
10. Have you ever been to a concert?
11. Have you ever been to a rock concert?
12. Have you ever been to an orchestra concert?
13. Have you ever taken part in a singing competition?
14. How does music make you feel?
15. How many CD's do you have?
16. How much time do you spend listening to music?
17. How often do you listen to music? (...to classical music, ... to jazz,)?
18. How often do you listen to the radio?
19. If you could play any musical instrument, what would it be?
20. If you could start a band, what type of music would you play? Why?

21. If you were a song, what song would you be and why?
22. Is live music popular in your country?
23. Is there any kind of music that you hate?

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

HIGHER EDUCATION IN UKRAINE

Higher education in Ukraine has a long and rich history. Its students, graduates and academics have long been known and appreciated worldwide. The pioneering research of scholars working in the country's higher education institutions and academies, such as Dmytro Mendelejev, Mykola Zhukovsky, and Yeugeny Paton, are part of the universal history of scientific progress.

The first higher education institutions emerged in Ukraine during the late 16th and early 17th centuries. The first Ukrainian higher education institution was the Ostrozka School, established in 1576, similar to Western European higher education institutions of the time. The oldest university was the Kyiv Mohyla Academy, established in 1632.

Higher education is generally recognized as preparing individuals to realize more fully their human potential, enrich their understanding of life and make them more productive to society. Future specialists in various fields of science, technology, economics and art get a fundamental general and specialized training, all students regardless of their specialty study foreign languages.

Apart from educational work and schooling Ukrainian higher schools carry out a great deal of scientific work in all branches of knowledge. They have either a students' research Society (Club) or a Technological Design Bureau which provide excellent facilities for young researches. Our country needs specialists in all fields of science and all branches of industry and agriculture. Institutes exist not only in big cities like Kyiv, Kharkiv, Lviv, but in many towns of Ukraine like Irpin.

Being a participant of the Bologna process, Ukraine joined common European education system, as well as European academic research community. A new set of requirements for obtaining the Bachelor's Degree has been adapted to meet European standards. Another important objective was to revise syllabuses and qualification requirements.

Higher educational establishments of our country fall into three main types. The first type includes the universities and institutes where there are only full-time students, which receive state grants. Students who do not live at home get accommodation in the hostels. The second and third types of higher schools provide educational facilities for factory and office workers who combine work with studies. The second type of higher education in establishments includes evening faculties and evening higher schools for those who study in their spare time.

The third type covers extra-mural higher schools where students take correspondence courses. Every year extra-mural students receive from 30 to 40 days' leave to prepare for their exams. The diplomas by the evening faculties and extra-mural higher schools have the same value as the diplomas of all other institutes and universities.

The period of study at higher schools is from 4 to 6 years. According to the subjects studied there exist three groups of higher schools' universities, polytechnic and specialized institutes.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|---|--|
| to realize more fully their human potential | студенти стаціонару |
| to enrich their understanding of life | одержувати державні пільги |
| a great deal of scientific work | повніше реалізувати людський потенціал |
| to provide excellent facilities | вищий навчальний заклад |
| higher educational establishment | поєднувати роботу з навчанням |
| full-time students | забезпечувати відмінні умови |
| to receive state grants | отримувати відпустку |
| to combine work with studies | навчатися заочно |
| to take correspondence courses | великий обсяг наукової роботи |
| to receive a leave | збагатити їхнє розуміння життя |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Complete the following sentences.

1). All students regardless of their speciality study 2). Ukrainian higher schools carry out a great deal of 3). Higher educational establishments of our country fall into 4). Students who do not live at home get 5). Extra - mural students receive from 30 to 40 days' 6). The diplomas by the evening faculties and extra-mural higher schools have ... 7). According to the subjects studied there exist 8). Another important ... was to revise syllabuses and qualification requirements.

5. Choose the correct variant:

It is hard to believe but Benjamin got ___ average marks in all his exams.

- 1). on high
- 2). over
- 3). above

Most of the students in my group are ___

- 1). bookworming
- 2). bookworm
- 3). bookworms

You should study hard during the term to ___ a credit for this philosophy course.

- 1). get
- 2). obtain
- 3). gain

These words are to be learnt ___ heart for the next lesson.

- 1). close to
- 2). by
- 3). towards

Deborah started working to learn about life in the school of ___ knocks.

- 1). tough

2). hard

3). severe

Have you ever thought about working your ____ through college?

1). path

2). road

3). way

6. Retell the text «Higher education in Ukraine».

7. Work with your partner. Ask and answer the questions.

When did the first higher education institutions in Ukraine emerge?

Does higher education help to develop your human potential and enrich your understanding of life? Why?

What training do the future specialists get?

What can you say about the role of foreign languages in gaining higher education?

What is the role of scientific work in training future specialists?

What specialists does our country need? Why?

Where do institutes and universities exist in our country?

How many types of higher educational establishments we have in our country?

What higher schools does the first type include?

Which is the second type?

What schools does the third type cover?

What do extra-mural students receive every year?

Is there any difference between the diplomas by the evening faculties, extra- mural schools and full-time schools?

How long does the period of studies at higher schools last?

What groups of higher schools exist?

8. Translate into English.

Система середньої освіти в Україні включає початкову школу, середні і старші класи. Діти звичайно йдуть до школи у віці шести чи семи років. Після дев'ятого класу учні можуть вступати до різних технікумів. Ті, хто хочуть вступати до вищих навчальних закладів, повинні закінчити десятий і одинадцятий класи. Студенти також можуть вступати до вищих навчальних закладів після спеціалізованих коледжів чи ліцеїв. Система вищої освіти представлена університетами, політехнічними інститутами, спеціалізованими інститутами. В університетах курс навчання п'ять років, там зазвичай від шести до дванадцяти факультетів. Інститути готують фахівців для промисловості, сільського господарства й економіки. Більшості з них був недавно наданий статус академії чи університету. Студенти можуть також вступити до аспірантури, займатися науково-дослідною роботою. Останнім часом з'явилася велика кількість приватних навчальних закладів. У деяких інститутах є платні групи чи факультети. Там студенти можуть одержати освіту на такому ж високому рівні, як і в державних інститутах.

Unit 6

«A great song should lift your heart, warm the soul and make you feel good».

«Гарна пісня повинна підносити серце, зігрівати душу і змушувати людину відчувати себе добре».

— *Colbie Caillat*

1. Listen, read and remember the following words and word-combinations:

| | | |
|-------------------------|--------------------------|--------------------------|
| 1. rise | [raɪz] | підйом, підняття |
| 2. conductor | [kən'dʌktə] | диригент |
| 3. orchestra | ['ɔ:kɪstrə] | оркестр |
| 4. public | ['pʌblɪk] | громадський; публічний |
| 5. performer | [pə'fɔ:mə] | виконавець |
| 6. court | [kɔ:t] | двір (короля) |
| 7. pomp | [pɒmp] | помпа, пишність, розкоші |
| 8. pleasure | ['plezə] | задоволення; розвага |
| 9. occasion | [ə'keɪʒn] | подія |
| 10. wedding | ['wedɪŋ] | весілля |
| 11. festivities | [fe'stɪvətɪz] | святкування; торжества |
| 12. performance | [pə'fɔ:məns] | вистава; спектакль |
| 13. listener | ['lɪsənə] | слухач |
| 14. stringed instrument | ['strɪŋd 'ɪnstɾəmənt] | струнний інструмент |
| 15. to rehearse | [ri'hɜ:s] | репетирувати |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|------------------|--------------|---|
| 1. help | [help] | n |
| 2. prince | [prɪns] | n |
| 3. choice | [tʃɔɪs] | n |
| 4. function | ['fʌŋkʃən] | n |
| 5. birth | [bɜ:θ] | n |
| 6. death | [deθ] | n |
| 7. visit | ['vɪzɪt] | n |
| 8. original | [ə'ɪrɪdʒnəl] | a |
| 9. old-fashioned | [əʊld'fæʃnd] | a |
| 10. paper | ['peɪpə] | n |
| 11. elegant | ['elɪgənt] | a |
| 12. leader | ['li:də] | n |
| 13. feet | [fi:t] | n |
| 14. metal | ['metl] | n |

3. Read the sentences and translate them into your native language.

1. To get an idea of what an orchestra was like about 250 years ago, we must try to imagine the world of music in Bach's time.

2. A composer or a performer was almost always dependent upon the generosity of a patron for his livelihood.

3. There was no court in Europe, large or small, that did not have its music masters and music makers to provide an impressive background for pomp and pleasure.

4. When a prince looked for someone to train and direct his musicians, he made sure that the man of his choice was a composer and performer as well.

5. He had to write original compositions; train the musical corps; play various instruments on occasion; and insure a polished performance before the assembled guests of his patron.

6. The music stands of some directors were so badly damaged that they had to have small sheets of metal fastened to them to keep them from wearing away.

7. When in 1820 Ludvig Spohr appeared before the London Philharmonic Society to conduct one of his symphonies, and pulled the little stick out of the pocket, the orchestra players stared at him with surprise and annoyance.

4. Read and translate the text.

THE RISE OF THE MODERN CONDUCTOR

To get an idea of what an orchestra was like about 250 years ago, we must try to imagine the world of music in Bach's time. There were no public concerts then. A composer or a performer was almost always dependent upon the generosity of a patron for his livelihood. Nor could a corps of musicians maintain itself without the help of the church or of the nobility.

There was no court in Europe, large or small, that did not have its music masters and music makers to provide an impressive background for pomp and

pleasure. The orchestra players might number anywhere from ten to twenty. When a prince looked for someone to train and direct his musicians, he made sure that the man of his choice was a composer and performer as well.

It was the function of the composer to create music for all occasions. And there were many of them – births and deaths, weddings and visits of foreign dignitaries, to say nothing of the frequent festivities that made up the daily round of court life.

The music master had four responsibilities. He had to write original compositions; train the musical corps; play various instruments on occasion; and insure a polished performance before the assembled guests of his patron. The old-fashioned sheaf of rolled paper was not strong enough or elegant enough for his purpose. And so he took to using a stick.

Directing music had become a noisy affair. The leader would stamp his feet and bang his stick. The banging, thumping, and pounding annoyed the listeners. They complained that it actually drowned out much of the music. The music stands of some directors were so badly damaged that they had to have small sheets of metal fastened to them to keep them from wearing away. No wonder this species of leader was called a «wood-chopper».

As the orchestra grew larger and compositions became more complex, the leader's position changed. The stringed instruments having become the backbone of the orchestra, the first violinist found himself promoted to a role of importance. He was given the responsibility of rehearsing the group and in due time the authority to conduct. He often used his bow.

The keyboard instrument still provided the accompaniment. The musician at the keyboard – who was usually the composer himself – set the pace. The first violinist followed his lead and communicated the pace to the other players. By playing a phrase here and a phrase there, he would try to convey the style and meaning of the music to them. All the while the man at the keyboard would show his approval or disapproval by nods and smiles and grimaces.

This allegiance to two masters – the first violinist and the keyboard musician – was anything but satisfactory. Someone with real authority had to take over. The violinist, using his bow, now came forward as the one and only conductor.

Some conductors used a little stick called a baton. The baton, however, was by no means enthusiastically welcomed everywhere. When in 1820 Ludvig Spohr appeared before the London Philharmonic Society to conduct one of his symphonies, and pulled the little stick out of the pocket, the orchestra players stared at him with surprise and annoyance.

Complicated modern music calls for a conductor of the highest skill. Under such a leader, the orchestra fulfills its mission – the interpretation of great music.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

| | | |
|-----|---|---|
| 1. | to get an idea of something | для того щоб зрозуміти що-небудь |
| 2. | to try to imagine | намагатися уявити |
| 3. | generosity of a patron | щедрість господаря |
| 4. | to provide an impressive background | забезпечити значущий музичний супровід |
| 5. | to look for someone | шукати кого-небудь |
| 6. | to create music | складати музику |
| 7. | to become more complex | ставати більш складним |
| 8. | He was given the responsibility of rehearsing the group and in due time the authority to conduct. | На нього покладалася відповідальність за репетиції групи і після закінчення якогось часу повноваження диригувати. |
| 9. | The violinist, using his bow, now came forward as the one and only conductor. | Скрипаль, який використовував свій смичок, висунувся вперед ставши єдиним диригентом. |
| 10. | Complicated modern music calls for a conductor of the highest skill. | Складна сучасна музика вимагає диригента, який володіє високою майстерністю. |
| 11. | Under such a leader, the orchestra fulfills its mission – the interpretation of great music. | При такому диригенті оркестр виконує свою місію - інтерпретацію великої музики. |

6. Finish the sentences.

1. To get an idea of what an orchestra was like about 250 years ago, we must ...
2. A composer or a performer was almost always dependent upon...

3. There was no court in Europe, large or small, that did not have...
4. The old-fashioned sheaf of rolled paper was not...
5. They complained that it actually...
6. As the orchestra grew larger and compositions became more complex...
7. When in 1820 Ludvig Spohr appeared before the London Philharmonic Society...
8. Under such a leader, the orchestra fulfills its mission...

7. Translate the sentences with new words into English and write them down.

1. До XIX століття обов'язки сучасного диригента виконував один з учасників ансамблю, який під час гри ударами смичка, спеціального жезла, кивками голови і т. п. відраховував такт виконуваного твору і вказував моменти вступу окремих інструментів.

2. Симфонічним називається оркестр, складений з кількох різнорідних груп інструментів - сімейства скрипок, духових та ударних, принцип такого об'єднання склався в Європі в XVIII столітті.

3. У класичній музиці і в опері голос трактується виключно як музичний інструмент, композитори пишуть музику для цього інструменту, враховуючи майстерність і особливості голосу виконавця.

4. Для того щоб гостям на весіллі було весело необхідно продумати музичний супровід весільного дня, правильно розставити музичні акценти.

5. Робота над створенням вистави включає в себе: вибір і адаптацію п'єси, розподіл ролей, проведення репетицій, підготовку музичного супроводу, а завершальним етапом є проведення генеральної репетиції.

6. На цій філармонічній сцені виступають зірки першої величини, для яких дуже важливий контакт зі слухачем, а він тут наймовірно вдячний; це слухач, який підготовлений до сприйняття музики дуже високого рівня.

7. Струнний музичний інструмент - це музичний інструмент, в якому джерелом звуку є коливання струн, типовими представниками струнних інструментів є скрипка, віолончель, альт, арфа і гітара.

8. Write the following words in the form of dictation: *conductor, orchestra, performer, generosity, background, pleasure, occasions, festivities, old-fashioned, responsibilities, performance, rehearsing, accompaniment.*

9. What do you know about the rise of conductors? Find additional information about the profession of conductor; be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

Future Simple (майбутній простий час) Стверджувальне речення утворюється за допомогою додавання допоміжних дієслів *shall / will* та першої форми дієслова: I will play football.

Для утворення заперечного речення необхідно після *shall / will* ставити частку *not*: Tomorrow he won't go to the school.

Питальне речення утворюється в наступний спосіб: *Shall / Will* + іменник + дієслово: Will you go with us?

Випадки, в яких **вживається** Future Simple:

- 1) обіцянка щось зробити: I will call you when I arrive;
- 2) передбачення майбутніх подій: John Smith will be the next President;
- 3) миттєва реакція на щось: Will you help me move this heavy table?

2. Put the verb into the correct form.

- a) You (be) ... very happy.
- b) Jim (get) ... a lot of money if he sell his car.
- c) They (buy) ... a beautiful house very soon.
- d) Her friends (support) ... you.
- e) They (have) ... a meeting tomorrow.
- f) I (join) ... them soon.
- g) I (travel) ... around the world.
- h) John (do) ... this homework tomorrow.

3. Translate into English.

- a) Сподіваюся, вона нам допоможе.
- b) Вони перекладуть цей текст пізніше.
- c) Макс незабаром буде тут.
- d) Населення нашої країни збільшиться в 21-му столітті.
- e) Клімат потеплішає.

4. Read the following information. Remember it.

Future Continuous (майбутній тривалий час). Стверджувальні речення **утворюється** за допомогою допоміжних дієслів *shall /will* та *to be* (без інфінітива) і додаванням закінчення *-ing* до дієслова у першій формі: Don't disturb me in the evening, I'll be preparing for exam.

При утворенні заперечних речень після допоміжного дієслова *shall/will* додається частка *not*: At 6 I won't be sleeping yet.

Для утворення питального речення в Future Continuous *shall/will* ставляться на початку речення: Will you be playing the guitar at 6 o'clock in the evening?

Випадки, в яких **вживається** Future Continuous:

- 1) перервана дія в майбутньому: I will be watching TV when she arrives tonight;
- 2) дія в майбутньому відбувається в означений час: Tomorrow at 2 AM, they won't be playing in the club;
- 3) паралельні дії в майбутньому: While Ellen is reading, Tim will be watching television.

5. Use the verbs in brackets to complete the sentences.

- a) Tomorrow they (work) ... in the morning.
- b) Next week we (have) ... a party at 12 A.M.
- c) At midnight she (sleep)
- d) This evening I (watch) ... a football match.
- e) (visit / you) ... a friend this afternoon?
- f) He (not/drive) ... her to work tomorrow morning.

6. Translate the sentences.

- 1) С'ю буде робити домашнє завдання завтра в 5:00.
- 2) Ми будемо загоряти з 9 до 12 години завтрашнього ранку.
- 3) Нік і Джек буде їхати в Берлін в цей час наступного понеділка.
- 4) У нас буде конференція з 3 до 5 годин завтра.
- 5) Мій двоюрідний брат буде тренуватися в тренажерному залі в 7:00 завтра ввечері.

- 6) Неллі і Діана будуть відпочивати на Гаваях в цей час на наступному тижні.
 7) Ми будемо танцювати на вечірці весь вечір завтрашнього дня.
 8) Катя буде в гостях у своєї бабусі і дідуся весь день в наступну суботу.
 9) Вони будуть готуватися до весілля весь наступний тиждень.
 10) Я буду подорожувати по Канаді протягом двох тижнів в наступному місяці.

7. Read the following information. Remember it.

Future Perfect (майбутній доконаний час). Для утворення стверджувального речення використовуємо допоміжні слова *shall have* або *will have* перед дієсловом, до якого має додаватися закінчення *-ed*. Якщо дієслово неправильне, то використовується його 3 форма (Past Participle): I will have finished my homework by 7 o'clock.

Для утворення заперечного речення в Future Perfect необхідно після допоміжних дієслів *shall/will* додати частку *not*: I will not have finished this test at 3 o'clock.

Для утворення питального речення в Future Perfect допоміжне дієслово *shall/will* необхідно поставити на перше місце в реченні: Will you have read all these books by the exam time?

Випадки, в яких **вживається** Future Perfect:

- 1) Закінчена дія перед будь-яким моментом в майбутньому: By the time he gets home, she will have cleaned the entire house;
- 2) продовжена дія в майбутньому перед будь-якою подією: I will have been in London for six months by the time I leave.

8. Open the brackets. Use Future Perfect.

- a) By 8 o'clock, he (finish) ... his work.
- b) Pupils (leave) ... the classroom by the end of the hour.
- c) She (go) ... home by next month.
- d) We (return) ... from the excursion by eight o'clock in the evening.
- e) (buy / they) ... the new flat by December?

f) The sun (not / rise) ... by 5 o'clock in the morning.

g) (you/finish) ... the cleaning by 3 o'clock?

9. Translate into English.

1) Майк відремонтує ваше авто до вечора вівторка.

2) Ми не завершимо цей проект до кінця цього місяця.

3) Мій юрист підготує всі необхідні документи до четверга.

4) Ви отримаєте наше повідомлення до кінця робочого дня.

5) Олена приготує вечерю до сьомої вечора? — Так, вона все приготує, а ми накриємо на стіл до сьомої вечора.

6) Хто замовить квитки на літак до понеділка? — Джон їх замовить.

7) До якого часу завтра водій привезе обладнання? — Він привезе обладнання завтра до шостої вечора,

8) Ваш секретар надрукує звіт до наступного понеділка? — Так.

9) Що шкідливіше алкоголь або сигарети? — Я гадаю, і алкоголь і сигарети шкодять здоров'ю.

10) Вона напише статтю до п'ятниці? — Ні, вона до п'ятниці ще не повернеться з відрядження.

10. Task for independent and individual work.

Find some information about Future in the Past Tenses (Simple, Continuous, Perfect) and their use. Be ready to present it to your groupmates.

11. Test of grammar and vocabulary.

1. Read and find the sentences with mistakes. Underline the mistakes and correct them.

a) I'll try to study better next semester.

b) Alex will phones us later.

c) Max will help me to catch that cat.

d) Hurry up! You will to be late.

- e) Rita will be here soon.
- f) I'll clean the blackboard!
- g) They will call on us next Friday.
- h) Granny will receive a lot of letters one of these days.
- i) Tonight I'll go to bed early.
- j) Max is afraid of that dog again.

2. Open the brackets to complete the sentences.

- 1) At this time tomorrow we ... (to watch) a new play in the theatre.
- 2) I ... (to have) lunch with our business partners from 3 to 5 o'clock tomorrow.
- 3) Mike ... (to interview) a famous showman at 6 o'clock next Thursday,
- 4) We ... (to discuss) this project at our morning meeting next Wednesday.
- 5) My lawyer ... (to wait) for us in his office at 11 o'clock tomorrow morning.
- 6) The workers ... (to repair) the road in the city centre for two days next week.
- 7) The students ... (to write) a test from 9 a.m. till 1 p.m, next Tuesday.
- 8) My friends ... (to play) cricket from 5 till 7 o'clock next evening.
- 9) I ... (to fly) to Cairo at this time next Sunday.
- 10) Alice ... (to walk) in the park with her daughter at 7 o'clock tomorrow evening.

3. Put the verbs in brackets into the correct form.

- 1) Janet ... (to make) the cake by 3 o'clock tomorrow.
- 2) ... Chris ... (to book) a table in the restaurant by next Sunday? — Yes, he
- 3) Unfortunately, Sam ... (not to return) from his business trip by next Wednesday.
- 4) ... Cindy ... (to prepare) her speech by Monday? — Yes, she ... ,
- 5) ... the bookkeeper ... (to pay) all the bills by next Friday? — No, he
- 6) I ... (to write) a shopping list for you by tomorrow morning.
- 7) ... you ... (to speak) to your parents by tomorrow? — Yes, I
- 8) ... Tom ... (to pack) his rucksack by the time the bus arrives? — Yes, he
- 9) I'm afraid Molly ... (not to make) photocopies of all the documents by the end of the working day.

10) ... we ... (to reach) the camp by sunset? — I hope we

4. Replace the infinitives in brackets by the Future Indefinite or the Future Perfect.

- a) He (to receive) the telegram tomorrow.
- b) He (to receive) the telegram by tomorrow.
- c) I (to do) the exercises by seven o'clock.
- d) I (to do) the exercises in the afternoon.
- e) By this time you (to take your examination).
- f) You (to take) your examination next week.
- g) The teacher (to correct) our dictations in the evening.
- h) The teacher (to correct) our dictations by the next lesson.

5. Play a guessing game. Think of a kind of music, but don't tell anyone. Ask and answer questions with a partner. Your partner has to guess the kind.

f.e. – Do you need any special instruments to make it? – Yes, you do.

Do you listen to it when you are sad? – No, you don't...

6. Answer the questions. Write complete sentences.

Should music lyrics be rated similar to the way movies are rated?

What are some concerts you have been to?

What are some special or traditional musical instruments in your country?

What do you think the world would be like without music?

What do you think of manufactured bands? Can you name any?

What is one of your favorite songs? Why do you like it? When did you first hear it? Who sings it?

What is your favorite karaoke song to sing?

What is your favorite kind of music?

What kind of music do you like?

What kind of music do you listen to to cheer you up?

What kind of music do you usually listen to?

What kind of music do your parents listen to?

What kind of music you like the most?

What kind of songs do you like to sing?

What kinds of music do people listen to in your country?

What kinds of music do you dislike?

What musicians did you like when you were in junior high school? How about high school?

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

HIGHER EDUCATION IN GREAT BRITAIN

When higher education of Great Britain is being spoken about the University education is generally meant. But in fact there is a considerable amount of past-school education, including part-time as well as full-time studies carried on in technical colleges teacher training colleges, art colleges, institutes of adult education and so on. Higher education, consisting of degree and equivalent courses, has experienced a dramatic expansion. The number of higher education students in Britain almost doubled between 1979 and 1993 to 1.5 million, so that today around 30 percent of young people enter full-time higher education.

The academic year in Britain's universities, Polytechnics, Colleges of education is divided into 3 terms, which usually run from the beginning of October to the middle of December, the middle of January to the end of March, from the middle of April to the end of June or the beginning of July. Good A-level results in at least 2 subjects are necessary to get a place at a university. However, good exam passes alone are not enough. Universities choose their students after interviews. For all British citizens a place at a university brings with it a grant from their local education authority.

There are some 90 universities, which enjoy academic freedom. Every University is autonomous and responsible to its governing body. The regulations differ from University to University. While there are similarities between them, they all differ from Oxford and Cambridge, where are a number of separate colleges, each with their own regulations and courses of studies. The new, so-called «red-brick» Universities are divided into various faculties: Faculty of Arts, Faculty of Science, Faculty of Social and Economic Studies, etc.

University degree courses are generally being taken for three, four or even five years. University teaching combines lectures practical classes and small group teaching in

either seminars or tutorials. The last is a traditional feature of the Universities of Oxford and Cambridge.

First degree courses are mainly full time and usually last three years, with longer courses in subjects such as medicine. Universities offer courses in a broad range of academic and vocational subjects, including traditional arts subjects, the humanities, and science and technology. The government encourages young people to choose degree courses in subjects, or combinations of subjects, that provide the knowledge and skills required by a technologically advanced economy.

Over 95 percent of students on first degree and comparable higher education courses receive government grants covering tuition and accommodation and other maintenance expenses. Parents also contribute, the amount depending on their income. In addition, students can take out loans to help pay their maintenance costs.

Some 80,000 overseas students study at British universities or further education colleges or train in nursing, law, banking or in industry.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|---|---|
| to take a course | покривати витрати на навчання |
| a broad range of academic and vocational subjects | педагогічні інститути |
| teacher training college | зазнати значного розширення |
| maintenance expenses | навчання з відривом від виробництва |
| to experience a dramatic expansion | вивчати курс |
| to be responsible to governing body | навчання без відриву від виробництва |
| to cover tuition | широкий вибір навчальних та професійних предметів |
| part-time studies | бути підпорядкованим керівному органу |
| full-time studies | витрати на утримання |
| to provide knowledge | мати свободу вибору під час навчання |

to enjoy academic freedom

забезпечувати знання

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Fill in the blanks with prepositions or adverbs if necessary.

1. There is a demand ... a better and more democratic system ... education ... Great Britain.
2. The students of all the groups are responsible ... their dean.
3. The regulations differ ... university ... university ... Great Britain.
4. Our institute is divided ... various departments.
5. Our university degree courses are taken ... four or five years ... Ukraine.
6. The students were speaking ... their forthcoming exams.
7. Women as well as men have equal rights ... education ... our country.

5. Choose the words from the box to complete the sentences.

| | | | | |
|----------------|-------|--------|------------------|----------------------|
| Universities | Open | higher | Britain | education |
| Master of Arts | staff | degree | Bachelor of Arts | Doctor of Philosophy |

- 1) There are over a million students in the British ... education.
- 2) The aim is that 1 in 3 young people goes into higher
- 3) All Britain's ... enjoy complete academic freedom.
- 4) They appoint their own ... and decide what and how to teach.
- 5) The rest of ...'s 47 universities were set up in the last 200 years.
- 6) First ... courses usually last 3 or 4 years.
- 7) The ... University relies on distance-learning.
- 8) The first degree of ... is awarded after 3-4 years study.
- 9) The second degree is ... or Master of Sciences.
- 10) The third degree is the

6. Match the line in A with the line in B.

| A | B |
|-----------------|---------------------------------|
| 1) Bed | Bachelor of Science |
| 2) BA | He arranges course of studies |
| 3) B.Sc. | Bachelor of Education |
| 4) Ph.D. | A new student |
| 5) freshman | Doctor of Philosophy |
| 6) tutor | Bachelor of Arts |
| 7) «bumping» | Academic dress |
| 8) cap and gown | The races for eight-oared boats |

7. Scan for details and fill in the gaps with the following words:

beautiful squares colleges university chapel famous second few

- 1) Oxford and Cambridge are the most ... British Universities.
- 2) There are ... for men and women.
- 3) College Examinations are ... but very important.
- 4) If the student does not pass any of them he is not given a ... chance.
- 5) The final examinations are conducted by the ... and not by the colleges.
- 6) The colleges of both universities are very
- 7) The most famous is the ... of King's College, Cambridge.
- 8) Most of the colleges are built in the form of

8. Retell the text «Higher education in Great Britain».

9. Work with your partner. Ask and answer the questions.

What is the system of higher education in Great Britain?

What does higher education consist of?

What can you say about the increase of higher education students' number?

How many Universities are there in Great Britain at present?

Who is every university responsible to?

For how many years are university degree courses taken?

What does university teaching combine?

Where is a traditional feature of Cambridge and Oxford?

How many years do first degree courses last?

What courses does University offer?

Who does the government encourage?

Why does the government encourage young people?

What do students on first degree receive?

What do parents contribute?

What can students take out to help pay their maintenance costs?

10. Translate into English.

Професійна освіта Великобританії передбачає п'ять рівнів професійної компетенції: перший рівень — виконання простої одноманітної роботи; другий рівень — виконання роботи автономно і відповідально; третій рівень — виконання складних, комплексних і творчих видів діяльності з відповідальністю з широкого спектру діяльності в рамках професії (для деяких професій це найвищий рівень кваліфікації); четвертий рівень — виконання комплексних і спеціалізованих робіт, пов'язаних з вирішенням професійних проблем, плануванням, проектуванням і особистою відповідальністю за виконану роботу; п'ятий рівень — виконання робіт, які вимагають навичок менеджменту, особистої відповідальності та лідерських якостей (лише цей рівень є рівнем вищої професійної освіти).

Unit 7

«Too bad people can't always be playing music, maybe then there wouldn't be any more wars».

«Дуже погано, що люди не можуть завжди грати музику, можливо, тоді не було б війн».

— Margot Benary-Isbert, Rowan Farm

1. Listen, read and remember the following words and word-combinations:

| | | |
|-------------------|----------------|-----------------------------|
| 1. military | ['militəri] | військовий |
| 2. talent | ['tælənt] | талант |
| 3. tutor | ['tju:tə] | домашній учитель; репетитор |
| 4. orchestration | [ə:'kestriən] | оркестріон |
| 5. institution | [ɪnsti'tju:ʃn] | установа; відомство |
| 6. repertoire | ['repətwa:] | репертуар |
| 7. powerful | ['paʊ əfl] | сильний, потужний |
| 8. miniature | ['minətʃə] | мініатюра |
| 9. quality | ['kwɒləti] | якість |
| 10. art | [ɑ:t] | мистецтво, майстерність |
| 11. choreographer | [kɔəri'ɒgrəfə] | балетмейстер, хореограф |
| 12. version | ['vɜ:ʃn] | версія; варіант |
| 13. motto | ['mɒtəʊ] | девіз, гасло |
| 14. movement | ['mu:vmənt] | рух, темп; ритм |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|-------------------|--------------------|---|
| 1. Russia | [rʌʃə] | n |
| 2. family | ['fæməli] | n |
| 3. lesson | ['lesən] | n |
| 4. pupil | ['pjʊ:pl] | n |
| 5. study | ['stʌdi] | n |
| 6. jurisprudence | [dʒʊvərɪs'pru:dns] | n |
| 7. conservatory | [kən'sɜ:vətəri] | n |
| 8. financial | [faɪ'nænʃl] | a |
| 9. pension | ['penʃn] | n |
| 10. ideal | [ai'diəl] | n |
| 11. international | [ɪntə'næʃnəl] | a |
| 12. ballet | ['bæleɪ] | n |
| 13. story | ['stɔ:ri] | n |
| 14. later | ['leɪtə] | a |

3. Read the sentences and translate them into your native language.

1. Pyotr Ilyich Tchaikovsky was born in Votkinsk, Russia in a family with a long line of military service.

2. His parents were initially supportive of his musical talents, hiring a tutor, buying an orchestrion (a form of barrel organ that could imitate elaborate orchestral effects), and encouraging his study of the piano.

3. Tchaikovsky was one of the earlier students of the St. Petersburg Conservatory established by Anton Rubinstein, completing his studies there to become a member of the teaching staff at the similar institution established in Moscow by Anton Rubinstein's brother Nikolay.

4. His music is thoroughly Russian in character, but, although he was influenced by Balakirev and the ideals of the Five Russian nationalist composers, he may be seen as belonging rather to the more international school of composition fostered by the Conservatories that Balakirev so much deplored.

5. Eugene Onegin, based on a work by Pushkin, was written in 1877, the year of the composer's disastrous and brief attempt at marriage.

6. Tchaikovsky, a master of the miniature forms necessary for ballet, succeeded in raising the quality of the music provided for an art that had undergone considerable technical development in 19th century Russia under the guidance of the French choreographer Marius Petipa.

7. Of the other symphonies the fifth, with its motto theme and waltz movement in the place of a scherzo was written in 1888, while the last completed symphony, known as the «Pathétique», was first performed under Tchaikovsky's direction shortly before his death in 1893.

4. Read and translate the text.

PYOTR IL'YICH TCHAIKOVSKY

(1840 - 1893)

Pyotr Ilyich Tchaikovsky was born in Votkinsk, Russia in a family with a long line of military service. Tchaikovsky began piano lessons at the age of five. A precocious pupil, he could read music as adeptly as his teacher within three years. His parents were initially supportive of his musical talents, hiring a tutor, buying an orchestrion (a form of barrel organ that could imitate elaborate orchestral effects), and encouraging his study of the piano. However, his parents' passion for his musical talent soon cooled, and, in 1850, the family decided to send Tchaikovsky to the Imperial School of Jurisprudence in Saint Petersburg.

Tchaikovsky was one of the earlier students of the St. Petersburg Conservatory established by Anton Rubinstein, completing his studies there to become a member of the teaching staff at the similar institution established in Moscow by Anton Rubinstein's brother Nikolay. He was able to withdraw from teaching when a rich widow, Nadezhda von Meck, offered him financial support which continued for much of his life, although, according to the original conditions of the pension, they never met. Tchaikovsky was a man of neurotic diffidence. His music is thoroughly Russian in character, but, although he was influenced by Balakirev and the ideals of the Five Russian nationalist composers, he may be seen as belonging rather to the more international school of composition fostered by the Conservatories that Balakirev so much deplored.

Two above all of Tchaikovsky's operas have retained a place in international repertoire. Eugene Onegin, based on a work by Pushkin, was written in 1877, the year of the composer's disastrous and brief attempt at marriage. He returned to Pushkin in 1890 with his powerful opera *The Queen of Spades*.

Tchaikovsky, a master of the miniature forms necessary for ballet, succeeded in raising the quality of the music provided for an art that had undergone considerable technical development in 19th century Russia under the guidance of the French choreographer Marius Petipa. The first of Tchaikovsky's full length ballet-scores was *Swan Lake*, completed in 1876, followed in 1889 by *The Sleeping Beauty*. His

last ballet, based on a story by E.T.A. Hoffmann, was *Nutcracker*, first staged in St. Petersburg in December 1892.

Tchaikovsky wrote six symphonies. The first of these, sometimes known as *Winter Daydreams*, was completed in its first version in 1866 but later revised. The second of the symphonies, the so-called *Little Russian* was composed in 1872 but revised eight years later. Of the other symphonies the fifth, with its motto theme and waltz movement in the place of a scherzo was written in 1888, while the last completed symphony, known as the «*Pathétique*», was first performed under Tchaikovsky's direction shortly before his death in 1893.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

| | |
|--|---|
| 1. military service | військова служба |
| 2. to begin piano lessons | почати займатися уроками гри на піаніно |
| 3. precocious pupil | не по роках розвинений учень |
| 4. to hire a tutor | найняти репетитора |
| 5. Imperial School of Jurisprudence | імператорська школа юриспруденції |
| 6. teaching staff | викладацький склад |
| 7. to offer somebody financial support | запропонувати комусь-небудь фінансову підтримку |
| 8. to be a man of neurotic diffidence | бути людиною нервовою і невпевненою в собі |
| 9. Two above all of Tchaikovsky's operas have retained a place in international repertoire. | Дві з усіх опер Чайковського займають перші місця в міжнародному репертуарі. |
| 10. Eugene Onegin, based on a work by Pushkin, was written in 1877, the year of the composer's disastrous and brief attempt at marriage. | Євгеній Онегін, заснований на роботі Пушкіна, був написаний в 1877, як раз в тому році у композитора був катастрофічний і недовговічний досвід в шлюбі. |
| 11. His last ballet, based on a story by E.T. Hoffmann, was <i>Nutcracker</i> , first staged in St. Petersburg in December 1892. | Його останній балет, заснований на оповіданні Хоффмана, було вперше поставлено на сцені в Санкт-Петербурзі, в грудні 1892-го. |

6. Finish the sentences.

1. Pyotr Ilyich Tchaikovsky was born in...

2. His parents were initially supportive of his musical...
3. Tchaikovsky was one of the earlier students of ...
4. He was able to withdraw from teaching when...
5. His music is thoroughly Russian in character, but...
6. Two above all of Tchaikovsky's operas have retained a place in...
7. Tchaikovsky, a master of the miniature forms necessary for ballet, succeeded in...
8. Of the other symphonies the fifth, with its motto...

7. Translate the sentences with new words into English and write them down.

1. Численні дослідження підтвердили, що класична музика не тільки створює відчуття психологічного комфорту, а й сприяє розвитку таланту, причому не тільки у дітей.

2. Шкільний учитель, вимушений ділити свою увагу на 30-40 осіб одночасно, саме тому в усі часи користуються попитом гувернери і гувернантки, домашні вихователі і вчителі, а також репетитори.

3. На початку XIX століття під назвою оркестріон з'явився ряд автоматичних механічних інструментів, пристосованих для імітації звучання оркестру, розташування струн або труб інструменту було підібрано таким чином, щоб при роботі механізму звучали певні музичні твори.

4. Репертуар - сукупність творів, що виконуються в театрі, на концертній естраді і т. д., під репертуаром також розуміють коло ролей, номерів, музичних або літературних творів, що виконуються окремим артистом.

5. У незліченній кількості жанрів поетичного, музичного, літературного, образотворчого мистецтва, в різних національних культурах, на різних етапах історії людства займають своє скромне, часом майже непомітне місце жанри, пов'язані з так званими малими формами, з принципами мініатюри.

6. У масштабах всього суспільства, мистецтво - особливий спосіб пізнання і відображення дійсності, одна з форм художньої діяльності суспільної свідомості і частина духовної культури як людини, так і всього людства, різноманітний результат творчої діяльності всіх поколінь.

7. Хореограф - фахівець в області хореографії, постановник танців, в тому числі і танцювальних композицій фігуристів і майстрів художньої гімнастики і балетних вистав.

8. Write the following words in the form of dictation: precocious, orchestrion, encouraging, jurisprudence, institution, thoroughly, international, repertoire, marriage, miniature, guidance, choreographer.

9. What do you know about P. I. Tchaikovsky? Find additional information about him and about his works; be ready to present it to your groupmates.

Lesson B

GRAMMAR PRACTICE

1. Read the following information. Remember it.

Passive Voice (пасивний стан).

Для утворення пасивного стану у часі **Present Simple** необхідно перед дієсловом з закінченням *-ed* або у 3 формі (якщо воно неправильне) поставити допоміжне дієслово *am, is* або *are*: The house is built.

Для утворення пасивного стану у часі **Past Simple** необхідно перед дієсловом в минулому часі поставити допоміжне дієслово *was* або *were*: The car was repaired by Sam.

Для утворення пасивного стану у часі **Future Simple** необхідно перед дієсловом з закінченням *-ed* або у 3 формі поставити конструкцію *will be* або *shall be*: The house will be built.

Для утворення пасивного стану **Present Continuous** необхідно після допоміжного дієслова *am / is / are* додати допоміжне дієслово *being*, а до основного дієслова додати закінчення *-ed* або ж використати 3 форму: Right now, the letter is being written by Sarah.

Для утворення пасивного стану у часі **Past Continuous** необхідно перед дієсловом в минулому часі поставити допоміжні дієслова *was / were* та *being*, а дієслово вживати не з закінченням *-ing*, а з закінченням *-ed* або ж у 3 формі: The customer was being helped by the salesman when the thief came into the store.

Пасивний стан в **Future Continuous** утворюється додаванням допоміжного дієслова *being* після *be* та зміни закінчення дієслова: замість закінчення *-ing* додається закінчення *-ed* або використовується 3 форма: At 8:00 PM tonight, the dishes will be being washed by John.

Пасивний стан у **Present Perfect** створюється шляхом додавання допоміжного слова *been* після *has / have* та дієсловом у 3 формі або з закінченням *-ed*: That castle has been visited by many tourists.

Past Perfect Passive утворюється додаванням допоміжного слова *been*, що ставиться після had та дієсловом закінченням *-ed* або у 3 формі: Many cars had been repaired by George before he received his mechanic's license.

Для утворення **Future Perfect Passive** необхідно додати вставити допоміжне дієслово *been*. Воно має розміщуватися після конструкції will/shall have та дієсловом з закінченням *-ed* або у 3 формі: The project will have been completed before the deadline.

2. Complete the sentences using one of these verbs in the correct form:

cause damage hold include invite make overtake show translate
write

1. Many accidents ... by dangerous driving.
2. Cheese ... from milk.
3. The roof of the building ... in a storm a few days ago.
4. There is no need to leave a tip. Service ... in the bill.
5. You ... to the wedding. Why didn't you go?
6. A cinema is a place where films
7. In the United States, election for President ... every four years.
8. Originally the book ... in Spanish and a few years ago it ... into English.
9. We were driving along quite fast but we ... by lots of other cars.

3. Rewrite these sentences. Use the passive.

- a) Somebody cleans the room every day. – ...
- b) They cancelled all flights because of fog. – ...
- c) People don't use this road very often. – ...
- d) Somebody accused me of stealing money. – ...
- e) How do people learn languages? – ...
- f) People advised us not to go out alone. – ...

4. Choose the correct grammar form to translate a predicate.

1. Курсовий проект був зроблений минулої середи.

- a) was being done
- b) has been done
- c) was done

2. Зараз тут будується новий супермаркет.

- a) is being built
- b) is building
- c) is built

3. На цьому тижні викладач пояснив новий матеріал.

- a) had been explained
- b) was explained
- c) has been explained

4. Нова будівля інституту була вже побудована, коли я поступила на юридичний факультет.

- a) was built
- b) has been built
- c) had been built

5. Студентів екзамнують два рази на рік.

- a) are being examined
- b) is examined
- c) are examined

6. «Ви були неуважні, коли пояснювалося це правило», – сказав викладач.

- a) was explained
- b) had been explained
- c) was being explained

7. Квіти вже политі.

- a) are watered
- b) have been watered
- c) were watered

8. Такі столи роблять з дорогого дерева.

- a) are being made
- b) have been made
- c) are made

9. Цей фільм ніколи не показували по телевізору.

- a) has never been shown
- b) was never shown
- c) had never been shown

10. Мою квартиру відремонтують до суботи.

- a) will be repaired
- b) will have been repaired
- c) is being repaired

11. Списки все ще друкуються.

- a) are typed
- b) are being typed
- c) have been typed

12. Їх ще не запросили.

- a) were not invited
- b) had not been invited
- c) have not been invited

13. Вам повідомлять про це завтра.

- a) will be informed
- b) will have been informed
- c) are informed

14. Коли я увійшов, обговорення було перервано.

- a) had been interrupted
- b) was interrupted
- c) has been interrupted

15. Земля була покрита снігом.

- a) was being covered

- b) was covered
- c) had been covered

5. Translate into English.

a) Такі вправи зазвичай виконуються нами в класі. b) Нам розповіли багато цікавих історій. c) На мене чекають мої друзі. d) Мені сказали про це тільки вчора. e) Всі сміються з неї через її бажання завжди перебільшувати свої можливості. f) Роман пишеться ним уже три місяці.

6. Task for independent and individual work.

Find some information about Passive Voice of Perfect Continuous Tenses and their use. Be ready to present it to your groupmates.

7. Test of grammar and vocabulary.

1. Fill in the gaps.

- a) A new book _____ by that company next year.
– will publish – will be published – is publishing
- b) When the manager arrived, the problem _____
– had already been solved – had already solved – had solved
- c) In more than 200 years the USA Constitution _____ 26 times.
– is amended – is being amended – has been amended
- d) They _____ this clock now.
– repair – are repairing – are being repaired
- e) It's a big company. It _____ two hundred people.
– is employed – employs – employing
- f) Our plan _____ by the members of the committee.
– considers – is being considered – is considered
- g) This is a large hall. Many parties _____ here.
– are held – are being held – has been held
- h) I don't think we must _____ everything tomorrow.

– finish – have finished – be finished

i) America's first college, Harvard, _____ in Massachusetts in 1636.

– is being founded – had been founded – was founded

j) The university of Michigan is one of the best universities in the United States and it _____ in Ann Arbor.

– located – location – is located

k) The secretary _____ to her new boss yesterday.

– introduced – was introduced – is introduced

l) A prize _____ to whoever solves this equation.

– will be giving – will be given – gives

m) Tom _____ his key.

– has lost – has been lost – was lost

n) A cinema is a place where films _____

– show – are shown – have been shown

o) A new supermarket _____ next year.

– will be built – will built – is building

2. Translate into Ukrainian.

a) I am invited.

b) Letters are written by us.

c) The problem is being discussed now.

d) The rule is being explained by the teacher.

e) The bike is being repaired.

f) The work has been finished.

g) Some wine has been spilt on the tablecloth..

h) The door has been closed.

i) The mail was delivered by Tom.

j) The window was broken last night.

k) The work was finished in silence.

l) A new school was being built in our town when I arrived.

- m) The letter had been written by me before you came.
 n) She showed me the article which had been translated by her brother.

3. Make up sentences in Present, Past, Future Indefinite Passive.

- a) This vegetable soup (to cook) two hours ago.
 b) What exercises (to show) by instructors tomorrow?
 c) These nutrition facts (to mention) in his last report.
 d) The advertisement of this fitness club (to place) in the newspaper next week.
 e) This nutritionist's lectures (to listen) to by thousands of people every year.
 f) I am afraid our salad (to spoil) by plenty of salt.
 g) When the vegetables (to buy) last?
 h) The article about vegetarians (to translate) by my friend next lesson.
 i) We (to show) a new film about the benefits of the sea food yesterday.
 j) The instruction on the diet (to give) to everybody every time at the end of the class.

4. Choose the correct answer.

The main notes of the music are called...

- A. Form
- B. Note
- C. Melody
- D. Chord

The vibration of air is called...

- A. Beat
- B. Sound
- C. Rhythm
- D. Texture

Three or more stacked notes are called...

- A. Intro
- B. Music
- C. Melody

D. Chord

The "background" sounds of a song are called...

A. Harmony

B. Instrumentation

C. Dynamics

D. Tempo

The speed of a beat is called the...

A. Music

B. Instrumentation

C. Tempo

D. Form

The feel of the beat is displayed in...

A. Chord

B. Note

C. Tempo

D. Meter

A basic song structure contains (in random order) ...

A. Intro, verse, bridge, chorus, outro

B. Intro, sounds, talking, colour

C. Entrance, exit, hallway

D. Opening, closing, walkthrough

The speed of a song is mostly set by the ...

A. Sounds

B. Rhythm

C. Texture

D. Instrumentation

The mood of a song can be set by ...

A. Sounds

B. Chord progression

C. Melody

D. All of the above

How loud or soft the sound is, is determined by the ...

A. Rhythm

B. Tempo

C. Beat

D. Dynamics

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

MEDICINES AND HEALTH

«Medicines are not meant to live on», an English proverb says. There is no denying the fact, we can only add that good health is better than the best medicine. And if your health is good, you are always in a good mood. Taking medicine is an unpleasant thing of course, and if we want to avoid it, we should go in for sport and keep ourselves fit.

Physical exercises to my mind are necessary. Physically inactive people catch cold more often than those who do plenty of exercises. Physical exercises are good pastime. There is no doubt, if a person doesn't take exercises, he can easily catch an illness. That is true that good health is better than the best medicine. If you do early exercises you feel refreshed you have a good posture and that makes you feel good, so pay attention to the way you stand, walk, sit. Here are some rules of good health:

- take long walks in the open air as often as you can;
- keep your body clean;
- keep your teeth clean;
- wear clean clothes;
- sleep with your window open;
- when you are reading or writing let the light come from your left shoulder;
- have plenty of fruits and vegetables all the year round: «An apple a day keeps the doctor away».

Certainly the progress of science is a wonderful thing, and I want to speak about the achievements of medical science. A hundred years ago there was no medicine for diphtheria, measles, scarlet fever, whooping-cough and other infectious diseases. A lot of people suffered from pain and nobody could help them. But nowadays the situation has changed and our medicine has succeeded in treating patients for contagious diseases. You can always go and see a doctor, and you are sure he will examine you and give an advice.

And if you have to have an operation he will send you to a hospital where they have all the necessary equipment.

The profession of a doctor is one of the most noble, respected and needed in the world, as we turn to a doctor for advice at the hardest moments of our life, when we fall ill or suffer from pain or some disorder in our body and soul. We complain of low medical treatment, poor equipment of hospitals, difficulties in getting this or that medicine and so on. What a pity we start to value our health only when it is necessary to take medicine. Of all things people probably have diseases most. There is nothing more unpleasant than being taking ill. If you are running a temperature, have a splitting headache feel dizzy or cough you go and see a doctor or send for him at once. She or he will come and feel your pulse, take your temperature, listen to your heart, tested your lungs, measure your blood pressure, etc. Certainly, he or she will prescribe some medicine which you can get made up at chemists (drug-store). At chemist's shop you can get different kinds of medicines: pulls, tablets, ointments and many other things.

If your eyes need attention, you go to the oculist, who will examine them, test your sight to see whether you are suffering from short-sight or long-sight, and will write out a prescription, which you take to an optician, who will then make the necessary glasses for you.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|----------------------|------------------------|
| to be in a good mood | щупати пульс |
| taking medicine | лікування пацієнтів |
| feel refreshed | цінувати наше здоров'я |
| treating patients | міряти кров'яний тиск |
| necessary equipment | бути в гарному настрої |
| to value our health | страждати від |
| to take medicine | міряти температуру |
| to feel pulse | призначати ліки |
| to take temperature | вживати ліки |

| | |
|----------------------------|-------------------------|
| to measure blood pressure | необхідне устаткування |
| to prescribe some medicine | прийняття ліків |
| to suffer from | почувати себе освіженим |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Read the story, put and answer the questions to it with your groupmates.

Describing symptoms.

Today I feel very sick. I think I have a cold. I have a headache and a sore throat. I have an earache and I'm coughing. I feel terrible. I can't go to work. I have an appointment with the doctor today at 2:00. I hope I feel better tomorrow.

5. Fill in the blanks with the following words:

Fever Symptoms Appointment Cough

A: Good morning. I would like to make an _____.

B: Sure. What is your name?

A: My name is Jack.

B: Why do you want to see the doctor? What are your _____?

A: I feel warm and my body hurts. I think I have a _____. I have also had a _____ for the past two weeks.

B: Ok. You have an appointment next Monday at 10:00 am. Please be here 15 minutes before your appointment. You will need to fill out some forms.

A: Thank you. Good bye.

6. The object of this task is to match up the symptom with the treatment.

| SYMPTOM | TREATMENT |
|-------------|--|
| fever | Gargle with salt water, suck on throat lozenges. |
| stuffy nose | Use expectorant |

| | |
|-------------|--|
| runny nose | Take aspirin |
| cough | Chicken soup and lots of liquids |
| cold | Take a decongestant |
| hoarseness | Don't drink caffeine, tea or alcohol. Take an antacid. |
| sore throat | Take an antihistamines |

| | |
|-----------|--|
| nosebleed | Sip clear liquids or ginger ale |
| nausea | Rest your voice, drink water |
| heartburn | Take aspirin |
| headache | Squeeze the bridge of the nose with your thumb and finger for about five minutes. Sit with your head back, but don't lie down. |

7. Retell the text «Medicines and health».

8. Work with your partner. Ask and answer the questions.

Are you a member of a health spa or gym?

Do you always eat healthy food?

Do you catch a cold more than once a year?

Do you ever read magazines or news articles about health? If yes, what subject(s) do you find the most interesting?

Do you exercise?

What kind of exercise do you do?

Do you go for regular medical check-ups?

Do you take medicine when you are sick?

Do you take vitamins or mineral supplements?

Do you think you are overweight?

Do you usually get enough sleep?

How would you recommend treating a cold?

What are some things people can do to keep healthy?

What are some ways you know that you can personally keep yourself healthy?

What do you think about getting old?

What foods do you think are healthy? What foods do you think are unhealthy?

Who do you think is responsible for the care of your health--you yourself, your parents, or your doctor and medical people?

Who is the healthiest person in your family? Who is the least healthy?

What is the health service like in your country?

How can the health service be improved?

What do you think of wellness institutions and their programs?

How do you deal with stress?

9. Translate into English.

Система охорони здоров'я нашої країни включає різні медичні установи. Медичне обслуговування буває двох видів. Деякі державні установи надають своїм працівникам медичне страхування. Воно гарантує людям безкоштовну медичну допомогу. Деякі медичні установи стягують плату за лікування. Вона може бути досить високою, але наше медичне обслуговування нині використовує сучасне устаткування і медикаменти, і забезпечує кваліфіковану медичну допомогу усім людям.

Unit 8

«Through music we may wander where we will in time, and find friends in every century».

«За допомогою музики ми можемо мандрувати в часі і знаходити друзів в кожному столітті».

— *Helen Thompson*

1. Listen, read and remember the following words and word-combinations:

| | | |
|-----------------|----------------|-----------------------------|
| 1. fine | [faɪn] | хороший; прекрасний |
| 2. mighty | ['maɪtɪ] | могутній; потужний |
| 3. notion | ['nəʊʃn] | поняття; уявлення; ідея |
| 4. failing | ['feɪlɪŋ] | недолік, слабохарактерність |
| 5. to bereave | [bɪ'reɪv] | позбавляти, відбирати |
| 6. effort | ['efət] | зусилля, спроба; напруга |
| 7. urban | ['z:ɒn] | міський |
| 8. polka | ['pɒlkə] | полька |
| 9. glittering | ['glɪtərɪŋ] | блискучий |
| 10. reborn | [rebo:n] | перероджений |
| 11. critic | ['krɪtɪk] | критик |
| 12. libretto | [lɪ'bretəʊ] | лібрето |
| 13. significant | [sɪg'nɪfɪkənt] | значний, істотний, важливий |
| 14. tenderness | ['tendənəs] | ніжність |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|-----------------|-------------------|---|
| 1. group | [gru:p] | n |
| 2. realism | ['rɪəlɪzəm] | n |
| 3. caricaturist | ['kærɪkətʃvərɪst] | n |
| 4. emotion | [ɪ'məʊʃn] | n |
| 5. manner | ['mænə] | n |
| 6. history | ['hɪstrɪ] | n |
| 7. village | ['vɪlɪdʒ] | n |
| 8. cadet | [kə'det] | n |
| 9. young | [jʌŋ] | a |
| 10. course | [kɔ:s] | n |
| 11. classmate | ['kla:smeɪt] | n |
| 12. sense | [sens] | n |
| 13. nervous | ['nɜ:vəs] | a |
| 14. end | [end] | n |

3. Read the sentences and translate them into your native language.

1. Modest Petrovich Mussorgsky (1839-1881) is generally acclaimed the finest of the group of Russian composers known as the Mighty Five.

2. In his operas, especially Boris Godunov, he successfully explored human emotions and failings individually and collectively in a new and forthright manner singularly bereft of the pretensions and emotional excess of the 19th century.

3. His cultured mother gave him piano lessons and encouraged his clumsy but early efforts at composition.

4. He entered the Imperial Guards Cadet School in 1852 and, in the course of the year, published (at his family's expense) Porte Enseigne Polka for his classmates.

5. In late 1857 and 1858 Mussorgsky went through the first of several emotional crises and resigned from the Guards in 1859.

6. From a suggestion by Stasov, but developing his own ideas and preparing his own libretto from texts by Aleksandr Pushkin and Nicolai Karamzin, Mussorgsky set to work on Boris Godunov in 1868.

7. There is a relentless, inevitable movement forward in Mussorgsky's style, in significant measure related to his understanding of the folk process in music, which provides him with the deftness of the caricaturist's hand: his vignettes of a drunken priest, a clown, an idiot, a vain princess, or a mad czar are sure and convincing.

4. Read and translate the text.

MODEST PETROVICH MUSOROSKIY

(1839-1881)

Modest Petrovich Mussorgsky (1839-1881) is generally acclaimed the finest of the group of Russian composers known as the Mighty Five. Without Modest Mussorgsky the notion of the Russian 19th century as one of musical realism would be unsupportable. In his operas, especially Boris Godunov, he successfully explored human emotions and failings individually and collectively in a new and

forthright manner singularly bereft of the pretensions and emotional excess of the 19th century. His operatic work marks a crossroads in the understanding and use of the form in music history.

Modest Petrovich Mussorgsky was born on March 9, 1839, in the village of Karevo in the Pskov district. His cultured mother gave him piano lessons and encouraged his clumsy but early efforts at composition. At 10 he went to St. Petersburg to study piano with Anton Herke, to prepare for cadet school, and to be tutored in the ways of a young urban gentleman. He entered the Imperial Guards Cadet School in 1852 and, in the course of the year, published (at his family's expense) *Porte Enseigne Polka* for his classmates. His lessons with Herke continued until 1854. Mussorgsky joined the glittering Preobrazhensky Imperial Guards Regiment in 1856.

In 1859 Mussorgsky met Aleksandr Dargomyzhsky, who introduced him to César Cui, also a military officer, and to Mily Balakirev, later the leader of the Mighty Five. In late 1857 and 1858 Mussorgsky went through the first of several emotional crises and resigned from the Guards in 1859. That same year he spoke to Balakirev of having been «reborn», not only in the sense of recovery from his nervous disorder but in his conversion, he said, from cosmopolitan to patriot. The thinking of the music and art critic Vladimir Stasov is reflected here, but more particularly that of the Russian social critics Chernyshevsky and Dobroliubov. Among these new friends, Mussorgsky was writing music with some seriousness. In 1860 his *Scherzo in B-flat* for orchestra was performed in St. Petersburg. In 1861 Mussorgsky's financial base was destroyed: the emancipation of the serfs led to the liquidation, over a 2-year period, of the family estate.

From a suggestion by Stasov, but developing his own ideas and preparing his own libretto from texts by Aleksandr Pushkin and Nicolai Karamzin, Mussorgsky set to work on *Boris Godunov* in 1868. Musically one turns again and again to *Boris Godunov* to reveal what Mussorgsky was and what he wanted. The work is intensely, intimately vocal. And, although he wrote effectively for

orchestra, the voice was the instrument he trusted and understood (he had given voice lessons).

There is a relentless, inevitable movement forward in Mussorgsky's style, in significant measure related to his understanding of the folk process in music, which provides him with the deftness of the caricaturist's hand: his vignettes of a drunken priest, a clown, an idiot, a vain princess, or a mad czar are sure and convincing. The crowd scenes in Boris Godunov are particularly telling; they range from groups of worshipers through coronation crowds to peasants and soldiers. It is not sufficient to point out the approximations to human speech and sounds; Mussorgsky believed that speech itself followed strict musical rules and that music, like all art, is a means of communicating with people. He not only dealt in living scenes of real people but drew out of such situations certain principles and truths. And it is in the latter rather than the former that realism lies. That Czar Boris is the tortured product of forces of both good and evil is nowhere stated; but in depicting his inchoate rage at his enemies on the one hand and the beauty of his tenderness to his daughter on the other, Mussorgsky focuses effectively on the conflict.

The Mighty Five had begun to disintegrate as a circle after 1872, and Mussorgsky's health was worsening. Near the end of his life he toured with the singer Daria Leonova. He died, more or less in her care, on March 16, 1881, in St. Petersburg.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

- | | |
|--|--|
| 1. to be acclaimed | бути проголошеним |
| 2. known as the Mighty Five | відомої як Могутня п'ятірка |
| 3. successfully explore something | успішно використовувати що-небудь |
| 4. human emotions and failings | людські емоції і недоліки |
| 5. with some seriousness | з почуттям серйозності |
| 6. family estate | сімейний маєток |
| 7. From a suggestion by Stasov, but developing his own ideas and | Слідуючи пораді Стасова, але розвиваючи свої власні ідеї і |

- | | |
|---|--|
| <p>preparing his own libretto from texts by Aleksandr Pushkin and Nicolai Karamzin, Mussorgsky set to work on Boris Godunov in 1868.</p> <p>8. And, although he wrote effectively for orchestra, the voice was the instrument he trusted and understood (he had given voice lessons).</p> | <p>приготувавши власне лібрето на тексти Олександра Пушкіна та Миколи Карамзіна, Муссорґській взявся за роботу над Борисом Годуновим в 1868 році.</p> <p>І хоча він вражаюче писав для оркестру, тільки голос був інструментом, якому він довіряв і який він розумів (він давав уроки вокалу).</p> |
|---|--|

6. Finish the sentences.

1. Modest Petrovich Mussorgsky (1839-1881) is generally acclaimed the finest of the...
2. In his operas, especially Boris Godunov, he successfully explored...
3. His cultured mother gave him piano lessons and encouraged his...
4. He entered the Imperial...
5. That same year he spoke to Balakirev of having been «reborn», not only in the sense of ...
6. From a suggestion by Stasov, but developing his own idea...
7. There is a relentless, inevitable movement forward in Mussorgsky's...
8. The Mighty Five had begun to disintegrate as a ...

7. Translate the sentences with new words into English and write them down.

1. Прекрасний виконавець музики Нового Століття визнаний у всьому світі Мідорі, зайняв перше місце в хіт-параді зі своїм альбомом, в якому він виконує дуже красиві композиції, на жаль, альбоми цього виконавця зустрічаються досить рідко.
2. Якісний потужний звук на рівні європейських стандартів та відмінне світлове шоу було надано спеціально для концерту Мадонни в Росії.
3. Зараз під поняття «комерційна музика» приписують все, що хоч трохи популярно в широких масах, причому на стиль музики не звертають уваги, а іноді музика, розрахована далеко не на широкий загал, чомусь набуває популярності, і цю музику тут же починають асоціювати з комерцією.

4. Ще не так давно всім було очевидно, що для того, щоб слухати музику, її необхідно придбати, але тепер існує ряд інтернет сервісів, завдяки яким можна слухати музику, хоча і у них є свої недоліки - орієнтованість в основному на сучасну музику і неповнота уявлення матеріалу.

5. Багато радіостанцій стали ставити в ефір так звану «сучасну міську музику», що має на увазі суміш класичного і сучасного ритм-н-блюзу та соулу при повній відсутності репу, основу якого складає танцювальна музика.

6. У Росії полька з'явилася в 1845 році, цей танець - тоді дуже модний у Франції - привіз з поїздки в Париж знаменитий танцівник імператорської трупи Петербурга; він поставив його на сцені, а потім поширив у великосвітському петербурзькому суспільстві, і вищий аристократичний світ незабаром затанцював польку на балах і в салонах.

7. Лібрето пишеться, як правило, в віршах, переважно римованих, сюжетами для лібрето служать, в основному, літературні твори, перероблювані згідно музично-сценічним вимогам, рідше лібрето є суто оригінальний твір.

8. Write the following words in the form of dictation: *unsupportable, especially, failings, encouraged, Preobrazhensky Imperial Guards Regiment, cosmopolitan, seriousness, emancipation, approximations.*

9. What do you know about M. P. Musorgskiy? Find additional information about him and about his works; be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

Sequence of tenses (Узгодження часів). Якщо дієслово в головному реченні стоїть в одному з минулих часів, то і дієслово підрядного речення повинно стояти в одному з минулих часів. В таких випадках **правило узгодження часів** має три основні варіанти:

1. Якщо дія в підрядному реченні відбувається одночасно з дією в головному реченні, то потрібно використовувати Past Simple або Past Continuous: She told him, «I am going to the cinema». – She told him that she was going to the cinema;

2. Якщо дія в підрядному реченні передує дії в головному реченні, то дієслово в підрядному використовується в Past Perfect або Past Perfect Continuous: I was told, «Boss was looking for you». – I was told that boss had been looking for me;

3. Якщо дія в підрядному реченні йде після дії в головному, то потрібно використовувати один з часів групи Future in the Past: They said: «We will call you tomorrow». – They said that they would call us tomorrow.

Слід пам'ятати, що після слова when завжди вживається Present Simple замість майбутнього часу, якщо мова йде про майбутнє: I will call you when I get home.

Також існують **виключення з правил**:

1. Час в підрядному реченні може не змінюватися, якщо в ньому зазначено точний час: He said us: «I was watching the final match of Champions League that took place in May, 24». – He said us that he was watching the final match of Champions League that took place in May, 24;

2. Або якщо мова йде про загальновідомий факт: The teacher told the children that water boils at 100 degrees centigrade.

2. Rewrite the sentences in the past tense. Pay attention to the sequence of tenses.

1. My uncle says he has just come back from the USA.
2. He says he has spent a fortnight in the USA.
3. He says it did him a lot of good.
4. He says he feels better now.
5. He says his wife and he spent most of their time on the beach.
6. He says they did a lot of sightseeing.
7. He says he has a good camera.
8. He says he took many photographs while travelling in the USA.
9. He says he will come to see us next Sunday.
10. He says he will bring and show us the photographs he took during his stay in the USA.

3. Open the brackets, paying attention to the sequence of tenses and translate the sentences into Ukrainian.

1. I knew they (to wait) for me at the metro station and I decided to hurry.
2. I didn't know that you already (to wind) up the clock.
3. I was afraid that the little girl (not to be) able to unlock the front door and (to go) upstairs to help her.
4. He says that he (to know) the laws of the country.
5. Sarie understood why Lanny (not to come) the previous evening.
6. She asked me whether I (to remember) the legend about a faithful lion.
7. He understood that the soldiers (to arrest) him.
8. He could not understand why people (not to want) to take water from that well.
9. I suppose they (to send) a dog after the burglar immediately.
10. He said he (to leave) tomorrow morning.
11. She says she already (to find) the book.
12. He stopped and listened: the clock (to strike) five.
13. She said she (can) not tell me the right time, her watch (to be) wrong.
14. I asked my neighbour if he ever (to travel) by air before.
15. The policeman asked George where he (to run) so early.

16. The delegates were told that the guide just (to go) out and (to be) back in ten minutes.

4. Change from direct into indirect speech.

1. The pupils said, «We study English».
2. The girl said, «I learned French at school».
3. The man said, «I am an engineer».
4. My aunt said, «I'll be at home at seven o'clock».
5. Mary said, «I was there with my parents».
6. The boy said, «I have done my homework».
7. His father said, «I don't speak Spanish».
8. The doctor said, «I'll come again in the morning».
9. The woman said, «I did not see Helen there».
10. The children said, «We had lunch at school».
11. The woman said, «I have three children».
12. Ann said, «I didn't buy anything at that shop».
13. The boy said, «I am not hungry at all».
14. The teacher said, «Nick does not know the rule».
15. My friend said, «I didn't recognize him».
16. The boy said, «My name is Paul».
17. The girl said, «I am doing my homework».
18. He said, «I was there in 1945».
19. She said, «I saw him at 5 o'clock».
20. The teacher said, «London is the capital of England».

5. Task for independent and individual work.

Find more information about Direct and Indirect Speech. Be ready to present it to your groupmates.

6. Test of grammar and vocabulary.

1. Choose the right form of the verb from the brackets. Mind the rule of sequence of tenses.

- a) I said, «I... you, and... probably persuade you to come» (know/ knows/ knew; can/ could/ will be able to).
- b) Miss Grier asked her several times what... (happens/ happen/ is happening/ has happened/ had happened).
- c) I asked her what her name ... and she said, «Roberta» (am/ is/ are/ was/ were).
- d) She said, she... happy on the farm (am not/ isn't/ aren't/ wasn't/ weren't).
- e) My wife dragged me here. She said, It ... good for the kids to get these lectures and shows (is/ are/ was/ were).
- f) He asked her if she... to be in London for long (is going/ was going/ were going).
- g) Mr. Warburton expected that his subordinatethe first opportunity to apologise for his rudeness (take/ takes/ will take/ would take).
- h) At last the boy came back and asked him if he ... for dinner (dresses/ will dress/ would dress).
- i) I didn't know you ... here (is/ was/ are/ were).
- j) He inspected his programme. It informed him that there.....one interval; before it there..... folk songs by the well-known singer Jenny Page (is/ will be/ would be; is/ was/ will be/ would be).
- k) On Saturday morning, Simon decided that he.....some gardening (do/ does/ did/ will do/ would do).
- l) She started asking if she... see me that evening (can/ could/ will be able to).

2. Change the sentences into reported speech.

- a) The teacher said to me: «Hand this note to your parents, please».
- b) Oleg said to his sister: «Put the letter into an envelope and give it to Kate».
- c) «Please help me with this work, Henry» said Robert.
- d) «Please bring me some fish soup», he said to the waitress.
- e) «Don't worry over such a small thing» she said to me.

- f) «Please don't mention it to anybody», Mary said to her friend.
- g) «Promise to come and see me» said Jane to Alice.
- h) He said to us: «Come here tomorrow».
- i) I said to Mike: «Send me a telegram as soon as you arrive».
- j) Father said to me: «Don't stay there long».
- k) Peter said to them: «Don't leave the room until I come back».
- l) «Take my luggage to Room 145», he said to the porter.
- m) He said to me: «Ring me up tomorrow».
- n) «Bring me a cup of black coffee», she said to the waiter.
- o) «Don't be late for dinner», said mother to us.
- p) Jane said to us: «Please tell me all you know about it».
- q) She said to Nick: «Please don't say anything about it to your sister».

3. Change the questions into reported speech. Begin your sentences with the words given in brackets.

- a) Have they sold the picture? (I did not know...)
- b) Do they know anything about it? (I wondered...)
- c) Has Jack given you his telephone number? (She asked me...)
- d) Is he coming back today? (I was not sure,..)
- e) Have you found the book? (She asked me...)
- f) Are there any more books here? (The man asked...)
- g) Did she go shopping yesterday (I wanted to know – ..)
- h) Has she bought the dictionary? (He I did not ask her...)
- i) Does she know the name of the man? (I doubted..–)
- j) Did Boris see the man this morning? (I asked...)

4. Answer the following questions. Write complete sentences.

What radio station do you usually listen to?

What was the last CD you bought?

What was the last concert you went to?

What was your favorite music five years ago? 10 years ago? How have your musical tastes changed?

When was the last time you went dancing?

When was the last time you went to a concert?

Where do you usually listen to music?

Which do you prefer, songs in English or songs in your own language?

Who is your favorite singer or group?

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

TRAVELLING

Modern life is impossible without travelling. True, we often get tired of the same surroundings and daily routine. Hence some relaxation is essential to restore our mental and physical resources. That is why the best place of relaxation, in my opinion, is the one where you have never been before. And it is by means of travelling that you get to that place. To understand how true it is you've got to go to a railway station, a sea or a river port or an airport. There you are most likely to see hundreds of people hurrying to board a train, a ship or a plane. To be on the safe side and to spare yourself the trouble of standing long hours in the line, you'd better book tickets in advance. All you have to do is to ring up the airport or the railway station booking office and they will send your ticket to your place. And, of course, before getting off you have to make your preparations. You should settle all your business and visit your friends and relatives.

On the eve of your departure comes you call a taxi and go to the airport or the railway station. For some time you stay in the waiting-room. If you are hungry you take some refreshments. In some time the loud speaker announces that the train or the plane is in and the passengers are invited to take their seats. If you travel by train you find your carriage, enter the corridor and find your berth. It may be a lower berth, which is more convenient or an upper one. You put your suitcase into a special box under the lower seat. Then you arrange your smaller packages on the racks. In some minutes the train starts off. Travelling by train is slower than by plane, but it has its advantages. You can see the country you are travelling through and enjoy the beautiful nature. It may be an express train or a passenger one. There is no doubt it's much more convenient to travel by an express train, because it does not stop at small stations and it takes you less time to get to your destination.

But if you are in a hurry and want to save your time you'd better travel by plane, because it is the fastest way of travelling. After the procedure of registration you board the

plane at last. You sit down in comfortable armchair and in a few minutes you are already above the clouds. The land can be seen below between the clouds and it looks like a geographical map. After the plane gained its regular height the stewardess brings in some mineral water. You can sit and read a book or a magazine, look through the window to watch the passing clouds change their color from white to black.

Some people prefer to travel by ship when possible. A sea voyage is very enjoyable, indeed. But to my mind the best way of travelling is by car. The advantages of this way of spending your holiday are that you don't have to buy a ticket, you can stop wherever you wish, where there is something interesting to see. And for this reason travelling by car is popular for pleasure trips while people usually take a train or a plane when they are travelling on business.

When you get tired of relaxation, you become home-sick and feel like returning home. You realize that «East or West – home is best», as the saying goes.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|---------------------------------|--------------------------------------|
| surrounding | місце (для лежання) |
| to be essential | стояти в черзі |
| to board a train (ship, etc.) | готуватися, робити приготування |
| to be on the safe side | околиці, середовище |
| to spare oneself the trouble of | хотіти повернутися додому |
| to stand in the line | сісти на потяг (корабель і так далі) |
| in advance | позбавити себе від клопоту |
| berth | бути необхідним |
| to make one's preparations | про всяк випадок |
| to settle one's business | завчасно |
| destination | утрясати справи |
| to feel like returning home | місце призначення; мета (подорожі) |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Make a dialogue. Use the given questions.

What's the best way to get to town?

Where can I buy a ticket?

What time is the next train?

Which platform does the train leave from?

When does the next bus leave?

Why is the bus late?

5. Do the following tasks:

a) There are many different reasons why we might make a journey, visit a destination or travel to other countries. Individually, think about journeys that you, your friends or family have made in the last year. Record in the table below:

- where the journey was to
- the person or people travelling
- their reasons for each journey.

| Where was the visit to? | Who was travelling? | What was the reason for the journey? |
|-------------------------|----------------------|--------------------------------------|
| E.g. Manchester | E.g. Me and my coach | E.g. To take part in a competition |

b) In pairs or small groups, think about different reasons why people travel, and write down a reason for each letter of the alphabet.

6. Retell the text «Travelling».

7. Work with your partner. Ask and answer the questions.

Do you often travel?

How often do you have a holiday abroad?

Do you prefer holiday abroad or in your country? Why?

When was the last time you were on holiday? Can you say something about it?

Do you prefer summer or winter holiday? Why?

What kind of activities do you enjoy doing when you are on holiday?

How do you prefer to travel, by car, plane, train, coach etc.? Why?

What is the holiday of your dreams?

What is your holiday nightmare?

What is the most beautiful place you have ever visited? Most exotic?

What kind of bad things (accidents, emergencies) can happen on holiday? Has anything like that ever happened to you?

What are the advantages and disadvantages of travelling in peak season / out of season?

What kind of things do you usually take with you when you go on holiday? Why?

Do you usually take anything to entertain yourself with? (TV, games, books, magazines etc.)

What kind of things do you usually buy / bring back home with you? (souvenirs etc.)

When you were abroad on holiday, what kind of lifestyle did you see there? How different was it from your lifestyle?

What were your first impressions of the countries you have visited?

How do you communicate with foreign people when you are abroad? Do you usually try to learn their language? Do you ever have problems with making yourself understood?

What plans do you have for your next holiday?

Do you usually need visa to visit a foreign country? How/where can you get it?

When you travel, do you usually feel homesick?

Is there anything you hate about tourists visiting your country?

What impact does tourism have on a country / region / city?

What rules do you think tourists should keep, when they are visiting a foreign country?

8. Translate into English.

Щороку міжнародний пісенний конкурс приваблює чимало туристів в країну-господиню. Оскільки перемогу на Євробаченні-2019 здобув нідерландський співак Дункан Лоуренс, честь проводити 65-й ювілейний конкурс Eurovision Song Contest 2020 випала Нідерландам. Як відомо, столиця країни Амстердам вже давненько страждає від надмірного напливу туристів, а тому Нідерланди взяли курс на залучення туристів в інші регіони. Тож не дивно, що і Євробачення вирішили проводити не в Амстердамі, а в Роттердамі – другому за величиною місті країни. Традиційно Євробачення доволі дороге задоволення – і квитки на нього коштують недешево, а через великий наплив людей ціни на туристичні послуги нерідко зростають, адже найвигідніші пропозиції розкуповують дуже і дуже заздалегідь. Першу партію квитків на Євробачення випустили в продаж 12 грудня і розпродали всього за одну годину. Другу партію запустять 30 січня 2020 року. Квитки доступні аж на 9 шоу – фінал, два півфінали, а також репетиції та інші підготовчі виступи. Найдешевші квитки на основні три шоу обійдуться в 68,40 євро (місця з обмеженою видимістю), найдешевші на другорядні шоу – від 18,50 євро. Нідерланди – поки що не дуже бюджетна в плані дороги країна для українських туристів. Прямо до Роттердаму з України можна потрапити рейсами авіакомпанії МАУ, та й то з пересадкою в Брюсселі, ціни на травневі квитки – близько 6 тисяч гривень в один кінець. Не так давно з України можна було бюджетно потрапити в Тож якщо все ж таки зважитесь поїхати на Євробачення в Нідерланди і при цьому не хочете розоритися, варто поєднати поїздку з відпусткою у сусідніх країнах, куди з України літають лоукостери. При цьому за чотири місяці до Євробачення на популярних сервісах з бронювання житла на дати проведення конкурсу вже заброньовано близько 75% номерів в готелях і апартаментах. З іншого боку, Нідерланди – країна невелика, але дуже цікава, з добре розвиненою мережею громадського транспорту, в тому числі міжміського. Тому ніщо не заважає вам зупинитися на більшу частину поїздки в якомусь іншому місті з меншим ажіотажем, а в Роттердам приїжджати лише в день концерту.

Unit 9

«Music is the only language in which you cannot say a mean or sarcastic thing».

«Музика - це єдина мова, в якій ти не можеш висловити злість і сарказм»

— *John Erskine*

1. Listen, read and remember the following words and word-combinations:

| | | |
|-----------------|-----------------|--|
| 1. decade | ['dekeɪd] | десятиліття |
| 2. acting | ['æktɪŋ] | гра |
| 3. bass | [beɪs] | бас |
| 4. self-taught | [self'tɔ:t] | людина, що вивчилася самотужки, самоучка |
| 5. stage | [steɪdʒ] | сцена, естрада, театральні підмостки |
| 6. church choir | ['tʃɜ:tʃ'kwɑɪə] | церковний хор |
| 7. theatrical | [θɪ'ætrɪkl] | театральний, сценічний |
| 8. debut | ['deɪbjʊ:] | дебют |
| 9. review | [rɪ'vju:] | рецензія, огляд, ревію |
| 10. invitation | [ɪnvi'teɪʃn] | запрошення |
| 11. triumphant | [traɪ'ʌmfənt] | торжествуюче (переможне) |
| return | rɪ'tɜ:n] | повернення |
| 12. treasure | ['treʒə] | скарб |
| 13. beloved | [bɪ'lʌvɪd] | улюблений |
| 14. run | [rʌn] | показ, перегляд (фільму, вистави) |
| 15. chamber | ['tʃeɪmbə] | камерний |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | |
|------------------|----------------|-----|
| 1. still | [stɪl] | adv |
| 2. dynamism | ['daɪnə'mɪzəm] | n |
| 3. role | [rəʊl] | n |
| 4. clerk | [kla:k] | n |
| 5. theatre | ['θɪətə] | n |
| 6. career | [kə'riə] | n |
| 7. company | ['kʌmpəni] | n |
| 8. private | ['praɪvət] | a |
| 9. artistic | [ɑ:'tɪstɪk] | a |
| 10. reputation | [repju'teɪʃn] | n |
| 11. professional | [prə'feʃnəl] | a |
| 12. great | [greɪt] | a |
| 13. national | ['næʃənəl] | a |

14. tenor ['tenə] n

3. Read the sentences and translate them into your native language.

1. Decades after his death, Fedor Chaliapin (1873–1938) is still considered Russia's greatest opera singer.

2. In this Chaliapin, who for the most part was self-taught, created such memorable characters on stage as Mephistopheles, Ivan the Terrible, and Holofernes.

3. He also worked as a copyist, though he had very little formal education. Simultaneous to this Chaliapin sang in the church choir and served as an extra in various local theatrical performances.

4. Despite the good reviews he received by the St. Petersburg critics, Chaliapin was unsatisfied with his treatment by the company's management and in 1896 decided to accept the invitation of Savva Mamontov to sing with the Moscow Private Opera.

5. By 1899 Chaliapin was viewed practically as a national treasure, and he signed contracts to sing at both the Mariinsky Theatre in St. Petersburg and the Bolshoi Theatre in Moscow.

6. Following his successful La Scala performance Chaliapin made his debut at the Metropolitan Opera in New York City in 1907 and at the Paris Opera in 1908.

7. Before his break with the Soviet Union he gave numerous concerts in Russia for workers; in Europe he sang in benefits to raise money for starving Russians during the Civil War.

4. Read and translate the text.

FEDOR IVANOVICH CHALIAPIN

(1873–1938)

Decades after his death, Fedor Chaliapin (1873–1938) is still considered Russia's greatest opera singer. The dynamism of Chaliapin's acting perfectly

complemented his voice, which, being a bass, was best suited for the role of the «villain». In this Chaliapin, who for the most part was self-taught, created such memorable characters on stage as Mephistopheles, Ivan the Terrible, and Holofernes.

Fedor Ivanovich Chaliapin was born in Kazan in eastern European Russia on February 13, 1873. He was the son of a clerk, and as a young man was apprenticed to first a cobbler then a lathe turner. He also worked as a copyist, though he had very little formal education. Simultaneous to this Chaliapin sang in the church choir and served as an extra in various local theatrical performances. In 1890 Chaliapin made his professional debut when he joined the chorus of the opera company in Ufa.

Chaliapin's first major career move came in 1895 when he joined the opera company of the Mariinsky Theatre in St. Petersburg. Despite the good reviews he received by the St. Petersburg critics, Chaliapin was unsatisfied with his treatment by the company's management and in 1896 decided to accept the invitation of Savva Mamontov to sing with the Moscow Private Opera.

From 1896 to 1898 Chaliapin cemented his artistic reputation with the Moscow Private Opera. He sang such great roles as Varlaam in Mussorgsky's *Boris Godunov*, Ivan the Terrible in Rimsky-Korsakov's *The Maid of Pskov*, and Holofernes in Valentin Serov's *Judith*. This latter was the role he was rehearsing for the Mariinsky when he decided to leave that company. In 1898 Chaliapin made a triumphant return to St. Petersburg with the Moscow Private Opera.

By 1899 Chaliapin was viewed practically as a national treasure, and he signed contracts to sing at both the Mariinsky Theatre in St. Petersburg and the Bolshoi Theatre in Moscow. He would soon become an international figure, as well known as the Italian tenor Enrico Caruso. In 1901 he made his debut at Teatro La Scala in Milan in the title role of Arrigo Boito's *Mefistofole*. Rachmaninov assisted him in preparing for the role. This was the first of many tours in Europe and the United States. In France Chaliapin was especially beloved and did much to promote Russian culture in that country in the early part of the twentieth century.

Following his successful La Scala performance Chaliapin made his debut at the Metropolitan Opera in New York City in 1907 and at the Paris Opera in 1908. His return to the Metropolitan Opera in 1921 in the role of Boris Godunov was so successful that it sparked an eight-year run there. He made his debut at London's Covent Garden in 1926.

Chaliapin was also an outstanding chamber singer and gave many concert performances both in Russia and abroad. Before his break with the Soviet Union he gave numerous concerts in Russia for workers; in Europe he sang in benefits to raise money for starving Russians during the Civil War. In addition to his singing and acting Chaliapin was a man whose creative outlets were exhibited in painting, drawing, and sculpture. Besides the «autobiography», Chaliapin wrote Pages from My Life and Man and Mask (the proper translation for the latter work is Mask and Soul). Chaliapin also appeared in the title role in the 1933 film Don Quixote, directed by G.W. Pabst.

Chaliapin died of leukemia in Paris on April 12, 1938. The enormous cortège passed by the Paris Opera House before arriving at the Batignolles Cemetery, where Chaliapin was buried. His body remained there until 1984 when he was disinterred and reburied in Moscow's Novodevichy Cemetery.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

- | | |
|---|---|
| 1. decades after | через десятиліття |
| 2. dynamism of acting | динамізм гри |
| 3. such memorable characters on stage | такі ролі на сцені, що запам'ятовуються |
| 4. to be still considered | все ще вважатися |
| 5. very little formal education | мало відповідної освіти |
| 6. simultaneous to this | одночасно з цим |
| 7. major career move | головне просування в кар'єрі |
| 8. despite the good reviews | незважаючи на гарні відгуки |
| 9. especially beloved | особливо улюблений |
| 10. This was the first of many tours in Europe and the United States. | Це був перший з величезної кількості турів по Європі та Сполучених Штатах. |
| 11. Chaliapin was also an outstanding chamber singer and gave many | Шаляпін був також видатним камерним співаком і давав багато концертів, як в |

- | | |
|--|---|
| concert performances both in Russia and abroad. | Росії, так і за кордоном. |
| 12. His return to the Metropolitan Opera in 1921 in the role of Boris Godunov was so successful that it sparked an eight-year run there. | Його повернення в Метрополітен Оперу в 1921-му році в ролі Бориса Годунова було таким успішним, що покази цього спектаклю з його роллю тривали вісім років. |

6. Finish the sentences.

1. Decades after his death, Fedor Chaliapin...
2. Fedor Ivanovich Chaliapin was born in ...
3. Chaliapin's first major career move came in 1895 when...
4. Despite the good reviews he received by the St. Petersburg critics...
5. He sang such great roles as Varlaam in ...
6. By 1899 Chaliapin was viewed practically as a...
7. Chaliapin was also an outstanding chamber singer and gave many...
8. In addition to his singing and acting Chaliapin was a man whose creative outlets were...

7. Translate the sentences with new words into English and write them down.

1. Відродження гітарного року, фолку, соулу і електроніки, домінування продюсерів над авторами пісень, звуки занедбаних лісових нетрів і переповнених футбольних арен, великий стиль і нова простота - все це тенденції останнього десятиліття.

2. Бас-гітара - струнно-щипковий музичний інструмент, призначений для гри в басовому діапазоні, застосовується в багатьох музичних стилях і жанрах як акомпануючий і рідше - сольний інструмент.

3. Девід Сайдс - піаніст-самоучка з Каліфорнії - зарекомендував себе як надзвичайно талановитий і незвичайно обдарований музикант, піаніст і композитор, який вивчився самостійно, причому відточував свою майстерність, граючи на слух твори інших відомих артистів.

4. Сцена - це частина театру, місце основного театрального дійства, в давньогрецькому театрі спочатку являла собою намет, в якому готувалися до виступу актори, потім стала частиною театрального антуражу, зображуючи фасади будівель, задні плани.

5. Церковні хори високого музичного рівня можуть вести концертну діяльність, в них співають як професіонали, так і аматори; художній керівник церковного хору повинен бути знавцем церковної служби.

6. Як відомо, багато молодих виконавців прагнуть отримати хороші рецензії, адже хороша рецензія - це аналіз, деяка висока оцінка музики, кліпу, яка доводить їх якість.

7. У XVI-XVIII століттях термін «камерна музика» застосовувався по відношенню до будь-якої світської музики і протиставлявся музиці церковної, в подальшому, із зародженням та розвитком симфонічної музики, камерною музикою стали називати твори, розраховані на невелику кількість виконавців і обмежене коло слухачів.

8. Write the following words in the form of dictation: *complemented, self-taught, simultaneous, professional debut, theatrical performances, reputation, rehearsing, triumphant, outstanding, autobiography.*

9. What do you know about F. I. Chaliapin? Find additional information about him and about his works; be ready to present it to your groupmates.

Lesson B

GRAMMAR PRACTICE

1. Read the following information. Remember it.

The Infinitive. Інфінітив має 6 форм. Чотири для активного стану: простий інфінітив в активному стані, тривалий інфінітив, доконаний (перфектний) інфінітив, тривало-доконаний інфінітив в активному стані та два для пасивного: простий інфінітив в пасивному стані, доконаний інфінітив в пасивному стані.

| Форма інфінітива | Активний стан | Пасивний стан |
|--------------------|----------------------|----------------------|
| Simple | to write | to be written |
| Continuous | to be writing | - |
| Perfect | to have written | to have been written |
| Perfect Continuous | to have been writing | - |

1) **Простий інфінітив в активному стані** використовується, коли дія, яку він висловлює, або відбувається одночасно з дією, що виражена дієсловом-присудком в особовій формі, або не прикріплена до часу здійснення дії: I like to go to Europe.

Також інфінітив використовується після таких слів, як: to desire, to expect, to hesitate, to intend, to mean, to try, to want, to manage та інших, включаючи модальні дієслова (в такому випадку частка to не використовується). Та після прикметників, що виражають ставлення, заохочення до чогось, захоплення від чогось та ін.: It was very kind of you to accompany me on a journey to Great Britain.

2) **Тривалий інфінітив** в активному стані підкреслює тривалість дії, що відбувається одночасно з дієсловом-присудком, що виражений в особистій формі або прикметником до якого належить інфінітив. Також тривалий інфінітив може використовуватися після модальних дієслів: Mike is busy now. He seems to be working on his project.

3) **Доконаний інфінітив** в активному стані вживається для позначення дії, що передуює дії, яка виражена дієсловом-присудком: He was sorry not to have

prepared dinner. Доконаний інфінітив використовується у випадках, коли дія буде закінчена до певного часу в майбутньому: He hopes to have graduated from university until he turns 22 years old. Також він використовується після модальних дієслів: He might have been here. Після дієслів to expect, to intend, to hope, to mean доконаний інфінітив використовується для позначення дії, яка, всупереч наміру, очікуванню, надії, не здійснилася: She hoped to have met him in the cinema.

4) **Тривало-доконаний інфінітив в активному стані** вказує на те, що дія, виражена інфінітивом, розпочалася раніше дії, що виражена дієсловом-присудком, і продовжує -ться до цих пір: His brother seems to have been playing football since morning.

5) **Простий інфінітив в пасивному стані** використовується за таких же умов, що й активний, лише змінюється форма дієслова: She likes to be given presents.

6) **Доконаний інфінітив в пасивному стані** також не відрізняється від активного стану, лише змінюючи форму дієслова: He might have been driven by someone to the hotel.

2. Put the verb into the infinitive.

| Verb | Infinitive |
|-----------|------------|
| 1. met | ... |
| 2. waking | ... |
| 3. shone | ... |
| 4. ran | ... |
| 5. wrote | ... |
| 6. lit | ... |
| 7. tore | ... |
| 8. blew | ... |
| 9. wore | ... |
| 10. crept | ... |

3. Complete each sentence with a suitable verb.

f.e. Don't forget *to post* the letter I gave you.

1. There was a lot of traffic but we managed ... to the airport in time.
2. Jill has decided not ... a car.
3. We've got a new computer in our office. I haven't learnt ... it yet.
4. I wonder where Sue is. She promised not ... late.
5. We were all too afraid to speak. Nobody dared ... anything.

4. Translate into Ukrainian.

1. I would like to come to the party with you.
2. I am learning to speak Spanish.
3. She helped me to carry my suitcases.
4. He decided to study biology.
5. He asked to come with us.
6. I promise to help you tomorrow.
7. She agreed to bring the pudding to the dinner.
8. We hope to visit Amsterdam next month.
9. They plan to start college in the autumn.
10. I don't want to leave yet.

5. Translate into Ukrainian. Use the appropriate form of the infinitive.

1. Я радий, що розповів вам цю історію.
2. Я радий, що мені розповіли цю історію.
3. Я хочу познайомити вас з цієї артисткою.
4. Я хочу, щоб мене познайомили з цієї артисткою.
5. Я радий, що зустрів її на станції.
6. Я радий, що мене зустріли на станції.
7. Ми дуже щасливі, що запросили його на вечір.
8. Ми дуже щасливі, що нас запросили на вечір.
9. Він буде щасливий відвідати цю знамениту картинну галерею.
10. Він був щасливий, що відвідав цю знамениту картинну галерею.

11. Діти люблять, коли їм розповідають казки.
12. Я не припускав зупинятися на цій станції.
13. Я не очікував, що мене зупинять.
14. Я шкодую, що заподіяв вам стільки занепокоєння.
15. Він не виносить, коли йому брешуть.
16. Я згадав, що вже зустрічав це слово в якійсь книзі.
17. Мені дуже шкода, що я пропустив цю цікаву лекцію.
18. Вона щаслива, що чула концерт відомого італійського диригента.
19. Вона рада, що була присутня на лекції.
20. Він дуже задоволений, що закінчив свою книгу.
21. Наші спортсмени пишаються тим, що виграли кубок.
22. Я тільки хочу, щоб мені дозволили допомогти вам.
23. Я був вдячний, що мені дали кімнату з великим вікном.
24. Він був щасливий, що повернувся додому.
25. Він був щасливий, що знову вдома.

6. Tasks for independent and individual work.

Find more information about:

- the verbs after which the infinitive is used;
 - the use of infinitive with and without to
- and be ready to present it to your groupmates.

7. Test of grammar and vocabulary.

1. Make a new sentence using the verb in brackets.

f.e. He has lost weight. (seem) – He seems to have lost weight.

- a) Tom is worried about something. (appear) – ...
- b) You know a lot of people. (seem) – ...
- c) My English is getting better. (seem) – ...
- d) That car has broken down. (appear) – ...
- e) David forgets things. (tend) – ...

f) They have solved the problem. (claim) – ...

2. Complete each sentence using what/how/whether + one of these verbs:

do go ride say use

f.e. Do you know *how to get* to John's house?

- a) Can you show me ... this washing machine?
- b) Would you know ... if there was a fire in the building?
- c) You'll never forget ... a bicycle once you have learned.
- d) I was really astonished. I didn't know
- e) I've been invited to the party but I don't know ... or not.

3. Open the brackets, using the appropriate form of the infinitive.

- a) They seemed (to quarrel): I could hear angry voices from behind the door.
- b) They are supposed (to work) at the problem for the last two months.
- c) The only sound (to hear) was the snoring of grandfather in the bedroom.
- d) Her ring was believed (to lose) until she happened (to find) it during the general cleaning. It turned out (to drop) between the sofa and the wall.
- e) They seemed (to wait) for ages.
- f) I hate (to bother) you, but the students are still waiting (to give) books for their work.
- g) He seized every opportunity (to appear) in public: he was so anxious (to talk) about.
- h) Is there anything else (to tell) her? I believe she deserves (to know) the state of her sick brother.
- i) He began writing books not because he wanted (to earn) a living. He wanted (to read) and not (to forget).
- j) I consider myself lucky (to be) to that famous exhibition and (to see) so many wonderful paintings.
- k) He seems (to know) French very well: he is said (to spend) his youth in Paris.
- l) The enemy army was reported (to overthrow) the defence lines and (to advance) towards the suburbs of the city.
- m) The woman pretended (to read) and (not to hear) the bell.

n) You seem (to look) for trouble.

o) It seemed (to snow) heavily since early morning: the ground was covered with a deep layer of snow.

4. Answer the following questions. Write complete sentences.

Why do you think music is important and how does it affect different people?

Why is music so important to people and culture?

Is the image of the group or singer more important than the music?

Can you think of examples of music calming people or increasing their efficiency?

Do you mind singing to other people? (Another wording: ...singing in front of people?)

If you don't mind then how large an audience would be too many?

While listening to the radio, do you ever want to sing the song that is being played?

Why do you think some people believe opera singers should be fat?

Do you ever download MP3 files from the Internet?

Do you prefer rock music or romantic music?

Do you think music can heal sick people?

Do you think that animals can enjoy music? How do you know?

Do you think that music can help make world peace? How?

How important do you think a good music teacher is to mastering an instrument?

What do you think the next piece of music technology will be, after digital technology?

If you could invent a new instrument, what would it sound like?

Do you think the use of drugs by some musicians increases their artistic creativity?

Who is your favorite composer?

Did you go to the symphony when you were a child?

Do your brothers and sisters also love classical music?

What makes a song popular for you, the lyrics of the song or the melody?

Why is the recorder called the recorder?

Who is the most famous musician from your country?

Do you think it is wrong to download music for free?

Do you ever create (mix) CD's for your friends?

Does your country have laws against copying CD's?

Do you prefer listening to songs in your own language or in another language? Why?

Does music affect unborn children?

Do you think that people from different cultures react to music in different ways?

What do you think of when you listen to music?

What kind or style of music would it be weird for your parents to listen to? Why?

If you could be any musician in the world, who would you be and why?

If you could be a musician who would you be?

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

TELEPHONE CONVERSATION

Having telephone conversations in a second language can be very stressful. If you don't know what to say, it is very common to feel nervous in any conversation. This is true even when speaking in your native tongue. One of the main reasons people get nervous is because they aren't prepared and know they might make mistakes during the conversation.

For some reason, phone calls in English are much more difficult than talking to people face to face. Maybe it's because you can't read the person's expressions or get cues about their meaning from their gestures. Or maybe it's because you're already nervous before the call starts. Preparing in advance for a phone call in English is one of the best ways to overcome these difficulties. Make a list of some vocabulary and phrases you will need to get the information you want. Finally, don't worry about asking people to repeat themselves or to speak more slowly when you're on the phone in English.

To improve confidence on the phone you must learn what to say. The first thing you should do to improve your telephone communication ability is to start out small by learning simple vocabulary and phrases. Start by knowing different greetings. It is so easy when learning English to try to do too much too soon and then get frustrated with not being able to speak as you had imagined. You have to start small, gradually developing skills and slowly working up to something more difficult.

Relax and enjoy yourself as well. Everyone knows learning a language can be frustrating! Don't worry if you make mistakes. Native speakers of English understand that you won't say everything the exact same way that they would. You shouldn't feel that you can't make any mistakes, no one expects you to be perfect.

When Americans answer the telephone, they say, «Hello». Not so in other countries. Germans methodically answer with their last names. Russians say, «I'm listening». The curious French say, «Hello, who's on the line?», Italians greet callers with «Ready», the English answer with their phone number, and the Chinese say, «Hey, hey,

who are you?» A telephone call from a friend is a joy, unless you are in the middle of a meal, having a bath or on the point of going out to an engagement for which you are already late. But even when you have time, a telephone conversation cannot be savored and rerun several times as a letter can. You cannot put a blue ribbon around a sentimental telephone call and keep it for years.

Asking questions during a phone conversation isn't something you do randomly. Or something that's not important. Asking the right questions and in the right order can make a lasting impression. It's also an essential part of being a great conversationalist.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|------------------------------|-----------------------------|
| very stressful | обличчям до обличчя |
| to feel nervous | засмутитися |
| to make mistakes | підвищувати впевненість |
| face to face | робити навмання, випадково |
| to improve confidence | нервувати |
| to get frustrated | справити незабутнє враження |
| to do randomly | істотна/значна частина |
| to make a lasting impression | дуже напружений |
| essential part | робити помилки, помилятися |

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Make possible telephone dialogues for each of the following situations:

- You need to cancel a trip to the cinema because your grandmother is coming for dinner.
- Arrange with a good friend to go shopping on Saturday at the shopping centre.
- You phone your best friend the morning of his/her birthday.
- Phone your parents to ask them if you can be late for dinner to stay for an extra drama class after school.
- Tell your friend that you're going to be late meeting them because of a train strike.

– Phone your friend to find out where they are. You've been waiting for them in a café for twenty minutes.

5. Fill in the blanks.

| Reasons people use phones | Reasons you use your mobile phone | Conversation or text message |
|--|-----------------------------------|------------------------------|
| To let their people know where they are | | |
| To flirt with someone | | |
| As a clock | | |
| To play games | | |
| Just to say hello | | |
| To arrange to meet friends | | |
| To find out about the cinema or football results | | |

6. Retell the text «Telephone conversation».

7. Think about possible answers.

– Green Products. Can I help you?

–

– Hold on. I'll see if he is in. I'm sorry, he is on another line right now. Would you like to hold?

–

– What? I can't hear you!

–

– I can't hear you. This is a bad line. Would you mind dialing the number again?

–

8. Work with your partner. Ask and answer the questions.

What do you think when you hear a mobile phone ring – in class? / On the train? / In the street?

How has texting changed the way you communicate with your friends?

If you don't have a mobile phone do you think you communicate better with your friends and family?

Texting is said to be more of a teenage pastime rather than an adult one. Why do you think this is?

Some English teachers are worried that texting will make young people poor at spelling and grammar. Do you agree? Why / Why not?

If you don't like using your mobile phone for texting why not?

Some teenagers find they can't live without their mobile phone. Do you think this is excessive or can you understand why?

What are the advantages of texting over making a telephone call?

9. Translate into English.

– Здрастуйте, можу я поговорити з Олексієм, будь ласка?

– Це я.

– Привіт, як справи? Маєш час для відповідей на кілька питань?

– Так, звісно.

– Яку музику ти любиш слухати?

– Будь-яку, але найбільше мені подобаються рок і інді-поп. А що?

– Ну, я просто збираю інформацію для шкільного есе. Спробую довести, що сучасна музика - не недолуга, і деякі сучасні пісні наповнені глибоким змістом. Старше покоління вважає, що зараз вже не знайти таких сильних виконавців, як The Beatles або The Queen. The Scorpions і The Rolling Stones - великі музиканти, але вони ровесники наших бабусь і дідусів. Як думаєш, чи правда те, що зараз вже не залишилося серйозних музикантів?

– Мені так не здається. З моєї точки зору, на сучасній сцені дуже багато бездарних виконавців поп-музики. Але серед сьогоднішніх музикантів є і талановиті хлопці, чії пісні дають привід задуматися. Ці пісні зводять нас з розуму, наповнюють любов'ю,

або змушують мислити тверезо. Люди звикли пов'язувати пісню з першим поцілунком або розставанням, з особливими і значущими речами в їх житті. Що стосується мене, то мені подобаються пісні груп 30 seconds to Mars, Hurts, Breaking Benjamin. Зазвичай, з них складається весь мій день. Мені здається, що деякі з цих пісень можуть нас міняти.

– Це точно, вони чудові хлопці. Що ти думаєш про сучасну поп-музиці? Я маю на увазі таких виконавців, як Selena Gomez або Miley Cyrus. Вони дуже гучні і яскраві, мені подобається танцювати під їхню музику, адже танцювати під рок-музику досить важко.

– Це не для мене. Мені подобаються кілька пісень Rihanna і Katy Perry, але їх творчість призначена, скоріше для людського ока, ніж для слуху. Дуже шкода!

– Зрозуміло, дякую за розмову. До зустрічі!

– Нема за що. Побачимось!

Unit 10

«Music has power to create a universe or to destroy a civilization».

«Музика володіє силою для створення Всесвіту або для знищення цивілізації».

— *Katherine Neville, The Eight*

1. Listen, read and remember the following words and word-combinations:

| | | | |
|-----|-----------------|-------------------|--|
| 1. | creation | [krɪ'eɪʃn] | утворення; утвір, творення |
| 2. | instrumentation | [ɪnstrəmənt'eɪʃn] | інструментування, обладнання інструментами |
| 3. | explosion | [ɪk'spləʊzən] | вибух, спалах |
| 4. | impact | ['ɪmpækt] | удар, поштовх; імпульс, вплив, натиск |
| 5. | dance | [dɑ:ns] | танець |
| 6. | fusion | ['fju:ʒn] | злиття, об'єднання |
| 7. | fiddle | ['fɪdl] | скрипка |
| 8. | lament | [lə'ment] | жалобна пісня |
| 9. | bagpipes | ['bæɡpaɪps] | волинка |
| 10. | reel | [ri:l] | рил (швидкий шотландський танець) |
| 11. | strathspey | [stræθ'speɪ] | повільний шотландський танець |
| 12. | jig | [dʒɪɡ] | джига (танець) |
| 13. | mainstream | ['meɪnstri:m] | основний напрямок, головна лінія |
| 14. | success | [sək'ses] | успіх, удача |
| 15. | participation | [pɑ:ˌtɪsɪ'peɪʃn] | участь; співучасть |

2. Give Ukrainian equivalents to the following words without using a dictionary:

| | | | |
|-----|---------------|-----------------|-----|
| 1. | innovation | [ɪnəʊ'veɪʃn] | n |
| 2. | waltz | [wɔ:ls] | n |
| 3. | exporter | [ɪk'spɔ:tə] | n |
| 4. | era | ['ɪərə] | n |
| 5. | Scotland | [skɒtlənd] | n |
| 6. | dominant | ['dɒmɪnənt] | a |
| 7. | popular | ['pɒpjʊlə] | a |
| 8. | electric folk | [ɪ'lektrɪkfolk] | n |
| 9. | popularity | [pɒpjʊ'lærəti] | n |
| 10. | nationally | ['næʃənəli] | adv |
| 11. | regional | ['ri:dʒnəl] | a |
| 12. | analogue | ['ænələg] | n |
| 13. | colony | ['kɒləni] | n |

3. Read the sentences and translate them into your native language.

1. The music of the United Kingdom, which is part of British music, refers to all forms of music associated with the United Kingdom since its creation, including music inherited from the states that preceded it.

2. This led to the explosion of the British Invasion, while subsequent notable movements in British music include the New Wave of British Heavy Metal and Britpop.

3. The United Kingdom has one of the world's largest music industries today, with many British musicians having had an impact on modern music.

4. England has a long and diverse history of folk music dating back at least to the medieval period and including many forms of music, song and dance.

5. The popularity of traditional instruments such as fiddles has remained throughout the centuries even as analogues in Great Britain died out.

6. Britain has had an impact on popular music disproportionate to its size, due to its linguistic and cultural links with many countries, particularly the United States and many of its former colonies like Australia, South Africa, and Canada, and its capacity for invention, innovation and fusion, which has led to the development of, or participation in, many of the major trends in popular music.

7. Genres originating in or radically developed by British musicians include blues rock, heavy metal, progressive rock, hard rock, punk rock, electric folk, folk punk, acid jazz, shoegaze, drum and bass, grime, Britpop and dubstep.

4. Read and translate the text.

MUSIC OF THE UNITED KINGDOM

The music of the United Kingdom, which is part of British music, refers to all forms of music associated with the United Kingdom since its creation, including music inherited from the states that preceded it. Throughout its history, the United Kingdom has been a major exporter and source of musical innovation in the

modern and contemporary eras, drawing its cultural basis from the history of the United Kingdom, from church music, from Western culture and from the ancient and traditional folk music and instrumentation of England, Scotland, Northern Ireland and Wales. In the 20th century, influences from the music of the United States became most dominant in popular music. This led to the explosion of the British Invasion, while subsequent notable movements in British music include the New Wave of British Heavy Metal and Britpop. The United Kingdom has one of the world's largest music industries today, with many British musicians having had an impact on modern music.

Each of the four countries of the United Kingdom has its own diverse and distinctive folk music forms. England has a long and diverse history of folk music dating back at least to the medieval period and including many forms of music, song and dance. Through two periods of revival from the late nineteenth century much of the tradition has been preserved and continues to be practiced. It led to the creation of a number of fusions with other forms of music that produced sub-genres such as electric folk, folk punk and folk metal and continues to thrive nationally and in regional scenes.

Ireland, including Northern Ireland, has vibrant folk traditions. The popularity of traditional instruments such as fiddles has remained throughout the centuries even as analogues in Great Britain died out. Perhaps the most famous modern musician from Northern Ireland influenced by folk tradition is Van Morrison.

Scottish folk music includes many kinds of songs, including ballads and laments, sung by a single singer with accompaniment by bagpipes, fiddles or harps. Traditional dances include waltzes, reels, strathspeys and jigs. Alongside the other areas of the United Kingdom, Scotland underwent a roots revival in the 1960s. Wales is a Celtic country that features folk music played at twmpathau (communal dances) and gwyl werin (music festivals). Welsh music also includes male voice choirs and songs accompanied by a harp. Having long been subordinate to English culture, Welsh musicians in the late 20th century had to reconstruct traditional

music when a roots revival began. This revival began in the late 1970s and achieved some mainstream success in the UK in the 80s with performers like Robin Huw Bowen, Moniars and Gwerinos.

Forms of popular music, including folk music, jazz, pop and rock music, have particularly flourished in Britain since the twentieth century. Britain has had an impact on popular music disproportionate to its size, due to its linguistic and cultural links with many countries, particularly the United States and many of its former colonies like Australia, South Africa, and Canada, and its capacity for invention, innovation and fusion, which has led to the development of, or participation in, many of the major trends in popular music. In 1960s, the British Invasion, led by The Beatles, helped to secure British performers a major place in development of pop and rock music. Since then, rock music and popular music contributed to a British-American collaboration, with trans-Atlantic genres being exchanged and exported to one another, where they tended to be adapted and turned into new movements, only to be exported back again. Genres originating in or radically developed by British musicians include blues rock, heavy metal, progressive rock, hard rock, punk rock, electric folk, folk punk, acid jazz, shoegaze, drum and bass, grime, Britpop and dubstep.

5. Read the word-combinations and the sentences. Cover the left side and translate the right one into English.

| | | |
|----|--|---|
| 1. | to refer to all forms of music | відноситися до всіх музичних форм |
| 2. | including music inherited from.. | включаючи музику, успадковану з ... |
| 3. | source of musical innovation | джерело музичних інновацій |
| 4. | to lead to the explosion | призвести до вибуху |
| 5. | diverse and distinctive folk music | різноманітна і особлива народна музика |
| 6. | to date back to the medieval period | вести походження від середньовічного періоду |
| 7. | Ireland, including Northern Ireland, has vibrant folk traditions. | Ірландія, включаючи північну Ірландію має тремтливі народні традиції. |
| 8. | Forms of popular music, including folk music, jazz, pop and rock music, have particularly flourished | Популярні музичні форми, включаючи народну музику, джаз, поп і рок музику особливо процвітали з |

in Britain since the twentieth century.

9. In 1960s, the British Invasion, led by The Beatles, helped to secure British performers a major place in development of pop and rock music.

двадцятого століття.

У 1960-х, Британське Нашестя, яке настало завдяки Бітлз, допомогло закріпити за британськими виконавцями провідне місце в розвитку поп і рок музики.

6. Finish the sentences.

1. The music of the United Kingdom, which is part of British music, refers to...
2. Throughout its history, the United Kingdom has been a major...
3. The United Kingdom has one of the world's largest music...
4. Each of the four countries of the United Kingdom has its own...
5. Ireland, including Northern Ireland, has vibrant...
6. Scottish folk music includes many kinds of ...
7. Welsh music also includes male...
8. Britain has had an impact on popular music disproportionate to its...

7. Translate the sentences with new words into English and write them down.

1. Сьогодні вже нікого не здивуєш тим, що музику можна створювати, використовуючи домашній комп'ютер, для цього достатньо мати: бажання, комп'ютер, час і найголовніше - це терпіння.

2. Інструментування ґрунтується на використанні найбільш природних технічних і виразних можливостей кожного інструмента, на з'єднанні звучання однорідних і різнорідних інструментів, на протиставленні контрастних звукових фарб.

3. Танець - це вид мистецтва, в якому художній образ створюється за допомогою ритмічних пластичних рухів та зміни виразних положень людського тіла, танець нерозривно пов'язаний з музикою, емоційно-образний зміст якої знаходить своє втілення в його рухах, фігурах, композиції.

4. Найдорожча скрипка в світі, створена в 1741 році італійським майстром Гварне-ри дель Дезу виставлена на аукціон з початковою вартістю 18 млн доларів, що зробить її найдорожчою в світі.

5. Іспанська волинка, мабуть найбільш легка в освоєнні і найбільш зручна для камерного виконання, та поєднує в собі кращі якості як шотландських, так і східноєвропейських волинок.

6. У той час як рил став вельми популярний у всьому світі серед глядачів, він дуже рідко виконується на змаганнях, тому цей танець з його швидкими ритмічними ударами і видовищними рухами, привів у захват мільйони глядачів у всьому світі, коли був вперше виконаний в якості номера під час конкурсу Євробачення.

7. Джига - старовинний танець британського, точніше ірландського походження, що отримав згодом поширення у Франції, найбільш популярний даний танець в Ірландії і Шотландії.

8. Write the following words in the form of dictation: *instrumentation, subsequent, distinctive, sub-genres, accompaniment, strathspeys, subordinate, reconstruct, mainstream, flourished, disproportionate.*

9. What do you know about music of the United Kingdom? Find additional information about British dances; be ready to present it to your groupmates.

Lesson B GRAMMAR PRACTICE

1. Read the following information. Remember it.

The Gerund (Герундій). Неособова форма англійського дієслова з суфіксом -ing, що поєднує в собі риси іменника і дієслова й несе в собі відтінок значення деякого процесу.

| Форма герундія | Дієслово в активному стані | Дієслово в пасивному стані |
|-------------------|-----------------------------------|----------------------------|
| Indefinite Gerund | V+ing | being + V3 |
| Perfect Gerund | having +V3 (третя форма дієслова) | having been + V3 |

Indefinite Gerund Active використовується:

- тоді, коли потрібно позначити дію, що відбувається у той же самий момент як і дія, що виражена присудком. Мова може йти про минуле, теперішнє чи майбутнє: I like having a lot of interesting places I can visit;
- також ця форма використовується для вираження дії, що відбудеться в майбутньому по відношенню до дії, вираженої присудком у реченні. В таких випадках герундій часто вживається після дієслів to insist, to suggest, to intend: Mike suggested going to the theatre;
- у випадках, коли потрібно виразити дію, що сталася раніше: I remember sending invitation to her;
- для позначення дії, що не має прив'язки до часу: Eating healthy food is good for your health;
- після слів to want, to need, to require, to deserve: She want playing tennis more.

Indefinite Gerund Passive використовується:

- коли він виражає дію, що вчиняється над особою чи предметом іншою стороною: She avoids being watched in streets.

Perfect Gerund Active використовується рідко. Перфектна форма герундія означає дію, що сталася раніше ніж дія, що виражена присудком у реченні: I thank him for having sent me a letter in time.

Perfect Gerund Passive використовується ще рідше, ніж активна форма перфектного герундія: I remember having been shown the price of the car.

2. Translate into English.

1. I understand perfectly your wishing to start the work at once.
2. Everybody will discuss the event, there is no preventing it.
3. At last he broke the silence by inviting everybody to walk into the dining room.
4. On being told the news, she turned pale.
5. The place is worth visiting.
6. Watching football matches may be exciting enough, but of course it is more exciting playing football.
7. She stopped coming to see us, and I wondered what had happened to her.
8. Can you remember having seen the man before?
9. She was terrified of having to speak to anybody, and even more, of being spoken to.
10. He was on the point of leaving the club, as the porter stopped him.
11. After being corrected by the teacher, the students' papers were returned to them.
12. I wondered at my mother's having allowed the journey.
13. Do you mind my asking you a difficult question?
14. Would you mind coming again in a day or two?
15. I cannot put off doing this translation.

3. Open the brackets.

1. He was very glad of (to help) in his difficulty.
2. On (to allow) to leave the room, the children immediately ran out into the yard and began (to play).
3. The results of the experiment must be checked and rechecked before (to publish).
4. David was tired of (to scold) all the time.

5. The watch requires (to repair).
6. The problem is not worth (to discuss).
7. Jane Eyre remembered (to lock) up in the red room for (to contradict) Mrs. Reed.
8. Why do you avoid (to speak) to me?
9. She tried to avoid (to speak) to.
10. The doctor insisted on (to send) the sick man to hospital.
11. The child insisted on (to send) home at once.
12. Do you mind him (to examine) by a heart specialist?
13. He showed no sign of (to recognize) me.
14. She showed no sign of (to surprise).
15. He had a strange habit of (to interfere) in other people's business.

4. Translate into English.

1. Він думав про те, щоб поступити в університет.
2. Він звинувачує мене в тому, що я йому не допомагаю.
3. Я не можу не відчувати сорому.
4. Вона не заперечує те, що живе в поганих умовах.
5. Продовжуйте розмовляти.
6. Я наполягаю на тому, щоб сказати йому правду.
7. Вони боялися спізнитися на поїзд.
8. Я не схвалюю те, що ти граєш у комп'ютерні ігри.
9. Ми залишили думку про поїздку за місто.
10. Вона кинула танці.
11. Мама заперечує проти того, що я приводжу в будинок друзів.
12. Ви не заперечуєте, якщо я подзвоню вам?
13. Я не можу не любоватися цією чудовою картиною.
14. Я схвалюю вашу наполегливу роботу.
15. Вона заперечувала, що допомогла їм.
16. Перестань дратувати кішку.
17. Я боюся застудитися.

18. Він звинувачує тебе в тому, що ти не пишеш йому листи.

19. Ви не заперечуєте, якщо я ляжу спати?

20. Продовжуйте тренуватися.

5. Read the following information. Remember it.

Participle (Дієприкметник). Неособова форма дієслова, що має властивості дієслова, прислівника та прикметника.

| Форма | Активний стан | Пасивний стан |
|---|---|---|
| Participle I (Present Participle Simple) | дієслово + закінчення –ing asking – питаючи doing – роблячи | being + 3 форма дієслова being asked – бути запитаним being fool – бути обдуреним |
| Participle I (Present Participle Perfect) | having + 3 форма дієслова having asked – запитавши | having been + 3 форма дієслова having been asked - бути запитаним (вже) |
| Participle II | ————— | допоміжне дієслово + 3 форма дієслова <i>was written – був написаний</i> |

Participle I. Дієприкметник теперішнього часу у формі **Present Participle Simple** використовується у двох випадках:

1. Коли потрібно показати одночасність дії, що виражена дієприкметником з дією, що виражена дієсловом-присудком у минулому, теперішньому або майбутньому часі: Asking them what time it was he looked nervous.

2. Коли потрібно виразити дію, що відноситься до теперішнього часу, незалежно від того, в якому часі знаходиться дієслово-присудок: The man waiting for you outside called you yeasteday.

Дієприкметник теперішнього часу у своїй доконаній формі **Present Participle Perfect** використовується у випадках, коли потрібно висловити дію, що передувала дії, яка виражена дієсловом-присудком: Having played football he is returning home.

Participle II. У реченні дієприкметник минулого часу може виконувати такі функції:

1. Іменної частини складеного присудка після дієслів: to be, to feel, to look, to get, to become та ін: My car is broken.

2. Означення. При цьому дієприкметник може розташовуватися як перед іменником, так і після нього: Fred looked at the table filled with food. Fred looked at the filled by someone table with food.

3. Обставину часу або обставину причини. В таких випадках дієприкметник відповідає на питання *коли?* або *чому?* за якої причини?: When gone to his friend nobody opened door.

4. Складного додатка з іменником в загальному відмінку або займенником в об'єктному: He heard his name mentioned. Дієслово to have у зв'язці з дієприкметником минулого часу у ролі складного додатка означає, що дія відбувається не самим підметом (тобто тим, хто говорить), а кимось іншим: I had my car repaired.

6. Choose the correct participle.

1. My nephew was (amusing/amused) by the clown.
2. It's so (frustrating/frustrated)! No matter how much I study I can't seem to remember this vocabulary.
3. This book is so (boring/bored)!
4. I'm feeling (depressed/depressing), so I'm going to go home, eat some chocolate, and go to bed early with a good book.
5. I thought her new idea was absolutely (fascinated/fascinating).
6. This maths problem is so (confusing/confused). Can you help me?
7. He's very (interesting/interested) in history.
8. The journey was (exhausting/exhausted)! Twelve hours by bus.
9. My exam results were great! It's really (surprising/surprised) but good, of course
10. He was (frightening/frightened) when he saw the spider.
11. I was really (embarrassing/embarrassed) when I fell over in the street.

12. That film was so (depressing/depressed)! There was no happy ending for any of the characters.
13. I'm sorry, I can't come tonight. I'm completely (exhausting/exhausted).
14. We are going in a helicopter? How (exciting/excited)!
15. Don't show my baby photos to people, Mum! It's so (embarrassing/embarrassed)!
16. It's okay, it's only me. Don't be (alarming/alarmed).
17. My sister is so (exciting/excited) because she is going on holiday tomorrow.
18. I hate long flights, I'm always really (boring/bored).
19. She looked very (confusing/confused) when I told her we had to change the plan.
20. John was (fascinated/fascinating) by Mandarin when he first started learning languages. He decided to study more and now he can speak it fluently.

7. Translate the sentences into English, using the correct form of Participle.

1. Будьте обережні, коли переходите вулицю.
2. Я дивилася на дитину, яка посміхалася.
3. Коли спитали про її думку, вона почервоніла.
4. Кінотеатр, який будується тут, буде одним з найбільших у нашому місті.
5. Я роблю зачіску в перукарні кожну п'ятницю.
6. Вона пошила собі нове пальто.
7. Оскільки дув сильний вітер, погода була погана.
8. Так як в кімнаті було зовсім темно, я спочатку не зміг побачити промовця.
9. Вона витягнула давно забутий лист з його схованки.
10. Сказавши це, я чекаю на наслідки.
11. Написавши свою доповідь, він надіслав її поштою.
12. Того дня ми залишились вдома, дивлячись фільм по телебаченню.
13. Посміхаючись, вона показала мені лист.
14. Вона завжди була добре одягнена.
15. Хто-небудь бачив, як він брав книги?
16. Вам відремонтують телевізор до понеділка.
17. Якщо погода дозволить, ми поїдемо завтра за місто.

18. Чоловік, який розмовляє зі студентами, – наш викладач.
 19. Зробивши домашнє завдання, він пішов на прогулянку.
 20. Молодий чоловік, який стояв біля вікна, пильно подивився на мене.

8. Task for independent and individual work.

Find more information about modal verbs and their equivalents. Be ready to present it to your groupmates.

9. Test of grammar and vocabulary.

1. Open the brackets using Infinitive or Gerund.

- a. I can't imagine Peter _____ (go) by bike.
 b. He agreed _____ (buy) a new car.
 c. The question is easy _____ (answer).
 d. The man asked me how _____ (get) to the airport.
 e. I look forward to _____ (see) you at the weekend.
 f. Are you thinking of _____ (visit) London?
 g. We decided _____ (run) through the forest.
 h. The teacher expected Sarah (study)hard.
 i. She doesn't mind _____ (work) the night shift.
 j. I learned _____ (ride) the bike at the age of 5.
 k. We decided _____ (buy) a new car.
 l. They've got some work _____ (do).
 m. Peter gave up _____ (smoke).
 n. He'd like _____ (fly) an aeroplane.
 o. I enjoy _____ (write) picture postcards.
 p. Do you know what _____ (do) if there's a fire in the shop?
 q. Avoid _____ (make) silly mistakes.
 r. My parents wanted me _____ (be) home at 11 o'clock.
 s. I dream about _____ (build) a big house.
 t. I'm hoping _____ (see) Lisa.

2. Translate the following sentences into English using various forms of the Participle.

- a. Не знаючи французької мови, вона не могла розуміти нас.
- b. Проведений аналіз дозволяє зробити висновки про оповідання Дж. Лондона.
- c. Під час написання твору англійською мовою я користувався українсько-англійським словником.
- d. Будучи зайнятою, вона не могла поговорити зі мною.
- e. Фіксуючи події і зображаючи героїв, письменник розвивав критичний напрямок в українській літературі.
- f. Написавши листа, я взяв книгу і почав читати її.
- g. Після того як музика була виконана на багатьох концертах, вона стала популярною.
- h. Питання, обговорюване студентами, дуже важливе.
- i. В. Шекспір, використовуючи стилі, перетворював їх у своїй творчості, як тільки міг це робити він один.
- j. Як зазначалося у звіті, ця робота вже виконана.

3. Read the given text. Make a plan of it. Retell the text with the help of your plan.

Lady Gaga (born Stefani Joanne Angelina Germanotta on March 28, 1986) is an American recording artist. She began performing in the rock music scene of New York City's Lower East Side in 2003 and enrolled at New York University's Tisch School of the Arts. She soon signed with Streamline Records. During her early time, she worked as a songwriter for fellow label artists. Released on August 19, 2008, her debut album, *The Fame*, reached number one in the UK, Canada, Austria, Germany and Ireland, and reached the top-ten in numerous countries worldwide; in the United States, it peaked at two on the Billboard 200 chart. Its first two singles, "Just Dance" and "Poker Face", became international number-one hits, topping the Billboard Hot 100 in the United States as well as the charts of other countries. The album later earned a total of six Grammy Award nominations and won awards for Best Electronic/Dance Album and Best Dance Recording. Lady Gaga is inspired by glam rock artists such as David Bowie and Queen, as well as pop musicians

such as Madonna and Michael Jackson. She has also stated fashion is a source of inspiration for her songwriting and performances. Stefani Germanotta was born on March 28, 1986, the eldest child of Joseph Germanotta, an Italian American internet entrepreneur, and Cynthia Bissett. She learned to play piano from the age of four, went on to write her first piano ballad at 13 and began performing at open mike nights by age 14. At the age of 11, Germanotta attended Convent of the Sacred Heart, a private Roman Catholic school on Manhattan's Upper East Side, but has stressed that she does not come from a wealthy background. At age 17, Germanotta gained early admission to the New York University's Tisch School of the Arts. There she studied music and improved her songwriting skills by composing essays and analytical papers focusing on topics such as art, religion, social issues and politics. Music producer Rob Fusari, who helped her write some of her earlier songs, compared her vocal style to that of Freddie Mercury. Fusari helped create the moniker Gaga, after the Queen song "Radio Ga Ga". Fusari sent the songs he produced with Gaga to his friend, producer and record executive Vincent Herbert. Herbert was quick to sign her to his label Streamline Records, an imprint of Interscope Records, upon its establishment in 2007. By 2008, Gaga had relocated to Los Angeles, working closely with her record label to finalize her debut album *The Fame*. In 2009 she released a new album *The Fame Monster*. Gaga has identified fashion as a major influence. She considers Donatella Versace her muse. Gaga has her own creative production team called the Haus of Gaga, which she handles personally. The team creates many of her clothes, stage props, and hairdos. Her love of fashion came from her mother, who she stated was "always very well kept and beautiful." In 2020 Lady Gaga is in tour.

4. Choose the correct answer.

The numbers at the beginning of a piece of music represent the:

- A. Beat
- B. Measure
- C. Time signature
- D. Notes

The lines in the treble staff are, from bottom to top:

- A. ABCDE
- B. GDAEB
- C. EGBDF
- D. GBDF A

A 16th note will have the following:

- A. Flag
- B. Two flags
- C. Three flags
- D. No flag

A dotted half note equals how many quarter notes?

- A. Two
- B. Three
- C. Four
- D. One

The musical term used to describe differences in volume is:

- A. Loudness
- B. Volume
- C. Dynamics
- D. Resonance

The symbol used to denote the range of a particular staff is a:

- A. Ledger
- B. Tessitura
- C. Clef
- D. Timbre

The small lines above or below a staff are called:

- A. Measures
- B. Bar lines
- C. Ledger lines
- D. Staves

The spaces in the bass staff, from bottom to top are:

- A. GDAE
- B. FACE
- C. ACEG
- D. ABCD

Lesson C
PRACTICE IN SPEAKING
ACADEMIC SPEAKING

1. Read and translate the text.

APPLYING FOR A JOB

The first step towards nabbing the job you want is knowing how to navigate the application process. With a little research, some finely tuned writing, and proactive communication, you can be well on your way to getting that call for an interview. Decide what kind of job you want. In order to streamline the job application process, examine what your needs and desires are for employment.

Even if the job you want doesn't require the submission of a traditional resume, having an up-to-date resume is highly recommended. Resumes not only outline your education and work history, but they can also point to specific projects you've worked on or awards you've won. Information to include on your resume should entail: your current contact information, your educational background, your work history for the past few years. The unofficial rule is one resume page per ten years of experience (be aware that large gaps in employment, or multiple jobs within a short amount of time, will be something you may be asked about in an interview; be sure to include dates of employment, the company name, your title, and a brief description of your activities), your relevant skills (this is your opportunity to list all the skills you have acquired through the years).

Contact the employer to ask about the application process. You will likely have your call routed to the hiring or human resources manager. If they have openings, they may ask you to either come in to fill out an application or that you send them your resume and cover letter by mail or e-mail. Be sure to note this contact's name, and address all future communication to this person, by name.

Get a second (or third) opinion. Ask friends or family members to review your resume and cover letter for typos. They may be able to point out things that are missing, or items that could be rephrased.

If possible, get advice from someone working in the field you are applying for. Speaking to recruiters or hiring managers may be beneficial as well, as they are familiar with the qualities and qualifications employers are looking for.

It is recommended that you secure at least three references. At least two of these references should be people whom you have worked with and who can speak to your job performance.

Be sure you have your references' updated contact information, including mailing and email addresses, phone number, current title, and current company.

Bring a packet containing all your materials to the prospective employer's workplace. It is recommended that you ask ahead of time for the best time to deliver your materials. When you arrive, ask to speak to the hiring manager and try to hand your materials to them personally. This allows the hiring manager to put a face to the name. It is recommended that you dress professionally and present yourself well.

When you do call or email the hiring manager, try to make the tone of your communication friendly. Avoid demanding comments like, «I haven't been contacted yet» Instead, ask questions such as «Have any decisions been made yet?» or «Can you tell me a little more about the hiring time frame?» Asking if you might contact them again in one week if no word has been given is a polite way to be proactive.

2. Find the Ukrainian equivalents in the right-hand column for the following:

| | |
|----------------------------|----------------------------|
| to nab the job | специфічні проекти |
| examine your needs | бути діючими |
| require the submission | виконання роботи |
| specific projects | заповняти анкету |
| relevant skills | «упіймати» роботу |
| have openings | наймаючі керівники |
| to fill out an application | проінспекуйте ваші потреби |
| hiring managers | мати вакансії |
| job performance | доречні навички/уміння |

to be proactive

ВИМАГАТИ ПОДАЧІ

3. Use the words and word combinations given in Ex. 2 in the sentences of your own.

4. Write your personal curriculum vitae, or CV.

CV should include:

- your full name, address, and contact details
- a personal profile emphasising your strengths, versatility and value to the future employer
- a list of your skills, achievements and key responsibilities
- your career history starting with the most recent
- your education and what qualifications were gained
- any professional qualifications you have
- relevant hobbies, interests or other skills
- details of referees (if requested).

5. You have a job interview. Write your possible answers.

Interviewer: Good afternoon.

You: ...

Interviewer: Please sit down. Did you find our offices all right?

You: ...

Interviewer: Right. Well, I can see from your CV that you like meeting people and enjoy being sociable.

You: ...

Interviewer: Well, that's exactly the kind of person we need. Why do you think you will be good at this job, though? You won't be meeting people in person, but only over the phone.

You: ...

Interviewer: Okay. As you know we need someone for at least three hours, three evenings a week. Will you be able to cope with this and your schoolwork as well?

You: ...

Interviewer: What do you know about our company? Have you got any questions for me?

You: ...

Interviewer: So tell me what are your three main strengths?

You: ...

Interviewer: Right, then. Shall we give you a trial period of say ... two weeks? If you'd like to come with me I'll introduce you to my manager who will show you everything.

You: ...

6. Retell the text «Applying for a job».

7. Work with your partner. Ask and answer the questions.

What is your most important thing for choosing the right career?

What is your greatest achievement in life?

What is the job of your dream? Why do you think you are suitable for it?

Are you planning to continue your studies?

Give an example of when you have worked on a team project. What was the outcome and what was your role in the team?

How do you cope with work pressure?

Are you willing to work nights / weekends / holidays?

At what point in life did you choose this profession?

Can you describe a time when your work was criticized and how did you handle it?

Do you consider yourself successful? How would you define success?

Do you have any language abilities that might assist you in performing this job?

Do you need additional training?

How do you propose to compensate for your lack of experience?

How would you describe your work style?

Do you work better in a team or alone?

If you could work for any company, where would you work?

Where do you see yourself in five years?

ТЕКСТИ ДЛЯ АУДІЮВАННЯ**TEXT №1****«DIFFERENT KINDS OF MUSIC»****1. Listen to the text several times, answer the questions and write a summary.**

Music can be classical and modern. Classical music is performed by symphonic orchestras in the great halls. There are a lot of famous composers whose music is played nowadays. Classical music is serious and requires good understanding that's why it may seem to be boring and dull for some.

Most people prefer modern music. Modern music is performed by TV and radio. Modern music has different kinds: pop, rock, disco, rap, techno and others. Most young people like dance and pop. Older people are fond of jazz, rock and pop. There are a lot of singers or music bands who perform this or that kind of music.

Now there are a lot of discs and records of different performers. The last achievement in music production is a clip. Musical clips are short films accompanied by the melody. It may be a short story what the song is about or simply a great number of different pictures. People like to watch clips because it's not only listening to music but also watching interesting things. I'm fond of music and like to listen to it for it helps me to have good relaxation.

1. What genres of music do you know?
2. What is the difference between classical and modern music?
3. What do you know about classical music?
4. What do you know about modern music?
5. What kind of music do you like?

TEXT №2**«MUSIC IN THE USA»****1. Listen to the text several times, answer the questions and write a summary.**

Different kinds of music come from different parts of the United States. The Deep South is the home of Blues music. Blues comes from the songs of the black slaves. They sang about their hard life. New Orleans is famous for traditional jazz. Nashville, Tennessee is the capital of country music. Country music comes from the folk songs of Britain and Ireland. The first white settlers took these songs to America. Detroit is the home of another kind of black music – Motown. Detroit has a big car industry and a lot of black people work there. Motown means 'Motor Town'. Soul music comes from Motown. In the 60-s and 70-s West Coast music started in California. This is bright happy music.

There are lots of songs about surfing. The Beach Boys were a famous West Coast band. New York is famous for modern jazz. There are lots of jazz clubs in Greenwich Village. New York is also the centre of musical theatre. Broadway has a lot of famous theatres.

1. Where is the home of Blues music?
2. What is Greenwich Village famous for?
3. What does Motown mean?
4. What music comes from Motown?
5. Where songs about surfing are popular?
6. What is Broadway famous for?
7. What city is the centre of musical theatre?

TEXT №3

«YOUR HAND IS YOUR BAND: THE IMPORTANCE OF FINGERING »

(after Jamey Andreas www.guitarprinciples.com)

1. Listen to the text several times, answer the questions and write a summary.

Do you imagine how good a band can be if the players are not sure which notes to play? How good could their performance be if at rehearsals different members played different notes at different times? And yet, when guitarists practice, this is actually what happens for many of us. Very often, we are not really sure of which fingers we are using for each note we must play, and we do different

things at different times. Or, we may use awkward fingering for something, because we never stopped to think, examine, and analyze what we do.

I formed my principles of teaching the guitar and the list now contains many items. The list is called «really basic things that every guitarist should fully understand and put into practice, but apparently, nobody is telling them, or they are just not listening». The subject of fingering is one I would like to talk about now. It often happens that I will get a new student, who played for a while, and had lessons with another teacher. Many times I was surprised, in fact, shocked, to find them practicing things, especially rather complex things like classical pieces or fast rock licks on electric guitar, and they DO NOT HAVE ANY FINGERING OR PICKING WRITTEN ON THE MUSIC. In other words, the notes or tab are there, but the fingers to use for each hand are not. Why is this important? Because the fingering is the set of instructions that your brain processes and follows when you play in order to bring about the results you want: namely, the right notes at the right time. If you do not figure out the fingering you will use (or experiment with), than you are, in effect, will make your practicing weak and ineffective because you will not fulfill the two conditions of practice: Know the right thing to do to achieve what you want, and MAKE SURE YOU DO IT! Here is the fundamental understanding you must have.

1. What is the subject of the article?
2. What is the synonym of the word fingering?
3. When can you get away without the fingering in your music?

TEXT №4

«WHAT IS KARAOKE »

1. Listen to the text several times, answer the questions and write a summary.

Karaoke is just fun and is a great form of audience participation for any special event, bar or club. Karaoke is based on the Japanese word that means «empty orchestra». «Empty» comes from the first part of the word kara meaning

«open» or «empty» (as in karate) and «oke» is a slang word for orchestra. In Greek theatre, the orchestra is the space where the chorus stood.

The start of karaoke was people in an audience getting up and singing with live bands. Cartoons of the forties and fifties had a similar look to today's karaoke with the «follow the bouncing ball» theme. As karaoke became popular in a few clubs, those clubs became jammed packed with people, by both those who participated and those who watched. This was great for club owners whose bar profits sky-rocketed but not for those who wanted to sing. Although it is fun to sing to a standing-room only packed club, it was not fun if you only got to sing once or twice in a four hour show. Club owners who did not have karaoke saw what was happening and the demand for additional shows and show hosts. The crowds spread out to additional clubs.

Today those people who like to sing still come out and participate in a karaoke evening. There are a lot of people who love to sing and become rather good with some coaching. Karaoke technology, with it's «on screen» lyrics prompting you with color change to keep on tempo, key change capabilities on demand for transposition, and an always willing band with thousands of songs in their repertoire, have eliminated the need for the time sacrifice to perform with a live band. You can come out and perform whenever you feel like it!

1. What is Karaoke?
2. What capabilities does Karaoke have?
3. Do you like Karaoke?
4. What are the advantages of Karaoke?

TEXT №5

«MUSIC FESTIVALS »

1. Listen to the text several times, answer the questions and write a summary.

Music Festival is a celebratory event when musicians perform over several days at some place. Among the most famous festivals are Edinburgh Festival, Eisteddfod, and Woodstock Festival. Edinburgh Festival includes several annual

and biannual arts festivals which take place in Edinburgh, Scotland, during the months of August and September, attracting audiences from around the world. It was founded in 1947 and is now recognized as one of the world's most important celebrations of the arts. It presents international and Scottish performers of theater, music, dance, and opera in all of Edinburgh's major theaters and concert halls. Eisteddfod (Welsh, «a sitting of learned men»), national music and literary festival held each summer in Wales to promote Welsh language, literature, music, and customs. The week-long ceremony is a revival of the ancient Welsh custom of meeting bards, or minstrels, for competition among themselves.

The history of Eisteddfod dates to the beginning of the Christian era. Woodstock Festival, rock festival that took place near Woodstock, New York, on August 15, 16, and 17, 1969, and that became a symbol of the 1960s American counterculture and a milestone in the history of rock music. It is connected with the movement of hippies and who characteristically rejected materialism and authority, protested against the Vietnam War, supported the civil rights movement, dressed unconventionally, and experimented with sex and illicit drugs. During the monumental three-day event some of the greatest musicians of the 1960s performed, including Janis Joplin, Ravi Shankar, Arlo Guthrie, and Joan Baez as well as the bands The Who; Crosby, Stills, Nash and Young; The Jefferson Airplane; The Grateful Dead; Sly and the Family Stone; and Creedence Clearwater Revival. Singer Joe Cocker and guitar player Carlos Santana, up to then unknown, became overnight stars. Jimi Hendrix, the final act of the festival, played a freeform solo guitar rendition of «The Star Spangled Banner».

1. What is a music festival?
2. How often does Edinburgh Festival take place?
3. When was it founded?
4. What does Eisteddfod mean?
5. What is Woodstock Festival?
6. What other festivals do you know?
7. At what festival you will see this instrument?

TEXT №6**«HOW TO LISTEN TO MUSIC? »****(Melina Esse)****1. Listen to the text several times, answer the questions and write a summary.**

«I want the students to understand the difference between listening and hearing. In order to succeed in the course, they would need to practice directed listening: «listening for» rather than «listening to»». My solution to this problem involved getting the students to articulate knowledge they already intuited, and devising an exercise that helped them to think critically about their familiar modes of listening. Since most students have moved their bodies to music at some point in their lives, I decided to build on this bodily knowledge the very first day of class.

After introducing the basics of meter, I presented a number of musical examples, from country waltzes to jazz standards, from marches to funk, and advised students to listen for the percussion section. As we listened, we tried to translate our sense of strong and weak beats into arm gestures and quiet taps. The students quickly overcame their embarrassment and stifled laughter and soon were moving and counting out the meter together as a group. Then I asked them to compare and reflect upon the listening to music as background and this more focused mode of listening. I asked them to put on a song of their choice and to record their impressions of the piece, then to listen a second time solely to determine the song's meter.

At our next meeting, we discussed their findings and found that in many cases, the song itself seemed to change depending on how we were listening. We also learned that listening in a concentrated manner often helped explain our emotional and bodily responses to music because meters often carried complex associations. The students were able to understand meter's role in organizing their musical experience. We proved the effectiveness of this approach as the semester progressed. Not only were my students able to talk about a piece's meter, they were able to approach technical language with confidence. More importantly, however,

they learned that there are a variety of listening modes. Many students were surprised to find that focused listening could be a limiting experience, one that drowned out other (perhaps more important) aspects of the music.

By «listening for», they realized that they could choose to «listen for» any variety of things, even for pleasure. This emphasis on the listener's role in creating musical meaning had several unexpected benefits. In later discussions of the musical «happenings» of John Cage and others, students easily grasped the fluidity of these musical works by recalling their first task: they already knew that listening to the same piece in different environments and in different ways altered their experience of the «music itself». By making this leap, the students were able to understand a very difficult concept, that the musical work comes to life only through the act of performance and through our attention to it.

1. What is focused listening?
2. How did the students learned to listen?
3. What is the role of the song's meter in listening?
4. What conclusion does the author come to finally?

TEXT №7

«THE BAND PERIOD »

(for music colleges)

1. Listen to the text several times, answer the questions and write a summary.

The following rules apply: – four minutes after the late bell, you are to be seated and warming up properly with slow scales and long tones. – YOUR music must be brought to all of the rehearsals in a well-maintained music folder. – You must bring your instrument in working condition (reeds, mouthpiece, etc.) to every rehearsal. – When the Conductor stops the band it is to provide instruction for all students. When this instruction is directed at a certain section or group the remaining band members should silently practice fingerings of upcoming passages in the band music or by practicing the fingering chart on the final page of the band method. Percussion players will practice silent sticking of the band music or

rudiments on their thigh or as «air hits». – The Band rehearsal is a «non-talking» classroom. – Concert Attendance is MANDATORY. If a concert is missed due to an unavoidable situation you must have a note delivered to the conductor at least two weeks ahead of time unless it is an emergency. In that case a note must be submitted by the next band rehearsal.

1. What is this article about?
2. What musical tricks do you know?
3. How to prepare for a concert?
4. What is the function of the conductor?
5. How does a musician behave during a concert?

TEXT №7

«MUSICAL INSTRUMENTS »

1. Listen to the text several times, answer the questions and write a summary.

All acoustical instruments possess some kind of RESONATOR. It responds to an energy impulse by vibrating for a length of time. The frequency of vibration depends on the size and material of the resonator. If the vibration dies away quickly, the resonator is DAMPED. A repeating series of impulses will sustain the vibrations. If the resonator responds to a wide range of input frequency, it is BROADLY TUNED. If the input frequency has to match the frequency of the resonator pretty closely before resonance occurs, the resonator is NARROWLY TUNED.

Acoustic instruments also require some sort of DRIVER, a mechanism that applies energy to the resonator in the appropriate form. The driver may be as simple as a stick (or bare hand), or it may be an elaborate resonant structure itself. If the driver supplies the energy all at once, it is an IMPULSE driver; if the energy is a repeated stream of pushes, the driver is often called a SOUND GENERATOR.

Most instruments also possess some kind of pitch control mechanism. The tuning of an instrument determines the pitch possibilities that the artist may exploit during the performance. An instrument's tuning is largely in the manufacturing

process. Pitch controllers may modify the operation of the resonator, the driver, or both. Some instruments provide pitch selection by duplication of tuned structures (flexibility of intonation), others give the possibility of polyphonic performance.

We can divide instruments into three classes based on the style of driver; the familiar strings, winds, and percussion instruments.

1. What types of musical instruments do you know?
2. What types can be divided musical instruments?
3. What is their difference?
4. Do you know how to play musical instruments? If «YES», which ones?

TEXT №7

«MUSICAL INSTRUMENTS »

1. Listen to the text several times, answer the questions and write a summary.

MIDI stands for Musical Instrument Digital Interface. This simply means that you can hook a properly equipped instrument up to a computer, and have it record music from the instrument, in a special form. Instead of a recording, like a CD or MP3, the computer records what notes are played, and how they are played. Then, a digital musician can go back and edit the music, or even print it out as sheet music.

Although MIDI was originally designed for special keyboards, many MIDI instruments are now available, from drumsets to woodwinds. Best of all, most sound cards in computers today have the ability to take in and process MIDI information, so if you have a sound card (most computers do) and a MIDI instrument, like a keyboard, you can start using MIDI right away. MIDI is played by the soundcard or keyboard in two different ways. First, it can be played using an FM synthesizer. This older technology uses knowledge of how an instrument sounds to approximate the sound of the intended instrument. The results are approximate. If you've ever heard a cheap synthesizer or old sound card, you know what we mean.

The second is wavetable synthesis. This uses actual recorded sounds of an instrument, then modifies them to produce the right sounds. That's why wavetable synthesis sounds so much better! Of course, MIDI is also good because it is an excellent way to transfer music over the internet, since the files are so small. Also, you can play with the files and print out sheet music from your favorite songs.

1. What does MIDI stand for ?
2. What can you hook up to a computer?
3. How is MIDI played?

TEXT №9

«PRODUCER»

1. Listen to the text several times, answer the questions and write a summary.

Producer in entertainment, leader of a motion picture, television, or stage production. The producer develops the idea for a production, finances it or arranges financing, supervises the creative talent and support personnel, and has the final say on major decisions. The most famous producers: Diaghilev, Sergey Pavlovich, Russian ballet impresario who, with the Ballets Russes (1909 - 1929), revived ballet as a serious art form.

David Geffen – American entertainment executive, record producer, and founder of Geffen Records. Geffen was a talent agent and focused on the emerging rock-music business, representing groups such as Buffalo Springfield and Peter, Paul and Mary, and singers Janis Joplin and Laura Nyro. In 1970 Geffen founded Asylum Records to release recordings by a folk-rock singer and songwriter Jackson Browne. In the 1980s hit records by several hard-rock bands-including Aerosmith, Whitesnake, Guns 'n' Roses, and Nirvana-helped Geffen Records become one of the leading record companies in the United States.

Quincy Jones – American popular musician, composer, arranger, producer, and entertainment executive. Jones is best known as the producer of both the album *Thriller* (1982), by popular music superstar Michael Jackson and the song «We Are the World» (1985). Jones's work has earned him more than 70 Grammy Award nominations, more than 25 Grammy Awards, and a Grammy Legends

Award (1991). As one of the most successful black American entrepreneurs in the history of popular music, Jones has been credited with helping break down racial barriers in the music industry. Jones studied the trumpet as a child and began playing and arranging music professionally as a teenager when he formed a band with singer and pianist Ray Charles. Jones worked in Paris as an executive for European record company Barclay Disque and leading a jazz big band.

1. Who is the producer?
2. What role does he play in the life of musicians?
3. What famous producers do you know the music industry?
4. What do you know about David Geffen?
5. What do you know about Quincy Jones?

TEXT №10

«RECORDING AND MIXING ACOUSTIC GUITARS»

(by Ken Navarro)

1. Listen to the text several times, answer the questions and write a summary.

I love the sound of an acoustic guitar. However, capturing a natural acoustic guitar sound on a recording can be tricky. The first and foremost issue when recording an acoustic guitar is the quality of the instrument itself. A great sound won't be captured without a great-sounding instrument. Once you have a quality acoustic guitar you wish to record, the next step is to select the right microphone to record it. A highquality condenser microphone is the best way to go. When using a condenser mic, remember that you'll need phantom power, and many mixing consoles supply at least a couple of channels with phantom power.

The next issue to address is the acoustic environment. Without diminishing the role of the room, the close miking nature of most acoustic guitar recording reduces the importance of the room acoustics compared to recording a drum set or a string section. If you do not have the luxury of a large, balanced-sounding room, your best bet is to work in a small room with fairly dead acoustics for more control of the instrument's sound based on miking techniques and mixing. Mic placement

is critical to the success of a session. A good place to start is by placing the mic slightly off-axis below the soundhole at a distance of 5 to 10 inches. Placing the mic too close to the soundhole tends to capture a boomy, unnatural sound. Just the slightest change in the axis of a good condenser mic can cause large differences in the frequency response.

When recording, keep your EQ as flat as possible and experiment with the position of the mic, particularly the angle of the axis. Only use the EQ when absolutely necessary. Later, during the mixing process, adjustments to the EQ of the guitar may be necessary depending on the other instruments involved in the mix and the blend and balance you desire. Once guitar tracks are recorded, they'll need to be mixed with the other instruments in the song. The primary issue here is the equalizing of the guitar. If it's a solo acoustic guitar piece or a sparse arrangement, the sound obtained when recording the guitar is probably close to the desired sound in the mix. However, if the guitar is part of an elaborate arrangement and mix, its EQ may need to be altered to make it sit in the mix properly.

1. What is the first and foremost issue when recording an acoustic guitar?
2. What is the right microphone to record it?
3. Is a small room with fairly dead acoustics good for recording?
4. What needs to be altered to make the guitar sit in the mix properly?

TEXT №11

«COMPUTER PROGRAMS AND MUSIC»

1. Listen to the text several times, answer the questions and write a summary.

There are a lot of programmes to work with music. Your choice depends on your needs. The award-winning Sound Forge® digital audio editor includes a powerful set of audio processes, tools, and effects for manipulating audio. Sound Forge software allows you to edit, record, encode, and master nearly any form of digital audio including WAV, AIFF, MP3, and more.

Whether you're taking your first steps towards editing audio on your PC, or you're a seasoned audio engineer, there's a Sound Forge product that's right for

you. Finale® is the ultimate music notation program giving you complete control over every aspect of the printed page while providing powerful control over MIDI input and output. Entering notes/rests with the mouse includes visual representation of notes for clarity and facilitates speed. Insert notes/rests before existing entries.

Playing notes/rests in from a MIDI keyboard captures performance data. Real-time recording beat source options include tap your own tempo or sync to external MIDI source. Enter notes by playing an acoustic band instrument via a microphone. Import scanned music to transpose it, play it, etc. Enter chord symbols with a MIDI keyboard. Change any notehead to any symbol desired. Automatically creates up to 6-part harmonies from a melody. Automatically creates piano, bass and drum parts. Automatically creates orchestration from any source material. Intelligent, human-like, fully customizable playback of all types of music.

Audiograbber is a beautiful piece of software that grabs digital audio from cd's. It copies the audio digitally - not through the soundcard - which enables you to make perfect copies of the originals. It can even perform a test to see that the copies really are perfect. Audiograbber can also automatically normalize the music, delete silence from the start and/or end of tracks, and send them to a variety or external MP3 encoders. Audiograbber can download and upload disc info from freedb, an Internet compact disc, database. You can even record your vinyl LP's or cassette tapes with Audiograbber and make wav's or MP3's of them. Expand your digital music collection with Audio Catalyst. It's easy to make MP3 files from all of your CDs - just insert the CD into your CD drive and go! With Audio Catalyst you get high-quality MP3s with very small file sizes, so you can have more hard drive space for your music.

1. What computer programmes are mentioned in the article?
2. Which of them is a notation programme?
3. Which pogramme allows you to edit, record, encode any form of digital audio?

СЛОВНИК-ДОВІДНИК УКРАЇНСЬКО-АНГЛІЙСКИХ МУЗИЧНИХ ТЕРМІНІВ

Назви нот на англійській мові

В англійській мові назви нот використовують не складову систему латинської сольмізації (до, ре, мі), а буквену (А, В, С). Букви при цьому, звичайно, слід називати як в англійському алфавіті (ей, бі, сі), а озвучують латиницю (а, бе, Це).

| | | | | | | |
|------|------|-----|------|-------|------|------|
| до | ре | мі | фа | соль | ля | сі |
| C | D | E | F | G | A | B |
| [сі] | [ді] | [і] | [еф] | [джі] | [ей] | [бі] |

На відміну від німецької традиції позначати сі як H, а сі-бемоль як B, в англійській традиції сі називається B, а сі-бемоль - B flat.

Загальні музичні терміни англійською мовою

аплікатура – fingering (для струнних інструментів - stopping)

артикуляція, штрихи (в англійській мові немає поділу цих понять) – articulation

висхідний / спадний – upward/downward

висота звуку – pitch

гармонія – harmony

динаміка – dynamics

затакт – upbeat

мелодія – melody

метр – meter

музичний звук – musical tone

музичний лад – musical tuning

нота – note

перша частка – downbeat

півтон – semitone, half step

ритм – rhythm

сильна частка – stressed beat, accented beat

слабка частка – unstressed beat, unaccented beat

тембр – timbre

темп – tempo

тон – tone (цілий тон – whole tone, whole step)

Англійські терміни музичної теорії

звукоряд, гама – scale (в англійській мові гама, як вид звукоряду, не виділяється окремим терміном)

знак альтерації – accidental

квинтове коло – circle of fifths

ключові знаки – key signature

лад – mode

мажор – major

мінор – minor

щабель звукоряду – scale degree

тональність – key (паралельна – relative, однойменна – parallel)

Знаки альтерації називаються після ноти: наприклад, фа-дієз це F sharp.

бекар – natural

бемоль – flat

дієз – sharp

зниження – flattening, lowering

знизити на, знижений – to lower by, lowered

підвищення – sharpening, raising

підвищити на, підвищений – to raise by, raised

Німецькі позначення тональностей типу G-dur для соль мажору або cis-moll для до-дієз мінору в англійській мові не використовуються, як і позначення підвищених / знижених нот шляхом додавання до літери суфіксів -is / -es.

домінанта – dominant

субдомінанта – subdominant

тоніка – tonic, keynote

Інтервали і акорди на англійській мові

Майже всі інтервали в англійській мові позначаються звичайними числівниками, за кількістю ступенів.

інтервал – interval

| | | | | | | | |
|--------|---------|--------|--------|--------|--------|---------|--------|
| прима | секунда | терція | кварта | квінта | секста | септима | октава |
| unison | second | third | forth | fifth | sixth | seventh | octave |

Характеристики «велика» і «мала» зветься по-англійськи «мажорна» і «мінорна» відповідно. Наприклад: велика терція - **major third**, мала секста - **minor sixth**.

акорд – chord

дозвіл – resolution, **дозволяти** – to resolve

збільшена (-ий) – augmented

зменшена (-ий) – diminished

обернення – inversion, **обертати** – to invert

основний тон (акорду) – root

септакорд – seventh chord

тризвук – triad

чиста – perfect

Англійські терміни нотного запису

басовий ключ – bass clef

восьма – eight

голівка ноти – notehead

додаткова лінійка – ledger line

угруповання тривалостей – rhythmic grouping, beaming

тривалість – duration, value

нотний запис – staff notation

нота з точкою – dotted note

нотний стан, нотоносець – staff (множ. staves)

особливий вид ритмічного поділу – triplet

пауза – rest

половинна – half

розмір – time signature

ребро – beam, bar

скрипковий ключ – treble clef

такт – measure, bar

тактова риса – bar, bar line

тріоль – triplet

хвостик, прапорець ноти – flag

ціла – whole

четвертна – quarter

шістнадцята – sixteenth

штиль ноти – stem

Часто поняття **measure** і **bar** використовуються як взаємозамінні, хоча правильніше говорити про перше як про такт, а про друге як про тактову межу.

реприза – repeat sign

єднальна ліга (заліговка двох однакових нот) – tie

фразіровочна ліга (штрих легато) - slur

Корисні слова, фрази і стійкі вирази

desk – пюпітр

ear training – розвиток музичного слуху

jam – виконання музики, яке повністю або частково складається з імпровізації

key – а) клавіша клавішного інструмента б) клапан духового інструменту

movement – частина (муз. твору)

music theory – музична теорія

perfect pitch – абсолютний слух

sheet music – нотний запис будь-якого твору, його частини або окремої партії (в українській ми часто кажемо просто «ноти», маючи на увазі саме це)

score – партитура

scorewriter – нотний редактор

solfège – сольфеджування, сольмізація

to practice – репетирувати

to tune – налаштовувати

tune – а) тональність (розмовне), б) мелодія як послідовність звуків, наспів, мелодійність

На відміну від країн СНД, де сольфеджію включає в себе музичну теорію і розвиток слуху і пам'яті через сольфеджування, в англомовних країнах ці дві дисципліни не об'єднані в один предмет.

false, tuneless – фальшиво

intone – а) інтонувати б) заспівувати, починати виконання

in tune – чисто

live performance, live – «живе» виконання

medley – попури

method – навчальний посібник з виконавчої техніки

musical memory, music-related memory – музична пам'ять

playing by ear – гра на слух, підбір на слух

sight-reading – читання з листа (**sight-singing** в разі вокалу)

step и **skip** – «крок» і «стрибок» мелодії (у нас зазвичай говорять при кроковому і стрибкоподібному русі, а не одиниці цього руху)

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