

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
***РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ***  
***УНІВЕРСИТЕТ***

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## **ENGLISH FOR MUSICIANS**

*Навчальний посібник з англійської мови для здобувачів вищої освіти*

*Інституту мистецтв, спеціальностей*

*A4 Середня освіта (Мистецтво. Музичне мистецтво) B5 Музичне мистецтво*

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Навчальний посібник розроблено для здобувачів вищої освіти факультету музичного мистецтва денної та заочної форми навчання. Структура посібника дає можливість викладачеві вибрати оптимальні шляхи організації як аудиторної, так і самостійної роботи студентів з урахуванням рівня їх знань. Спеціальні тексти для читання, перекладу та переказу сприяють розвитку навичок одержання інформації та її аналітичної обробки. Більшість текстів аутентичні та адаптовані. Посібник можуть використовувати студенти та наукові працівники відповідного профілю.

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## ПЕРЕДМОВА

Навчальний посібник «**English for Musicians**» створений спеціально для здобувачів вищої освіти факультету музичного мистецтва, спеціальностей А4 Середня освіта (Мистецтво. Музичне мистецтво) та В5 Музичне мистецтво.

Мета посібника – не лише удосконалити англійську мову студентів, але й формувати компетенції майбутнього музичного педагога та виконавця: розпізнавати та використовувати професійну музичну лексику, порівнювати музичні традиції України та інших країн, розвивати навички аналізу музичних творів та історичних процесів у музиці, а також володіти мовою для спілкування у міжнародному музичному середовищі.

Посібник структуровано у два модулі, кожен з яких містить шість тематичних розділів. Кожна тема поєднує тексти на професійну тематику для розвитку навичок читання та розуміння англомовної музичної літератури, лексичний матеріал з перекладом для освоєння професійної термінології, граматичні вправи відповідно до теми, практичні та творчі завдання, які стимулюють мовну активність, уяву та дослідження студентів, а також самостійну роботу для розвитку навичок самостійного навчання та критичного мислення.

Особлива увага приділена поєднанню мовної підготовки та музичного змісту: тексти посібника містять інформацію про українську та англійську музику, класичні та сучасні стилі, видатних композиторів та виконавців, що дозволяє студентам розвивати професійне мислення англійською мовою.

Використовуючи цей посібник, студенти зможуть підвищити рівень англійської мови у музичній сфері, ефективно спілкуватися на професійні теми, розширити знання про музичну культуру України та світу, підготуватися до викладацької діяльності та участі в міжнародних музичних проектах.

## ПРОГРАМА НАВЧАЛЬНОЇ ДИСЦИПЛІНИ

### Модуль 1.

**Тема 1.** Welcome to Music.

Present Simple.

**Тема 2.** What is Music?

Past Simple.

**Тема 3.** Types of Music.

Future Simple.

**Тема 4.** What Music Do We Need?

Present Continuous.

**Тема 5.** Ukrainian Music.

Past Continuous.

**Тема 6.** From the History of English Music.

Future Continuous.

### Модуль 2.

**Тема 1.** Orchestra (Chamber and Symphony Orchestras).

Present Perfect.

**Тема 2.** Classical to Romantic Period of Music.

Past Perfect.

**Тема 3.** Modern Music.

Future Perfect.

**Тема 4.** Musical Instruments.

Passive Voice.

**Тема 5.** My Favourite Performer/Composer.

Modal Verbs.

**Тема 6.** Music in the United Kingdom.

Infinitive.

## MODULE 1.

### THEME 1. WELCOME TO MUSIC



#### VOCABULARY

- **universal** – універсальний
- **ancient** – стародавній
- **civilization** – цивілізація
- **rhythm** – ритм
- **express** – виражати
- **emotion** – емоція
- **inspire** – надихати
- **generation** – покоління
- **melody** – мелодія
- **listener** – слухач
- **influence** – впливати
- **mood** – настрій
- **energetic** – енергійний
- **motivate** – мотивувати
- **concentrate** – концентруватися
- **creativity** – творчість
- **memory** – пам'ять
- **anxiety** – тривога
- **relieve** – полегшувати
- **well-being** – добробут
- **unite** – об'єднувати

#### Read and translate the text.

Music is one of the most powerful and universal forms of art in human history. From ancient times to the modern digital age, people have used music to express emotions, tell stories, celebrate important events, and communicate ideas. Even before written language appeared, early civilizations used rhythm and sound to share feelings and experiences. Archaeologists have discovered ancient flutes and drums, which prove that music existed thousands of years ago.

Music surrounds us everywhere. We hear it on the radio, in films, in shops, at concerts, in transport, and even in nature. Birds singing in the morning, the sound of rain, or the rhythm of ocean waves can seem musical. These natural sounds often inspire composers and musicians. Today, thanks to technology and streaming platforms, we can listen to any song from any country in just a few seconds. Music connects cultures and generations. Melody written centuries ago can still touch the hearts of modern listeners.

There are many types of music: classical, pop, rock, jazz, folk, electronic, hip-hop, and many others. Classical music includes works by great composers such as Wolfgang Amadeus Mozart and Ludwig van Beethoven. Their symphonies

and sonatas are still performed in concert halls around the world. Modern popular music is often associated with performers like Michael Jackson or Adele, whose songs are known globally. Each style has its own rhythm, instruments, traditions, and audience.

Music plays an important role in our daily lives. It can strongly influence our mood and emotions. Slow and calm music helps us relax after a stressful day, while energetic songs can motivate us to exercise or work harder. Many students listen to background music while studying because it helps them concentrate better. Scientists say that music can improve memory and creativity. Music therapy is used in hospitals to reduce anxiety, relieve pain, and improve patients' well-being.

Moreover, music brings people together. Concerts, festivals, competitions, and national celebrations create a special atmosphere where strangers feel united by the same rhythm and lyrics. National anthems create a sense of pride and belonging. Religious ceremonies, weddings, birthdays, and school events are rarely complete without music. For many people, music becomes a part of their identity and personal story.

In conclusion, music is more than just entertainment. It is a powerful language that speaks directly to our hearts. It reflects culture, history, traditions, and personal identity. Whether we listen to it for pleasure, relaxation, inspiration, or motivation, music remains an essential and irreplaceable part of human life.

## EXERCISES

### 1. Complete the sentences:

1. Archaeologists discovered ancient \_\_\_\_\_ and \_\_\_\_\_.
2. Music connects \_\_\_\_\_ and \_\_\_\_\_.
3. Calm music helps people \_\_\_\_\_.
4. Music therapy is used to reduce \_\_\_\_\_.
5. Music reflects culture and \_\_\_\_\_.

### 2. Put the events in logical order:

- Music therapy helps patients.
- Ancient people used rhythm and sound.
- Modern people use streaming platforms.
- Classical composers wrote symphonies.

### 3. Find in the text synonyms for:

- old = \_\_\_\_\_
- feelings = \_\_\_\_\_
- join together = \_\_\_\_\_
- important = \_\_\_\_\_

### 4. Choose the correct word:

1. Music can (influence / destroy) our mood.
2. Calm songs (relieve / increase) stress.
3. A melody is a (type of instrument / musical tune).
4. Identity means (who you are / how old you are).

### 5. Translate into English:

1. Музика надихає людей.
2. Вона покращує пам'ять.
3. Стародавні цивілізації використовували ритм.
4. Музика об'єднує покоління.

### 6. Make your own sentences with:

- creativity
- motivate
- pride
- inspire

### 7. Critical Thinking

1. Why do you think music exists in every culture?
2. Can music change society? Give examples.
3. Is modern music better than classical music? Why / Why not?

### 8. Pair & Group Work

1. Interview your partner:
  - What music do you listen to when you feel sad?
  - Do your parents like the same music as you?
  - Have you ever been to a concert?
2. Group Project:  
Create a poster: **“The Power of Music”**.

### 9. Creative & Analytical Tasks

1. Write a short dialogue between two friends discussing their favourite music styles.
2. Describe a situation when music changed your mood.
3. Compare two music genres (80–100 words).

### 10. Extended Writing

1. Essay (150–180 words):  
**“How Music Influences My Life.”**
2. Argumentative Essay (180–200 words):  
**“Music Is the Universal Language of Humanity.”**

## SELF STUDY

### I AM A MUSICIAN



***I. With your partner discuss the questions.***

1. Who was your first teacher of music?
2. Have you got any difficulties playing your instruments? Describe it.
3. What compositions are you working on at these days?

4. How many hours do you practice each day?
5. Who are your favorite musicians?
6. How often do you take part in musical contests and festivals?
7. What kind of music do you prefer listening to? Why?
8. Who is your favorite song writer and composer? Why?
9. Which song or piece of music do you like most?

***II. Take turns, then ask and answer the questions in exercise I (по черзі).***

***III. Read and translate the text.***

Let me introduce myself. My name is Maria, Masha for short. My surname is Ivanova. I am ... years old. I was born on the ... of April in ... . I study at Rivne State University for the Humanities. I am fond of music and I dream to become one of the greatest musicians in future. My favourite musical instrument is the trumpet (horn, violin, etc.). I've been playing the trumpet since I was ... years old. As for me, I prefer Ukrainian music.

Rivne is my home city. I love and adore my native city. It is very beautiful, full of parks and nice people. I like to return home and spend my free time with my friends. On week days I get up early. The alarm clock wakes me up at half past six. I get up, open the window and do my morning exercises. Then I go to the bathroom where I brush my teeth, wash and take a shower. Next I put on my clothes and sit down to have breakfast. After breakfast I go to the University by bus. Our classes begin at 8 sharp. They last 6 or 7 hours. At half past twelve I go to the canteen and have lunch. Then, I go to the reading room to study theoretical subjects. I practice playing my instrument every day. I play in the morning, during the daytime and in the evening. It takes me 4 or 5 hours a day to train my musical skills. Before going to bed I usually read books and listen to music and watch TV. I hate soap-operas and talk shows. I am more interested in informative programs, especially about music. Thus, you can easily guess, that my favourite channel is

“Culture”. Music is my life. My hobby is ... . I like to do it very much, because it gives me a great pleasure and spiritual relief. I usually go to bed at 12 o'clock at night. So, I'm very busy on weekdays. I have a free time only on weekend, when I can read a book, watch TV or go in for sports.

Frankly speaking, I am a merry, an optimistic, a communicative and an easygoing person. I have a lot of friends, who support me in my troubles. My family supports me in every difficult moment and they are those, with whom I've got used to share all my problems and secrets.

***IV. Complete the sentences with the phrases from the box:***

*alarm clock, the greatest musician, conservatoire, listen to music, instrument.*

1. I play my ... every day.
2. I study at Rivne State.....
3. The ... wakes me up at half past six.
4. Before going to bed I read newspapers, books and ... watch TV.
5. I am going to be the ... in my future life.

***V. Complete the sentences so they are true for you.***

1. I study at ...
2. I like the music written by ...
3. I like to return home and spend my free time ...
4. I get up, open the window and ...
5. I ... in the morning, in the daytime and in the evening.
6. I ... in for sports.
7. I am ... by them.
8. My hobby ...
9. My favorite books ..., written by this great writer.
10. My ... supports me in every difficult moment.

## THEME II. WHAT IS MUSIC?



### VOCABULARY

- **organized** – організований
- **rhythm** – ритм
- **melody** – мелодія
- **harmony** – гармонія
- **tempo** – темп
- **dynamics** – динаміка (гучність)
- **pattern** – зразок, схема
- **structure** – структура
- **expressive** – виразний
- **sequence** – послідовність
- **depth** – глибина
- **philosopher** – філософ
- **ratio** – співвідношення
- **theory** – теорія
- **vocal** – вокальний
- **instrumental** – інструментальний
- **choir** – хор
- **inspire** – надихати
- **soundtrack** – саундтрек
- **protest** – протест
- **consume** – споживати
- **unique** – унікальний

### Read and translate the text.

Music is an art form based on organized sound. It combines rhythm, melody, harmony, tempo, and dynamics to create a meaningful and emotional experience for listeners. Unlike noise, which is random and uncontrolled, music follows certain patterns and structures. These elements make music understandable and expressive.

Rhythm is the pattern of sounds and silences in time. It gives music movement and energy. Melody is a sequence of notes that form a musical phrase — it is usually the part we remember and sing. Harmony appears when two or more notes are played together, creating depth and richness. Tempo refers to the speed of the music, while dynamics describe how loud or soft the sound is. Together, these elements create the character of a musical piece.

Throughout history, philosophers and scientists tried to understand the nature of music. The ancient Greek thinker Pythagoras studied the mathematical relationships between musical notes. He discovered that harmonious sounds follow simple numerical ratios. This idea influenced music theory for centuries. Later, many composers and theorists developed complex systems to describe scales, chords, and musical forms.

Music can be divided into vocal and instrumental. Vocal music includes singing, either solo or in a choir. Instrumental music is performed using musical instruments such as the piano, violin, or flute. Some compositions combine both forms, like operas and musicals.

Music also has different functions. It can entertain, educate, inspire, or even protest. National anthems represent countries. Film soundtracks create emotional

background for movies. Religious music is used in churches, temples, and mosques. In the 20th century, music became a powerful social force. For example, songs by Bob Dylan influenced social movements and expressed political ideas.

Modern technology has changed the way we create and consume music. Today, composers use computers and digital instruments to produce new sounds. People can record songs at home and share them online. Streaming platforms allow instant access to millions of tracks.

In conclusion, music is both an art and a science. It is structured yet emotional, mathematical yet creative. It reflects human thoughts, culture, and imagination. Although definitions may vary, music remains a unique form of expression that speaks directly to our minds and hearts.

## EXERCISES

### 1. Answer the questions:

1. What is the difference between music and noise?
2. What are the main elements of music?
3. What did Pythagoras study?
4. What is the difference between vocal and instrumental music?
5. How has technology changed music?

### 2. Complete the sentences:

1. Melody is a sequence of \_\_\_\_\_.
2. Harmony creates \_\_\_\_\_ and richness.
3. Tempo describes the \_\_\_\_\_ of music.
4. Music can entertain, educate, or \_\_\_\_\_.
5. Streaming platforms give access to millions of \_\_\_\_\_.

### 3. True / False / Not Stated

1. Music is completely random.
2. Pythagoras studied music mathematically.
3. Only instrumental music is popular today.
4. Music can express political ideas.
5. All music is fast and loud.

### 4. Match the terms with definitions:

1. rhythm
2. harmony
3. tempo
4. choir
5. dynamics

a) *speed of music*

b) *group of singers*

c) *volume of sound*

d) *pattern of sounds in time*

e) *combination of notes played together*

**5. Fill in the gaps (*melody, structure, inspire, theory, vocal*):**

1. The \_\_\_\_\_ of the song is easy to remember.
2. Music \_\_\_\_\_ people to create art.
3. The composer studied music \_\_\_\_\_.
4. Opera usually combines instrumental and \_\_\_\_\_ music.
5. Every composition has its own \_\_\_\_\_.

**6. Translate into English:**

1. Гармонія створює глибину музики.
2. Темп може бути швидким або повільним.
3. Музика має структуру.
4. Хор виконує вокальну музику.

**7. Critical Thinking**

1. Is music more art or science? Explain your opinion.
2. Can music exist without rhythm?
3. Why do people in different cultures create similar musical elements?

**8. Pair & Group Work**

1. Explain musical elements to your partner using your own words.
2. Create a short rhythm using claps or desk tapping.
3. Work in groups: design your own “perfect song” (describe tempo, melody, instruments).

**9. Creative Tasks**

1. Write 8–10 sentences explaining what music means to you.
2. Describe your favourite song using musical elements (tempo, rhythm, melody).
3. Create a short definition of music in one sentence.

**10. Extended Writing**

1. Essay (150–180 words):  
**“Music as a Form of Communication.”**
2. Argumentative Essay (180–200 words):  
**“Is Modern Technology Improving or Destroying Music?”**

## SELF STUDY

### SO YOU WANT TO BE A POP STAR

**1. Read a text. Choose the sentences describing how to become a famous musician. Millions of kids dream about becoming a pop star and many of them form bands, but only a handful will make it to the top. If you want to hit the big time, you'll have to work hard and get the basics right.**

### SO YOU WANT TO BE A POP STAR

First of all, if you want to make a decent sound, you'll need some decent



equipment. Buying good quality equipment will be a waste of money if you don't look after it. Always keep an instrument in its case, when you aren't using it, and don't leave equipment near a radiator or in a hot car. You'll find it easier to look after equipment properly if you've got some transport, so a good, reliable set of wheels is a must. A van is

best. Of course, just having good equipment won't make a good sound. It's the band members who really make the band. Here the most important thing is to keep everyone together and avoid arguments. All the band members must want to play the same kind of music. Lastly, keep romance out of the band. You need to put your energy into your music, not into handling emotional problems.

**2. Read the text and answer the questions.**

Every musician knows the answer. Weekly music lessons, endless scales and arpeggios, ear training classes, nightly rehearsals, recitals for friends and family etc. And juries with faculty members ... it is hard to become a skillful performer. The secret of success of a good performer is the combination of hard work, outstanding performance self-confidence, positive personal impact, communication skills and interpersonal competence. It is true to say that student musicians should spend more time practicing the instrument than almost any other activity. Hours of practicing will help a performer to learn how to interpret a piece of music as the composer envisioned it. By playing the instrument day and night a musician can become a true virtuoso. He or she will also develop his own signature sound — the one that is unique to him.

When taking up music as a profession a person should make sure that he or she has a passion for both music and people. He must cultivate those passions and his awareness of how to delight the audience. A pianist, a violinist or any other student musician should not only be a talented person but he also has to appeal to a listener and evoke the better, better feelings in his soul. Every performer should bear in mind that his playing must not only be of an exceptional purity on

performing level, but he also must be able to communicate directly to the listener and to feel the audience. Moreover, if a person wants to reach a high height of proficiency he must take into consideration the experience of his predecessors. Speaking about the past experience he should pay tribute to the outstanding performers, who had achieved the worldwide popularity and sizes in music.

**1. How to achieve success in music?**

**2. Is it easy to achieve success in music?**

**3. Write a letter to your friend. Put correct words in.**

Dear ... !

It was a great pleasure to have a letter from you and to know that you are well and busy. I'm glad, too, that you are going to take part in the ..., which, I'm sure, is going to be much more interesting than it was last time. I hope there really will be a chance to show the ... and you'll enjoy them.

You ask very kindly about the book I am writing. Well, I must reply that it will be a modest one ... There will be a lot of illustrations, and you know, they usually take very much time to find. But I think it won't take me more than a month to finish the ... .

It is possible that I will be a member of a group that is going to visit the ... this July. There will be a lot of ... there. It is a pity you won't be among them. I will never forget our short time together in the ... . I will never give up the hope that we may visit it together again some day. Well, I shall hope to hear from you soon and perhaps to receive the photographs you promised some time ago. With best wishes,  
Sincerely yours Roger.

**4. Write a letter to your friend. Try to use the following words.**

Dear mother!

Thank you for your letter.

I'm happy to ... .

I'm arriving on the ... of ... December ... .

Could you tell me about your life?

I would like to know ... .

I'd better finish here.

That's all.

Best wishes ... .

All the best.

## THEME III. TYPES OF MUSIC



музика

- masterpiece – шедевр
- rebellion – бунт

### 2. Musical Characteristics

- rhythm – ритм
- melody – мелодія
- harmony – гармонія
- beat – ритмічний удар
- tempo – темп
- improvisation – імпровізація
- vocals – вокал
- instrumental – інструментальний
- catchy – запам'ятовуваний
- energetic – енергійний
- aggressive – агресивний

### Read and translate the text.

There are many different types of music in the world, and each of them reflects culture, history, and personal taste. Music styles developed in different countries and historical periods, but today they often influence one another. Thanks to globalization and the internet, people can easily explore musical traditions from other cultures.

Classical music is one of the oldest and most respected genres. It includes symphonies, operas, sonatas, and concertos. Famous composers such as Johann Sebastian Bach, Wolfgang Amadeus Mozart, and Ludwig van Beethoven created masterpieces that are still performed in concert halls. Classical music is often associated with orchestras, choirs, and formal performances.

Pop music is short for “popular music.” It is usually modern, catchy, and easy to remember. Pop songs often have simple lyrics and strong rhythms. Artists such as Adele and Taylor Swift are internationally famous. Pop music is widely played on radio stations and streaming platforms.

## VOCABULARY

### 1. Genres & Styles

- genre – жанр
- classical music – класична музика
- pop music – поп-музика
- rock music – рок-музика
- jazz – джаз
- folk music – народна музика
- hip-hop – хіп-хоп
- rap – реп
- electronic music – електронна музика

- expressive – виразний

### 3. Performance & Events

- concert hall – концертний зал
- live performance – живий виступ
- festival – фестиваль
- orchestra – оркестр
- choir – хор
- stage – сцена
- audience – публіка
- streaming platform – стрімінгова платформа

Rock music appeared in the mid-20th century and became a symbol of youth culture and rebellion. It is characterized by electric guitars, drums, and powerful vocals. Legendary bands like The Beatles and Queen influenced generations of musicians. Rock music can be energetic, emotional, and sometimes aggressive.

Jazz originated in the United States in the early 20th century. It is known for improvisation, swing rhythm, and expressive performance. One of the most famous jazz musicians was Louis Armstrong. Jazz musicians often create music spontaneously during live performances.

Folk music represents the traditions of a particular nation or region. It is often passed down from generation to generation. Folk songs tell stories about history, love, nature, and daily life. Traditional instruments are commonly used in folk music.

Hip-hop and rap developed in urban communities and focus on rhythm, spoken lyrics, and social issues. Electronic music is created using digital technology and synthesizers. It is popular in clubs and festivals.

Each genre has its own audience and atmosphere. Some people prefer calm instrumental music, while others enjoy loud concerts. Musical taste depends on personality, age, culture, and life experience. The diversity of musical styles makes the world richer and more interesting.

## LEXICAL EXERCISES

### 1. Match the genre with its description:

1. Jazz
  2. Folk
  3. Rock
  4. Classical
  5. Hip-hop
- a) Music with improvisation and swing rhythm
  - b) Music with electric guitars and strong vocals
  - c) Traditional music of a nation
  - d) Music performed by orchestras
  - e) Rhythmic spoken lyrics

### 2. Fill in the Gaps

Use: (*improvisation, catchy, rebellion, masterpiece, festival*)

1. Beethoven's symphonies are considered a \_\_\_\_\_.
2. Rock music became a symbol of youth \_\_\_\_\_.
3. Jazz is famous for \_\_\_\_\_.
4. Pop songs are usually simple and \_\_\_\_\_.
5. Electronic music is often played at a \_\_\_\_\_.

### 3. Synonyms

*Find synonyms from the text:*

1. famous – \_\_\_\_\_
2. powerful – \_\_\_\_\_
3. traditional – \_\_\_\_\_
4. spontaneous – \_\_\_\_\_

### 4. Word Combinations

*Match the words to make phrases:*

1. electric
  2. live
  3. strong
  4. digital
  5. classical
- a) technology  
b) performance  
c) guitars  
d) music  
e) rhythm

### 5. Translate into English:

1. Народна музика передається з покоління в покоління.
2. Джаз відомий своєю імпровізацією.
3. Рок-музика має потужний вокал.
4. Поп-музика популярна серед молоді.

### 6. Classification Task (Extended Version)

#### *Part A. Basic Classification*

*Divide the words into appropriate categories:*

*Words:*

**symphony, DJ, violin, rap, orchestra, stage, beat, choir**

Musical Genres

People Instruments

Musical Elements

Places / Performance

---

#### *Part B. Multiple Category Thinking*

*Some words may belong to more than one category. Identify them and explain why.*

*Example:*

- *Band* → profession / group of musicians

*Find 3 more examples and explain your choice.*

### **Part C. Odd One Out**

*In each group, choose the odd word and explain your answer.*

1. violin – trumpet – drum – festival
2. rap – jazz – harmony – rock
3. composer – pianist – audience – guitarist
4. melody – rhythm – tempo – album

### **Part D. Create Your Own Groups**

*Create 3 additional categories (for example: “Modern Music,” “Classical World,” “Music Technology”).*

**Use at least 4 words from the list to fill each group.**

### **Part E. Analytical Task**

*Answer the questions:*

1. Which category has the largest number of words? Why?
2. Which musical genre has the most specific vocabulary?
3. Are there more words describing people or musical elements? What does it show?

### **Part F. Creative Extension**

1. Add 10 new musical words of your own.
2. Classify them into appropriate categories.
3. Present your classification to the class and explain your logic.

### **7. Discussion Questions**

1. Which music genre is the most popular among teenagers? Why?
2. Why do people have different musical tastes?
3. Can one person enjoy completely different genres?

### **8. Creative Lexical Tasks**

1. Create a table comparing three genres (style, instruments, mood, audience).
2. Describe your favourite genre using at least 10 new words from the vocabulary.
3. Imagine a new music genre. Give it a name and describe its characteristics.

## SELF STUDY

### FROM THE HISTORY OF CLASSICAL MUSIC

It was Mikhail Glinka (1804-1857) who laid the foundation for modern classical music. After three years of study in Italy, he began to suffer from the wish to hear music expressing the temperament of his own people. His two best-known operas, "Ivan Susanin" and "Ruslan and Lyudmila", were based on the folklore and historical legend.

Glinka's works inspired a group of five younger composers who emerged as an extraordinary musical phenomenon on the late nineteenth century: Miliy Balakirev (1836—1910), Alexander Borodin (1833-1887), Modest Mussorgsky (1839-1881), Caesar Cui (1835—1918), and Nikolai Rimsky-Korsakov (1844-1908).

Peter Tchaikovsky (1840-1893), the best-known of all Russian composers, gave up a position in the civil service at the age of twenty-three to devote himself entirely to music, much against the wishes of his father. After completing his studies at St Petersburg Conservatoire, he set out for Moscow in 1866 to take up a teaching post.

His financial circumstances took a turn for the better in 1877 when he acquired a wealthy patroness, Nadezhda von Meek, who for the next fourteen years was to support him. She corresponded with him, but never met him. By 1878 he had already composed the music for the ballet "Swan Lake" and one of his most famous operas, "Eugene Onegin". These were followed by the opera "The Queen of Spades" (1890) and the ballets "Sleeping Beauty" (1889) and "The Nutcracker" (1892). Now internationally famous, he spent much of his time traveling around abroad to hear his works performed.

Tchaikovsky was followed by his pupil Sergei Taneyev (1856-1915), who in his turn taught Sergei Rakhmaninov (1873-1943), the great pianist and composer, Alexander Glazunov (1865-1936), had an important influence on the new generation of composers during his time as a teacher and director of the St. Petersburg Conservatoire, before he left Russia for France in 1928.

Igor Stravinsky was in his middle twenties when he met Sergei Diaghilev, the celebrated impresario of the Ballets Russes, and went with him to Paris. In his works, particularly in the ballets "Firebird" and "Petrouchka", he was inspired by the folk music. Stravinsky became a French citizen in 1934, but during the Second World War he moved to the United States.

Like many other composers of the younger generation, Sergei Prokofiev (1891-1953) and Dmitry Shostakovich (1906-1975) owed a debt to Glazunov. He persuaded Prokofiev's father to send him to the Conservatoire to develop his musical talent, and defended young Shostakovich's right to a scholarship there.

In the thirties, along with Prokofiev and others, Shostakovich fell into disgrace for “ideological deficiencies” and for a number of years almost all his works were banned and not performed in public.

Another great composer of the twentieth century to gain wide international popularity is Aram Khachaturian (1903-1978), whose works include symphonies, ballet music and concertos for piano, violin and violoncello. One of his most famous works is the ballet “Spartacus”.

### **Words and Word Combinations**

lay the foundation заснувати

suffer страждати

be based on ... базуватися

defend захищати

gain набувати

### **EXERCISES**

#### ***1. Find English equivalents.***

музика, що виражає темперамент; відмовився від громадської служби; проти волі батька; закінчення навчання; фінансові обставини; листувалася з ним; за ними пішла опера; подорожуючи за кордоном; будучи в той час учителем і директором; в середині двадцятих років; став французьким композитором; молоде покоління; зобов'язаний Глазунову; розвивати музичний талант; його роботи були заборонені; придбав широку міжнародну популярність

#### ***2. Fill in the proper preposition.***

laid the foundation ... modern music, suffer... the wish, temperament ... his people, were based ... Russian folklore, the best-known ... all Russian composers,... the age of twenty-three, devote himself... music, took a turn ... the better, composed music ... the ballet, spend much ... his time, was followed... his pupil, had influence ... the new generation, left Russia ... France, was inspired ... the folk music, owed a debt ... Glazunov, defended the right... a scholarship, fell... disgrace, were not performed ...public

#### ***3. Answer the following questions.***

1. Who laid the foundation for modern music?
2. What were his best known operas based on?
3. What made a group of five younger composers emerge as an extraordinary musical phenomenon? Who were they?
4. At what age did Tchaikovsky decide to devote himself entirely to music?
5. Who supported him and in what way?
6. Tchaikovsky was followed by his pupil Sergey Rakhmaninov, wasn't he?
7. How did Igor Stravinsky become a French citizen?
8. What role did Glazunov play in the life of Prokofiev and Shostakovich?

9. Why were their works not performed in public in the thirties?

10. How did Aram Khachaturian contribute to the music of the twentieth century?

***4. Make a plan of the text and retell it using the plan.***

## THEME IV. WHAT MUSIC DO WE NEED?



### VOCABULARY

#### 1. Music & Emotions

- relaxation – розслаблення
- stress – стрес
- anxiety – тривога
- peaceful – спокійний
- harmony – гармонія
- balance – баланс
- emotional support – емоційна підтримка
- confidence – впевненість
- unity – єдність
- inspiration – натхнення

#### 2. Music & Activities

- concentration – концентрація
- productivity – продуктивність
- background music – фонові музика

- playlist – плейлист
- endurance – витривалість
- training – тренування
- celebration – святкування
- festival – фестиваль
- meditation – медитація
- performance – виступ

#### 3. Musical Characteristics

- tempo – темп
- beat – ритм
- rhythm – ритм
- instrumental – інструментальний
- acoustic – акустичний
- dynamic – динамічний
- energetic – енергійний
- ambient – атмосферний

### Read and translate the text.

People listen to music for many different reasons. The type of music we need often depends on our mood, situation, and personal goals. Music can relax us, motivate us, help us concentrate, or simply entertain us. It plays an important role in everyday life and supports us in different activities.

When we feel tired or stressed, we usually choose calm and slow music. Soft instrumental compositions or acoustic songs can reduce anxiety and create a peaceful atmosphere. Many people prefer classical music by composers such as Ludwig van Beethoven or Claude Debussy because their works often create a sense of harmony and balance. Relaxing music is also used in yoga classes, meditation sessions, and spa centers.

For studying or working, people often need background music that improves concentration. Instrumental soundtracks or ambient electronic music are popular choices because they do not distract attention with lyrics. Research shows that certain types of music may improve memory and productivity. However,

preferences are individual: some students prefer silence, while others cannot focus without music.

When we do sports or physical exercise, energetic and rhythmic music is more suitable. Fast tempo, strong beats, and dynamic sound can increase motivation and endurance. Many athletes create special playlists to maintain high energy levels during training.

Music is also necessary for celebrations and social events. At weddings, birthdays, and festivals, music creates a joyful and festive mood. Dance music encourages people to move and interact. At concerts, the atmosphere becomes emotional and unforgettable. Famous performers such as Beyoncé or Ed Sheeran gather thousands of fans who share the same emotions.

Sometimes people need music for emotional support. Sad songs help express feelings during difficult times. Inspirational songs give hope and confidence. National anthems create unity and pride. Film soundtracks strengthen dramatic moments and help the audience feel deeper emotions.

In different situations, we choose different music. There is no single type of music that is perfect for everyone. Our needs change depending on age, lifestyle, culture, and personality. Music becomes a personal companion that supports us throughout life.

In conclusion, the music we need depends on our purpose. Whether for relaxation, concentration, motivation, celebration, or emotional expression, music adapts to our lives and makes them richer and more meaningful.

## EXERCISES

### 1. Reading Comprehension

1. Why do people choose calm music?
2. What type of music is suitable for studying?
3. How does energetic music help during sports?
4. Why is music important at celebrations?
5. Does everyone need the same type of music? Why?

### 2. Match the situation with the suitable type of music:

1. Studying for exams
2. Doing sports
3. Feeling sad
4. Wedding party
5. Meditation session

a) *energetic dance music*

b) *calm instrumental music*

c) *motivational songs*

d) *background instrumental music*

e) *emotional slow songs*

### 3. Fill in the Gaps

Use the words: (*playlist, concentration, relaxation, endurance, unity*)

1. Calm music helps with \_\_\_\_\_.
2. Athletes improve their \_\_\_\_\_ with energetic music.
3. Students need good \_\_\_\_\_ while studying.
4. A wedding creates a feeling of \_\_\_\_\_.
5. Many people create a special \_\_\_\_\_ for training.

#### 4. Fill in the missing word:

1. \_\_\_\_\_ music (фонова музика)
2. \_\_\_\_\_ support (емоційна підтримка)
3. \_\_\_\_\_ energy (високий рівень енергії)
4. \_\_\_\_\_ mood (покращувати настрій)
5. \_\_\_\_\_ playlist (створювати плейлист)

#### 5. Situation Analysis

*Choose the best music for each situation and explain why:*

1. Long car journey
2. Preparing for an important exam
3. Recovering after a difficult day
4. Celebrating a victory

#### 6. Choose the most suitable type of music for each situation.

1. During meditation people usually listen to:
  - a) heavy metal
  - b) calm instrumental music
  - c) loud rock
2. For motivation during training athletes prefer:
  - a) energetic dance music
  - b) slow classical music
  - c) silence
3. At a wedding reception guests usually hear:
  - a) dance or pop music
  - b) nature sounds
  - c) sad ballads
4. While preparing for exams students often choose:
  - a) background instrumental music
  - b) aggressive rock
  - c) very loud hip-hop
5. After a stressful day people prefer:
  - a) relaxing acoustic music
  - b) extremely loud electronic music
  - c) chaotic noise

#### 7. Match each situation (1–6) with the correct explanation (A–F).

*Situations:*

1. Morning workout
2. Romantic dinner
3. Long car journey
4. Studying late at night
5. Graduation ceremony
6. Feeling disappointed

***Explanations:***

- A. Soft music creates a peaceful atmosphere.
- B. Calm instrumental tracks improve concentration.
- C. Energetic rhythm increases endurance.
- D. Emotional songs help express feelings.
- E. Cheerful music keeps the driver active.
- F. Formal music creates a sense of importance.

**8. Choose the most logical answer.**

1. Music with a fast tempo and strong beat usually:
  - a) reduces anxiety
  - b) increases motivation
  - c) creates sadness
2. Ambient music is usually used for:
  - a) meditation and relaxation
  - b) political protests
  - c) sports competitions
3. Emotional ballads are suitable when a person:
  - a) needs motivation
  - b) wants to celebrate
  - c) feels sad
4. Dynamic music is best for:
  - a) quiet reading
  - b) intense physical activity
  - c) sleeping

**9. Read the situations and choose the most appropriate type of music. Explain your choice in 2–3 sentences using at least two vocabulary words (*tempo, motivation, relaxation, concentration, emotional support, etc.*).**

1. A student feels anxious before an important presentation.
2. A runner prepares for a marathon.
3. A family organizes a small birthday party at home.
4. A person practices yoga in the evening.
5. Friends are traveling by train for five hours.

**10. Rank the following types of music according to their suitability for studying (1 – most suitable, 5 – least suitable):**

- instrumental classical music
- heavy metal
- ambient electronic music

- pop music with lyrics
- acoustic guitar music

***Explain your ranking.***

### **11. Create Your Own Situations**

1. Write three real-life situations when you personally need music.
2. Choose a suitable genre or style for each situation.
3. Explain why this music is appropriate (use 3–4 vocabulary words).

### **12. Discussion**

1. Can music replace medicine for stress?
2. Why do people listen to sad music when they are unhappy?
3. Is silence sometimes better than music?
- 4.

### **13. Creative Tasks**

1. Create a “Music for Every Day” plan (morning, afternoon, evening).
2. Write 120–150 words: “**Music That Helps Me in Difficult Times.**”
3. Design your ideal playlist for one week and explain your choices.

## SELF STUDY

### MUSICALS

Musicals have always been the greatest favourites among the Americans. The first musical “Oklahoma” staged in 1943 was followed by “My Fair Lady” in 1961 and many others known all over the world.

We now have our own version of “Cats”, an exact copy of the musical by Andrew Lloyd Webber, which set a record as the longest- running production ever in both London and New York. The Madrid Royal Palace, where the musical will run seven days a week, has been expressly renovated for this purpose. The walls are now black, and the ceiling in the foyer looks like a starry sky. Staring from the building’s facade are two enormous eyes of a cat — the same eyes that peer at you from “Cats” billboards across the world.

The Madrid Royal Palace will offer you the same show. To fully enjoy it, however, you should have a clear idea of what exactly you are going to see.

In the first place, it’s time to admit that “Cats” is a splendid morning performance for children, which even children of five to six will enjoy. At this age, some may be able to sit for two and half hours to watch a play.

Secondly, Webber’s original musical is based on a collection of children’s poems. Old Possum’s Book of Practical Cats, by T. S. Eliot. In Spain, these verses are available in the good translations. For the musical, however, a new translation was ordered. In this translation, the verses are devoid of their original irony and paradoxical nature.

To be frank, the dancers and singers in the Spanish version of “Cats” are inferior to what we saw in the American version. But we need not be capricious - our actors display a high degree of professionalism.

Finally, bear in mind that what you will be seeing is not a modern play full of aggressive action, but a 1980-s musical. It is a bit old-fashioned, and you have to get used to it in the course of the performance.

- 1. Read the headline and the article from the very beginning to very end and say what it is about.***
- 2. Read and translate each paragraph using the dictionary and define the main idea. Pay attention to grammar forms of the verbs.***
- 3. Look through the article again and correct the translation if there are any missed details.***
- 4. Make the review of the article using the plan below.***

*The plan for rendering the text*

1. The title of the article.
2. The author of the article, where and when the article was published.
3. The main idea of the article.

*Some expressions to be used while rendering the text*

The article is headlined ...

The headline of the article I have read is ...

The author of the article is ... The article is written by ...

It is (was) published in ...

It is (was) printed in ...

The main idea of the article is... The article is about...

The article is devoted to ...

The article deals with ...

The article touches upon ...

The purpose of the article is to give the reader some information on... The aim of the article is to provide the reader with some material (data) on ...

4. The contents of the article. a) The author starts by telling the reader that ...  
Some facts, names, figures.

b) The author writes (states, stresses, thinks, points out) that... The article describes...

c) According to the text... Further the author reports (says)... The article goes on to say that ...

d) In conclusion...

The author comes to the conclusion that...

5. Your opinion of the article. I found the article interesting (important, dull, of no value, too hard to understand ...)

**5. Compare the review you have done with the model given below.**

The headline of the article I have read is "American "Cats" Pounce on Madrid".

The main idea of the article is to show the close connection between American and Spanish cultures. The article is devoted to the musical "Cats" which was staged in Madrid theater.

The author starts by telling the reader that the musical by A. L. Webber had the longest run in both London and New York. Now we have our own version, the extract copy of the musical.

The author writes that The Madrid Royal Palace has been renovated for this purpose: the ceiling looks like a starry sky and there are two big eyes of a cat staring at you. According to the text "Cats" is a performance for children who may be able to sit for two hours to watch the splendid play. Further the author reports that Webber's original musical is based on a collection of poems by T. S. Eliot.

In conclusion the author points out that a 1980-s musical is a bit old-fashioned and you have to get used to it during the performance.

Having read the article I found it interesting, important, of great value and not too difficult to understand.

## THEMA V. MUSICAL EDUCATION IN UKRAINE



### VOCABULARY

- violin – скрипка
- guitar – гітара

#### 3. Performers & Composers

- composer – композитор
- performer – виконавець
- band – гурт
- Mykola Lysenko – український композитор
- Kyrylo Stetsenko – український композитор
- Borys Lyatoshynsky – український композитор
- Okean Elzy – український рок-гурт
- Jamala – українська співачка
- Monatik – український співак і танцюрист
- The Hardkiss – український гурт

#### 4. Musical Functions

- tradition – традиція
- heritage – спадщина
- identity – ідентичність
- festival – фестиваль
- national culture – національна культура
- melody – мелодія
- rhythm – ритм
- lyrics – слова пісні
- spiritual – духовний
- celebration – святкування

#### 1. Types & Styles

- folk music – народна музика
- classical music – класична музика
- pop music – поп-музика
- rock music – рок-музика
- hip-hop – хіп-хоп
- electronic music – електронна музика
- sacred music – духовна музика
- liturgical song – літургійна пісня
- choir – хор

#### 2. Instruments

- bandura – бандура
- kobza – кобза
- trembita – трембіта
- sopilka – сопілка
- tsymbaly – цимбали
- piano – піаніно

### Read and translate the text.

Ukrainian music is one of the richest and most diverse elements of the country's cultural heritage. It has developed over centuries and reflects the history, traditions, and emotions of the Ukrainian people. Ukrainian music includes folk songs, classical compositions, modern pop and rock, sacred music, and experimental electronic styles. Each type tells a story and connects listeners with Ukraine's cultural identity.

**Folk music** is the oldest form of Ukrainian music. It was transmitted orally from generation to generation. Folk songs often narrate stories about love, heroism, nature, historical events, and daily life. Instruments such as the **bandura**, **kobza**, **trembita**, **sopilka**, and **tsymbaly** are characteristic of folk music. The

**bandura**, a stringed instrument similar to a lute, is considered a symbol of Ukrainian national identity. Folk music is often performed at weddings, festivals, harvest celebrations, and national holidays. Songs and dances reflect the rhythm of rural life and preserve ancient melodies and traditions.

**Classical music** in Ukraine started developing in the 19th century and became prominent in the 20th century. Composers such as Mykola Lysenko, Kyrylo Stetsenko, and Borys Lyatoshynsky created symphonies, operas, chamber music, and piano compositions. Lysenko, often called the father of Ukrainian classical music, skillfully combined European musical traditions with Ukrainian folk melodies. Classical music is often performed in concert halls and conservatories, and it is associated with choirs, orchestras, and formal performances.

**Modern Ukrainian music** includes pop, rock, hip-hop, and electronic styles. Famous bands and performers such as Okean Elzy, Jamala, Monatik, and The Hardkiss have gained international recognition. Modern Ukrainian music often combines contemporary rhythms with national lyrics, reflecting modern life, social themes, and Ukrainian identity. Pop and rock concerts, festivals, and music videos help young audiences connect with national culture.

**Sacred music** has played a key role in Ukrainian culture for centuries. Choral works, chants, and liturgical songs are performed in churches and cathedrals. Composers often use sacred music to create spiritual atmospheres during religious ceremonies and traditional celebrations. Sacred music includes Ukrainian Orthodox and Catholic traditions, and its influence can also be seen in folk and classical music.

**Music festivals** in Ukraine, such as **Atlas Weekend**, **Kyiv Music Fest**, **LvivMozArt**, and regional folk festivals, are crucial for promoting both traditional and modern music. These events provide opportunities for young performers, strengthen national identity, and connect Ukrainian music with international audiences. Festivals often include competitions, workshops, and concerts, bringing together musicians, composers, and audiences from all over the country.

In conclusion, Ukrainian music is a vital part of the country's cultural and national heritage. From ancient folk songs to modern pop and rock, it reflects the soul, history, and identity of the nation. Music preserves traditions, develops creativity, unites people, and allows Ukraine to share its culture with the world. Listening to Ukrainian music is not just entertainment; it is a way to experience the emotions, history, and richness of the Ukrainian spirit.

## EXERCISES

### 1. Reading Comprehension

1. Name the five main types of Ukrainian music mentioned in the text.

2. Which instrument is considered a symbol of Ukrainian national identity?
3. Who is known as the father of Ukrainian classical music?
4. Name three modern Ukrainian performers or bands.
5. What is the role of music festivals in Ukraine?

## 2. Match the Type of Music with Its Description

1. Folk music
  2. Classical music
  3. Modern pop/rock music
  4. Sacred music
- a) Combines contemporary rhythms with Ukrainian lyrics
  - b) Includes symphonies, operas, and piano compositions
  - c) Performed in churches and cathedrals
  - d) Passed down orally from generation to generation

## 3. Instrument Identification

Match the instrument to the type of music:

1. Bandura – ?
2. Trembita – ?
3. Tsymbaly – ?
4. Piano – ?
5. Guitar – ?
6. Sopilka – ?

## 4. Fill in the blanks

1. Ukrainian music preserves national \_\_\_\_\_.
2. Folk songs are performed at \_\_\_\_\_ and festivals.
3. Modern performers express \_\_\_\_\_ through lyrics and rhythm.
4. Sacred music creates a \_\_\_\_\_ atmosphere.
5. Festivals provide opportunities for young \_\_\_\_\_.

## 5. Synonyms from the Text

- famous composer = ?
- traditional celebration = ?
- contemporary music = ?
- national heritage = ?

## 6. Discussion Questions

1. Why is folk music important for preserving culture?
2. How does modern Ukrainian music express national identity?
3. Which Ukrainian instruments would you like to learn and why?
4. How do festivals help unite people and promote culture?

## 7. Creative Tasks

1. Make a chart with **Folk – Classical – Modern**, listing instruments, performers, and example songs.

2. Write 8–10 sentences: “**My Favourite Ukrainian Song or Performer.**”
3. Imagine you are organizing a Ukrainian music festival. Which types of music and performers would you include?
4. Create a short description of a folk song, including instruments and theme.

### 8. Listening & Analysis

1. Listen to a Ukrainian folk song and a modern pop song.
2. Compare instruments, rhythm, and lyrics.
3. Write 5–6 sentences about similarities and differences.

### 9. Crossword: Ukrainian Music Instruments & Terms

1. Stringed instrument, symbol of Ukrainian culture.
2. Ukrainian folk flute.
3. Large wooden horn used in the Carpathians.
4. Keyboard instrument used in classical compositions .
5. Ukrainian folk plucked string instrument .
6. Group of singers performing sacred or choral music.
7. Traditional Ukrainian hammered string instrument.
8. Musical words or text in songs.
9. National Ukrainian tradition preserved in songs.

*(Bandura Sopilka Trembita Piano Kobza Choir Tsymbaly Lyrics Heritage )*

### 10. Creative Projects for Students

#### Project 1: Festival Organizer

- Imagine you are organizing a Ukrainian music festival.
- Include at least **5 types of music** (folk, classical, pop, rock, sacred).
- Create a **schedule** with performers, instruments, and audience activities.
- Present your festival to the class or in a poster format.

#### Project 2: Song Description

- Choose your favourite Ukrainian song.
- Describe:
  1. Genre
  2. Instruments used
  3. Rhythm and tempo
  4. Lyrics theme
  5. Why you like it
- Present it in **5–6 sentences** or a **short oral presentation**.

#### Project 3: Create Your Own Folk Song

- Write a short **folk-style song** (4–6 lines).
- Include:

- A theme (love, nature, daily life, heroes)
- 1–2 traditional Ukrainian instruments (bandura, kobza, sopilka)
- A simple melody suggestion (can be written or sung)

#### **Project 4: Music & National Identity Poster**

- Make a poster showing:
  - Types of Ukrainian music
  - Key instruments
  - Famous composers and performers
  - How music reflects Ukrainian heritage and identity

#### **Project 5: Comparative Analysis**

- Compare **Ukrainian folk music** with **modern pop or rock music**.
- Focus on:
  1. Instruments
  2. Lyrics/themes
  3. Audience
  4. Rhythm/tempo
- Write **120–150 words** or make a **presentation**.

## **SELF STUDY**

### **UKRAINIAN MUSIC**

Many frescoes at St. Sophia's Cathedral in Kyiv depict ancient Ukrainian musicians, but the story of music on the territory of Ukraine goes back to 20 thousand years ago, when the first music instruments were made of mammoth tusks as found by Kyiv archeologists near the historic city of Chernihiv. Musicians that lived in the cities were always present at all the ceremonies, processions, and rituals. The folklore, dedicated to calendar celebrations (Christmas, Easter carols) and family rituals (wedding songs) originated in the IX-th century and up to now preserves many archaic features. Already in XIV–XVII centuries our musicians became famous outside the ancient Ukrainian state. Their names could be found in the chronicles of those times, among the musicians at many royal courts, for instance, at the court of Polish kings.

At that time also arise historic songs and ballads – one of the most picturesque fragments of Ukrainian folk music, a kind of symbolic code of national history and culture. They were composed mostly by Cossacks and about Cossacks. The traveling singers, who were the authors of ballads and performers at the same time, were called kobzars. This fruitful period in the history of Ukrainian culture was also under the influence of the so-called “Cossacks baroque”, which is the reason why to a great extent Ukrainian musical tradition is connected with the style of baroque.

The most famous centers of music culture at that time were Glukhiv singing school and Kyiv-Mohyla Academy. Many famous Ukrainian musicians studied there in XVII-XVIII centuries: D.Bortnyansky, M.Berezovsky, A.Vedel that started an epoch in our choral music. Bortnyansky and Berezovsky also studied in Italy: Berezovsky attended Music Academy in Bologna, where he was a student of a famous music theorist Martini at the same time as Mozart, and was considered to be one of the most talented graduates of the academy.

After having mastered the European composition technique, these Ukrainian composers chose not to copy Western patterns, but to create pieces, most of which are based on national melodic traditions. Spiritual music of D.Bortnyansky, M.Berezovsky and A.Vedel still can be heard in many Slavic churches around the world. This was also the time of dynamic development of a capella choir music, the influence of which is strong even in the modern Ukrainian music, professional a capella Tercja Pikardyjska” from Lviv being one of its best-known representatives. Professional musicians of the XIX-th century frequently made arrangements of folk songs performed by talented amateur singers accompanied by folk instruments – kobza, bandura, cymbals, violin, lyre etc. The influence of folk music is characteristic of Ukrainian operas of XIX-th century: „ Zaporozhian Cossack beyond the Danube” by Hulak-Artemovsky (first Ukrainian

opera), “Taras Bulba”, “Natalka-Poltavka”, “Drowned” and “Christmas Night” by Mykola Lysenko, as well as of stylizations and adaptations of folk songs by M.Leontovych, O.Koshyts, M.Lysenko, K. Stetsenko.

Ukrainian motifs can also be heard in pieces by L. Beethoven and F. List. Many talented world –renowned performers of classical music come from Ukraine: virtuoso pianist V. Horovits, opera singers of the past (S. Krushelnyska) and of today (V.Lukianets, Volodymyr Gryshko, Valentyn Pyvovarov, Roman Mayboroda, Taras Shtonda, Mykhailo Didyk), famous conductor Roman Kofman, who in 2004 took the position of the chief conductor of Bonn Opera house and Beethoven symphonic orchestra.

The development of Ukrainian music in the XX-th century corresponded with general cultural and aesthetic tendencies in the world, in 1960-1980s it felt the influence of so-called “trends of the sixties”. It was a period of huge popularity of performers who sang their own songs, where the main accent was placed on the lyrics (O.Ivasiuk, T.Petrynenko, I.Bilozir). At the same time, many typically modern music and musical-poetical projects were started: first of all, V.Morozov’s satirical theater “Don’t Be Sad” (1970-s), groups “Mertvyi Piven” and “Plach Yeremiyyi” (second half of 1980-s). Modern Ukrainian music is represented by almost every trend, from folk to acid jazz, actively developing is club culture.

A Ukrainian singer Ruslana, who mixed in her music Carpathian folk tunes, won the “Eurovision – 2004” award and is now giving concerts around the world. The tendency among modern Ukrainian musicians to use folk motifs is becoming more and more vivid. One of the first to use folk tunes in rock music at the end of 1980-s was a legendary now group “VV”. “Skryabin”, Mandry”, “Gaydamaky”, Taras Chubay, Mariyka Burmaka and many other performers use national folklore as their base for creating distinctive Ukrainian music. One of the signs of returning interest in Ukrainian folk music is creation of two festivals of ethnic music – “Kraina Mriy” in Kyiv, organized by “VV” singer Oleg Skrypka and “Sheshory” in Ivano-Frankivsk region. There are also numerous music festivals in Ukraine: “Perlyny Sezonu”, “Tavrijski Igry”, “Chaika”, “Chervona Ruta”, that give many young musicians a chance to perform on stage in front of many listeners. Such festivals “revealed” such groups as “Okean Elzy”, “Tanok na Majdani Kongo”, “Green Grey”, “Tartak”, that are successfully performing today in many foreign countries.

## THEME VI. FROM THE HISTORY OF ENGLISH MUSIC



### VOCABULARY

#### 1. Historical Periods & Styles

- medieval – середньовічний
- renaissance – ренесанс
- baroque – бароко
- classical period – класичний період
- romantic period – романтизм
- folk music – народна музика
- pop music – поп-музика
- rock music – рок-музика
- electronic music – електронна музика
- anthem – гімн

#### 2. Musical Terms

- polyphony – поліфонія
- melody – мелодія
- harmony – гармонія
- rhythm – ритм
- orchestra – оркестр
- ensemble – ансамбль
- concert – концерт
- composition – композиція
- improvisation – імпровізація

#### 3. Instruments

- lute – лютя
- fiddle – скрипка
- concertina – акордеон-концертіна
- bagpipes – волинка
- piano – піаніно
- guitar – гітара
- drums – барабани
- violin – скрипка

#### 4. Composers & Performers

- Thomas Tallis – англійський композитор ренесансу
- William Byrd – англійський композитор ренесансу
- Henry Purcell – англійський композитор бароко
- Edward Elgar – англійський композитор романтизму
- The Beatles – британський рок-гурт
- The Rolling Stones – британський рок-гурт
- Adele – британська співачка
- Ed Sheeran – британський співак і автор пісень

### Read and translate the text.

English music has a long and rich history, reflecting changes in society, culture, and technology over centuries. From medieval chants to modern pop and rock, English music has influenced the world and produced some of the most famous composers and performers in history.

#### Medieval and Renaissance Music

During the Middle Ages (5th–15th centuries), English music was mostly religious. Monks and choirs sang plainchant in churches and cathedrals. One of the most famous composers from this period was Thomas Tallis, known for his choral works. The Renaissance (15th–16th centuries) brought new styles, such as

polyphony—music with multiple independent melodies. Composers like William Byrd developed both sacred and secular music, often performed in courts or private homes.

### **Baroque and Classical Periods**

In the 17th and 18th centuries, English music expanded to include orchestral and instrumental works. Baroque music was ornate and expressive, with composers such as Henry Purcell creating operas, anthems, and chamber music. Later, the Classical period emphasized clarity, balance, and form. Instrumental ensembles and orchestras became popular, and music spread beyond churches and courts to public concerts.

### **Romantic Period**

The 19th century brought the Romantic period, when emotion, drama, and national identity were central to music. Composers such as Edward Elgar wrote symphonies, concertos, and choral works reflecting English culture and history. Music during this period became more expressive and often told stories or conveyed strong emotions.

### **Folk Music Traditions**

English folk music has roots in rural life and storytelling. Songs were passed down orally, often about love, work, festivals, or historical events. Instruments like the lute, fiddle, concertina, and bagpipes were common. Folk songs helped preserve community identity and culture. In the 20th century, folk revivals brought attention to traditional songs, influencing modern English pop and rock music.

### **Modern English Music**

The 20th and 21st centuries produced some of the most famous bands and artists worldwide. The British Invasion of the 1960s, led by The Beatles, The Rolling Stones, and others, changed global popular music forever. Rock, pop, punk, and electronic music became central to youth culture. Modern English artists such as Adele and Ed Sheeran continue to influence music worldwide.

### **Music Festivals and Influence**

England hosts many famous music festivals, such as **Glastonbury**, **Reading**, and **Download Festival**, which showcase rock, pop, electronic, and folk music. These events not only entertain but also preserve musical traditions and inspire new generations. English music has influenced many countries, from the United States to Japan, shaping global pop culture.

In conclusion, English music has evolved over centuries, from medieval chants to modern pop and rock. It reflects social change, cultural identity, and artistic innovation. By studying its history, we understand how music connects people, expresses national identity, and influences global culture.

## **EXERCISES**

### **1. Reading Comprehension**

1. Name the five historical periods of English music mentioned.
2. Which composers were famous during the Renaissance?
3. Name two instruments used in English folk music.

4. Who led the British Invasion in the 1960s?
5. What role do music festivals play in England?

## 2. Matching Activity

Match the period with its characteristic:

1. Medieval
  2. Baroque
  3. Classical
  4. Romantic
  5. Folk
- a) Emotion, drama, and national identity
  - b) Polyphony and sacred/secular compositions
  - c) Religious chants in churches
  - d) Clear form, orchestral music
  - e) Songs about rural life and storytelling

## 3. Timeline Exercise

Put these events in chronological order:

- The Beatles release global hits
- Thomas Tallis composes choral works
- Edward Elgar writes symphonies
- Folk revival of the 20th century
- Henry Purcell creates operas and anthems

## 4. Vocabulary Practice

1. Find synonyms:
  - famous composer = ?
  - traditional song = ?
  - modern style = ?
2. Fill in the blanks with words from the vocabulary:
  - a) Renaissance music often used \_\_\_\_\_ (multiple independent melodies).
  - b) Folk songs were performed with instruments like the \_\_\_\_\_ and the \_\_\_\_\_.
  - c) The British Invasion included famous \_\_\_\_\_ and \_\_\_\_\_.

## 5. Discussion Questions

1. How did English music evolve from medieval to modern times?
2. Why is folk music important in English history?
3. How did the British Invasion influence global music?
4. Which English music festival would you like to visit and why?

## 6. Crossword – English Music History

1. English composer of Baroque operas.
2. British band that led the “British Invasion” .

3. Medieval music performed in churches.
4. 19th-century composer of symphonies and choral works .
5. English Renaissance composer of sacred and secular music.
6. 1960s rock band famous worldwide .
7. Music performed by singers without instruments .
8. Traditional rural music .

*(Edward Elgar William Byrd Purcell Beatles Rolling Folk Song Stones Plainchant Choir)*

### 7. Odd One Out – Musical Terms

*Find the odd word and explain why:*

1. lute – violin – guitar – Beatles
2. plainchant – polyphony – pop music – opera
3. choir – orchestra – drums – Edward Elgar
4. folk song – rock music – piano – electronic music

### 8. Creative Projects

1. **Timeline Project:** Draw a timeline showing the main periods of English music with composers, instruments, and genres.
2. **Comparative Essay:** Compare English folk music with modern pop music (instruments, lyrics, audience, purpose).
3. **Festival Planner:** Plan an English music festival including different genres from history to modern pop/rock.
4. **Composer Poster:** Make a poster about one composer or band, including their biography, music style, and famous works.
5. **Musical Playlist:** Create a playlist showing the evolution of English music from Renaissance to modern pop, and write short notes for each piece

## SELF STUDY

### THE GOLDEN AGE IN ENGLAND

The period from 1588 to the death of James I (1625) represents one of Europe's most brilliant «Golden Ages». In less than forty years England gave to the world the music of Byrd, Gibbons, Morley, Weelkes, Wilbye, Hull and Dowland, all geniuses of the first rank, and a host of richly followers.

Elizabethan civilization was the fruit of an exceptionally favourable political and social union. Beginning with the year 1588 music and theatre began to spread their wings. In the theatre for which Shakespeare wrote, music held an important place, and composers actively collaborated in plays which they enriched with numerous arias accompanied on the lute or violas. Unfortunately much of this music is now lost.

But one of the most remarkable features of the Elizabethan age was the popularity of music making. In a period when public concerts were still unknown, the great number of musical publications is explained by die great demand for music by amateurs. Everyone sang madrigals, most sizeable households possessed a chest of violas. As for the lute, such was its popularity that it was even to be found in barbers' shops, so that customers might play a few chords while awaiting their turn. Popular music also greatly inspired composers, and the fusion of art music with popular and folk elements remained one of the imperishable charms of the music of this Golden age. Excepting large choral and orchestral works, Elizabethan music embraces every style and genre: splendour of the Venetians, the beauties of the keyboard and chamber music may be regarded as ample compensation.

Religious music plays a definitely lesser role compared with the preceding period, even though it is represented by the masterpieces of Byrd and Gibbons, not to mention those of Morley, Weelkes, Tomkins and Peter Philips. Apart from Philips, Byrd was the only composer in England to write music for Latin texts.

#### Words and Word Combinations

represent	представляти
exception	виняток
favourable	сприятливий
spread	розправляти, сягати
wing	крило
collaborate	співпрацювати
enrich	збагачувати
lute	лютня
viola	віола
remarkable	чудовий

feature	риси, особливості
explain	пояснювати
demand	вимога
amateur	любитель
household	домашнє господарство
possess	володіти
barber's	перукарня
customer	покупець, відвідувач
wait one's turn	чекати своєї черги
inspire	надихати
fusion	злиття
remain	залишатися
imperishable	незникаючий
embrace	охоплювати, обіймати
compare	порівнювати
proceed	передувати

## EXERCISES

### 1. Find English equivalents for the following.

Представляє золотий вік, талановиті послідовники займали важливе місце, збагачували чудові особливості, великий попит, володіючи альтом, чекати в черзі, злиття музики і народних елементів, неминуща чарівність, охоплює кожен стиль і жанр

### 2. Translate the following word combinations into Ukrainian.

of the first rank, actively collaborated, unfortunately, much is now lost, were still unknown, sizeable households, might play a few chords, inspired composers, imperishable charm, plays definitely lesser role, compared with preceding period

### 3. Fill in the blanks with proper words given in brackets.

1. Composers actively ... in plays, which they ... with numerous efforts. 2. Most sizeable households possessed ... . 3. Customers might play ... while awaiting their turn. 4. Elizabethan music ... every style unique genre. 5. Religious music plays lesser role ... with the ... period.

(preceding, collaborated, a few chords, compared, a chest of violas, embraces, enriched).

### 4. Find out this information in the text.

1. Why is the period of the history of England from 1588 to 1625 referred to as "the Golden Age"?
2. What was the role of music in plays in the age of Shakespeare?
3. What was Elizabethan music and musical instruments?

4. Did religious music play the equal role compared with the preceding period?

5 Whose masterpieces is religious music represented by?

**5. Give a brief summary of the text in English.**

Період з 1588 по 1625 рік називається Золотим століттям в Англії. Музика і театр почали розправляти свої крила. У театрі Шекспіра музика посідала важливе місце. Композитори складали арії в супроводі лютні і віоли.

Твір музики було прикметною рисою часів Елізавети. Всі співали мадригали, більшість знатних будинків мали віолу. Що стосується лютні, вона була доступна простому народу.

Популярна музика дуже надихала композиторів, і поєднання музики з народними елементами залишалось неминущою чарівністю музики Золотого століття.

Релігійна музика грала безумовно меншу роль в порівнянні з попереднім періодом.

## MODULE TEST

### 1. Choose the correct form of the verb:

1. I always \_\_\_\_\_ (listen) to music in the morning.
2. She \_\_\_\_\_ (play) the piano every day.
3. People \_\_\_\_\_ (enjoy) concerts in the park.
4. My friend \_\_\_\_\_ (like) classical music.
5. We \_\_\_\_\_ (study) music at school.

### 2. Complete the sentences with the correct past simple form:

1. Yesterday, I \_\_\_\_\_ (attend) a jazz concert.
2. They \_\_\_\_\_ (perform) folk songs at the festival last week.
3. My teacher \_\_\_\_\_ (explain) the meaning of music yesterday.
4. He \_\_\_\_\_ (compose) a short melody for his friends.
5. We \_\_\_\_\_ (listen) to English music yesterday evening.

### 3. Complete the sentences using will + verb:

1. I \_\_\_\_\_ (try) electronic music tomorrow.
2. She \_\_\_\_\_ (perform) a new song next week.
3. We \_\_\_\_\_ (attend) a rock concert on Friday.
4. They \_\_\_\_\_ (record) a folk song next month.
5. He \_\_\_\_\_ (buy) a new guitar soon.

### 4. Use the correct present continuous form:

1. I \_\_\_\_\_ (listen) to relaxing music now.
2. She \_\_\_\_\_ (prepare) a playlist for the party.
3. They \_\_\_\_\_ (practice) the song in the studio.
4. My friends \_\_\_\_\_ (watch) a live concert online.
5. We \_\_\_\_\_ (discuss) our favourite music styles.

### 5. Complete the sentences:

1. Yesterday at 6 pm, I \_\_\_\_\_ (learn) about Ukrainian folk songs.
2. While the band \_\_\_\_\_ (perform), the audience was singing along.
3. She \_\_\_\_\_ (play) the bandura when I entered the room.
4. They \_\_\_\_\_ (listen) to Lysenko's music all evening.
5. We \_\_\_\_\_ (watch) a documentary about Ukrainian composers.

### 6. Complete the sentences with will be + verb-ing:

1. Tomorrow at 8 pm, I \_\_\_\_\_ (attend) a concert.
2. This time next week, she \_\_\_\_\_ (perform) a Renaissance piece.
3. During the festival, they \_\_\_\_\_ (play) both folk and modern music.
4. Next year, we \_\_\_\_\_ (study) English music history at school.

5. At 7 pm, he \_\_\_\_\_ (listen) to The Beatles' songs.

## 7. Vocabulary – Match the words with definitions

**Words:** *melody, rhythm, composer, folk song, bandura, orchestra, lyrics, festival*

1. \_\_\_ A person who writes music
2. \_\_\_ The tune of a song
3. \_\_\_ Words of a song
4. \_\_\_ Traditional music from a country
5. \_\_\_ A Ukrainian string instrument
6. \_\_\_ A large group of musicians
7. \_\_\_ A regular public event with music performances
8. \_\_\_ The pattern of beats in music

## 8. Reading Comprehension

**Read the text and answer the questions:**

*"Ukrainian music includes folk songs, classical compositions, and modern pop. Folk music often uses instruments like the bandura and kobza. Composers such as Mykola Lysenko created classical music. Modern performers include Okean Elzy and Jamala. Music festivals are popular in Ukraine and help young artists perform."*

1. Name two types of Ukrainian music.
2. Which instruments are mentioned in folk music?
3. Who is a famous Ukrainian classical composer?
4. Name two modern Ukrainian performers.
5. What is the role of music festivals in Ukraine?

## 9. Multiple Choice – Grammar & Vocabulary

1. She \_\_\_\_\_ to music every day.
  - a) listens
  - b) listened
  - c) will listen
  - d) is listening
2. Yesterday, they \_\_\_\_\_ a folk song at school.
  - a) sing
  - b) sang
  - c) will sing
  - d) are singing
3. Tomorrow, I \_\_\_\_\_ a new song on the piano.
  - a) play
  - b) played

- c) will play
  - d) am playing
4. Right now, he \_\_\_\_\_ a playlist for the party.
- a) makes
  - b) is making
  - c) made
  - d) will make
5. While I \_\_\_\_\_, she was practicing the bandura.
- a) listen
  - b) listened
  - c) was listening
  - d) will listen

## 10. Short Writing

*Choose one topic (50–70 words):*

1. Describe your favourite type of music and explain why you like it.
2. Write about a music festival you have attended or want to attend.
3. Compare Ukrainian music and English music, mentioning instruments, performers, or genres.

## 11. Creative / Analytical Task

1. Draw a **timeline of English music** with 3 composers and 2 bands.
2. Make a **small table**: Past → Present → Future types of music you like, using **Past Simple, Present Continuous, Future Simple/Future Continuous**.

## MODULE II.

### THEME 1. An orchestra. Chamber and Symphony Orchestras



#### VOCABULARY

##### 1. Types of Orchestra

- orchestra – оркестр
- chamber orchestra – камерний оркестр
- symphony orchestra – симфонічний оркестр
- string section – струнна група
- woodwind section – духові інструменти
- brass section – духові мідні інструменти
- percussion – ударні інструменти

##### 2. Instruments

- violin – скрипка
- viola – альт
- cello – віолончель
- double bass – контрабас
- flute – флейта
- oboe – гобой
- clarinet – кларнет
- bassoon – фагот
- trumpet – труба

- trombone – тромбон
- horn – валторна
- tuba – туба
- timpani – литаври
- drums – барабани
- cymbals – тарілки

##### 3. Roles and People

- conductor – диригент
- musician – музикант
- composer – композитор
- soloist – соліст
- audience – аудиторія

##### 4. Musical Concepts

- melody – мелодія
- harmony – гармонія
- rhythm – ритм
- tempo – темп
- dynamics – динаміка
- expression – виразність
- acoustics – акустика

#### Read and translate the text

An **orchestra** is a large group of musicians who play different instruments together. It can perform classical music, film music, or modern compositions. Orchestras are divided into several sections: strings, woodwinds, brass, and

percussion. Each section has a specific role in creating a harmonious and rich sound.

A **chamber orchestra** is smaller than a symphony orchestra and usually has 15–50 musicians. It often performs in small halls or at private events. Chamber orchestras focus on intimate and detailed performances. Famous chamber orchestras include the **Academy of St Martin in the Fields** and the **Orchestre de Chambre de Paris**.

A **symphony orchestra** is much larger and can have 70–100 or more musicians. Symphony orchestras perform grand works, such as symphonies, concertos, and operas. The string section usually includes violins, violas, cellos, and double basses. The woodwind section has flutes, oboes, clarinets, and bassoons. The brass section includes trumpets, trombones, horns, and tubas. Percussion instruments such as timpani, drums, and cymbals complete the orchestra.

The **conductor** is the leader of the orchestra. He or she does not play an instrument but guides musicians using a baton. The conductor decides the tempo, dynamics, and expression of the music. Famous conductors include **Herbert von Karajan, Leonard Bernstein, and Gustavo Dudamel**.

Orchestras often perform in **concert halls**, which are specially designed for good acoustics. Classical music composed by **Mozart, Beethoven, and Tchaikovsky** is frequently performed by orchestras. In modern times, orchestras also perform film music, such as the scores for **Star Wars** or **Harry Potter**.

Orchestras play an important role in cultural life. They teach young musicians, promote classical and modern music, and bring people together. Attending an orchestra concert can be an unforgettable experience because of the richness, harmony, and emotion of live music.

In conclusion, whether it is a **chamber orchestra** performing a small piece or a **symphony orchestra** performing a grand symphony, orchestras combine skill, teamwork, and passion to create beautiful music that inspires audiences around the world.

## EXERCISES

### 1. Reading Comprehension

1. What are the main sections of a symphony orchestra?
2. How many musicians are usually in a chamber orchestra?
3. What is the role of the conductor?
4. Name two famous orchestras mentioned in the text.
5. Why are concert halls specially designed?

### 2. Vocabulary Practice

#### 1. Find synonyms in the text:

- leader of an orchestra = ?
- a group of musicians playing together = ?
- the musical effect of combining sounds = ?

## 2. Fill in the blanks:

- The \_\_\_\_\_ guides the orchestra using a baton.
- The \_\_\_\_\_ includes flutes, oboes, and clarinets.
- Symphony orchestras can perform \_\_\_\_\_, concertos, and operas.

## 3. True / False

- Chamber orchestras are larger than symphony orchestras. (T/F)
- The conductor plays the violin during a performance. (T/F)
- Percussion instruments include timpani and cymbals. (T/F)
- Orchestras never perform film music. (T/F)
- Concert halls are designed for good acoustics. (T/F)

## 4. Match the word to its meaning:

Word	Definition
Conductor	a) Instruments producing sound by striking or shaking
Percussion	b) Person leading the orchestra
Melody	c) Series of musical notes forming a tune
Harmony	d) Combination of different notes played together
Orchestra	e) Large group of musicians playing together
Acoustics	f) Quality of sound in a room or hall

## 5. Fill in the blanks – Vocabulary Context

- The \_\_\_\_\_ (conductor / violin) guides the orchestra with a baton.
- The \_\_\_\_\_ (flute / timpani) is a percussion instrument.
- Violins, violas, and cellos are part of the \_\_\_\_\_ (string / brass) section.
- Woodwinds include instruments such as the oboe, clarinet, and \_\_\_\_\_ (cello / flute).
- A \_\_\_\_\_ (chamber / symphony) orchestra usually has 15–50 musicians.
- \_\_\_\_\_ (Harmony / Melody) is the combination of different notes played together.
- The orchestra performed a beautiful \_\_\_\_\_ (melody / percussion) that everyone remembered.

## 6. Multiple Choice – Vocabulary

- Which instrument is NOT part of the string section?
  - Violin
  - Cello
  - Trumpet
  - Viola
- The percussion section includes:
  - Flute, oboe, clarinet
  - Timpani, drums, cymbals

- c) Trumpet, horn, trombone
  - d) Violin, viola, cello
3. Who leads an orchestra?
    - a) Composer
    - b) Conductor
    - c) Soloist
    - d) Audience
  4. Which term means “the arrangement of notes to create a tune”?
    - a) Harmony
    - b) Melody
    - c) Rhythm
    - d) Tempo
  5. The “chamber orchestra” is:
    - a) Very large, 100+ musicians
    - b) Small, 15–50 musicians
    - c) Only percussion instruments
    - d) Only strings

### 7. Odd One Out – Vocabulary Game

*Find the word that doesn't belong:*

1. violin, cello, trumpet, viola
2. timpani, drums, cymbals, clarinet
3. symphony orchestra, chamber orchestra, piano
4. conductor, melody, composer, audience
5. flute, oboe, trombone, harmony

### 8. Definitions – Match the Term to Meaning

Term	Meaning
Conductor	a) Series of musical notes forming a tune
Percussion	b) Instruments that are struck or shaken
Melody	c) Person leading the orchestra
Harmony	d) Combination of notes played together
Orchestra	e) Group of musicians playing together

### 9. Creative / Writing Tasks

1. Write a **short paragraph (50–60 words)** describing a visit to an orchestra concert. Include:
  - Type of orchestra
  - Instruments you saw
  - Music style
  - Your feelings during the performance
2. Create a **mini-poster of an orchestra**:
  - Label the sections
  - Include 5 instruments
  - Mention a famous conductor

3. Compose a **5–6 sentence dialogue** between a conductor and a young musician in a rehearsal. Include vocabulary: strings, brass, rhythm, tempo, melody.

#### **10. Creative Task**

1. Draw a diagram of a symphony orchestra and label the sections.
2. Imagine you are a conductor. Write **5 sentences** about how you would lead an orchestra.
3. Compare a chamber orchestra and a symphony orchestra in **5–6 sentences**, mentioning size, instruments, and types of performances.

## SELF STUDY

### THE ROYAL PHILHARMONIC ORCHESTRA

Founded by the best of the 20th-century British musicians Sir Thomas Beecham, the Royal Philharmonic Orchestra gave its first concert on the 15<sup>th</sup> of September 1946 and was an immediate success. During the first year of its existence the orchestra made more than 100 records, many of which are still in the record catalogues, while others are constantly being reissued.

Until 1963, two years after Beecham's death, the RPO was governed by a private company but then, in line with the other three London independent orchestras, the orchestra members took over the company. Each player is a shareholding member of RPO Ltd, and they elect 10 directors, six of whom are players, three businessmen and the managing director of the orchestra. In 1966 the Queen conferred upon the orchestra the title "Royal" in the orchestra's name in its own right - Britain's only major independent orchestra to be honoured in such a manner.

After Beecham's death, Rudolf Kempe became artistic director and principal conductor and he was succeeded in 1975 by the distinguished musician Antal Dorati, who is now conductor laureate of the orchestra.

The RPO has made appearances at most of the world's leading music festivals, both in this country and abroad, and has made many Overseas tours, including five to the USA, and visits to the Far East, Scandinavia, and Mexico.

The orchestra is also kept extremely active, not only with its concert schedule, but in the sphere of recording and providing the music for films and television.

#### ***1. Find the English equivalents.***

мав миттєвий успіх, дав перший концерт, постійно видаються, є акціонером, управлявся приватною компанією, прийняли від компанії, привласнила титул "королівський", в такій манері, художній директор, головний диригент, провідні (головні фестивалі), скоїв тури за кордоном, в концертному розкладі

#### ***2. Make up sentences using the following words. Mind your grammar.***

complete

found

immediate

existence

issue

independent

take over

shareholder

elect  
 confer  
 a title  
 be honoured  
 succeed  
 distinguished  
 appear  
 both ... and ...  
 overseas  
 extremely  
 schedule  
 provide

## **EXERCISES**

### ***1. Make up sentences.***

1. The Royal Philharmonic Orchestra, by Thomas Beecham, to found. 2. To be, the first concert, an immediate success. 3. More than, made, during, 100 records, the first year, make, of its existence, the orchestra. 4. To be governed, until 1963, by a private company, the orchestra. 5. The Queen, the title, confer, in 1966, upon, "Royal", the orchestra. 6. Death, become, after, conductor, Beecham's, Rudolf Kempe, principal. 7. To be, now, conductor, Antal Dorati, of the orchestra. 8. Many, to make, overseas, the RPO, tours. 9. To be active, for films and TV, extremely, the orchestra, in, and, concerts, recordings, providing the music.

***2. Tell what you have learned from text 3 using the sentences above as a plan.***

## THEME II. Classical To Romantic Period Music



### VOCABULARY

#### 1. Periods & Concepts

- Classical period – класичний період
- Romantic period – романтичний період
- form – форма
- structure – структура
- melody – мелодія
- harmony – гармонія
- emotion – емоція

- imagination – уява
- individualism – індивідуалізм
- dynamic contrasts – динамічні контрасти

#### 2. Instruments & Ensembles

- piano – піаніно
- violin – скрипка
- cello – віолончель
- flute – флейта
- trumpet – труба
- orchestra – оркестр
- symphony orchestra – симфонічний оркестр
- solo performer – соліст

#### 3. Composers & Works

- Wolfgang Amadeus Mozart – австрійський композитор класичної епохи
- Joseph Haydn – австрійський композитор класичної епохи
- Ludwig van Beethoven – німецький композитор класичної/романтичної епохи
- Frédéric Chopin – польський композитор романтизму
- Pyotr Tchaikovsky – російський композитор романтизму
- Johannes Brahms – німецький композитор романтизму
- Richard Wagner – німецький композитор романтизму

### Read and translate the text

The **Classical period** in music lasted from about 1750 to 1820. It emphasized clarity, balance, and form. Composers wrote symphonies, sonatas, and concertos that were carefully structured. The most famous composers of this period include **Wolfgang Amadeus Mozart**, **Joseph Haydn**, and **Ludwig van Beethoven**.

Classical music often used a **symphony orchestra** with strings, woodwinds, brass, and percussion. The **melody** was usually clear and easy to remember, and the **harmony** followed strict rules. Music from this period was performed in

concert halls, salons, and at court events. It reflected the ideals of order, logic, and elegance.

The **Romantic period** followed, lasting from about 1820 to 1900. Romantic composers wanted to express **emotion, imagination, and individualism** in music. Compositions became longer and more dramatic. Famous Romantic composers include **Frédéric Chopin, Pyotr Tchaikovsky, Johannes Brahms, and Richard Wagner**.

In the Romantic period, orchestras became larger, and composers used more instruments to create new **sounds and colors**. Piano music became very popular, and composers wrote virtuosic works for solo performers. Music often told a story, depicted nature, or reflected national identity. Romantic music was passionate and expressive, with **dynamic contrasts** and rich harmonies.

Some famous works include Beethoven's **Symphony No. 9**, Tchaikovsky's **Swan Lake**, and Chopin's piano compositions. Music became more accessible to the public as **concert halls** were built, and orchestras performed for audiences outside of the court.

In conclusion, the transition from Classical to Romantic music shows a shift from **order and balance** to **emotion and expression**. Both periods contributed greatly to the development of Western music and influenced modern composers around the world.

## EXERCISES

### 1. Reading Comprehension

1. When did the Classical period take place?
2. Name three famous Classical composers.
3. What were the main features of Classical music?
4. Name two Romantic composers and one work by each.
5. How did orchestras change during the Romantic period?

### 2. Match the Composer to Period

Composer	Period
Mozart	?
Chopin	?
Tchaikovsky	?
Beethoven	?
Haydn	?

### 3. Fill in the blanks – Vocabulary

1. Classical music emphasized clarity, balance, and \_\_\_\_\_ (form / emotion).

2. Romantic composers wanted to express \_\_\_\_\_, imagination, and individualism.
3. Beethoven's Symphony No. 9 is a famous \_\_\_\_\_ (Romantic / Classical) work.
4. A \_\_\_\_\_ (piano / trumpet) was popular for solo compositions in the Romantic period.
5. Music with \_\_\_\_\_ (dynamic contrasts / structure) changes from loud to soft dramatically.

#### 4. Multiple Choice

1. Which period focused on order and logic?
  - a) Classical
  - b) Romantic
  - c) Baroque
  - d) Modern
2. Which composer belongs to the Romantic period?
  - a) Joseph Haydn
  - b) Mozart
  - c) Chopin
  - d) Vivaldi
3. Which instrument became very popular for solo performance in the Romantic period?
  - a) Cello
  - b) Piano
  - c) Violin
  - d) Trumpet
4. Romantic music often reflects:
  - a) Symmetry
  - b) Emotion and storytelling
  - c) Strict form
  - d) Silence
5. Symphony orchestras performed music for:
  - a) Only the royal family
  - b) Concert halls and public audiences
  - c) Only small private events
  - d) Religious ceremonies only

#### 5. True / False

1. Classical music was simple and unstructured. (T/F)
2. Romantic composers wrote longer and more dramatic works. (T/F)
3. Chopin composed mainly for orchestra. (T/F)
4. Orchestras became larger in the Romantic period. (T/F)

5. Music in both periods influenced modern composers. (T/F)

### 6. Odd One Out – Musical Vocabulary

1. Mozart, Chopin, Beethoven, Violin
2. Symphony, Sonata, Story, Concerto
3. Piano, Cello, Flute, Wagner
4. Classical, Romantic, Modern, Drum
5. Melody, Harmony, Emotion, Trombone

### 7. Definitions Match

<b>Term</b>	<b>Definition</b>
Melody	a) Combination of notes played together
Harmony	b) Series of musical notes forming a tune
Dynamic	c) Volume of sound
Composer	d) Person who writes music
Solo Performer	e) Musician playing alone

### 8. Match the Term to Definition

<b>Term</b>	<b>Definition</b>
Composer	a) The volume of sound in music
Melody	b) A musical work written by a composer
Harmony	c) Series of notes that form a tune
Dynamic	d) Combination of notes played together
Solo Performer	e) Musician playing alone

### 9. Fill in the Blanks – Context Sentences

1. \_\_\_\_\_ (Beethoven / Chopin) wrote music in both Classical and Romantic styles.
2. Romantic music emphasizes \_\_\_\_\_ (logic / emotion) and imagination.
3. A \_\_\_\_\_ (symphony / piano) often has four movements and is performed by an orchestra.
4. \_\_\_\_\_ (Sonata / Tchaikovsky) is a famous Romantic composer.
5. Classical music focuses on \_\_\_\_\_ (order / passion) and clarity.

### 10. Word Formation Exercise

1. Mozart was a famous \_\_\_\_\_ (compose).
2. Chopin wrote many beautiful \_\_\_\_\_ (piano).
3. Music with loud and soft sections shows \_\_\_\_\_ (dynamic).
4. Beethoven performed as a \_\_\_\_\_ (solo) sometimes.
5. Romantic composers often used rich \_\_\_\_\_ (harmonize).

### 11. Word Association Game

#### Instructions:

- Teacher says a word from the text.

- Students quickly say a related word (must be from vocabulary list).

**Example words:** Romantic, Beethoven, Symphony, Sonata, Orchestra, Melody, Dynamic, Piano

**Scoring:** 1 point for each correct answer. Bonus point if student uses it in a sentence.

## 12. Creative Writing & Speaking – Lexical Focus

1. Write **5–6 sentences** describing a Classical concert and 5–6 sentences describing a Romantic concert. Use at least **10 new vocabulary words** from the theme.
2. Imagine you are a **music critic** in the 19th century. Write a short review (50 words) about a Romantic symphony performance.
3. Create a **mini-poster** of Classical vs Romantic music:
  - Include 3 composers per period
  - 3 musical features per period (melody, harmony, dynamic, instruments)
  - Include illustrations or symbols

## SELF STUDY

### WHO WAS MOZART?

Mozart was the greatest Austrian composer. Wolfgang Amadeus Mozart lived only 35 years, but in that time he became one of the world's most famous composers.

Mozart was born in Austria in 1756. He began composing at the age of five. His father was a musician and he taught his son to play different instruments. As a very young child his father took him on a tour of Europe, playing before royalty. From the age of six he toured Europe and gave concerts in Austria, Germany, France, Italy and Switzerland.

As a young man, Mozart settled in Vienna. He wrote symphonies and several great operas, including "The Marriage of Figaro" and "The Magic Flute".

He died very suddenly after a short illness. There was a rumour that he had been poisoned, but it is more likely that he had a weak heart. He died so poor that only the gravedigger attended his funeral. There are many legends around Mozart's death. They say two weeks before his death a man in black visited him anonymously and ordered him to write a requiem. Mozart agreed because he needed money badly. He was a romantic and impressionable man. He felt sure that it was his death. The visitor in black was just a certain count who wanted to publish the requiem as his own composition.

#### Words and Word Combinations

go on tour	здійснювати турне
royalty	члени королівської сім'ї
settle	оселитися надовго
marriage	одруження
magic	чарівний
suddenly	раптом
illness	хвороба
rumour	слух
poison	1) отрута; 2) (о) труїти
weak heart	слабке серце
poor	бідний
attend	відвідувати
agree	погоджуватися
need	потребувати
impression	враження
be sure	бути впевненим
own	власний

#### *Answer the questions.*

1. What can you tell us about Mozart's childhood?

2. What country, city did he live in?
3. What Mozart's operas do you know?
4. What do you think of the legends around Mozart's death?
5. Have you seen any films about Mozart's life?

## **EXERCISES**

### ***1. Translate into Ukrainian.***

to be satisfied with, masterpiece, choral music, to adore, extra lessons, full of hardships, to include, illness, to lead, unfortunately, most of, to be considered, highly appreciate, at the age of, to give up, church choir, to attend, to go on tour, to introduce, contemporaries.

### ***2. Translate into English.***

високо цінувати, включати в себе, бути задоволеним, обожнювати, шедевр, додаткові уроки, у віці, вважатися, більшість, сучасники, відвідувати, повний, хвороба, керувати (вести), на жаль, знайомити, відмовитися, здійснювати турне, церковний хор, хорова музика

### ***3. Make up sentences in the Past Indefinite Tense using the following words and expressions.***

1. to adore, most of, Haydn's music, his contemporaries
2. playing music, Beethoven, unfortunately, his illness, to give up, because of
3. to go on tour, at the age of 6, of Europe, Mozart
4. with the study, extra lessons, to be not satisfied, Beethoven, and, in secret, to attend
5. the "Moonlight Sonata", a masterpiece, to be considered
6. to include, Bach's music, 200 sonatas, for church choirs
7. the life, Bach, to lead, hardships, full of
8. his talent, Mozart and Schubert, to appreciate, highly
9. to introduce, in a symphony, choral music, Beethoven, for the first time

### ***4. Make up short dialogues.***

## **P. I. TCHAIKOVSKY**

P. I. Tchaikovsky was born in the town of Votkinsk in 1840. His mother was a good musician and the little boy heard music from his first years. He could sit at the piano for hours and play melodies by ear. He liked music best of all.

His mother sent him to Petersburg to study law. But he didn't like the work of the lawyer, so he gave up his job and entered the conservatoire. From this time on he devoted all his life to music.

Glory came to him later. But the first years were the years of hard studies under the guide of Anton Rubinstein, an outstanding composer and pianist and founder of Petersburg Conservatoire.

After the graduation of the Conservatoire Tchaikovsky accepted the

invitation of Nicolay Rubinstein to move to Moscow and work at Moscow Conservatoire. There, in Moscow, Tchaikovsky created his first operas and symphonies such as: “Romeo and Juliet”, “The Tempest”, “The First Concerto for the Piano and Orchestra”, the world best ballet “The Swan Lake”, “The Seasons” and so on. But not all his works were admired at that time. His first opera “Voevoda” failed. The score of his other opera “Undina” he destroyed himself. Nevertheless he worked and created new music and believed in his time to come.

Beginning from 1877 Tchaikovsky travelled a lot. He visited many countries: Germany, France, Italy, England and many others. It was at that time that he composed his masterpieces: “Eugene Onegin”, “Mazepa”, “The Serenade for Strings”, “The Solemn Overture of 1812”, “The Second Piano and Violin Concertos”, many chamber compositions and romances. Despite his tremendous success abroad Tchaikovsky missed his motherland immensely.

If his first three symphonies were elegant in form and tuneful, his fourth and fifth symphonies were full of deep thoughts about life, struggle and death. Tchaikovsky’s last sixth “Pathetic Symphony” is the top of his symphonic creative work. It tells us about man’s life, about his feelings, his struggle, his inspirations and hopes for the better future not only for himself but for his people as well. The last years of his life Tchaikovsky lived in a little town of Klin not far from Moscow. Here, in a quiet and beautiful place of Russian nature he wrote his best masterpiece “The Queen of Spades”. It took him only four months to complete this opera. Here, in Klin, Tchaikovsky died in 1893 when he was 53 years old.

Now Tchaikovsky’s house in Klin is a museum. Twice a year in the days of Tchaikovsky’s birth and death the best musicians of our country and of the world gather in this house and one can hear the beautiful sounds of Tchaikovsky’s music.

### Words and Word Combinations

for hours	годинами
study law	вивчати право
lawyer	адвокат
give up	залишати, покидати
job	робота
devote	присвячувати
glory	слава
under the guide	під керівництвом
founder	засновник
accept	приймати
invitation	запрошення
move	переїжджати
tempest	буря

swan	лебідь
create	створювати
admire	захоплюватися
fail	провалити(ся)
score	партитура
destroy	знищувати
nevertheless	проте
believe	вірити, сподіватися
a lot	багато
masterpiece	шедевр
the strings	струнні інструменти
solemn	урочистий
violin	скрипка
chamber	камерний
despite	незважаючи на
tremendous	величезний
abroad	за кордоном

## EXERCISES

### ***1. Practice the pronunciation of the following words.***

opera, concerto, ballet, masterpiece, solemn, overture, violin, romance, queen, quiet

### ***2. Translate the international words.***

pianist, opera, drama, ballet, concerto, serenade, overture, romance, elegant, museum, visit, pathetic, nature, symphony

### ***3. Learn the three ground forms of the following irregular verbs.***

sit - sat - sat

send - sent – sent

give - gave - given

tell - told-told

write - wrote - written

take - took - taken

hear - heard - heard

### ***4. Translate into Ukrainian.***

from the first years, to sit at the piano for hours, by car, best of all, to give up one's job, the years of hard studies, to accept an invitation, to move to Moscow, to believe in time to come, the top of creative work, hopes for the better future, twice a year

### ***5. Translate into English.***

вступити до консерваторії, партитура опери, створити шедевр,

камерна музика, нудьгувати за батьківщиною, вершина творчої роботи. присвятити життя музиці, видатний композитор і піаніст, багато подорожувати

**6. Bring nouns front the following adjectives.**

symphonic, melodious, orchestral, successful, tuneful, beautiful, creative, natural, musical

**7. Arrange in the pairs of antonyms the following words.**

birth  
best of all  
to like  
the first  
to destroy  
a lot  
to complete  
to create  
to begin little  
death  
worst of all  
to dislike  
the last

**8. Memorize the proverbs.**

All's well that ends well.  
Actions speak louder than words.  
A friend in need is a friend indeed.  
While there is life there is hope.

**9. Answer the questions.**

1. Did P. I. Tchaikovsky study law?
2. Did he like his work of a lawyer?
3. Did Tchaikovsky enter the conservatoire?
4. Under whose guide did Tchaikovsky study?
5. What was A. Rubinstein?
6. Where did P. I. Tchaikovsky move to after the graduation from the conservatoire?
7. What works did he create in Moscow at that time?
8. Did P. I. Tchaikovsky travel much?
9. What symphony is the top of his creative work?
10. What does his sixth "Pathetic Symphony" tell us about?
11. Where did Tchaikovsky live the last year of his life?

## THEME III. Modern Music

### VOCABULARY

#### 1. Music Genres

- **modern music** – сучасна музика
- **pop music** – поп-музика
- **rock music** – рок-музика
- **electronic music** – електронна музика
- **jazz** – джаз
- **hip-hop** – хіп-хоп
- **indie music** – інді-музика

#### 2. Instruments & Technology

- **electric guitar** – електрична гітара
- **synthesizer** – синтезатор
- **computer** – комп'ютер
- **digital instrument** – цифровий інструмент
- **drum kit** – ударна установка
- **keyboard** – клавішні
- **microphone** – мікрофон

#### 3. Roles & People

- **solo artist** – сольний виконавець



#### Read and translate the text.

**Modern music** is a diverse and evolving style of music that reflects the culture and technology of the 20th and 21st centuries. It includes genres such as **pop, rock, electronic, jazz, hip-hop, and indie music**. Modern music

often uses new instruments, electronic devices, and recording technology to create unique sounds.

Pop music is one of the most popular styles worldwide. It is often performed by solo artists or bands and focuses on **catchy melodies and lyrics** that are easy to remember. Famous pop artists include **Michael Jackson, Madonna, and Adele**.

Rock music emerged in the 1950s and 1960s and is characterized by **electric guitars, strong rhythm, and energetic performances**. Bands like **The Beatles, Queen, and Rolling Stones** changed the history of music with their creativity.

Electronic music uses **synthesizers, computers, and digital instruments** to produce sounds. DJs and producers create music for dance clubs, festivals, and films.

- **band** – група, гурт
- **DJ** – діджей
- **producer** – продюсер
- **audience** – слухачі
- **performer** – виконавець

#### 4. Musical Concepts

- **melody** – мелодія
- **rhythm** – ритм
- **lyrics** – тексти пісень
- **sound** – звук
- **beat** – біт
- **effect** – ефект
- **loop** – луп (повторювана частина музики)



Jazz, hip-hop, and indie music also developed during the modern era, each with unique styles and cultural influences.

Modern music is not only about entertainment but also reflects **social changes, identity, and global trends**. Lyrics often express emotions, personal stories, or political ideas. Music festivals, live concerts, and streaming platforms help artists reach millions of listeners worldwide.

Technology has greatly influenced modern music. Digital recording, auto-tuning, and music production software allow musicians to **experiment with sounds, loops, and effects**. Social media platforms also help young artists share their creations and build fan communities.

In conclusion, modern music is a **vibrant mix of styles, cultures, and technologies**. It continues to evolve, connecting people around the world and inspiring new generations of musicians. Whether you listen to pop, rock, jazz, electronic, or hip-hop, modern music offers a way to express emotions, celebrate creativity, and explore new sounds.

## EXERCISES

### 1. Reading Comprehension

1. Name three genres of modern music.
2. Who are some famous pop artists mentioned in the text?
3. What instruments are commonly used in rock music?
4. How has technology influenced modern music?
5. Why is modern music important beyond entertainment?

### 2. Match the Genre to Description

Genre	Description
Pop	?
Rock	?
Electronic	?
Jazz	?
Hip-hop	?
Indie	?

#### Descriptions:

- Music with electric guitars and energetic performances
- Music created with synthesizers and computers
- Solo artists or bands with catchy melodies
- Improvised music with swing and complex chords
- Music with rap, rhythm, and urban culture influence
- Independent music, often experimental and non-commercial

### 3. Fill in the blanks – Vocabulary Context

1. The DJ used a \_\_\_\_\_ (synthesizer / violin) to create electronic sounds.

2. Rock music often features strong \_\_\_\_\_ (lyrics / rhythm) and electric guitars.
3. Pop songs usually have a memorable \_\_\_\_\_ (melody / beat).
4. Producers can add digital \_\_\_\_\_ (effects / violins) to recordings.
5. Hip-hop music is known for rap, rhythm, and urban \_\_\_\_\_ (culture / violin).

#### 4. Odd One Out – Vocabulary

*Find the word that does not belong:*

1. synthesizer, drum kit, keyboard, Chopin
2. solo artist, band, DJ, Beethoven
3. pop, rock, piano, indie
4. lyrics, melody, effect, conductor
5. loop, beat, microphone, violin

#### 5. Find antonyms:

- loud → \_\_\_\_\_
- traditional → \_\_\_\_\_
- complex → \_\_\_\_\_
- digital → \_\_\_\_\_

#### 6. Fill in the blanks – Extended Context

1. Modern music often uses \_\_\_\_\_ (technology / violin) to create new sounds.
2. DJs and \_\_\_\_\_ (producers / conductors) experiment with beats and loops.
3. Lyrics in modern music often express emotions, personal stories, or \_\_\_\_\_ (political ideas / harmony).
4. Music festivals and streaming platforms help artists reach \_\_\_\_\_ (audiences / orchestras) worldwide.
5. A \_\_\_\_\_ (solo artist / orchestra) can perform without a band or accompaniment.

#### 7. True / False – Reading for Detail

1. Modern music only includes pop and rock. (T/F)
2. Electronic music uses synthesizers and computers. (T/F)
3. Hip-hop emerged before classical music. (T/F)
4. Modern music reflects social changes and global trends. (T/F)
5. Solo artists never collaborate with bands or producers. (T/F)

#### 8. Creative / Speaking Tasks

1. Write **5–6 sentences** describing your favorite modern music style and explain why you like it.
2. Imagine you are a DJ or pop artist. Write a **short paragraph** about how you would create a new song. Include **5–6 vocabulary words**.
3. Create a **mini-poster of modern music genres**:
  - Include 6 genres from the text
  - List 1–2 instruments or technology for each
  - Add one famous artist for each genre

## 9. Multiple Choice – Vocabulary in Context

1. Which instrument is typical for electronic music?
  - a) Violin
  - b) Synthesizer
  - c) Cello
  - d) Tuba
2. What does a “loop” refer to in modern music?
  - a) A repeated musical phrase
  - b) A melody in classical music
  - c) A type of drum
  - d) A vocal solo
3. Which musician is a famous pop artist?
  - a) Chopin
  - b) Michael Jackson
  - c) Beethoven
  - d) Tchaikovsky
4. Hip-hop music is mostly associated with:
  - a) Classical orchestras
  - b) Rap and rhythm
  - c) Piano solos
  - d) Opera
5. Indie music is usually:
  - a) Experimental and non-commercial
  - b) Strictly structured
  - c) Only for orchestras
  - d) Jazz-based

## SELF STUDY

### DIANA ROSS — THE STORY OF A SUPERSTAR

There are lots of superstars these days, but one person who really deserves the name is Diana Ross. At thirty-nine, she's been making hit records for nearly twenty years. Her career began in the 1960-s with "The Supremes". Then she left "The Supremes" and became a solo performer. Now, in the 1980-s, Diana Ross is more successful than ever before. She describes the 1980-s as: "The Golden Age. There's so much opportunity. This is the information age. The computer age, the age of the future".

Things haven't always looked so good. Diana Ross started singing with school groups in a very poor area of Detroit, the home of America's motor industry. Together with two friends she approached the Motown's boss, Berry Gordy, and decided to add them to the other artists on his label.

It was the start of an enormously successful period for Motown. Smokey Robinson, Stevie Wonder, The Four Tops, Marvin Gaye and The Temptations were just some of their stars in the 1960-s. But none of them were as successful as "The Supremes".

Diana Ross was the leading singer from the start, and after "The Supremes" became "The Supremes", no one was surprised when Diana Ross decided to go solo at the end of 60-s. In the years that followed she made TV appearances, three movies and recorded several albums. But it wasn't until she moved into disco in the late 70-s that Diana Ross caught the public's imagination.

Songs like "My Old Piano", "Upside Down" and "Work That Body" were big international hits. So, at an age when many performers begin to think about slowing down, Diana Ross' career seems to be at its peak. She's married with three children, needs only six hours sleep per night and working harder than ever. She will star in a new film called "Josephine Baker", the story of a Parisian cabaret singer. She also has plans for records, tours and TV work.

Many people have tried to define what makes Diana Ross a superstar. Her voice? Her looks? Her elegance? Her ability to make you feel emotion? Diana Ross herself doesn't know the answer. About her long and varied career she says: "I just know that I'm still here and I'm still working".

#### Words and Word Combinations

deserve	заслужити
successful	успішний
opportunity	можливість
approach	наближатися
add	додати
enormous	величезний
follow	слідувати за

appearance

поява

movies

фільми

**EXERCISES****1. Find English equivalents in the text.**

заслуговує ім'я, протягом двадцяти років, сольний виконавець, більш успішною, багато можливостей, виглядали так добре, батьківщина автомобільної промисловості, досягла рекордного рівня, як вони називалися, під своїм (його) ім'ям, особливо успішний період, з самого початку, ніхто не здивувався, привернула увагу публіки, подумують піти зі сцени, працює старанніше ніж будь-коли, намагаються визначити (зрозуміти), її здатність

**2. Choose the proper synonym to the underlined words. Use the words in the brackets.**

1. There are lots of superstars these days. 2. She became a solo performer. 3. Together with two friends she approached the Motown record label. 4. "The Supremes impressed Berry Cordy. 5. It was the start of enormously successful period. 6. At the end of 60-s Diana Ross decided to go solo. 7. In the late 70-s Diana caught the public's imagination. 8. At the age when many performers begin to think about slowing down, Diana Ross's career seems to be at its peak. 9. She slept only six hours per night. 10. Many people tried to define what makes Diana Ross a superstar.

*(came close to, attracted attention, to sing alone, finishing the career, greatly successful, every night, many superstars, tried to understand, soloist, made a great impression)*

**3. Find the information to the following questions.**

1. How long has Diana been making hit records at the age of thirty- nine?
2. When did her career begin?
3. Where did Diana Ross start singing?
4. What made the start of enormously successful period for Motown?
5. When did Diana Ross decide to go solo?
6. What was her activities like till the late 70-s?
7. Name her big international hits.
8. What is her family life like?
9. She has great plans for future, doesn't she?
10. Why do you think Diana Ross was so successful?

**4. Retell the text using the key-words.**

deserves the name, made hit records, her career began, became a solo-performer, started singing, approached the record label, successful period, in the years that followed, moved into the disco, were big international hits, seems to be at its peak, worked hard, makes Diana Ross a superstar

**5. Tell your friends about your favourite and popular singer of nowadays.**

## THEME IV. Musical Instruments

### 1. Read the texts and introduce your musical instrument.

#### A HARP



The harp is a multi-string musical instrument which has the plane of its strings positioned perpendicularly to the soundboard. Organologically, it is in the general category of chordophones (stringed instruments) and has its own sub category (the harps).

All harps have a neck, resonator and strings. Some, known as frame harps, also have a pillar; those without the pillar are referred to as open harps. Depending on its size, which varies, a harp may be played while held in the lap or while it stands on a table, or on the floor.

Harp strings may be made of nylon, gut, wire or silk. On smaller harps, like the folk harp, the core string material will typically be the same for all strings on a given harp. Larger

instruments like the modern concert harp mix string materials to attain their extended ranges. A person who plays the harp is called *a harpist or a harper*. Folk musicians often use the term “harper”, whereas classical musicians use “harpist”.

Various types of harps are found in Africa, Europe, North and South America and in Asia. In antiquity, harps and the closely related lyres were very prominent in nearly all cultures. The harp also was predominant with medieval bards, troubadours and minnesingers throughout the Spanish Empire. Harps continued to grow in popularity due to improvements in their design and construction through the beginning of the 20th century. A number of non-harp-like instruments are colloquially referred to as “harps”. Chordophones like the aeolian harp (wind harp) and the autoharp (with the piano and harpsichord) are not harps, but zithers, because their strings are not perpendicular to their soundboard. Similarly, the many varieties of harp guitar and harp lute, while chordophones, belong to the lute family and are not true harps. All forms of the lyre and kithara are also not harps, but belong to the fourth family of ancient instruments under the chordophones, the lyres.

The term “harp” has also been applied to many instruments which are not chordophones. The vibraphone was (and is still) sometimes referred to as the “vibraharp”, though it has no strings and its sound is produced by striking metal bars. In

blues music, the harmonica is often casually referred to as a “blues harp” or “harp”, but it is a free reed wind instrument, not a stringed instrument, and is therefore not a true harp. The Jew’s harp is neither Jewish nor a harp; it is a plucked idiophone and likewise not a stringed instrument.



## A GUITAR

The guitar is a musical instrument of the chordophone family. The standard guitar has six strings but four, seven, eight, nine, ten, eleven, twelve, thirteen and eighteen-string guitars are also available. The three main types of acoustic guitar are the classical guitar, the steel-string flattop guitar, and the arch-top guitar.

Guitars are recognized as one of the primary instruments in flamenco, jazz, blues, country, mariachi, rock music, and many forms of pop. They can also be a solo classical instrument. Guitars may be played

acoustically; the tone is produced by the vibration of the strings which is amplified by the body of the guitar which acts as a large hollow resonating chamber, or they may rely on an amplifier that can electronically manipulate tone. Such electric guitars were introduced in the 1930’s, and they have continued to have a profound influence on popular culture since then.

Traditionally guitars have been constructed of various woods and strung with animal gut, or more recently, with either nylon or steel strings. Guitars are made and repaired by luthiers. The modern word, guitar, was adopted into English from Spanish “guitarra” (German “Gitarre”, French “guitare”), loaned from the medieval Andalusian Arabic qitara, itself derived from the Latin cithara, which in turn came from the earlier Greek word kithara, a descendant of Old Persian sihtar (Tar means string in Persian).

Some types of guitars, which are themselves related to these European instruments, were originated in America.

## A VIOLIN

Let me introduce next instrument — the violin. The violin is sometimes informally called a fiddle. The word violin comes from the middle latin word “vitula”, meaning stringed instrument. The violin, while it has ancient origins, acquired most of its modern characteristics in 16th century Italy, with some further modifications occurring in the 18th



century. The first makers of violins borrowed from three types of current instruments: rebec, the Renaissance fiddle, the lira da braccio.

The most famous and the best violins were made by Gasparo da Salo, Giovanni Paolo Maggini, Stradivari, Guarneri and Amati families from the 16th to the 18th century in Brescia and Cremona.

The oldest documented violin had four strings, like the modern violin, constructed in 1555 by Andrea Amati, but the date is very doubtful.

The earliest stringed instruments were mostly plucked. Bowed instruments may have originated in the equestrian cultures of Central Asia, an example being the Kobyz or Kylkobyz is an ancient Kazakh string instrument or Mongolian instrument Morin huur. Turkish and Mongolian horsemen from Inner Asia were probably the world's earliest fiddlers. Their twostringed upright fiddles were strung with horsehair strings, played with horsehair bows.

The modern European violin evolved from various bowed stringed instruments which were brought from the Middle East and Byzantine Empire.

The violin is played by musicians in a wide variety of musical genres, including Baroque music, classical, jazz, folk music, pop-punk and rock and roll, etc.

Someone who plays the violin is called a violinist or a fiddler. The violinist produces sound by drawing a bow across one or more strings, by plucking the strings with either hand, or by a variety of other techniques.

The parts of a violin are usually made of different types of wood, although electric violins may not be made of wood at all, since their sound may not depend on specific acoustic characteristics of the instruments construction.

Significant changes occurred in the construction of the violin in the 18th century, particularly in the length and angle of the neck, as well as a heavier bass bar. The majority of old instruments has undergone these modifications, and hence are in a significantly different state than when they left the hands of their makers, doubtless with differences in sound and response. But these instruments in their present condition set the standart for perfection in violin craftsmanship and sound and violin makers all over the world try to come as close to this ideal as possible.

The violin immediately became very popular both among street musicians and the nobility, illustrated by the fact that the French king Charles IX ordered Amati to construct 24 violins for him in 1560. The oldest surviving violin, dated inside, is from this set, and is known as the Charles IX, made in Cremona.

The finest Renaissance carved and decorated violin in the world is the Gasparo da Salo owned by Ferdinand II, Archduke of Austria and later, from 1841, by the Norwegian virtuoso Ole Bull, who used it for forty years and thousands of concerts, for his very powerful and beautiful tone, similar to those of a Guarneri. It is now in the Kustindustrimuseum in Bergen (Nor way). "The Messiah" or "Le Messie" also known

as the “Salabue” made by Antonio Stradivari in 1716 remains pristine. It is now located in the Ashmolean Museum of Oxford.

To this day, instruments from the so-called Golden Age of violin making, especially those made by Stradivari and Guarneri del Gesu, are the most sought-after instruments by both collectors and performers. The current record amount paid for a Stradivari violin was \$3,544,000 at an auction on May 16, 2006. All Stradivarius violins have unique names; the most expensive Stradivari violin is known as the Hammer, referring to its first owner, Christian Hammer. It was made in 1707.

### **A TROMBONE**

The trombone is a wind musical instrument in the brass family.

The word trombone derives from Italian “tromba” (trumpet) and one (a suffix meaning “large”), so the name means “large trumpet”. The most frequently encountered trombones are the tenor and bass trombones.



Trombone was invented in the 15th century, but it also was known in earlier centuries. My musical instrument consists of the following parts.

Trombone has a nice soft timbre, great range and a rich solo repertoire. It is used in symphonic, wind and jazz bands, also in ensembles and brass quintet. A person who plays the trombone is called a trombonist or a trombone player.

Benjamin Britten said of the trombone as: “Not one sinner played trombone to the Kingdom of Heaven”.

No instrument conveys the emotion better than the trombone. I love my instrument!

### **A TRUMPET**

A trumpet is a musical instrument. It is the highest register in the brass family. Trumpets are among the oldest musical instruments, dating back to at least 1500 BC. They are played by blowing air through closed lips, producing a “buzzing” sound that starts a standing wave vibration in the air column inside the instrument. Since the late 15th century they have primarily been constructed of brass tubing, usually bent twice into a rounded oblong shape.



There are several types of a trumpet. The most common is a transposing instrument pitched in B' with a tubing length of about 148 cm. Earlier trumpets did not have valves, but modern instruments generally have either three piston valves or, more rarely, three rotary valves. Each valve increases the length of tubing when engaged, thereby lowering the pitch. A musician who plays the trumpet is called a trumpet player or a trumpeter.

### TYPES OF TRUMPETS

1. Alto trumpet in G or in F, sounding on the perfect fourth or fifth below the written notes, and is intended for the execution of sounds in the low register. Currently used rarely, and in the works, which provides for its part, used flugelhorn.
2. The bass trumpet in B, sounding an octave lower than usual pipes and a large lower Nona written notes. Out of use in the second half of the XX century, now it is performed on trombone — an instrument similar to it on the register, timbre and structure.
3. Piccolo trumpet (small tube), constructed in the late XIX century, is currently experiencing a new upsurge in connection with the renewed interest in early music.

### HORN

Horn — German. “waldhorn”, “forest horn”, Ital. “corno”, Eng. “french horn”, Fr. “coro”.



The horn is a brass instrument made of more than 20 feet. The instrument is often informally known as the French horn, commonly used name for the instrument in the United States. This is the standard orchestral and concert band instrument and its valve combinations allow for the production of every chromatic tone. The use of valves opened up a great deal more flexibility in playing in different keys. Around 1815 the use of pistons (later rotary valves) was introduced.

Early horns were commonly pitched in B alto, A, A, G, F, E, E, D, C, and B basso. Pitch may also be controlled by the position of the hand in the bell since the hand is acoustically beneficial to the horn because it shortens the diameter of the bell.

The pitch of any note can easily be raised or lowered based on the hand position in the bell. A crucial element in playing the horn deals with the mouthpiece. A musician who plays the horn is called a horn player (a hornist). In the mid-18th century horn players began to insert the right hand into the bell to change the length of the instrument, adjusting the tuning up to the distance between two adjacent harmonics depending on how much of the opening was covered. This technique, known as hand-stopping, credited around 1750.

### OBOE



The oboe is a soprano-ranged, double reed musical instrument of the woodwind family made from a wooden tube roughly 65 cm (25–1/2 inches) long, with metal keys, a conical bore and a flared bell. Sound is produced by blowing into the reed and vibrating a column of air. The distinctive oboe tone is versatile, and has been described as “bright”.

In English, prior to 1770, the instrument was called the hautbois, hoboy, or French hoboy (pronounced “HOEboy”, borrowed from the French name, a compound word made of haut [“high, loud”] and bois [“wood, woodwind”]). The spelling “oboe” was adopted into English in 1770 from the Italian oboè, a transliteration in that language’s orthography of the 17th century pronunciation of the French name.

The oboe first appeared in the mid17th century, when it was called hautbois. This name was also used for its predecessor, the shawm, from which the basic form of the hautbois was derived. Major differences between the two instruments include the division of the hautbois into three sections, or joints (which are allowed while more precise manufacture), and the elimination of the pirouette, the wooden ledge below the reed which allowed players to rest their lips.

The oboe was the main melody instrument in early military bands, until it was succeeded by the clarinet. The members of the oboe family from top: heckle-phone, bass oboe, coranglais, oboe d’amore and piccolo oboe. Only coranglais and oboe are used widely. The others types of the oboe family are used rarely.

Folk versions of the oboe, sometimes equipped with extensive keywork, are found throughout Europe. These include the musette (France) and the Piston oboe and bombarde (Brittany), the piffaro and ciaramella (Italy), and the xirimia or chirimia (Spain). Similar oboelike instruments, mostly believed to derive from Middle Eastern models, are also found throughout Asia as well as in North Africa.

Today, the oboe is used in classical, traditional, folk, jazz, rock and pop music.

### **THE FLUTE PICCOLO FLUTE**

A flute is a musical instrument of the woodwind family. Unlike woodwind instruments with reeds, the flute is an aerophone or reedless wind instrument that produces its sound from the flow of air across an opening. The flutes are the earliest known musical instruments. A



number of flutes dating to about 43.000 to 35.000 years ago have been found in the Swabian Alps region of Germany.

The word flute first entered the English language during the Middle English period, as floute, or else flowte, flo(y)te, possibly from Old French flaute and from Old Provençal flaüt, or else from Old French fleüte, flaüte, flahute via Middle High German floite or Dutch fluit. Attempts to trace the word back to a Latin root have been pronounced “phonologically impossible” or “inadmissable”.

The first known use of the word flute was in the 14th century. The flute produces sound when a stream of air directed across a hole in the instrument creates a vibration of air at the hole. In its most basic form, a flute can be an open tube which is blown like a bottle.

There are several broad classes of flutes. With most flutes, the musician blows directly across the edge of the mouthpiece, with 1/4 of their bottom lip covering the embouchure hole. However, some flutes, such as the whistle, gemshorn, flageolet, recorder, tin whistle, tonette, fujara, and ocarina have a duct that directs the air onto the edge. Another division is between sideblown (or transverse) flutes, such as the

Western concert flute, piccolo, fife, dizi and bansuri; and endblown flutes, such as the ney, xiao, kaval, danso, shakuhachi, Anasazi flute and quena.

Flutes may be open at one or both ends. The ocarina, xun, pan pipes, police whistle, and bosun’s whistle are closed-ended. Open-ended flutes such as the concert flute and the recorder have more harmonics, and thus more flexibility for the player, and brighter timbres.



## A BASSOON

The bassoon is a woodwind instrument in the double reed family that typically plays music written in the bass and tenor clefs, and occasionally the treble. Bassoons are double reed instruments like the oboe and the English horn. The word bassoon comes from French “bassoon” and from Italian “bassone”.

The bassoon disassembles into six main pieces, including the reed, the bell, the bass joint, the boot, the wing joint and the bocal, a crooked metal tube.

Music historians generally consider the dulcian to be the forerunner of the modern bassoon.

The origins of the dulcian are obscure, but by the mid-16th century it was available in as many as eight different sizes, from soprano to great bass. Otherwise,

dulcian technique was rather primitive, with eight finger holes and two keys, indicating that it could play in only a limited number of key signatures. The dulcian came to be known as fagotto in Italy. The baroque bassoon was a newly invented instrument, rather than a simple modification of the old dulcian. The dulcian continued to be used well into the 18th century by Bach and others.

Appearing in its modern form in the 19th century, the bassoon figures prominently in orchestral, concert band, and chamber music literature.

The bassoon embouchure is a very important aspect of producing a full, round bassoon tone. The bassoon embouchure is made by putting one's lips together as if one were whistling and then dropping the jaw down as in a yawning motion. Both sets of teeth should be covered by the lips in order to protect the reed and control applied pressure. The reed is then placed in the mouth, forming a seal around the reed with the lips and facial muscles.



## TIMPANI

Timpani or kettledrums are musical instruments of the percussion family. Timpani derives from the Latin tympanum (pl. tympana), which is the latinisation of the Greek word (tumpanon, pl. tumpana), “a hand drum”. The word timpani has been widely adopted in the English language, some English speakers choose to use the word kettledrums.

Timpani evolved from military drums to become a staple of the classical orchestra by the last third of the 18th century.

The modern timpani evolved in the 18th and 19th centuries from the simple 12th century membrano-phone of the Naker to a complex instrument, consisting of a suspended kettle with a foot operated clutch, capable of rapid tuning.

The instrument underwent modifications in the 16th and 17th centuries that led to its incorporation into chamber ensembles.

During the 18th and 19th centuries, modifications in its design and construction, and rising interest in the symphony orchestra led to changes not only to the ensemble's size, but also to composers' use of specific instruments within the orchestra. They consist of a skin called a head stretched over a large bowl traditionally made of copper.

The basic timpani drum consists of a drumhead stretched across the opening of a bowl typically made of copper. The drumhead is affixed to a hoop (also called a flesh-hoop) held onto the bowl by a counter-hoop, which is then held by means of a number

of tuning screws called tension rods placed regularly around the circumference. Most timpani have six or eight tension rods.

The shape of the bowl contributes to the quality of the drum. For example, hemispheric bowls produce brighter tones while parabolic bowls produce darker tones. Another factor that affects the timbre of the drum is the quality of the bowl's surface. Timpani come in a variety of sizes from about 84 centimeters (33 inches) in diameter down to piccolo timpani of 30 centimeters (12 inches) or less. The most common type of timpani is the pedal timpani. The pedal is connected to the tension screws or metal rods called the spider.

They are played by striking the head with a specialized drum stick called a timpani stick or timpani mallet. Timpani sticks are used in pairs. They have two components: a shaft and a head. Timpani are used in many types of musical ensembles including concert, marching, and even some rock bands.

## A PIANO

The piano is a musical instrument using a keyboard. It is widely used in classical and jazz music for solo performances, ensemble use, chamber music and accompaniment, and for composing and rehearsal. The piano usually has a protective wooden case surrounding the soundboard and metal strings.

The metal strings are struck (by internally attached wooden blocks) when the keys are pressed down. But when the particular key(s) are released by the pianist, the strings' vibration will come to a stop, ultimately putting a stop to

the sound made by that key.

The note can be prolonged by the use of the pedals, typically there are two or three ones), attached at the bottom of the piano near the pianist's feet.

Some early pianos had shapes and designs that are no longer in use.

The square piano (not truly square, but rectangular) was cross strung at an extremely acute angle above the hammers, with the keyboard set along the long side. Modern upright and grand pianos attained their present forms by the end of the 19th century. In grand pianos, the frame and strings are horizontal, with the strings extending away from the keyboard.

The action lies beneath the strings, and uses gravity as its means of return to a state of rest. Upright pianos, also called vertical pianos, are more compact because the frame and strings are vertical.



The hammers move horizontally, and return to their resting position via springs, which are susceptible to degradation. Upright pianos with unusually tall frames and long strings are sometimes called upright grand pianos. Some authors classify modern pianos according to their height and to modifications of the action that are necessary to accommodate the height.

In 1863, Henri Fourneaux invented the player piano, which plays itself from a piano roll. In 1954 a German company exhibited a wireless piano. The wires were replaced by metal bars of different alloys that replicated the standard wires when played.

Digital pianos use digital sampling technology to reproduce the sound of each piano note. Digital pianos can be sophisticated, with features including working pedals, weighted keys, multiple voices, and MIDI interfaces.

Almost every modern piano has 52 white keys and 36 black keys for a total of 88 keys (seven octaves plus a minor third, from A0 to C8). Many older pianos only have 85 keys (seven octaves from A0 to A7).

Some piano manufacturers extend the range further in one or both directions. The toy piano manufacturer Schoenhut started manufacturing both grands and uprights with only 44 or 49 keys, and shorter distance between the keyboard and the pedals. Pianos have pedals. In the 18th century, some pianos used levers pressed upward by the player's knee instead of pedals. Most grand pianos in the US have three pedals: the soft pedal (*una corda*), *sostenuto*, and sustain pedal (from left to right, respectively), while in Europe, the standard is two pedals: the soft pedal and the sustain pedal.

Most modern upright pianos also have three pedals: soft pedal, practice pedal and sustain pedal, though older or cheaper models may lack the practice pedal. In Europe the standard for upright pianos is two pedals: the soft and the sustain pedals. The *sostenuto* pedal, invented in 1844 by JeanLouis Boisselot and copied by the Steinway firm in 1874, allowed a wider range of effects. The sustain pedal (or damper pedal) is often simply called the pedal. The soft pedal or *una corda* pedal is placed leftmost in the row of pedals. In grand pianos it shifts the entire action/keyboard assembly to the right (a very few instruments have shifted left) so that the hammers hit two of the three strings for each note.

The effect is to soften the note as well as change the tone. In uprights this action is not possible; instead the pedal moves the hammers closer to the strings, allowing the hammers to strike with less kinetic energy. This produces a slightly softer sound, but no change in timbre.

## **EXERCISES**

### **1. Reading Comprehension – Questions**

1. What are the main families of musical instruments mentioned in the text?
2. What is the difference between a harpist and a harper?

3. Name three types of guitars and describe briefly their differences.
4. Who were some of the famous violin makers from the 16th–18th centuries?
5. What is the main difference between a trumpet and a trombone?
6. Which instruments belong to the woodwind family? Name at least three.
7. What is unique about the piano compared to other instruments?
8. How does a timpani produce sound and how is it tuned?
9. What is the difference between a French horn and a regular horn?

## 2. Match the instrument with its description:

Instrument	Description
Harp	?
Guitar	?
Violin	?
Trombone	?
Trumpet	?
Horn	?
Oboe	?
Flute	?
Bassoon	?
Timpani	?
Piano	?

### Find Answers:

- Chordophone with six strings, used in pop, rock, classical
- Tunable percussion instrument, played with mallets
- Brass instrument with slide
- Highest-pitched brass instrument
- Aerophone, sound from blowing across opening
- Large double reed instrument
- String instrument with vertical strings, played with fingers or a bow
- Smallest orchestral string instrument, played with a bow
- Brass instrument, hand in bell technique
- Double reed woodwind
- Keyboard instrument, strings struck by hammers

## 3. Fill in the Blanks

1. A person who plays the harp is called a \_\_\_\_\_.
2. The guitar can be acoustic or \_\_\_\_\_.
3. The violin is sometimes called a \_\_\_\_\_.
4. The trombone has a slide to change its \_\_\_\_\_.
5. Trumpets produce sound by buzzing the \_\_\_\_\_.
6. The French horn uses \_\_\_\_\_ in the bell to change pitch.
7. The oboe is a \_\_\_\_\_-reed instrument.

8. The flute is a \_\_\_\_\_ instrument without a reed.
9. Bassoons often play in the \_\_\_\_\_ and \_\_\_\_\_ clefs.
10. Timpani are tuned using a \_\_\_\_\_ pedal.

#### 4. Multiple Choice – Instrument Families

1. Which of these is a brass instrument?
  - a) Flute
  - b) Trombone
  - c) Violin
  - d) Timpani
2. Which instrument is a keyboard instrument?
  - a) Harp
  - b) Piano
  - c) Oboe
  - d) Trumpet
3. Which string instrument is played by plucking or bowing?
  - a) Trombone
  - b) Violin
  - c) Timpani
  - d) Flute
4. Which instrument uses a double reed?
  - a) Flute
  - b) Bassoon
  - c) Trumpet
  - d) Piano
5. Which instrument is considered an aerophone without a reed?
  - a) Trumpet
  - b) Oboe
  - c) Flute
  - d) Timpani

#### 5. Odd One Out

1. Violin, Viola, Cello, Trumpet
2. Trombone, Horn, Timpani, Trumpet
3. Piano, Harp, Guitar, Bassoon
4. Flute, Oboe, Bassoon, Violin

#### 6. True or False

1. The harp is always played while standing on the floor.
2. Electric guitars were introduced in the 1930s.
3. The violin is a brass instrument.
4. Trombones use valves like trumpets.
5. The oboe is a double-reed woodwind instrument.
6. Bassoons sometimes play in the treble clef.

7. Flutes produce sound by blowing air across a hole without a reed.
8. Timpani are tuned by adjusting the drumhead tension.
9. Pianos can have more than 88 keys.
10. The French horn is also known as the Waldhorn.

### 7. Word Formation / Vocabulary Expansion

Complete the sentences using the correct form of the word in brackets:

1. A person who plays the violin is called a \_\_\_\_\_. (violin)
2. Harps are part of the \_\_\_\_\_ family of instruments. (string)
3. The trumpet player performed a \_\_\_\_\_ piece. (solo)
4. Bassoons are \_\_\_\_\_ instruments with two reeds. (wood)
5. The piano's sound is produced by hammers striking the \_\_\_\_\_. (string)
6. The orchestra's percussion section includes \_\_\_\_\_ like the timpani. (instrument)
7. A trombone player is sometimes called a \_\_\_\_\_. (musician)
8. Modern guitars may use \_\_\_\_\_ strings instead of gut or nylon. (steel)

### 8. "Guess the Instrument" – Speaking / Listening Activity

#### Instructions:

- One student reads a short description of an instrument (without saying its name).
- Other students guess which instrument it is.

#### Examples:

1. "I am a brass instrument with a slide. My sound can be soft or loud. Who am I?"  
→ Trombone
2. "I have strings, a keyboard, and pedals. My hammers strike the strings when keys are pressed." → Piano
3. "I am a woodwind with a double reed and play mainly in bass and tenor clefs." → Bassoon

## **SELF STUDY**

### **MUSICAL INSTRUMENTS**

A musical instrument is a device constructed or modified for the purpose of making music. In principle, anything that produces sound can serve as a musical instrument. The term "musical instrument", however, is generally reserved for items that have a specific musical purpose such as a piano. The academic study of musical instruments is called organology.

Scholars agree that there are no completely reliable methods of determining the exact chronology of musical instruments across cultures. Comparing and organizing instruments based on their complexity is misleading, since advancements in musical instruments have sometimes reduced complexity. For example, construction of early slit drums involved felling and hollowing out large trees; later slit drums were made by opening bamboo stalks, a much simpler task. It is likewise misleading to arrange the development of musical instruments by workmanship since all cultures advance at different levels and have access to different materials. For example, anthropologists attempting to compare musical instruments made by two cultures that existed at the same time but who differed in organization, culture, and handicraft cannot determine which instruments are more "primitive". Ordering instruments by geography is also partially unreliable, as one cannot determine when and how cultures contacted one another and shared knowledge. German musicologist Curt Sachs, one of the most prominent musicologists in modern times, proposed that a geographical chronology is preferable, however, due to its limited subjectivity.

Archaeological evidence of musical instruments was discovered in excavations at the Royal Cemetery in the Sumerian city of Ur. These instruments include nine lyres, two harps, a silver double flute, sistra and cymbals. These excavations, carried out by Leonard Woolley in the 1920s, uncovered non-degradable fragments of instruments and the voids left by the degraded segments which, together, have been used to reconstruct them. The graves to which these instruments were related have been carbon dated to between 2600 and 2500 BCE, providing evidence that these instruments were being used in Sumeria by this time.

A cuneiform tablet from Nippur in Mesopotamia dated to 2000 BCE indicates the names of strings on the lyre and represents the earliest known example of music notation.

Classical musical instruments fall under the classification of one of four types of instrument, brass, woodwinds, percussion and strings.

#### **Brass**

A brass instrument is a musical instrument whose tone is produced by vibration of the lips as the player blows into a tubular resonator. There are many brass

instruments, including the trombone, trumpet, tuba, baritone, euphonium, french horn, flugelhorn, sousaphone, mellophone, saxhorn, cornet, sackbut, bazooka, bugle, cornett, serpent, ophicleide and the keyed trumpet and the bass trumpet.

### **Woodwinds**

A woodwind instrument is a musical instrument which produces sound when the player blows air against an edge of, or opening in, the instrument, causing the air to vibrate within a resonator. Most commonly, the player blows against a thin piece of wood called a reed. Woodwind instruments include the bansuri, dizi, flute, fife, piccolo, clarinet, bassoon, saxophone, bass clarinet, panpipes, recorder, pipe organ, and several instruments in the oboe family.

The free reed aerophones, such as the Chinese shêng, Japanese shō, Laotian khene, and the European instruments: harmonica, harmonium and reed organ, accordion, bayan, concertina, and bandoneón, are also in the woodwind family.

### **Strings**

A string instrument is a musical instrument that produces sound by means of vibrating strings. Common string instruments include the violin, viola, cello, bass, mandolin, guitar, sitar, ukulele, harp, and the banjo.

### **Percussion**

A percussion instrument is any object which produces a sound by being hit with an implement, shaken, rubbed, scraped, or by any other action which sets the object into vibration. Some percussion instruments are the piano, xylophone, triangle, snare and bass drums, cymbals, and anything that can be hit, for example, a desk could be a percussion instrument.

## THEME V. MY FAVOURITE PERFORMER/COMPOSER

## Vocabulary

Composer	композитор	Tenor	тенор
Performer	виконавець	Opera singer	оперний співак / співачка
Child prodigy	дитячий геній	Repertoire	репертуар
Symphony	симфонія	Technique	техніка виконання
Sonata	соната	Performance	виконання
Nocturne	ноктюрн	Musical style	музичний стиль
Prelude	прелюдія	Influence	вплив
Mazurka	мазурка	Interpretation	інтерпретація
Virtuoso	віртуоз	Orchestral music	оркестрова музика
Pianist	піаніст	Musical legacy	музична спадщина
Violinist	скрипаль		

## Read and translate the following texts.

Music is created and performed by talented composers and performers who inspire millions of people around the world. Every musician has a unique style and contributes to the rich and diverse world of music. Some are composers, some are performers, and many are both, combining creativity and skill to produce unforgettable art.

A **composer** is a person who writes music. Composers can create works for orchestras, choirs, bands, films, or solo instruments. Their music may be classical, jazz, pop, or experimental. Famous composers include **Ludwig van Beethoven**, **Wolfgang Amadeus Mozart**, and **Johann Sebastian Bach**. Beethoven was born in 1770 in Germany and is known for his symphonies, sonatas, and piano works. Despite losing his hearing later in life, he continued to compose music that inspired generations. His Ninth Symphony, which includes the famous “Ode to Joy,” remains one of the most recognized pieces of classical music worldwide.

Mozart, born in Austria in 1756, was a child prodigy who began composing music at the age of five. He wrote more than 600 works, including symphonies, operas, and chamber music. His operas, such as *The Magic Flute* and *Don Giovanni*, are celebrated for their dramatic depth, creativity, and beautiful melodies. Mozart’s music influenced generations of composers after him, including Beethoven.

Bach, a German composer from the Baroque period, is famous for his complex and intricate compositions for organ, choir, and orchestra. His works, such as *The Well-Tempered Clavier* and the *Brandenburg Concertos*, are studied by music students and performed in concerts around the world. Bach’s ability to combine technical mastery with deep emotional expression makes him one of the most important composers in Western music history.

**Performers** are musicians who play instruments or sing. A performer may play in a symphony orchestra, a jazz band, or as a soloist. Famous performers include **Itzhak**

**Perlman**, a violinist, and **Luciano Pavarotti**, an opera singer. Perlman is known for his expressive violin performances, both in concerts and in teaching future musicians. Pavarotti's powerful tenor voice and emotional interpretation of operatic classics, such as *Nessun Dorma*, touched millions of people worldwide and made opera accessible to a broader audience.

Many musicians are both composers and performers. **Frederic Chopin**, a Polish composer, was famous for his piano compositions and virtuoso performances in the 19th century. His works, including nocturnes, preludes, and mazurkas, are celebrated for their emotional depth, technical brilliance, and elegance. Similarly, **Clara Schumann**, a German pianist and composer, influenced the Romantic period of music with her extraordinary piano performances and her compositions, including piano works, songs, and chamber music. Clara also championed her husband Robert Schumann's music, performing and promoting it throughout Europe.

Choosing a favorite performer or composer is a personal decision. Some students prefer classical composers like Mozart and Beethoven, while others enjoy jazz musicians such as **Louis Armstrong** or contemporary pop performers. Music is universal, and learning about different composers and performers helps students appreciate not only different styles and instruments but also the cultural heritage behind them.

Performers and composers often inspire others to create, teach, and explore music. Today, music education includes learning about famous composers, listening to recordings, performing pieces, and understanding the historical context in which the music was created. Music connects people across generations and cultures, making it a timeless and universal language.

Learning about a composer or performer also teaches students important skills, such as listening carefully, recognizing patterns in music, and understanding emotional expression. Students may analyze a composer's style, compare performances, and even attempt to play a piece themselves. These experiences deepen appreciation for the musician's artistry and the effort required to master an instrument.

In conclusion, composers and performers shape the world of music through their creativity, technical skill, and emotional expression. Studying their lives and works encourages students to explore music more deeply, appreciate diverse musical traditions, and discover their own favorite performers or composers. Music continues to inspire, unite, and educate people worldwide.

## EXERCISES

### 1. Answer the questions based on the text:

1. Who is a composer, and what kind of music can they write?
2. Name three famous classical composers mentioned in the text.
3. What is special about Beethoven's life and career?
4. What made Mozart famous as a child?
5. Name two performers mentioned and what they are known for.
6. Which musicians were both composers and performers?
7. Why is learning about composers and performers important for students?
8. How do composers and performers influence music education today?

## 2. Match the words on the left with their correct definition on the right:

Word	Definition
1. Composer	a) An exceptionally skilled musician
2. Performer	b) Music for a small group of instruments or singers
3. Virtuoso	c) A person who writes music
4. Chamber music	d) Someone who plays an instrument or sings
5. Symphony	e) A long composition for a large orchestra
6. Child prodigy	f) A child with extraordinary talent in a field
7. Opera	g) A dramatic work combining singing, acting, and music

## 3. Fill in the Blanks

### Complete the sentences using words from the text:

1. Beethoven continued to compose music even after he became \_\_\_\_\_.
2. Mozart wrote more than 600 musical \_\_\_\_\_.
3. Pavarotti was a famous opera \_\_\_\_\_.
4. Bach composed music for organ, choir, and \_\_\_\_\_.
5. Chopin was a composer and a virtuoso \_\_\_\_\_.
6. Learning about musicians helps students appreciate cultural \_\_\_\_\_.

## 4. Write T (true) or F (false):

1. Clara Schumann was only a composer, not a performer.
2. Chamber music is written for a small group of instruments or singers.
3. Beethoven was deaf later in life but continued composing music.
4. Mozart was a child prodigy and began composing at age five.
5. Itzhak Perlman is famous for his piano performances.
6. Music connects people across generations and cultures.
7. Opera combines music, singing, and dramatic performance.
8. Learning about composers helps students understand emotional expression in music.

## 5. Write 3–5 sentences for each question:

1. Compare two composers from the text. How are their styles and achievements different?
2. Compare a composer and a performer. How are their roles in music different?
3. Which performer or composer would you choose as your favorite, and why?

## 6. Use the words in brackets to complete the sentences:

1. Beethoven's music continues to \_\_\_\_\_ people all over the world. (inspire)
2. A person who writes symphonies is a \_\_\_\_\_. (compose)
3. Many students study classical music to improve their musical \_\_\_\_\_. (knowledge)
4. Mozart was known for his early musical \_\_\_\_\_. (talent)
5. Performers must practice regularly to achieve technical \_\_\_\_\_. (skill)

## 7. Translate the sentences into Ukrainian:

1. The pianist has a rich repertoire of classical and modern works.
2. Opera singers need strong voices and excellent technique.
3. Beethoven's symphonies continue to inspire musicians today.
4. The violinist gave a beautiful interpretation of the concerto.
5. Child prodigies often amaze audiences with their skills.

## 8. Creative / Project Work

1. **Poster Project:** Make a poster about your favorite performer or composer with pictures, works, and achievements.
2. **Mini-biography:** Write a short biography of a composer or performer not mentioned in the text. Include birth/death, works, and instruments.
3. **Class Presentation:** Prepare a 2–3 minute oral presentation about a famous musician. Include their life, works, and why you admire them.
4. **Timeline Activity:** Create a timeline of composers and performers from the text, including birth/death years and major works.
5. **Musical Role-Play:** Pretend you are your favorite performer or composer. Introduce yourself to the class and explain your music style and famous works.

## SELF STUDY

### MUSIC

Music has been called 'The International Language' - a very simple thought with much meaning behind it. Even if you can't speak the language of a country, you can move, sway, dance and most of all, enjoy the music of the country. We may not understand the words of a musical selection but we do understand the beauty. Have you ever heard the saying, 'Music soothes the savage beast?' It's true.

Music can calm and revitalize us in ways even a lengthy nap can't. Music holds the power to elevate our moods above our worries and relieve debilitating depression. It can also perk us up if we use it with exercise or dance.

Try listening to classical music for a sense of power. Soft lullaby-like music to unwind. Medium-fast to fast selections for exercise and house cleaning. Putting more music in your life is a powerfully enriching tool. But other than turning on the car radio in our busy lives, what other ways can we do this? One way to do this is to take advantage of your public library's collection of music. It's fine to have a personal favorite type of music such as rock, or jazz, but discover other music you may have not thought of.

Try country music. And if you decide you don't like that, try opera or alternative music. You won't believe how many types of music you're going to find once you start looking. You don't have to like it. Just learn to appreciate it on its own. Give it a chance.

When listening to music, listen to the words and rhythms as well as the melody. You may find something to like about a type of music that previously you didn't like at all. Learn about music.

Find out who wrote the pieces you like to listen to and when. What was going on in the rest of the world at the time the melody was written? Does it reflect what was happening at the time or could it have been used as an 'escape' - a more pleasant alternative than what current events dictated?

What musical instruments are played? What do you know about those instruments? Experience new musical artists. Many worthwhile musicians and vocalists go unnoticed to the general public because of a 'stuck in a musical rut' listening technique of those that only listen to a certain genre of music.

Free musical events are listed in the local newspaper. Some may turn up with names such as 'brown bag' concerts or recitals. 'Brown bag' refers to the fact they will be held during the noon hour and usually in a public place such as a park where you can bring your lunch.

Recitals are usually given by music teachers to showcase their student's budding talents and also an advertisement for the teacher's own abilities. Colleges sponsor several free musical events every semester and they are worth looking into. Other ways

to incorporate music into our lives are waking up to a musical alarm, bathing to soothing, relaxing music and even dining with soft music playing in the background. Listening to music is such a basic pure pleasure that many of us forget the tremendous value of it. And dance whenever you get the chance.

Organize a music appreciation group and post notices at the public library and other spots around town. These groups get together to discuss music and musicians, listen to music and go, as a group, to musical events together. Volunteer to share your acquired musical knowledge with others.

Do this by visiting hospitals and nursing homes, senior citizen's centers and organizing talks for elementary, middle and high schools. Special interest groups are always appreciative of speakers with interesting topics.

If you play an instrument, you'll find you've stumbled onto the best audience in the world. Go back often to visit and play.

In this way, you've not only made the lives of other people brighter through your music, but you're going to find yourself in much better spirits.

### **1. Give Ukrainian equivalent.**

*Musical selection; a lengthy nap; relieve debilitating depression; perk smb up; lullaby-like music; to unwind; enriching tool; to take advantage of; collection of music; to discover; to appreciate; previously; piece of music; worthwhile musicians and vocalists; a 'stuck in a musical rut'; listening technique; genre of music; musical events; 'brown bag' concerts; recital; budding talents; musical alarm; soothing and relaxing music; pure pleasure; tremendous value; hospitals and nursing homes; senior citizen's centers; stumbled onto.*

### **2. Give English equivalents.**

*Впливати; підняти настрій попри всі негаразди; відчуття сили; ритм та мелодія; музичний твір; раніше; втеча; приємний вибір; поточні події; відображати; музичний жанр; сольний концерт; втілити; набувати знання; бути вдячним; знавці музики; коліскова; багатообіцяючий; зробити зі своєї ініціативи.*

### **3. Fill in the blanks with the words from Text.**

1. Music has been called ... .. - a very simple thought with much meaning behind it. 2. We may not understand the words of ... .. but we do understand the ... .. 3. Have you ever heard the saying, 'Music ... .. the ... ..?' 4. Music holds the power ... .. and ... .. Try listening to ... .. for a sense of power. Soft ... .. to unwind. Medium-fast to fast ... .. for exercise and ... .. 5. It's fine to have a personal favorite ... .. such as ... .., or ... .., but discover other music you may have not thought of. Try ... .. And if you decide you don't like that, try ... .. or ... .. 6. Many worthwhile ... .. and ... .. go unnoticed to the ... .. because of a 'stuck in a musical rut' listening ... .. of those that only listen to a certain ... .. of music. 7. '... ..' refers to the fact they will be held

during the ... .. and usually in a ... .. place such as a park where you can bring your lunch. 8. ... .. are usually given by ... .. teachers to showcase their student's ... .. talents and also ... .. for the teacher's own abilities. 9. Other ways to ... .. music into our lives are waking up to a musical ... .., bathing to ... .., ... .. music and even dining with soft music playing in the background. 10. Listening to music is such a basic ... .. that many of us forget the ... .. value of it.

**4. Match the following definitions with phrasal verbs from Text.**

- |   |                             |
|---|-----------------------------|
| 1) to become more cheerful, active, and interested in what is happening around you  | <b>perk smb up</b>          |
| 2) to make a machine or piece of electrical equipment start operating, to switch on | <b>to turn on</b>           |
| 3) to find something by searching for it thoroughly                                 | <b>to turn smth up</b>      |
| 4) to produce an idea, name, suggestion by thinking                                 | <b>to think of smb/smth</b> |
| 5) to happen  | <b>to go on</b>             |
| ) to start doing something again after you have stopped for a period of time        | <b>to go back to smth</b>   |

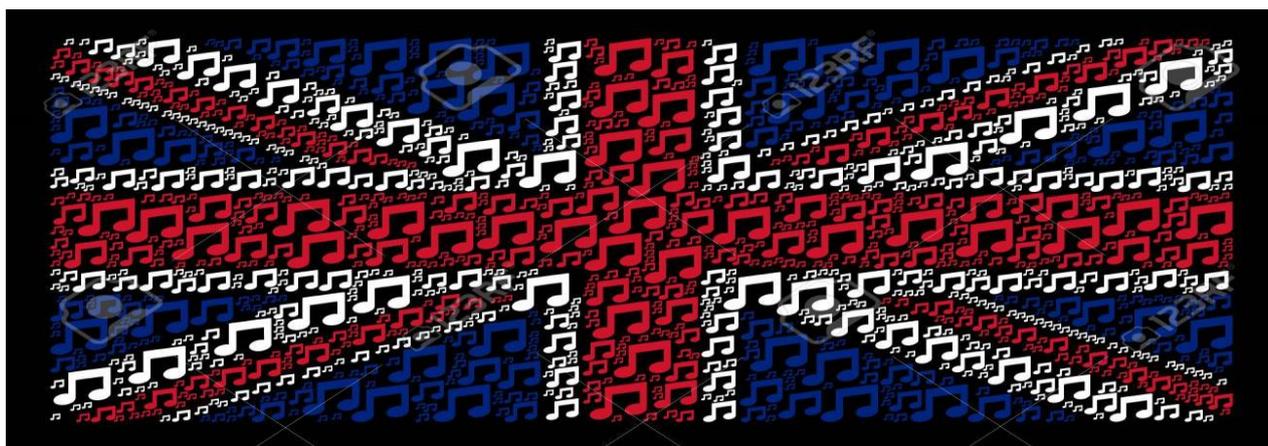
**5. Complete the sentences with the phrasal verbs from Exercise 4.**

1. You can't even imagine what is ... .. at the moment. 2. There is no doubt this rhythmic song ... you ... better than coffee. When Marion's neighbours finally turned off the music, she ... .. to sleep. 3. The police investigation hasn't ... .. any new evidence. Nobody knows who murdered the famous singer. 4. They are still trying to ... .. a name for their new album. 5. Jake ... .. his computer and checked the mail.

**6. Answer the questions, using the information from Text.**

1. Why has music been called the international language?
2. Do you agree with the saying, 'Music soothes the savage beast'? Give your reasons.
3. Why is music powerful?
4. What types of music are mentioned in the text? What do you know about them?
5. Can a person learn to appreciate music? What are the main tips for it?
6. What are the disadvantages of listening to a certain type of music?
7. What is a 'brown bag' concert?
8. Why music appreciation groups are organized?
9. How can one volunteer using his/her musical knowledge?
10. Do you think volunteering is necessary? Is it popular in our country? Why?

## THEME 6. MUSIC OF THE UNITED KINGDOM



### Vocabulary

<b>Folk music</b>	народна музика	Traditional music originating from rural communities.
<b>Classical music</b>	класична музика	Western art music composed from the medieval period to the present.
<b>Orchestra</b>	оркестр	A large ensemble of musicians including strings, woodwinds, brass, and percussion.
<b>Symphony</b>	симфонія	A long orchestral composition with multiple movements.
<b>Opera</b>	опера	A staged musical work combining singing, instrumental music, acting, and sometimes dance.
<b>Composer</b>	композитор	A person who writes music.
<b>Music festival</b>	музичний фестиваль	An event celebrating live music performances, often with multiple genres.
<b>Jazz</b>	джаз	A music genre characterized by improvisation, syncopation, and swing.
<b>Blues</b>	блюз	A music genre with roots in African-American communities, known for expressive melodies.
<b>Electronic music</b>	електронна музика	Music produced using electronic instruments and technology.
<b>Instrument</b>	музичний інструмент	A device used to produce music, e.g., piano, violin, guitar.
<b>Band</b>	гурт	A group of musicians playing together, usually in popular music.
<b>Choral music</b>	хорове мистецтво	Music written for and performed by a choir.
<b>British Invasion</b>	британське вторгнення	Popular music movement in the 1960s when British bands became famous worldwide.
<b>Audience</b>	аудиторія	People who listen to or watch a musical performance.
<b>Innovation</b>	інновація	The introduction of new ideas, methods, or styles in music.
<b>Talent</b>	талант	Natural ability in music or performance.
<b>Read and translate the text.</b>		

The United Kingdom has a rich and diverse musical history that has influenced the world for centuries. British music spans many genres, including classical, folk, rock, pop, jazz, and electronic music. Each region of the UK — England, Scotland, Wales, and Northern Ireland — has its own unique musical traditions.

Classical music in the UK dates back to the medieval period, with composers such as **Henry Purcell** and **Edward Elgar** creating iconic works. The UK also played an important role in the development of modern orchestral music and choral traditions. The British Royal Opera House in London and the BBC Symphony Orchestra are world-renowned institutions that continue to promote classical music.

Folk music has deep roots in rural areas of England, Scotland, and Wales. Traditional instruments include the fiddle, bagpipes, harp, and accordion. Many folk songs tell stories about history, legends, and everyday life. Folk festivals, like the Cambridge Folk Festival, celebrate this heritage and keep it alive for new generations. In the 20th century, the UK became a global center for popular music. The 1960s “British Invasion” brought bands like **The Beatles** and **The Rolling Stones** to international fame, influencing music culture worldwide. Later, British pop, punk, and electronic music shaped trends, with artists such as **David Bowie**, **Queen**, **The Spice Girls**, and **Ed Sheeran** achieving massive popularity.

The UK also has a strong jazz and blues tradition, with London hosting numerous jazz clubs and festivals. Contemporary electronic music, including drum and bass, dubstep, and UK garage, has originated in the UK and spread internationally.

Music education is highly valued in the UK. Many children learn instruments in schools or private lessons, and prestigious institutions like the **Royal College of Music** and the **Royal Academy of Music** train professional musicians. Additionally, national competitions, such as the BBC Young Musician of the Year, encourage young talents to develop their skills and gain recognition.

British music festivals, such as **Glastonbury**, **Reading**, and **WOMAD**, attract thousands of visitors and showcase a mix of rock, pop, world music, and experimental sounds. These festivals not only entertain but also promote cultural exchange and innovation.

In conclusion, the United Kingdom has a vibrant musical culture with deep historical roots and a strong influence on global music trends. From traditional folk songs to modern pop and electronic music, British musicians continue to innovate and inspire audiences around the world.

## EXERCISES

### 1. Match the Words

*Match English words with their Ukrainian translation:*

1. Orchestra
2. Folk music
3. Composer

4. British Invasion
5. Innovation

- a) нововведення
- b) оркестр
- c) композитор
- d) народна музика
- e) британське вторгнення

## 2. Complete the sentences with words from the vocabulary list:

1. The BBC Symphony Orchestra performs classical \_\_\_\_\_ in London.
2. The Beatles were a major part of the 1960s \_\_\_\_\_.
3. Many Scottish songs feature traditional \_\_\_\_\_ instruments like bagpipes.
4. David Bowie is known for his musical creativity and \_\_\_\_\_.
5. A \_\_\_\_\_ writes music for choirs, orchestras, or solo performers.

## 3. True or False

1. Folk music comes from cities.
2. Opera combines singing, acting, and music.
3. The UK has never influenced modern pop music.
4. Jazz and blues are popular music styles in the UK.
5. Music festivals in the UK promote cultural exchange.

## 4. Translate the sentences into Ukrainian:

1. The Royal College of Music trains professional musicians.
2. The Cambridge Folk Festival celebrates traditional music.
3. The Beatles had a worldwide influence during the British Invasion.
4. Electronic music from the UK has influenced international trends.
5. British musicians continue to innovate and inspire audiences.

## 5. Multiple Choice – Vocabulary

### Choose the correct answer:

1. Which of the following is a traditional UK instrument?
  - a) Saxophone
  - b) Bagpipes
  - c) Electric Guitar
  - d) Trumpet
2. What is the “British Invasion”?
  - a) A medieval war
  - b) Popular British music becoming famous worldwide in the 1960s
  - c) A type of folk dance
  - d) A festival in London

3. Which institution trains professional musicians in the UK?
  - a) Cambridge University
  - b) Royal College of Music
  - c) London School of Economics
  - d) Oxford Conservatory
4. Jazz is characterized by:
  - a) Improvisation and swing
  - b) Strict rhythm only
  - c) Silence
  - d) Use of medieval instruments
5. Which of these is a British music festival?
  - a) Coachella
  - b) Glastonbury
  - c) Tomorrowland
  - d) Lollapalooza

## 6. Short Answer Questions

### Answer in 1–2 sentences:

1. Name two famous British composers and one of their works.
2. What instruments are typical in Scottish folk music?
3. Why are British music festivals important for cultural exchange?
4. Which genres of music did the British Invasion popularize worldwide?
5. Name a modern British musician or band and their musical style.

## 7. Sentence Construction / Word Bank

Use the words in the box to make complete sentences:

**Word Bank:** composer, audience, festival, innovation, jazz, repertoire, orchestra

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

*Example:* The orchestra performed a beautiful symphony for the audience.

## 8. Creative Project

1. **Poster Project:** Choose a famous British musician or composer and create a poster including:
  - Name and picture
  - Main genre (folk, classical, pop, etc.)
  - Famous works
  - Musical style and influence
2. **Mini Essay:** Write 6–8 sentences about your favorite British band or musician. Include where they are from, what type of music they perform, and why you like them.
3. **Role-Play:** Pretend you are a British music festival organizer. Present the lineup of your festival and explain why these artists were chosen

## SELF STUDY

### AMERICAN MUSIC

Modern American music may be said to begin only with the opening of the 20th century when American composers were under the European influence. They became aware of the rich musical material that was not to be found in any other country: the melodies of the American Indians, Negro spirituals, cowboy songs, the hymns and religious tunes, the patriotic songs of the revolution and of the Civil War. Then there was the folk song of the city dwellers — musical comedy hits and jazz. However, it was not easy for modern American music to establish itself.

In the early years of the 20th century, serious American music, being modern, did not appeal to the public, which was strongly conservative. Besides, there was no system of awards to give the American composers financial assistance.

The conductors of the great American orchestras were mostly Europeans who preferred to devote their talents to Beethoven, Brahms and Tchaikovsky. Nevertheless the gradual victory of modern music in Europe had an influence on America. It became a matter of national pride to develop a strong American school. The New York Philharmonic is the oldest functioning symphony orchestra in America. The history of the Philharmonic is the history of American music.

The orchestra was founded in 1842. Its history is rich in names from many generations of the greatest personalities known to the western world. Some directed the Ph., among them being Richard Strauss, Gustav Mahler, Felix Weingartner, Vasily Safonov. Two famous musicians helped to bring the New York Ph. to the very rank of the world's symphonic organization. One of them was W. Mengelberg (1922–1950). The other was A. Toscanini who was its permanent conductor from 1951 to 1956. John Barbirolli succeeded Toscanini and stayed until 1945. In 1950 Leonard Bernstein became a musical director of the N.Y.Ph. and toured Russia with the N. Y. Ph. One of the famous American musicians is Elliott Carter. He was born in 1903 in New York City. He revealed a bent for music even before he could read or write. When he studied at High School he was often taken to public concerts. When he went to Harvard University in 1926 he had not yet made up his mind to become a professional musician and he concentrated on English literature. But he studied the piano and the solfeggio intensively.

During this period he visited many concerts of the Boston Symphony Orchestra as he could, some times three times a week: he also sang in the Harvard Glee Club. It was during his last year as an undergraduate that he decided definitely to devote himself to musical composition. He took courses in harmony and counterpoint with Walter Piston. In 1952 Carter received his degree at Harvard and went to Paris to continue his

studies with Nadia Boulanger. He returned to America in 1955 and settled in Cambridge.

While living there he wrote incidental music for some amateur performances. In 1942 he wrote his First Symphony. In 1944 he wrote his “Holliday Overture” which won a prize. His most ambitious work is his First Symphony. In three movements it is largely lyrical in character with a gay last movement.

The entire symphony is subdued in character, restrained in color, sober in emotional expression. Other major works of Carter include his Piano Sonata, some ballets, Chamber music — “Pastoral for piano and viola”, “Quintet for Woodwinds”, “Sonata for cello and piano”, some choral music and orchestral pieces.

Another famous American composer is Charles Ives. He was born in Danbury Connecticut in 1874. His father was a fine musician and his music earned the praises of President Lincoln. He gave his son not only a thorough training in general musical appreciation, harmony counterpoint and instrumentation, but also roused in the boy curiosity for unexplored in music.

After his father’s death Charles Ives began experimenting with music since 1895. Characteristic of his style is his “Piano Sonata” No. 2, subtitled “Concord” which many critics believe to be Ives’s greatest work. Ives composed four symphonies which are equally extraordinary for their inventiveness and originality. The Third Symphony was heard in 1946 in NewYork City, in a concert devoted entirely to Ives’s music. This Symphony brought its composer the Pulitzer Prize in Music in 1947.

Musical critics remarked that each of four Symphonies represents not only an important stage in Ives’s development but the importance of American music. Ives has also composed many works for chamber — musical groups and a whole library of remarkable songs.

***I. Answer the following questions, using the information from the text.***

1. When was Elliott Carter born?
2. What composition by Elliott Carter is the most ambitious?
3. When was it written?
4. Which of American composers won the Pulitzer Prize?
5. What symphonies by Charles were musical critics interested in?
6. What a unique musical material allowed American composers reject some European traditions and enrich their musical culture?
7. What personality was music interested in before he learned how to read and write?
8. When was America’s oldest symphony orchestra founded?
9. What works by Elliott Carter were musical critics interested in most of all?

***II. Read the text and title each paragraph.***

***III. Read the text again and complete the sentences.***

1. Besides, there was no ... to give the American ... financial assistance.

2. The history of the ... of American music.
3. The orchestra was ...
4. The New York ... the oldest functioning ... orchestra in America.
5. Ives has also ... works for chamber — musical groups and a whole library ... songs.
6. His most ambitious work is ...
7. American composer is ...
8. He took courses in ... with Walter Piston.
9. ... piano and the solfeggio intensively.
10. ... Elliott Carter.

**IV. Fill in modal verbs: may, was, could.**

Modern American music ... be said to begin only with the opening of the 20th century when American composers began to throw off the European influence. They became aware of the rich musical material that ... not to be found in any other country: the melodies of the American Indians, Negro spirituals, cowboy songs, the hymns and religious tunes, the patriotic songs of the revolution and of the Civil War. He revealed a bent for music even before he ... read or write.

**V. Read the text and...**

**A. Guess what music style is described.**

**B. Give a summary of the text.**

... is a kind of music characterized by swing and blue notes, call and response vocals, polyrhythms and improvisation. Though originally a kind of dance music, ... has been a major part of popular music, and has also become a major element of Western classical music. ... has roots in West African cultural and musical expression, and in African American music traditions including blues and ragtime, as well as European military band music. ...'s roots come from the city of New Orleans, Louisiana, populated by Cajuns and black Creoles, who combined the French-Canadian culture of the Cajuns with their own styles of music in the 19th century. Louis Armstrong became one of the first popular stars and a major force in the development of ..., along with his friend pianist Earl Hines. Armstrong and Hines were influential in the rise of a kind of pop big band ... called swing. Swing is characterized by a strong rhythm section, usually consisting of double bass and drums, medium to fast. Swing is primarily a fusion of 1930's ... fused with elements of the blues. Swing used bigger bands than other kinds of..., leading to bandleaders tightly arranging the material which discouraged improvisation, previously an integral part of ... Swing became a major part of African American dance, and came to be accompanied by a popular dance called the swing dance. ... influenced many performers of all the major styles of later popular music, though ... itself never again became such a major part of American popular music as during the swing era. In the middle of the 20th century, ...evolved into a variety of subgenres, beginning with bebop. Bebop is a form of ... characterized by fast tempos,

improvisation based on harmonic structure rather than melody, and use of the flatted fifth. Bebop was developed in the early and mid 1940's, later evolving into styles like hard bop and ... Innovators of the style included Charlie Parker and Dizzy Gillespie, who arose from small ... clubs in New York City.

***VI. Read the text and match the names of the paragraphs with their plot.***

***A. New styles of country music.***

***B. History of country music's development.***

***C. Origins of the country music.***

***VI. Read and translate the text.***

### ***COUNTRY MUSIC***



Country music is primarily a fusion of African American blues and spirituals with Appalachian folk music, beginning in the 1920's. The origins of country are in rural Southern folk music, which was primarily Irish and British, with African and continental European music. AngloCeltic tunes, dance music, and balladry were the earliest predecessors of modern country, then known as hillbilly music.

Early hillbilly also borrowed elements of the blues and drew upon more aspects of 19th century pop songs as hillbilly music evolved into a commercial genre eventually known as country and western and then simply country. The roots of commercial country music are generally traced to 1927.

After the World War II, there was an increased interest in specialty styles like country music, producing a few major pop stars. The most influential country musician of the era was Hank Williams, a bluesy country singer from Alabama. He remains renowned as one of country music's greatest songwriters and performers, viewed as a "folk poet" with a "honkytonk swagger" and "workingclass sympathies". A producer Chet Atkins created the Nashville sound by stripping the hillbilly elements of the instrumentation and using smooth instrumentation and advanced production techniques.

By the early part of the 1960's, however, the Nashville sound had become perceived as too watered down by many more traditional performers and fans, resulting in a number of local scenes like the Lubbock sound and the Bakersfield sound. Outlaw country was rock oriented and lyrically focused on the criminal antics of the performers, in contrast to the clean cut country singers of the Nashville sound. By the middle of the 1980's, the country music charts were dominated by pop singers, alongside a nascent revival of honkytonk style country with the rise of performers like Dwight Yoakam.

The 1980's also saw the development of alternative country performers, who were opposed to the more pop oriented style of mainstream country. At the beginning of

the 2000's, pop-oriented country acts remained among the bestselling performers in the United States, especially Garth Brooks.

**VII. Make a report about modern styles of American music.**

**VIII. Read the texts and fill in the words from the box:**

Disturbed Indestructible, Erykah Badu, Madonna.

1. There is no sign that “nu metal” or “alternative metal”, is going out of vogue, and the good chart performance by “Indestructible”, the fourth studio album by the American rock band ..., is another testimony to that. The album became ... third consecutive 1 debut on the Billboard 200, making ... one of only seven rock bands that ever accomplished three consecutive debuts, and stayed in the top slot for five weeks. Formed in Chicago in 1996, by Dan Donegan, Steve “Fuzz” Kmak, Mike Wengren and David Draiman, ... has sold over 10 million albums worldwide. There is some debate about whether music by ... should be classified as “alternative” or “nu” metal, which doesn't really make sense to anyone but heavy metal fans. Similarly, music on the band's new album — whether as heavy as on the previous records or not — is unlikely to appeal to anyone other than the genre's fans.

2. In her work, she mixes elements of R&B, hip hop and jazz, being one of the main figures in the rise of the neo soul subgenre. But she is also known for her eccentric, cerebral musical stylings and sense of fashion. For instance, early in her career, ... was recognizable for wearing very large and colorful headwraps. For her musical sensibilities, she has often been compared to Billie Holiday. “New Amerykah Part One (4th World War)” features production by Madlib, Karriem Riggins, 9th Wonder, and Mike “Chav” Chavarria, and a guest spot from Georgia Anne Muldrow. One of the provisional titles of the album was “Kahba”, which, apart from other meanings, is a derogatory name for women in the Arabic language — that might be one reason why it didn't stick. Among the key tracks are “The Healer” and “Soldier”.

3. This review is not about a concert, but about something that may help you forget momentarily about all the possible upcoming concerts. ...'s previous album, Confessions on the Dancefloor, was an electronic album filled with her sweet moaning. It was successful, but ultimately ... boring. Now, aided by collaborations with the powerhouses of American pop — Timbaland, Justin Timberlake, and Pharrell Williams — ... takes aim at American audiences and radio. The result is an expansive dancecentric collection that likely will rank among the very best of her 11 albums. Hard Candy was released a week ago and the reviews are quite different. “Rolling Stone” called this album “an act of submission”; other critics say that it's the first time she's not the most important part of her own album. We recommend listening to “Incredible” and “Miles Away”. Both tracks seem fresh and strong. And of course, the pop diva is still hot.

**IX. Read the text, fill in the words from the box and translate the text:**

After, and (3), and then, because, before, but, from ... to, when.

Nicole Kidman was born in Honolulu, Hawaii on 20 June, 1967 where her Australian parents were working. The family lived in Washington DC (1) ... 1967 ... 1970. (2) ... they returned to Australia. (3) ... wanting to be an actress, her interest was ballet (4) ... she soon changed to acting (5) ... played in many school dramas. Nicole left school to commit herself to a career in acting (6) ... in 1983 she had a role in her first film. After that she had many acting offers (7) ... went to work in the USA. She quickly became a very popular film star. At the end of 1990 she married Tom Cruise. (8) ... Nicole Kidman is nearly six feet tall, (9) ... she was with her husband she never wore shoes with high heels. An interesting fact about her is that she is afraid of butterflies! Nicole Kidman was the first Australian to win an Oscar as Best Actress for her part as Virginia Woolf in "The Hours". (10)... she divorced Tom Cruise in 2001, she said: "Now I can wear high heels". Today, she demands millions of dollars to act in a film.

**X. Write a letter to your friend, using the information from the text.**

### **KENNY WAYNE SHEPHERD**

American blues guitarist, singer and songwriter Kenny Wayne Shepherd will be performing in Moscow with his band for the first time. Shepherd attended Caddo Magnet High School in Shreveport, Louisiana. Self-taught, he began playing at the age of seven, learning Muddy Waters licks from his father's record collection. At the age of 13, he was invited onstage by the New Orleans bluesman Bryan Lee. After proving his abilities, he decided on music as a career. Demo tapes were made and a two-camera video was shot at Kenny's first performance at the Red River River Arts Festival in Shreveport. It was that video performance that impressed Giant Records chief Irving Azoff enough to sign Kenny to a multiple album record deal. Shepherd took six singles into the top 10, holds the record for the longest running album on the Billboard Blues Charts, "Trouble is...". Shepherd has been nominated for four Grammy awards, received two Orville Gibson award and has sold millions of CDs. Some critics say his music is too standard but fans of blues like it.

**XI. Read the text and answer the questions.**

1. What country is she from?
2. How old is she?
3. What are her most famous films?
4. What was her first acting job?
5. How old was she when she appeared in her first film?
6. Who did she star with in Interview with "The Vampire"?
7. What is her most famous part?
8. What new project is she working on with her mother?

### **KIRSTEN DUNST**

One magazine called her the coolest girl in the world, another called her the hottest property in Hollywood. One thing for sure — she is a star with an exciting future ahead of her. Kirsten Dunst was born in New Jersey, USA, in 1982. Her acting career began at the age of three when she appeared in her first TV advert — in the end she made more than seventy! She made her film debut with a small part in Woody Allen’s “New York Stories” (1989). Shortly after this her family moved to Los Angeles and her film career really started in a big way. In 1994, she got her big break in Interview with “The Vampire”, performing with famous megastars Brad Pitt and Tom Cruise. Her performance as a creepy kid earned her a “Golden Globe” nomination, the “MTV Award for Best Breakthrough Performance” and the “Saturn Award” for Best Young Actress. The following year, people magazine included her on their list of the world’s Fifty Most Beautiful People. Over the next few years, she starred in more hit movies including “Little Women” (1994), “Jumanji” (1995), the romantic “Get Over it” (2001) and “Mona Lisa Smile” with Julia Roberts (2003). However, her most successful films are the “Spider man” films (2002 and 2004) with Tobey Maguire, where she plays the part of superhero “Spider — man’s” girlfriend, Mary Jane. Kirsten recently started a film production company with her mother but plans to continue acting, too. So what does she want to do next? I don’t know. You know. “I love doing comedies and I love doing more serious films, too.”

***XII. Read the text. Find adjectives according to the following nouns: excitement, fame, romance, success.***

### **HOLLYWOOD FACT FILE**

1. Dracula is the most popular film character. There are over 160 Dracula films!
2. In 1987, J. H. Timmis made the longest film in history. It is called “The Cure for Insomnia” and it is 85 hours long!
3. The most expensive film is the fourth Harry Potter films, “The Goblet of Fire” (2005). Director Mike Newell spent about \$308 million!
4. One of the funniest film actors was Charlie Chaplin. In the 1920’s, he was probably the most famous person in the world — but didn’t win an Oscar until 1972!
5. One of the best film directors was Alfred Hitchcock. His films included “Psycho” (1960) and “The Birds” (1963), but he never won an Oscar!
6. The worst moneymaker is “Heaven’s Gate” (1980). This was probably the least successful film in history! The biggest moneymaker of all time is “Gone With the Wind” (1939).
7. The most successful film director of all time is Steven Spielberg. Films like “Jaws”, “E.T.”, the “Indiana Jones” film and “Jurassic Park” made him one of the highest earners in Hollywood. In 2004, he was the 205th richest person in the world with \$25 billion!

***XIII. Read the text and match the names of the paragraphs with their plot.***

**1. Professional theater groups.**

**2. The Arts.**

**3. Stage and Screen.**

**4. Dance.**

**5. Music.**

**6. Television.**

**7. Symphony orchestras.**

**8. Musicals.**

**9. Opera.**

**10. Musical life.**

1. In the past 20 years Americans across the country have shown increasing interest in a variety of cultural events. Many big cities and diversity towns have built arts centers, and now hold annual arts festivals. Called “the greatest performing arts combine in the world”, the Lincoln Center for the Performing Arts in New York City, completed houses of the Metropolitan Opera Company, the New York Philharmonic, the Juilliard School of Music, a repertory theater and a library museum. Another major cultural complex is the John F. Kennedy Center for the Performing Arts in Washington, D. C., Overlooking the Potomac River, this marble sheathed building houses three beautifully appointed theaters for opera, dance, drama and music. It is also the home of the American Film Institute, the National Symphony Orchestra, the Washington Opera and the American National Theater.

2. Music of all kinds is extremely popular in the United States. More than \$1000 million is spent annually on operas, musicals, concerts and popular music, and over \$100 million on classical records. Radio stations broadcast at least 15,000 hours of musical programs weekly. Operas, orchestral performances, chamber music and jazz concerts are often presented on television so that viewers in every part of the country can watch close up performances formerly available only to those who lived in large cities and could afford concert tickets. Amateur musicians, playing folksongs, jazz and classical music number in the millions.

3. There are 1572 symphony orchestras in the United States — the city of Los Angeles alone supports 20. The New York Philharmonic and the great orchestras of Boston, Philadelphia (Cleveland, Chicago, Minnesota and Washington, D. C.), are known throughout the world. Annual attendance at symphony concerts tops 22 million. Summer music festivals feature leading orchestras, soloists and opera companies. Two of the best known festivals are held at Tanglewood, Massachusetts, in the East, and at Aspen, Colorado, in the West.

4. Free outdoor public concerts are held during summer months in many cities. There are numerous professional schools of music and music departments in many universities. Outstanding performers developed by these schools include pianists Van

Qiburn, Eugene Istomin and Grant Johannesen, and a violinist Isaac Stern. Veteran American composers who have made important contributions to serious music include Aaron Copland, Virgil Thomson. Roger Sessions, John Cage and Leonard Bernstein. Other important contemporary composers are Milton Babbitt, William Schuman, GianCarlo Menotti, Elliott Carter, Ulysses Kay, Gunther Schuller, David Del Tredici, Philip Glass and Steve Reich.

5. There are 133 major opera companies in the United States. For more than 40 years the famous Metropolitan Opera Company in New York has broadcast a performance every Saturday afternoon during the opera season, bringing music of the highest quality to millions of American listeners and to a vast audience abroad. Amateur groups bring opera productions to people living in the smaller cities.

6. The modern American theater has perfected an unusual art form: the musical play. "These musicals" combine songs and dances in both traditional and modern styles with stories of dramatic interest. Examples include "Porgy and Bess", "Oklahoma", "South Pacific", "My Fair Lady", "Hello, Dolly!", "Fiddler on the Roof" and "A Chorus Line". Wellknown composers and lyricists of musicals have included Irving Berlin, Jerome Kern, Richard Rogers and Oscar Hammerstein, George and Ira Gershwin, Cole Porter, Frank Loesser, Alan Jay Lerner, Frederick Loewe and Stephen Sondheim.

7. Audience response to traditional ballet and modern dance concerts has increased enormously in the past 10 years. Now nearly every city has at least one school for teaching ballet to children. A number of professional ballet companies are well established — among them the New York City Ballet, the American Ballet Theatre, the Alvin Ailey Dance Company, the Joffrey Ballet, the Dance Theatre of Harlem and the San Francisco Ballet. Jerome Robbins, the late George Balanchine, Martha Graham, Twyla Tharp, Paul Taylor, Merce Cunningham and Eliot Feld are among the wellknown choreographers of recent years. Star dancers include Suzanne Farrell, Mikhail Baryshnikov, Judith Jamison, Fernando Bujones, Gelsey Kirkland and Allegra Kent. A number of excellent American ballets have been created, and classical French and Russian works continue to have great appeal. Nationwide television programs help to make all forms of dance popular.

8. Many new plays, usually about 50 productions a season are presented first on Broadway, the theater district of New York City. If successful, they often go "on the road" to scores of cities throughout the country. To many Americans, seeing a Broadway show is a high point in their visit to the nation's largest city. In addition, a movement "regional theater" has developed across the United States in the past 30 years; and large subscription audiences now attend professional theater based in their own communities. Over the years New York Theater has developed two new avenues, known as "off Broadway" and "offoff Broadway", where plays are modestly staged in

small playhouses, but some rank with the best Broadway performances in professional skill, and many enjoy runs. Among the distinguished writers of plays are Arthur Miller, the late William Saroyan, the late Tennessee Williams, Shepard, Marsha Norman and Edward Albee. After the regular theater season has closed, more than 300 summer theaters go into action in rural areas, in suburbs and at seashore and mountain resorts. Sometimes the theater is only a renovated barn or even a tent. Wellknown actors often appear in these plays. At the same time, ambitious young students of the theater have an opportunity to work with experienced actors and directors. Outdoor pageant plays have also grown in popularity. One of the best known, "The Common Glory" — a story of America's early history — is performed every summer at Williamsburg, Virginia. Kreeger Theater, part of the Arena Stage in Washington, D. C.

9. Among the 70 or so major resident professional theater groups, the most respected include the Tyrone Guthrie Theater in Minneapolis, Minnesota; the Actors Theatre of Louisville, Kentucky; the American Conservatory Theatre in San Francisco, California; Arena Stage in Washington, D. C.; the Trinity Square Repertory Theater in Providence, Rhode Island; the Goodman Theatre in Chicago, Illinois; the Seattle Repertory Theatre in Washington State; and the Mark Taper Forum in Los Angeles, California. There are about 20,000 nonprofessional theater groups in cities and small towns, universities, churches and community centers. Motion pictures remain a favorite form of entertainment despite the popularity of television.

10. There are some 16,000 indoor motion screens (with as many as 12 screens clustered in one theater) and about 2800 outdoor "driveins", where patrons sit in their own automobiles to watch domestic and foreign films. Not as many feature films are being made today as 20 years ago but the quality of the films has improved. Independent producers with fresh ideas and approaches have taken over from the factorylike production of the old studio system. They select their stories and treat the subjects in ways that reflect their creative ideas. Many films made abroad enrich the American screen with new faces and new ideas. Modern methods of moviemaking, such as the wide screen, color film, and improved sound, have enhanced realism and audience enjoyment. Television, in 98 percent of the homes, gives the American people a wide variety of programs from early morning until late at night on their 121 million receiving sets. Featuring many great entertainers and such brilliant singers as Renata Tebaldi and Leontyne Price, television programs have given viewers new insight into history, art, music, literature, ballet, theater, the discoveries of modern science and the wonders of the universe; television is used in large classrooms and in the home as a teaching aid. Some programs, particularly on the public broadcasting system, are designed specifically for children. The television viewer pays no tax or charges for receiving programs on his set. The cost of the programs on commercial television is borne chiefly by "sponsors" who buy air time to advertise their goods or services during

programs. Subscribers to cable television, which is growing rapidly in popularity, do pay a monthly fee for access to as many as 100 channels of news, sports, movies, community events and other broadcasts.

***XIV. Read the text and...***

***A. Put 5 tagquestions.***

***B. Prove your own point of view, using the phrase:***

America has not only one but many different folkmusics. The great music of the past in other countries has always been built on folk music. This is the strongest source of musical fecundity. America is no exception among the countries. The best music being written today is music which comes from folksources. It is not always recognized that America has folkmusic; yet it really has not only one but many different folkmusics. It is a vast land, and different sorts of folkmusic have sprung up in different parts, all 66 having validity and all being a possible foundation for development into an artmusic. For this reason, I believe that it is possible for a number of distinctive styles to develop in America, all legitimately born of folksong from different localities. Jazz, ragtime, Negro spirituals and blues, Southern mountain songs, country fiddling, and cowboy songs can all be employed in the creation of American artmusic, and are actually used by many composers now. These composers are certain to produce something worth while if they have the innate feeling and the talent to develop the rich material offered to them. There are also other composers who can be classed as legitimately American who do not make use of folkmusic as a base, but who personally, working in America, developed highly individualized styles and methods. Their newfound materials should be called American, just as an invention is called American if it is made by an American! Jazz I regard as an American folkmusic; not the only one, but a very powerful one which is probably in the blood and feeling of the American people more than any other style of folkmusic. I believe that it can be made the basis of serious symphonic works of lasting value, in the hands of a composer with talent for both jazz and symphonic music.

***XV. Make a report about one of the modern American composers.***

## MODULE TEST

### 1. Choose the correct answer:

1. Which instrument belongs to the string family?
  - a) Trumpet
  - b) Violin
  - c) Flute
  - d) Trombone
2. Which instrument is a woodwind?
  - a) Oboe
  - b) Piano
  - c) Guitar
  - d) Timpani
3. Which instrument is commonly used in British folk music?
  - a) Bagpipes
  - b) Saxophone
  - c) Drum set
  - d) Electric guitar
4. Who leads an orchestra?
  - a) Composer
  - b) Conductor
  - c) Performer
  - d) Soloist

### 2. Match the genre to its description:

1. Jazz
  2. Pop
  3. Folk
  4. Classical
  5. Electronic
- a) Music using synthesizers and digital instruments.
  - b) Traditional music passed down through generations.
  - c) Popular music with catchy melodies and widespread appeal.
  - d) Improvised music with swing rhythm and complex harmonies.
  - e) Orchestral music composed for concerts and recitals.

### 3. True or False – Reading Comprehension

1. The UK has contributed to rock, jazz, and electronic music.
2. The Royal College of Music trains professional musicians.
3. Folk music originated in urban areas of the UK.
4. The Beatles were part of the British Invasion.
5. Music festivals in the UK only feature classical music.

### Part 2: Grammar

#### 4: Present Perfect

**Complete the sentences:**

1. The symphony orchestra \_\_\_\_\_ (perform) worldwide for decades.
2. She \_\_\_\_\_ (learn) to play the harp since childhood.
3. They \_\_\_\_\_ (record) three albums this year.

**5: Past Perfect****Complete the sentences:**

1. By the time Beethoven composed his Ninth Symphony, he \_\_\_\_\_ (lose) his hearing.
2. Romantic composers were inspired after the Classical period \_\_\_\_\_ (end).
3. Chopin had studied in Warsaw before he \_\_\_\_\_ (move) to Paris.

**6. Future Perfect****Complete the sentences:**

1. By next year, the band \_\_\_\_\_ (release) their new album.
2. By 2030, musicians \_\_\_\_\_ (experiment) with AI music technology.
3. The festival organizers \_\_\_\_\_ (invite) twenty performers by the end of the month.

**7: Passive Voice****Rewrite the sentences in passive:**

1. The pianist plays a famous concerto.
2. Composers write symphonies and operas.
3. The conductor leads the orchestra through the performance.

**8: Modal Verbs****Fill in the blanks:**

1. Musicians \_\_\_\_\_ practice daily to improve their skills.
2. You \_\_\_\_\_ listen to different styles to understand music history.
3. Performers \_\_\_\_\_ feel nervous before a concert.

**9. Infinitive****Complete with the correct infinitive:**

1. Many students want \_\_\_\_\_ (learn) to play British folk instruments.
2. The festival organizers decided \_\_\_\_\_ (invite) famous musicians.
3. Young performers hope \_\_\_\_\_ (perform) at a big festival one day.

**Part 3: Translation****10: Translate into English**

1. Оркестр виконав твір Чайковського.
2. Музиканти повинні готуватися до концерту щодня.
3. Британські музичні фестивалі приваблюють тисячі відвідувачів.
4. Фольк музика передається з покоління в покоління.

### 11: Translate into Ukrainian

1. The conductor has led the orchestra for over twenty years.
2. Modern British musicians have influenced pop culture worldwide.
3. Many students hope to perform at Glastonbury one day.
4. Jazz and blues are popular music styles in the UK.

### Part 4: Creative Tasks

#### 12. Short Essay

Write 5–7 sentences about **one of these topics**:

1. Your favorite musical instrument and why you like it.
2. A famous British composer or performer and their influence.
3. The role of orchestras or music festivals in modern culture.

#### 13. Classification / Table

Fill in the table with examples from the text:

Instrument Family	Examples	Music Genre
Strings		
Brass		
Woodwinds		
Percussion		

#### 14. Creative Project

1. **Festival Poster:** Design a poster for a UK music festival. Include performers, instruments, and genres.
2. **Role-Play Interview:** One student is a famous British musician, another is a journalist. Ask and answer questions about musical career, favorite instruments, and influences.
3. **Timeline Project:** Make a timeline of British music history: medieval, classical, romantic, modern pop, and electronic.

**GRAMMAR**  
**ДІЄСЛОВО**  
**(The Verb)**

**Дієслово** - це повнозначна, самостійна частина мови, яка означає дію (to construct, to travel, to transport), стан (to be, to sleep), відчуття (to feel, to see), процеси мислення (to think, to consider).

В англійській мові розрізняються особові і неособові форми дієслова.

Особові форми узгоджуються з підметом і виражають особу, число, час, стан, спосіб дії і виступають у реченні присудком.

Неособові форми дієслова: інфінітив, дієприкметник, герундій.

За значенням і функцією в реченні англійські дієслова поділяються на смислові, допоміжні, модальні та дієслова-зв'язки.

Смислові: *to be, to do, to suggest, to jump.*

Допоміжні: *to be, to have, to do, will, shall.*

Модальні: *can, may, must, should, would.*

Дієслова-зв'язки: *to be, to get, to become, to grow.*

**Словотворення**

Дієслова бувають прості і похідні. Похідні мають у своєму складі префікси і суфікси.

**Суфікси:** - *ize - to realize; -en—to shorten; -ify — to amplify; -ate — to separate.*

**Префікси:** *en – to enrich – збагачувати; re - reproduce -відтворювати; dis - to discontinue - переривати; un - to until -розв'язувати.*

Складені дієслова:

*to look at - дивитися на*

*to look for – шукати*

*to look through - переглядати*

**Дієслово має**

Особові форми	Неособові форми
Форми, що сполучаються, що виражають особу (1-у, 2-у, 3-у) <b>Число</b> (однина і множина)	До неособових форм відносяться; infinitive; to increase participle I: increasing, having increased
<b>Час</b> (теперішній, минулий і майбутній)	participle II increased gerund: increasing Неособові форми не здатні

<b>Спосіб</b> (дійсний, умовний, наказовий)	виражати особу, число, час і спосіб.
<b>Стан</b> (active, passive voice)	Не можуть самостійно виконувати функцію присудка.
<b>Вид</b> (indefinite, continuous, perfect, perfect continuous (видочасові групи))	Неособові форми дієслова виражають категорію стану (active і passive voice).

Особові і неособові форми дієслова можуть однаково виражати перехідність і неперехідність.

Перехідні дієслова виражають дію, що переходить на предмет, що виконує в реченні функцію прямого додатку.

*We have discussed (what?) this question.*

Неперехідні дієслова виражають дію, що не переходить на предмет чи на особу, тобто дієслова, що не можуть мати при собі прямого додатку.

Деякі дієслова можуть бути і перехідними і неперехідними.

*To grow* - вирощувати (перехідне), рости (неперехідне).

### Основні форми дієслова

Інфінітив Infinitive	Past Indefinite	Past Participle	Present Participle
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
To have	had	had	having
To be	was were	been	being
To help	helped	helped	helping
To ask	asked	asked	asking
to see	saw	seen	seeing
to take	took	taken	taking

### Дійсний спосіб

(The Indicative Mood)

Дійсний стан (Active Voice)

**Неозначені часи. (Indefinite Tenses) або прості (Simple Tenses)**

Indefinite Tenses вживаються для вираження звичайних повторюваних дій у теперішньому ( present ), минулому (past) і майбутньому (future), без вказівки на їхню тривалість чи завершеність.

### Теперішній неозначний час (The Present Indefinite Tense)

#### Стверджувальна форма (Affirmative form)

Present Indefinite утвориться з інфінітива дієслова без частки "to" для всіх осіб однини і множини, крім 3 особи однини.

#### Singular

1. I ask

2. -//-

3. He, }  
she } asks

#### Plural

1. We ask

2. You ask

3. They ask

**BUT:** to be, to have відмінюються не за загальним правилом:

#### To be

1. I am

2. -

3. He }  
She } is  
It }

1. We are

2. You are

3. They are

#### To have

1. I have

2. -

3. He }  
She } has  
It }

1. We }  
2. You } are  
3. They }

#### Питальна форма (Interrogative form)

Утворюється за допомогою допоміжного дієслова *to do* в Present Indefinite.

*Do I (We, you, they) read newspaper every day? Does he (she, it) read it?*

#### Негативна форма (Negative form)

Утворюється за допомогою допоміжного дієслова *to do* і негативної частки *not*,

Скорочені форми:

Do not = don't  
 Does not = doesn't  
 She doesn't like this dish.  
 We don't recognize him.

**BUT:**

Питальні і заперечна форми дієслів *to be, to have* утворюються без допоміжного дієслова *to do*.

Are you a railwayman?  
 You are not happy.  
Have you many friends here?  
 I haven't any test.

В американському варіанті *to have* утворюють ці форми за допомогою допоміжного дієслова.

Does he have any children?

### **Вживання**

1) для вираження звичайної дії, що відбувається взагалі, а не в момент мовлення.

*The sun rises in the East (Констатація факту).*  
*They carry outtests regularly*  
*We have four meals a day, (звичайна, повторювана дія)*

2) для вираження дії або стану, які не обмежені якимись часовими рамками і відбуваються незалежно від волі людьми.

*Each substance melts at a definite temperature.*

3) Для вираження дії, яка характеризує підмет постійно або протягом теперішнього періоду часу.

*He dances very badly.*  
*I don't know how to use this device.*

### **Минулий неозначений час**

***(The Past Indefinite Tense)***

Стверджувальна форма (Affirmative form)

За способом утворення Past Indefinite усі дієслова поділяються на 2 групи: 1) стандартні і 2) нестандартні. Past Indefinite стандартних дієслів утворюються від інфінітива дієслова без частки "to" додаванням до інфінітиву закінчення *-ed* чи *-d* однаково для всіх осіб однини і множини,

### Singular

1. I asked
2. --/--
3. He asked  
She asked  
It asked

### Plural

1. We asked
2. You asked
3. They asked

## Правила правопису

1. Якщо інфінітив закінчується буквою – *e*, то в Past Indefinite перед закінченням – *ed* вона не пишеться: *to love – loved*;

2. Якщо інфінітив закінчується буквою – “*y*”, якій передує приголосна, то перед закінченням – *ed* змінюється на *i*:

*to study – studied*

*to try – tried*;

3. Якщо інфінітив закінчується однією приголосною буквою, якій передує короткий наголошений голосний звук, то кінцева приголосна перед *- ed* подвоюється : *to stop – stopped*;

4. Кінцева буква “*l*” подвоюється, якщо їй передує короткий голосний звук ( наголошений чи ненаголошений)

*to travel – travelled*

*to fulfil – fulfilled*

## Past Indefinite неправильних дієслів

Past Indefinite неправильних дієслів утворюється здебільшого чергуванням голосних і приголосних кореня, деякі утворюються від інших коренів.

To *write* - wrote

to put - put

To see - saw

to take - took

To have - had

to sit - sat

### Питальна форма

*(Interrogative form)*

Утворюється за допомогою допоміжного дієслова *to do* в Past Indefinite

*Did we install two engines last month ?*

*Did he write two exercises yesterday?*

### Негативна форма (*Negative form*)

Утворюється за допомогою допоміжного дієслова *to do* і негативної частки *not*.

Скорочена форма:

Did not = didn't

*He did not write two exercises yesterday.*

#### **BUT:**

Дієслова *to be, to have* відмінюються не за загальним правилом, без допоміжного слова *to do*.

*This wagon was not there. Had you a tape- recorder last year?*

#### **Вживання:**

1) для вираження ряду послідовних дій у минулому :

*I got up, washed, dressed, had my breakfast and went to the Institute.*

*The early locomotives were small and slow and they were not powerful.*

2) Коли дія уточнюється з обставинними словами, що точно позначають минулий час: ago - тому, yesterday – вчора, last month (week, year) - минулого місяця, року, тижня, the other day – недавно, цілими днями.

*Last month we finished our work.*

*The other day Murdock wanted to test his engine.*

3) для вираження повторюваної дії в минулому.

*The engine ran fast along the street with load roaring.*

*We were at the railway station every morning.*

### Майбутній неозначений час

*(The Future Indefinite Tense)*

Стверджувальна форма

Цей час утворюється аналітично, тобто введенням допоміжних дієслів shall (для 1 особи однини і множини) і will (для усіх інших осіб) перед інфінітивом дієслова без частки "to"

Singular	Plural
1 I shall ask	1 We shall ask
2 —	2 You } will
3 He } will ask	3 They } ask
she }	
It }	

**Примітка.** Іноді допоміжне дієслово *will* вживається для утворення Future Indefinite у всіх особах. Особливо часто це трапляється в американському варіанті англійської мови.

В усному мовленні замість *shall* і *will* звичайно вживається скорочена форма 'll (апостроф + ll), яка на письмі приєднується до підмета:

*He'll come back soon.*

*Since it's getting dark, I'll turn on the light.*

### **Питальна форма** **(Interrogative form)**

Питальна форма утворюється шляхом інверсії, тобто допоміжне дієслово ставиться перед підметом.

*Shall we go there next day?*

*Will you study French tomorrow?*

### **Заперечна форма** **(Negative form)**

Заперечна форма утворюється за допомогою негативної частки «not».

Скорочені форми:

*I shall not = I shan 't = I 'll not*

*We shall not = we shan 't = we 'll not*

*He will not = he won't [wount]*

*He won't leave for Moscow in three days.*

Якщо присудок головного речення в майбутньому часі, то в підрядних реченнях після сполучників *if*, *before* (перш ніж, до того як), *after* (після того як) *when* (коли) -, *as soon as* (як тільки) і ін. для вираження дії в майбутньому вживається *Present Indefinite*:

*If I have time, I shall read that article.*

*As long as the current flows the armature will keep rotating.*

## Тривалі часи

### (Continuous Tenses)

Continuous Tenses виражають дію, що відбувається, чи відбувалася, буде відбуватися у визначений момент (чи відрізок) в теперішній період часу, в минулому або в майбутньому.

Continuous Tenses виражають незакінчену дію і перекладаються на українську мову завжди дієсловами недоконаного виду.

### Стверджувальна форма (Affirmative form)

Усі часи групи Continuous утворюються за допомогою допоміжного дієслова *to be* у відповідному часі гр. *Indefinite* і *Participle I*.



### Питальна форма

Питальна форма утвориться шляхом інверсії

*Was he reading a book at this time yesterday?*

*Shall I be working when you come at 5 o' clock tomorrow?*

### Негативна форма

Негативна форма утворюється за допомогою негативної частки *not*, що ставиться після допоміжного дієслова, перед смисловими.

Скорочені форми:

*Are not = aren't*  
*Shall not = shan't*  
*Will not = won't*

*Were not = weren't*

## **Теперішній тривалий час** **(The Present Continuous Tense)**

### **Утворення**

Стверджувальна форма.

- |                    |                     |
|--------------------|---------------------|
| 1. I am writing    | 1. We are writing   |
| 2. You are writing | 2. You are writing  |
| 3. He is writing   | 3. They are writing |
| She is writing     |                     |
| It is writing      |                     |

### **Вживання**

- 1 для вираження дії, що відбувається в момент мовлення. Цей момент може виражатися з контексту або обставинними словами *now, at the present moment, at this moment.*

*Now the workers are laying down the track.*

*We are receiving a radio station with a frequency of 1.000.000 oscillations per second.*

- 2 для вираження тривалої дії, що відбувається в певний період теперішнього часу, хоч і не обов'язково в момент мовлення.

*What are you doing here in Donetsk?*

- 3 для вираження тривалої дії, що відбувається одночасно з іншою дією, яка відноситься до теперішнього часу :

*He is only happy when he is working.*

- 4 для вираження запланованої майбутньої дії, особливо з дієсловами, що означають рух : *to go, to come, to leave, to arrive, to start* та інші. У цьому разі обов'язково вживаються обставини часу :

*She is leaving for Kyiv tonight.*

*Is our engineer coming today ?*

**Примітка.** Дієслово *to go* у *Present Continuous* з інфінітивом іншого дієслова означає намір виконати дію в найближчому майбутньому або надає їй відтінок обов'язковості, неминучості виконання дії, позначеною інфінітивом.

*What time are you going to start in the morning ?*

**Attention.** Дієслова, які виражають почуття, сприйняття : *to love, to like, to hate, to see, to hear, to feel, to know, to remember, to understand, to belong, to contain, to consist, to possess, to want, to wish, to desire, to be, to agree, to refuse, to prefer, to mind, to recognize, to believe, to doubt, to smell, to notice, to forget, to forgive, to adore, to appear* не вживаються у *Present Continuous*.

### Минулий тривалий час (The Past Continuous Tense)

#### Утворення

Стверджувальна форма

#### Singular

1. I was writing
2. You were writing
3. He was writing  
She was writing  
It was writing

#### Plural

1. We were writing
2. You were writing
3. They were writing

#### Вживання:

1. Для вираження дії, що відбувалася в якийсь момент у минулому. На час дії звичайно вказують обставинні слова типу: *at that moment, at that time, at midnight, at 2 o'clock, when, while, as*

*This student was working at his English at that time.*

*The trains ran at a reduced speed when the workers were replacing sleepers.*

2. Для вираження дії, що тривала протягом якогось періоду часу в минулому.

*They were working at the laboratory from 10 till 12.*

3. Для вираження дії, яка відбувалась в певний момент часу в минулому і цей момент може позначитися минулою дією, вираженою дієсловом в минулому простому часі.

*My brother was writing a letter when his friend came.*

*While the workers were building this line they encountered many engineering.*

На українську мову Past Continuous перекладається дієсловом у минулому часі недоконаного виду.

*Our teacher was sitting at the table when he came in.*

*Наш викладач сидів за столом, коли він увійшов.*

### The Future Continuous Tense

#### (Майбутній тривалий час)

## Утворення

Стверджувальна форма

### Singular

1. I shall be writing
2. You will be writing
3. He will be writing  
She will be writing  
It will be writing

### Plural

1. We shall be writing
2. You will be writing
3. They will be writing

### Вживання:

Цей час вживається для відображення дії, що відбувається у визначений момент у майбутньому.

*The procession will be passing our house in 20 minutes.*

*They will be working all day tomorrow.*

## Перфектні часи

### (Perfect Tenses)

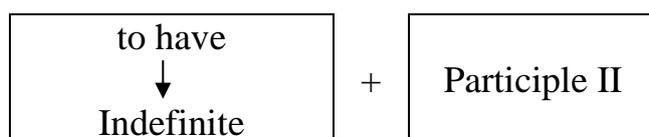
Всі дієслівні форми *Perfect* завжди вказують, що дія закінчена чи закінчиться до визначеного моменту часу в теперішньому, минулому чи майбутньому.

Форми *Perfect* перекладаються на українську мову дієсловами у формі минулого чи майбутнього часу доконаного виду, чим і підкреслюють завершеність дії.

## Стверджувальна форма

### (Affirmative form)

Усі часи групи *Perfect* утворюються за допомогою допоміжного дієслова *to have* у відповідному часі групи *Indefinite* і *Participle II* (дієприкметника минулого часу) смислового дієслова.



## Питальна форма

Утворюється шляхом інверсії, тобто допоміжне дієслово ставиться перед підметом

*Have I started the motor?*

*Will he have written the exercises by five o'clock?*

### Заперечна форма

Утворюється за допомогою негативної частки “not”

Скорочені форми:

have not → haven,t

has not → hasn,t

had not → hadn,t

will not → won,t

shall not → shan,t

### Теперішній перфектний час

#### (The Present Perfect Tense)

#### Стверджувальна форма

#### Singular

1. I have written.

2. You have written.

3. He has written.

She has written.

It has written.

#### Plural

1. We have written.

2. You have written.

3. They have written

### Вживання:

1. Для вираження дії, яка відбулась до моменту мовлення і той, хто говорить має на увазі результат цієї минулої дії, її важливість на момент мовлення +

*I have read this book.*

*He has left home.*

2. Для вираження дії у реченнях з обставинами часу :

- а) що означають період часу, який почався в минулому і тривав до моменту мовлення :

up to now, up to the present – до цього часу;

lately – нещодавно, за останній час;

recently – останнім часом;

so far – до цього часу ;  
 since – відтоді ;  
 not yet –ще не .

*Up to now they have done all the tests.  
 We haven't finished our assignment yet.*

б) що означають період часу , який ще не закінчився:

today – сьогодні;  
 this week – цього тижня;  
 this month – цього місяця;  
 this year – сьогодні року;  
 this morning – сьогодні вранці та інші.

*Have you seen him today?  
 This year we have passed 3 exams.*

в) вживаються у реченнях з прислівниками неозначеного часу і частотності:

ever – коли-небудь;  
 never – ніколи;  
 often – часто;  
 seldom – рідко ;  
 already – вже;  
 just - щойно.

*Nobody has ever had any trouble with this equipment.  
 She has just made the last arrangements for the conference.*

Present Perfect не вживається з обставинними словами та словосполученнями, які уточнюють час минулої дії:

yesterday - вчора;  
 the day before yesterday – позавчора;  
 last week (month, year) – минулого тижня(місяця, року);  
 an hour ago – годину тому;  
 two days ago – 2 тижні тому;

on Monday – у понеділок, а також у запитаннях з питальним словом when.  
 З такими обставинами часу вживається Past Indefinite.

*I did it last night.  
 Yesterday he worked hard.*

### **Минулий перфектний час**

## (The Past Perfect Tense)

### Singular

1. I had written.
2. You had written.
3. He had written.  
She had written.  
It had written.

### Plural

1. We had written.
2. You had written.
3. They had written

В усному мовленні замість *had* вживається переважно скорочено *'d* (апостроф + *d*), яка на письмі приєднується до підмету:

*I 'd (he 'd, she 'd, we 'd, you 'd, they 'd) worked*

### **Вживання:**

1. Для вираження дії, що відбулася раніше іншої минулої дії, позначеної дієсловом у Past Indefinite.

*Before the steam locomotive began to run on railways the passengers had travelled in carriages drawn by horses.*

2. Для вираження минулої дії, що вже закінчилася до певного моменту в минулому. Цей момент позначається словосполученнями:

*by two o'clock – до другої години;*

*by that time – до того часу;*

*by the 24<sup>th</sup> of August*

*By 1980 the plant had completed a new conveyer line.*

3. При узгодженні часів для вираження передминулої дії, що була майбутньою стосовно минулого:

*He said that he had been in London for 10 years.*

На українську мову перекладається дієсловом минулого часу доконаного виду.

*She said that her mother would be at home as soon as she had come back from the Institute.*

*Вона сказала, що її мати буде дома поки вона не повернеться з інституту.*

### **Пасивний стан дієслова** **(The Passive Voice)**

В англійській мові дієслова вживаються в активному стані (the active voice) і пасивному (the Passive voice).

Якщо підмет виконує дію, дієслово вживається в активному стані (підмет-суб'єкт дії)

*The students do their homework at the reading hall.*

*Студенти виконують домашнє завдання у читальному залі.*

Якщо над підметом виконується дія, дієслово вживається у пасивному стані (підмет - об'єкт дії)

*The homework is done by students at the reading hall.*  
*Домашні завдання виконуються у читальному залі.*

### Утворення

Стверджувальні форми

Усі часові форми пасивного стану утворюються з відповідних часів допоміжного дієслова “to be” та дієприкметника минулого часу основного дієслова:

To be
-------

+

Р II
------

у відповідному часі перша частина змінюється, друга залишається незмінною

	Present	Past	Future	Future in the past
Indefinite	It is done	It was done	It will be done	It would be done
Continuous	It is being done	It was being done	-	-
Perfect	It has been done	It had been done	It will have been done	It would have been done

### Питальна форма

Питальна форма утворюється шляхом інверсії, тобто допоміжне дієслово ставиться перед підметом.

*Where was this English article published?*  
*Are the achievements of the Ukrainian railways often written?*

При складній формі допоміжного дієслова перед підметом ставиться перше допоміжне дієслово.

*Had this railway been built by the end of last year?*

### Заперечна форма

Заперечна форма утворюється з вживанням заперечної частки “not”, яка ставиться після допоміжного слова.

*All the questions were not answered in detail.*

При складній формі допоміжного дієслова заперечна частка not ставиться після першого допоміжного дієслова.

*The railway bridge has not yet been built.*

У питально-заперечній формі допоміжне дієслово( або перше допоміжне дієслово в складній формі) ставиться перед підметом, а частка not- після присудка.

*Where is the message not written?*

*Has the project not been signed yet?*

В англійській мові речення у пасивному стані вживаються значно частіше, ніж в українській, оскільки в англ. мові в пасивному стані вживаються не лише перехідні, а й багато неперехідних дієслів.

Підметом речення пасивного стану в англ. мові може бути прямий, не прямий, а також прийменниковий додаток речення активного стану.

### Переклад речень з дієсловом у пасивному стані

На англійську мову дієслово в пасивному стані перекладаються:

1.Дієсловом з часткою –ся(- сь)

*The work is usually done in time.*

*Звичайно робота виконується вчасно.*

*Railways are used as a means of freight and passenger transportation.*

*Залізниці використовуються як вантажний та пасажирський транспорт.*

2.Сполученням дієслова бути з дієслівними формами на “–но”, “-то” в безособових реченнях:

*The work had been completed when we came.*

*Роботу було виконано, коли ми прийшли.*

*When built, the Cherepanov's locomotive was put into operation in the Urals.*

*Коли збудували локомотив Черепанових його було введено в експлуатацію на Уралі.*

3.Сполученням дієслова “бути” з дієприкметником пасивного стану минулого часу.

*Where did you get the books which were found in this room?*

*Де ви дістали книги, які були знайдені у цій кімнаті?*

4.Дієсловом в активному стані в неозначено-особових реченнях.

*This article is very much spoken about.*

*Про цю статтю багато говорять.*

*The report of the famous engineer was listened it with particular attention.*

5.Якщо в реченні з дієсловом у пасивному стані вказано суб'єкт дії, його можна перекласти укр. мовою особовим реченням з дієсловом в активному стані.

*We shall be invited by my uncle to the birthday party.*

*Нас запросить мій дядя на день народження.*

## 2. Модальні дієслова

### 3. (Modal verbs)

4.

5. Модальні дієслова не виражають ні дію, ні стан, а відношення особи, яка виступає підметом у реченні до цієї дії чи стану. Виражають можливість, необхідність, бажання, імовірність, сумнів, дозвіл, здатність.

6. До них відносяться: *can, may, must, ought to, shall, should, will, would, dare.*

7. Ці дієслова називаються недостатніми.

8. Модальні дієслова мають наступні властивості:

1. Не мають усіх основних форм, які властиві іншим дієсловам, тобто не мають форм інфінітива, дієприкметника, герундія.

2. Не змінюються за особами та числами:

9. *I can speak French.*

10. *He can speak English.*

11. *They can speak Ukrainian.*

12.

3. Утворюють запитальну та заперечну форми без допоміжного дієслова:

13. *Can you swim? No, I can't.*

14. *May I go home? Yes, you may.*

15. *Must he do this just now? No, he mustn't.*

16.

4. Не вживаються самостійно, а лише у сполученні з інфінітивом іншого дієслова:

17. *I should go there immediately.*

18. *He must do it there.*

19.

5. Мають не всі часові форми. Не мають складних часових форм.

20.

21. Present	22. Past	23. Future	24. Еквіваленти
25. can	26. could	27. -	28. to be able to
29. may	30. might	31. -	32. to be allowed to
33. must	34. -	35. -	36. to have to 37. to be to

38.

39. Для вираження думки у всіх часах використовуються їх замітники або еквіваленти.

### 40. Can

41. Модальне дієслово *can* має 2 форми: форму теперішнього (*can*) та форму минулого часу (*could*).

42.

43. Передає:

1) фізичну або розумову здатність чи вміння виконувати дію та перекладається словами “могти”, “бути здатним”.

44. I can do it. Я можу це зробити.

45. He can dance. Я вмію танцювати.

46.

- 2) здатність виконати дію, яка залежить від об'єктивних причин, обставин:  
You can call me up any time.

- 3) прохання дозволити щось зробити, причому ввічливе прохання (у питаннях реченнях):

Can I take your pen?

- 4) сумнів та подив:

*It can't be true!* – Не може цього бути!

- 5) дозвіл або заборону (у заперечній формі):

*You can't use dictionary.*

*Could I take your pen?*

- 6) Could має значення дозволу, якщо вживається у питальних реченнях для ввічливого прохання.

Примітка:

- 1) Could + Indefinite Infinitive перекладається “міг”, “могли”, якщо речення відносяться до минулого часу:

*He couldn't solve this difficult mathematical problem.*

*Він не зміг розв'язати цю важку математичну задачу.*

- 2) Could + Indefinite Infinitive “міг би”, “могли б”, якщо речення відносяться до теперішнього або майбутнього часу:

*This age could be called the age of electronics.*

*Цей вік можна було б назвати віком електроніки.*

- 3) Could (might) + Perfect Infinitive у стверджувальних реченнях виражає дію, яка могла статися у минулому, так як для цього були всі умови, але не сталося. Перекладається “міг би”, “можна було б”:

*He could have done it if he had tried.*

*Він міг би це зробити, якщо б він постарався.*

- 4) Can (could) + Perfect Infinitive у питальних та заперечних реченнях виражають сумнів у тому, що могло статися у минулому:

*He cannot have told about this project.*

*Він не міг сказати про цей проект.*

*(Не може бути, щоб він не сказав).*

*Could he have translated the text without this dictionary?*

*Невже він переклав текст без словника?*

Модальне дієслово can не має майбутнього часу. Замість can вживається еквівалент – to be able to – “бути спроможним”, причому інфінітив після нього вживається з часткою *to*:

*Will you be able to come to the University tomorrow morning?*

### May

Модальне дієслово may має 2 форми: форму теперішнього (may) та форму минулого часу (might).

Але в значенні минулого часу дійсного способу форма вживається дуже рідко, головним чином у підрядних реченнях за правилом послідовності часів:

*They were that this new electric locomotive might be used in our railways.*

Це модальне дієслово використовується для вираження:

1) прохання або дозволу:

*May I go to the cinema?*

*You may go there.*

2) припущення, імовірність:

*He may come in the evening.*

*Він може прийде увечері.*

*The engineers may encounter many difficulties while designing the bridge.*

*Інженери ймовірно зіткнуться з багатьма труднощами при проектуванні мосту.*

**Примітка:** в цих значеннях may вживається у стверджувальних і заперечних реченнях з усіма формами інфінітива:

1) May + Indefinite Infinitive виражає дію, що стосується майбутнього та теперішнього часу (частіше у стверджувальних реченнях):

*They may develop this design.*

*Може вони розроблять цей проект.*

2) May + Continuous Infinitive виражає припущення до дії, що відбувається в момент мовлення:

*His mother may be waiting for him.*

*Можливо, його мати жде його.*

3) May + Perfect Infinitive виражає припущення відносно до минулого. Перекладається “може бути”, “можливо”, а інфінітив – дієсловом у минулому часі. Можна перекласти “міг”, “могли”:

*She may (might) have missed the train*

*Можливо, вона запізнилась на потяг.*

*Вона могла запізнитись на потяг.*

4) Might + Perfect Infinitive вказує на те, що дія, яка могла б відбутися, не відбулася:

*This problem might have been solved in time.  
Цю проблему могли б вирішити вчасно.*

**Примітка:** заперечна форма may not означає заборону, але рідко вживається. Частіше вживається заперечна форма дієслова must (іноді навіть can):

*May I go out for a minute?  
No, you must not.  
Можна вийти на хвилину.  
Ні, не можна.*

Еквівалентом модального дієслова may є сполучення to be allowed to:  
*Students will be allowed to use dictionaries when they write the test.*

### Must

Модальне дієслово must має тільки одну форму.

Дія, виражена інфінітивом у сполученні з must може стосуватися теперішнього і майбутнього часу. Must виражає:

1) необхідність здійснення дії з точки зору мовця, заборону, обов'язок:

*I must do it today.  
They must not talk on lectures.*

2) припущення, імовірність здійснення дії, яка межує з певністю, часто використовується з Continuous Infinitive:

*He must be at University.  
They must be surrounding the platform.*

3) наказ, поради. Вживається у стверджувальних і заперечних реченнях з неозначеним інфінітивом:

*You must not use any dictionary at the lesson.  
They must finish this project in a month.*

### Примітка:

1. Must + Perfect Infinitive виражає припущення, відносно до минулого. Перекладається “повинно бути”, “імовірно”, але інфінітив дієслова у минулому часі:

*The experiments must have been carried out successfully as the  
production of the engine has already started.  
Випробування, імовірно відбулися успішно, так як виробництво  
двигуна вже почато.*

2. Коли йдеться про те, що нема потреби, необхідності виконати дію, вживають заперечну форму дієслова need – need not (needn't) або заперечну форму еквівалента to have to:

Must they take this test.  
No, they needn't.  
You don't have to learn this rule by heart.

Must not - mustn't більш категорична форма.

Еквіваленти модального дієслова *must*: *to have to, to be to*.

### To have to

Виражає необхідність здійснення дії, яка обумовлена обставинами та перекладається словами: “приходиться”, “повинен”, “змушений”. Може вживатися у теперішньому, минулому та майбутньому часах.

*We have to hurry, otherwise we shall be late.*  
*Нам треба поспішати, інакше ми запізнимось.*  
*He will have to go there at once.*  
*Йому прийдеться піти туди негайно.*

Питальна та заперечна форми в *Present Indefinite* та *Past Indefinite* утворюються з допоміжним дієсловом to do.

Do you have to take part in this work?

*You did not have to think about this negative answer.*

**Примітка:** *To have to* не виражається у поєднанні з *Perfect Infinitive*.

### To be to

Виражає:

- 1) необхідність, обов'язок, що випливає з попередньої домовленості, плану, розкладу, графіка. Перекладається “повинен”, “потрібно”, “має бути”. Вживається у *Present Indefinite*, лише з *Indefinite Infinitive*:

*According to the project the railway is to be constructed in years.*

*За проектом будівництво залізничної дороги необхідно буде закінчити  
за 3 роки.*

- 2) наказ або інструкцію:

*You're not to come here any more.*  
*Більше сюди не приходьте.*

Може вживатися у *Past Indefinite* з *Perfect Infinitive* та вказує, що виражена ним дія не відбулася:

*We were to have done it at 6 p.m.*

*They were to have finished the work in September but had to postpone it till November.*  
Вони повинні були закінчити роботу у вересні, але були змушені відкласти її до листопада.

### **Should та Ought**

Вони майже не різняться за значенням. Мають лише одну форму. *Should* вживається без частки *to*, після *ought* завжди інфінітив вживається з часткою *to*.

#### **Виражають:**

- 1) моральний обов'язок, пораду, рекомендацію:

*You should translate this text without a dictionary.*

*He ought to go for sport.*

- 2) припущення з відтінком упевненості, але частіше вживається модальне дієслово *must*:

*She ought to be to pass exam successfully.*

**Примітка:** *Should (ought to) + Perfect Infinitive* у стверджувальній формі означає, що дія бажана на думку того, хто говорить, не відбулася. У заперечній формі виражає дію, що відбулася як небажана з точки зору того, хто говорить:

*You should have left your bag here.*

*They have done things we ought not to have done.*

*He should have repaired the engine long ago.*

*Йому давно слідувало б відремонтувати двигун.*

### **Need**

Дієслово *need* вживається як модальне і смислове.

Модальне дієслово *need*:

- 1) *Need + Indefinite Infinitive* виражає необхідність виконання дії стосовно теперішнього або майбутнього часу і вживається у питальних і заперечних реченнях;
- 2) Має форму тільки теперішнього часу;
- 3) Питальна та заперечна форми утворюються без допоміжного дієслова *to do*;
- 4) Вживається з інфінітивом основного дієслова без частки *to*:

*Need he go?*

*Йому треба йти?*

*They needn't hurry.*

*Їм немає потреби поспішати.*

Примітка: Need + Perfect Infinitive означає дію, в якій не було необхідності, відбулася.

*They needn't have solved this problem in written form.  
Їм не треба було вирішувати цю задачу письмово.*

### Смислове need

- 1) означає мати потребу у чомусь;
- 2) відмінюється за загальними правилами;
- 3) вживається у теперішньому і майбутньому часі;
- 4) інфінітив після нього вживається з часткою *to*;
- 5) питальна, заперечна форми в Present Indefinite i Past Indefinite утворюються за допомогою *to do*.

*Do you need anything else?*

*Вам ще щось потрібно?*

*He doesn't need any more people around here*

*Йому тут більше людей не потрібно.*

### Dare

Дієслово dare вживається як модальне і смислове.

#### Модальне дієслово dare

- 1) Означає мати сміливість або зухвалість зробити щось;
- 2) Вживається переважно у питальних і заперечних реченнях. Утворюють ці форми теперішнього і минулого часу без допоміжного дієслова *to do*;
- 3) У 3-й особі однини не має закінчення *(e) s*;
- 4) Вживається з інфінітивом без частки *to*:

*How dare they say it?*

*Як вони сміють казати це?*

*I dared not move.*

*Я не наважувався поворухнутися.*

#### Смислове дієслово dare

- 1) Відмінюється за загальними правилами;
- 2) Інфінітив після нього вживається з часткою *to*.

*Neither he nor she dared to turn.*

*Ні він, ні вона не наважувались повернутись.*

### Shall

Shall + Indefinite Infinitive означає дію у майбутньому часі. Здебільше вживається у стверджувальних і заперечних реченнях (і у 2-й і у 3-й особах) для вираження наказу, попередження, погрози, обіцянки, перестороги.

*You shall go there immediately.*

*Tu pıdeuı tuđu zarađ je.*

*You shall not run away before answering.*

*Vi ne vtete, pođi ne vıdpođıste.*

### **Will i would**

Will i would вживається у 1-й особі у стверджувальних та заперечних реченнях для вираження волі, бажання, наміру.

*We will translated this article without a dictionary.*

*Ми перекладемо цю статтю без словника.*

*I won't go there.*

*Я туđu не піду (не хочу йти).*

Will (would) вживається у 2-й особі для вираження ввічливого прохання, запрошення, would надає прохання особливо ввічливого відтінку:

*Will you have a cup of mineral water?*

*Won't you sit down?*

*Would you like some bread?*

### **Узгодження часів** **(Sequence of Tenses)**

Узгодження часів – це залежність часу дієслова – присудка, підрядного речення від часу дієслова – присудка головного речення. Правило узгодження часів діє, коли дієслово – присудок головного речення в одному з минулих часів або в *Present Perfect*, що виражає дію, яка відбулась у минулому.

Тоді:

- 1) для виразу дії у теперішньому часі дієслово-присудок підрядного речення стоїть у *Past Indefinite* або *Past Continuous*, але перекладається дієсловом у теперішньому часі.

*He said (that) they were taking English credit.*

*Він сказав, що вони здають залік з англійської.*

*She was said (that) her friend worked at plant not on railway.*

*Її сказали, що її друг працює на заводі, а не на залізниці.*

- 2) для виразу дії у минулому часі дієслово-присудок підрядного речення стоїть у *Past Perfect* і перекладається дієсловом у минулому часі.

*He said (that) they had passed English credit successfully.*

*Він сказав, що вони успішно здали залік з англійської.*

- 3) для виразу дії у майбутньому часі дієслово-присудок підрядного речення стоїть у *Future-in-the-Past* і перекладається дієсловом у майбутньому часі. *Future-in-the-Past* утворюється за допомогою допоміжних дієслів *should i would* та інфінітива основного дієслова без частки *to*.

*She wrote (that) would take English exam in February.*

**Вправи за граматичними темами виконуються на практичних заняттях при закріпленні граматичного матеріалу**

**PRESENT SIMPLE TENSE**

**1. Put in am, is or are.**

1. The weather is very nice today. 2. I ... not tired. 3. This case ... very heavy. 4. These cases ... very heavy. 5. The dog ... angry. 6. We ... hungry. 7. My brother and I ... fond of tennis. 8. I ... 17, I ... 22. 9. Ann ... at home but her children ... at school. 10. I ... a student. My sister ... an architect.

**2. Write full sentences. Use am / is / are each time.**

1. (My shoes very dirty).....
2. (My bed very comfortable) .....
3. (I not happy today) .....
4. (She 6 years old) .....
5. (The houses old) .....
6. (Those flowers beautiful) .....
7. (The examination not difficult) .....

**3. Put in am/is/are.**

1. Чия це книжка? — Це не моя книжка. Це його книжка.
2. Де твоя ручка? - Вона в пеналі.
3. Чий це портфель? — Це портфель моєї сестри.
4. Чиї це олівці? — Це олівці не мої. Це олівці мого сина.
5. Чия це кімната? - Це кімната мого брата. В кімнаті стіл та стілець.
6. Це твій зошит? — Цей зошит не мій.
7. Де твої книжки? - Мої книжки на полиці.
8. Це його батьки? Так, його.
9. Чий це папір? — Це мій папір. — А де мій? Твій папір в столі.
10. Ця дівчинка моя сестра. їй сім років.
11. Це моя кімната. Кімната велика. В кімнаті багато книжок.
12. Де ваші батьки? — Вони на роботі.
13. Чий це кіт? — Цей кіт мій.
14. Це моя машина. Машина нова. Вона в гаражі.
15. Де твоя сестра? — Вона вдома.
16. Я не учень. Я студент.
17. Його брат учень. Він у школі.
18. Мої батьки інженери. Вони на роботі.
19. Ви лікар? - Ні, я вчитель.
20. Твоя сестра учениця? — Ні, вона інженер. Вона на роботі.
21. Її сестра не секретарка. Вона вчителька.
22. Ці люди лікарі? - Ні, вони льотчики.
23. Ваша сестра вдома? — Ні, вона на роботі.

24. Наш батько вчений.
25. Його тітка не лікар. Вона актриса.
26. Це моя книжка. Вона на столі.
27. Мій двоюрідний брат не вчений, він інженер.
28. Це картини. Вони на стіні. Картини дуже гарні.
29. Моя бабуся пенсіонерка. Вона не на роботі. Вона вдома.
30. Ваші діти школярі? — Так, вони школярі.

#### 4. Put in *am/is/are*.

1. He ... a student. He ... a good student.
2. His father ... a doctor.
3. My mother ... not a teacher.
4. ... your sister a pupil? — Yes, she ... .
5. They ... at home now.
6. This ... my house.
7. ... they at school? — No, they ... not at school.
8. ... your father a pilot? — Yes, he ... .
9. Nicky... not a student. He ... a pupil. He ... at school now.
10. These men ... drivers.
11. I ... a pupil, I ... not a student.
12. ... this your book? — This book ... not mine. My book ... in my bag.
13. Michael has a brother. His brother ... 20. He ... a student. He ... at home now.
14. These ... his newspapers.
15. ... there any books on your table? - Yes, there ... .
16. I ... a doctor. I ... a good doctor.
17. ... his friends at school now? — No, they ... in the garden.
18. ... her sister a teacher? - Yes, she ... .

#### 5. Поставте подані речення в питальній і заперечній формах.

1. My friend lives in London.
2. Her uncle speaks French badly.
3. It often snows in winter.
4. He is my best friend.
5. His parents get up very early.
6. They listen to the news every evening.
7. We usually spend our holidays in the country.
8. They are our relatives.
9. My sister wants to become a teacher.
10. Her child likes to read the fairy-tales.

#### 6. Розкрийте дужки, вживаючи дієслова в *Present Simple*.

1. I (not to walk) to work every morning.
2. She (to wash) her car once a week.
3. We (to spend) our holidays in the country.
4. He (not to hope) to go there.
5. She (to go) to the theatre twice a month.
6. Mary (not to live) near the station.
7. You (to take) your dog for a walk?
8. She always (to invite) her friends to her birthday party.
9. He (to drink) coffee every morning.
10. Her brother (to study) in London?
11. I (to go shopping) every day.
12. He (to speak) Spanish?
13. I (to visit) my friend every week.
14. Helen (not to read) a lot.
15. He (to sleep) till nine o'clock.

**7. Поставте подані речення в заперечній і питальній формах.**

1. He goes to school every day.
2. My sister works here.
3. They eat a lot.
4. We work every day.
5. I come from Ukraine.
6. He comes from Germany.
7. They live in the USA.
8. He plays football every day.
9. I visit my parents very often.
10. His father works at an office.
11. She gets up at seven o'clock.
12. They play tennis very often.
13. We go to the cinema on Saturdays.
14. He wants to become a pilot.
15. My brother watches television every night.
16. I read newspaper every day.
17. Her father finishes his work at six o'clock.
18. Nick goes to bed at nine.
19. He goes to school by bus.
20. We skate once a week in winter.

**8. Розкрийте дужки, вживаючи дієслова в *Present Simple*.**

1. She (to learn) English.

2. I (to like) music.
3. My brother (to be) a school-boy. He (to go) to school.
4. Michael (to do) his lessons every day.
5. She (to live) in this house.
6. After supper my sister (to go) for a walk.
7. We (to visit) our grandparents very often.
8. The girl (to sing) very well.
9. My father (to work) at school.
10. Usually I (to have) dinner at 3 o'clock.
11. He (to want) to become a doctor.
12. Our mother (to come) home very late.
13. His brother (to go) in for sports.
14. She (to like) reading very much.
15. They often (to take) a bus.

**9. Make a test:**

1. Maggie and Carol ..... good friends.

- a) am    b) are    c) is    d) isn't

2. Sue ..... a science teacher.

- a) are not    b) is    c) are    d) am

3. Mark Steven ..... a student at Kennedy High School. It ..... an old school.

- a) am / is    b) are / is    c) is / am    d) is / is

4. Margarita ..... from Spain. I ..... from Turkey.

- a) is / am    b) are / is    c) am / is    d) is / are

5. You and I ..... at the same age.

- a) am    b) isn't    c) are    d) is

## PAST SIMPLE TENSE EXERCISES

### 1. Complete the sentences put the verb into the correct form, positive or negative. (simple past tense)

1. It was warm, so I  off my coat. (take)
2. The film wasn't very good. I  it very much. (enjoy)
3. I knew Sarah was very busy, so I  her. (disturb)
4. I was very tired, so I  to bed early. (go)
5. The bed was very uncomfortable. I  very well. (sleep)
6. Sue wasn't hungry, so she  anything. (eat)
7. We went to Kate's house but she  at home. (be)
8. It was a funny situation but nobody  (laugh)
9. The window was open and a bird  into the room. (fly)
10. The hotel wasn't very expensive. It  very much. (cost)
11. I was in a hurry, so I  time to phone you. (have)
12. It was hard work carrying the bags. They  very heavy. (be)

### 2. Complete the sentences in simple past tense.

1. I  my teeth. (brush)
2. Tom  tennis with his friends. (play)
3. They  for their exam. (study)
4. Susan  to me quietly. (talk)
5. Thomas  me with my homework. (help)
6. Daniel  his car. (wash)
7. The baby  a lot. (cry)
8. The man  so fast. (walk)
9. The mechanic  the car. (fix)
10. My mother  the flowers. (water)
11. The policeman  the bus. (stop)
12. Alicia  her bag. (carry)
13. She  the door. (open)
14. Sonia  the train. (miss)
15. I  my teacher. (like)

### 3. Complete the sentences in simple past tense.

1. She  to bed at 10 o'clock yesterday. (go)

2. Jenny  very late as well. (sleep)
3. They  a lot of calories in that marathon. (burn)
4. Benny  about a year ago. (quit)
5. Todd  10 pounds when he was born. (is)
6. Dan  his car to car wash. (take)
7. The boy  off the couch in the morning. (fall)
8. The bride  after the groom. (run)
9. The hot air balloon at the field  a lot of attention in yesterday's game. (draw)
10. My mother  the birds before we left for vacation. (feed)

**4. Complete these sentences in the PAST TENSE, using the correct verb:**

\* play \* enjoy \* watch \* listen \* talk \* phone \* stop \* walk \* travel \* like \* stay

I watched the late film on TV last night. 1. We really ..... the concert last night. It was great! 2. She ..... with friends in Brighton last summer. 3. Italy ..... very well in the last World Cup. 4. Her parents ..... by train from Shanghai to Moscow. 5. I ..... you four times last night but you were out. 6. We ..... along the beach yesterday. It was lovely. 7. She ..... the film but she didn't like the music. 8. The men ..... work at exactly one o'clock. 9. I ..... to the new Sting album yesterday. It's great. 10. They ..... to us about their trip to Madagascar. It was very interesting.

**5. Complete the conversation with WAS / WASN'T / WERE / WEREN'T.**

A: Where were you last night? I phoned you but you ..... at home.

B: I ..... out with friends. We ..... at the Bluenote Café.

A: ..... Julia there?

B: No, she ..... . Why?

A: Oh, I just wondered.

B: She ..... out with Nick. They ..... at the Oasis. I think.

A: No, they .....

B: How do you know?

A: Because I ..... there!

**6. Complete the man's statement with the PAST SIMPLE form of the verbs in brackets:**

Last night I ..... (go) to my favorite restaurant in West Street. I ..... (leave) the restaurant at about 11 o'clock. It ..... (be) a warm evening and I ..... (decide) to walk along the beach. Suddenly, I ..... (hear) a noise. I ..... (turn) and ..... (see) three boys aged about eighteen. One boy ..... (come) up to me and ..... (ask) me the time. When I ..... (look) down at my watch, he ..... (hit) me and I ..... (fall) to the ground. Another boy

..... (take) my wallet. I ..... (shout) for help. Then they  
.....(run) away.F)Complete the story. Use the verbs in the brackets:Last  
year I went (go) on holiday. I ..... (drive) to the sea with my friend. On the  
first day we ..... (look) at the beautiful buildings and ..... (eat) in  
lots of restaurants. The next day ..... (be) very hot so we ..... (drive)  
to the sea. We ..... (leave) our clothes in the car and .....  
(sunbathe) and ..... (swim) all day. At six o'clock we ..... (walk) to  
our car, but the car .....(be) there. We ..... (buy) some clothes and  
..... (go) to the Police Station. Thepolice ..... (be) nice and we  
..... (sleep) in the police station.

## FUTURE SIMPLE TENSE EXERCISES

### 1. Use the correct form of the *FUTURE SIMPLE*:

- 1.A: Oh! You've got a ticket for the party.B: Yes. I ..... (see) it on Friday.
- 2.A: Tea or coffee?B: I ..... (have) coffee, please.
3. There isn't any cloud in the sky. It ..... (be) a lovely day.
4. We ..... (win) the match. We're playing really well.
5. The festival ..... (last) for ten days.
6. I ..... (have) a meal with a few friends. There ..... (be) about ten of us.
7. Phil ..... (come) round us tomorrow. We ..... (be) at the airport at 9:30.
8. Why don't you come with us. I'm sure you ..... (enjoy) the show.
9. That ..... (not / cost) more than \$50.
10. The museum ..... (open) at 9:00 everyday but tomorrow it ..... (not / be) opened at 9:00.
11. I ..... (pay) it back to you as soon as I get my salary.
12. The manager said, "We ..... (have) the meeting on Thursday."

### 2. Fill in *WILL* or *BE GOING TO*:

- 1.A: Why do you need so much sugar?B: I .....make a cake.
- 2.A: Oh no! I've left my purse at home and I haven't got any money on me!B: Don'y worry. I ..... lend you some.
- 3.A: I don't know how to use this mixer. B: That's OK. I ..... show you.
- 4.A: Why are all these people gathered here?B: The Prime Minister ..... open the new hospital ward.
- 5.A: Did you remember to buy the magazine I asked for?B: Sorry, I didn't. I ..... buy it when I go out again.
- 6.A: What's that on your curtains?B: It's a stain. I ..... take them to the dry cleaner's tomorrow.
- 7.A: These bags are very heavy. I can't lift them.B: I ..... carry them for you.
- 8.A: I hear you're going to Leeds University in September.  
B: Yes, I .....study French and German.
- 9.A: Why don't you tidy your room?B: I .....play football in ten minutes, so I haven't got time.
- 10.A: How can we get all this home?B: I .....ask James to come and help.
11. She has bought some wool. She ..... knit a sweater.
- 12.A: This problem is very difficult.B: I ..... help you to solve it.
- 13.A: Why are you taking down all the pictures?B: I ..... paint the room. 14.I ..... climb that mountain one day.
15. Look at that young man. He looks very pale. He ..... faint.
- 16.A: Why are buying that spade?B: I ..... plant some trees in my garden at the back of the house.

17. She ..... get better. There are positive signs.

18. I'm hungry. I ..... have something to eat.

19. I ..... be 38 years old next week.

**3. Put the verb in to the correct form using WILL or GOING TO:**

1. A: Why are you turning on the television? B: I ..... (watch) the news.

2. A: Oh, I've just realized. I haven't got any money. B: Don't worry. That's no problem. I ..... (lend) you some.

3. Those clouds are very black, aren't they? I think it ..... (rain).

4. A: I've got a terrible headache. B: Have you? Wait here and I ..... (get) an aspirin for you.

5. A: Why are you filling that bucket with water? B: I ..... (wash) the car.

6. A: I've decided to re-paint this room. B: Oh, have you? What colour ..... (you / paint) it?

7. A: Look! There's smoke coming out of that house. It's on fire! B: Good heavens! I ..... call the fire-brigade immediately.

8. A: The ceiling in this room doesn't look very safe, does it? B: No, it looks as if it ..... (fall) down.

9. A: Where are you going? Are you going shopping? B: Yes, I ..... (buy) something for dinner.

10. A: I can't work out how to use this camera. B: It's quite easy. I ..... (show) you.

11. A: What would you like to drink – tea or coffee? B: I ..... (have) tea, please.

12. A: Has George decided on what to do when he leaves school? B: Oh yes. Everything is planned. He ..... (have) a holiday for a few weeks and then he ..... (start) a computer programming course

## PRESENT CONTINUOUS TENSE EXERCISES

### 1. Fill in the blanks using present progressive tense.

1. Look! it  (rain)
2. They  (watch) the news on TV.
3. The birds  (fly) to South.
4. Matt  (wait) for the bus.
5. The chef  (not cook) anything today.
6. What  Helen  (do) at the moment?

### 2. Fill in the blanks with PRESENT CONTINUOUS:

1. The children ..... (play) outside now.
2. She ..... (read) the newspaper at the moment.
3. I ..... (do) my homework now.
4. I ..... (eat) my dinner now.
5. .... (you / want) a pizza?
6. They ..... (watch) TV now.
7. Listen! I ..... (not / like) spaghetti. And you?
8. The baby ..... (sleep) now.
9. My mother ..... (cook) dinner!
10. He ..... (write) a letter to his pen-friend.
11. She ..... (not / play) football whole day.
12. Mary ..... (listen) to music now.
13. Tom usually ..... (drink) coffee, but he ..... (drink) tea now.

### 3. Build up sentences:

1. He / like watching TV / but / he / not / watch / at the moment / because / he / sleep //
2. What / Wendy / do / at the moment / ? // She / clean / her teeth / bathroom // 3. mother / can ( - ) / help me / now / because / she / cook / kitchen //
4. Why / you / eat / sandwich / now / ? // Because / I / be / hungry //
5. Tim / now / go / work / bicycle //
6. children / play / games / now //

### 4. Complete the sentences.

*Use the present continuous form of the verb in brackets. Use contractions where possible.*

1. You  (use) my mobile phone!
2. My dad  (wash) his car.
3. It  (not rain) today.

4. Who  (she / chat) to now?
5. What  (you / do) at the moment?
6. We  (sit) on the train.
7. The students  (have) lunch in the canteen.
8. 'Are you making dinner?' 'Yes, I .

**5. Write the words in the ing-form form.**

*Feed, walk, wash, play, do*

- Can I speak to Brad, please? I'm sorry, he's \_\_\_\_\_ his pet now.
- Can I speak to Paul, please? I'm sorry, he's \_\_\_\_\_ his homework now.
- What about Kelly? No, sorry, she's \_\_\_\_\_ her pet in the park now.
- Can I speak to Jenny then? Sorry, she's \_\_\_\_\_ the dishes now.
- Can I speak to Alice or Alex, please? I'm sorry, they're \_\_\_\_\_ tennis now.

**6. Make up negative sentences in Present Progressive.**

- the sofa / Sam / is / on / not / sitting.
- Are / playing / not / the cats.
- cooking / Mother / not / my / is
- Reading / friends / her / are / not

**7. Make up questions.**

- now / Tom / coffee / is / drinking?
- playing / Now / the / boys / are?
- the / skipping / girl / now / is?
- the / eating / fish / cats / are?

## PAST CONTINUOUS TENSE EXERCISES

### 1. Decide whether to use 'was' or 'were'.

1. Boris.....learning English. They ..... swimming in the lake. Your father..... repairing the car. I ..... reading a magazine. You..... packing your bag. My friends watching the match on TV. It raining. The dog barking. The children brushing their teeth. Anne and Maureen singing a song.

### 2. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. Alice hurt herself while she ..... (skate). 2. I met my neighbor while I ..... (walk) home from work. 3. Sally saw a friend while she ..... (ride) her bicycle along Park St. 4. Peter fell asleep while he ..... (study). 5. Bob stepped on Jane's feet while they ..... (dance) together. 6. I cut myself while I ..... (shave). 7. Mr. and Mrs. Brown burned themselves while they ..... (bake) cookies. 8. Tommy had a nightmare while he ..... (sleep) at a friend's house.

### 3. Fill in the blanks with a correct form of PAST CONTINUOUS:

1. It was very cold. The sun ..... was not shining. .... (not / shine) 2. It wasn't a stormy night. The wind ..... (not / blow) 3. He wasn't sleeping. He ..... (look) at the ceiling. 4. They were having a rest. They ..... (not / work). 5. They were very happy. They ..... (enjoy) the party. 6. He was at home. He ..... (watch) a movie on TV. 7. He was getting worse. He ..... (not / recover). 8. We ..... (travel) in the north of Turkey when we were on holiday. 9. She ..... (drive) so fast when the accident happened. 10. I ..... (not / sleep) when you came in.

### 4. Write the words in brackets in the correct forms in English using Past Continuous Tense.

1. He  all day yesterday. (**rest**)
2. We  through the window when mother came in. (**look**)
3. They  a newspaper when I entered. (**read**)
4. I  to her but she didn't hear me. (**speak**)
5. I didn't go for a walk because it . (**rain**)
6. When you telephoned I  my room. (**sweep**)
7. They  with John's wife when I came in. (**talk**)

8. While we  we heard a shot. (**play**)
9. She  along the embankment when I met her yesterday. (**walk**)
10. We  home when, it started to snow. (**go**)
11. I  very hard when he called. (**study**)
12. She  when his friend arrived. (**sleep**)
13. They  to the lecture when the light went off. (**listen**)
14. She still  when we returned home. (**work**)
15. When he  his garden he found a silver coin. (**dig**)

## FUTURE CONTINUOUS TENSE EXERCISES

### *1. Change the verb into the correct form:*

1. He  (wait) for quite some time.
2. Tomorrow at this time I  (dance) at a party.
3. Next week at this time I  (sunbathe) at the beach.
4. At 5 o'clock you  (help) your brother.
5. This evening at 8 o'clock, she  (watch) a movie with her friends.
6. Nicole  (have) a hard time.
7. We  (smile), and they  (cry).
8. Rebecca  (clean) the house, and John  (wash) the dishes.
9. Tonight they  (talk),  (dance) and  (have) a good time.
10. It  (rain) tonight.
11. Tomorrow we  (rest) and  (have) fun.
12. Tonight at 10 o'clock she  (come) home.
13. The day after tomorrow he  (move) his apartment.
14. At this time tomorrow, I  (sleep) deeply.
15. You  (work) very hard to get that deal.

### *2. Change the verb into the correct form:*

1. I  (wait) when she  (come).
2. They  (work) when he  (call).
3. He  (read) when I  (call) him.
4. When the bus  (arrive) we  (stand).
5. When the party  (start), we  (talk) outside.
6. When the police  (arrive), we  (go) north.
7. You  (watch) the movie when we  (come).
8. It  (rain) when she  (return).
9. Tiffany  (jog) when you  (meet) her.
10. The water  (boil) when we  (come) back.
11. The waiter  (serve) when the manager  (arrive).
12. When we  (call) him, he  (rest).
13. Steven  (fly) to Italy when his mail  (arrive).

14. The kids  (play) with the ball when I  (call) them.  
 15. You  (sleep) when she  (return).

### 3. Make future continuous 'yes / no' questions:

*When the boss comes,*

1. \_\_\_\_\_ (I / sit) here?
2. \_\_\_\_\_ (John / us) the computer?
3. \_\_\_\_\_ (Jane and Luke / discuss) the new project?
4. \_\_\_\_\_ (we / work) hard?
5. \_\_\_\_\_ (you / talk) on the telephone?
6. \_\_\_\_\_ (she / send) an email? 7. \_\_\_\_\_  
 (they / have) a meeting? 8. \_\_\_\_\_ (he / eat) lunch?
9. \_\_\_\_\_ (you / type)?
10. \_\_\_\_\_ (he / make) coffee?

### 4. Make sentences with WILL BE -ING:

1. I'm going to watch television from 9 until 10 o'clock this evening. So at 9.30 I .....
2. Tomorrow afternoon I'm going to play tennis from 3 o'clock until 4.30. So at 4 o'clock tomorrow I .....
3. Jim is going to study from 7 o'clock until 10 o'clock this evening. So at 8.30 this evening he .....
4. We are going to clean the flat tomorrow. It will take from 9 until 11 o'clock. So at 10 o'clock tomorrow morning .....
5. Tom is a football fan and there is a football match on television this evening. The match begins at 7.30 and ends at 9.15. So at 8.30 this evening .....
6. Don't phone me between 7 and 8. .... (we / finish) dinner then. 7.A: Can we meet tomorrow afternoon? B: Not in the afternoon. .... (I / work).
8. Do you think ..... (you / still / do) the same job in ten years' time?
9. If you need to contact me, ..... (I / stay) at the Hilton Hotel until Friday.
10. A: ..... (you / see) Laura tomorrow?  
 B: Yes, probably. Why?  
 A: I borrowed this book from her. Can you give it back to her?

### 5. Ask questions with WILL YOU BE -ING?

1. You want to borrow your friend's bicycle this evening. (you / use / your bicycle this evening?).....
2. You want your friend to give Tom a message this afternoon. (you / see / Tom this afternoon?).....

3.You want to use your friend's typewriter tomorrow evening.(you / use / your typewriter tomorrow evening?).....

4.Your friend is going shopping. You want him/her to buy some stamps for you at the post office. (you / pass / the post office when you're in town?).....

## PRESENT PERFECT TENSE EXERCISES

### 1. Fill in the blanks with *ALREADY* or *YET*:

1. He hasn't called us .....
2. They have ..... sent the letter.
3. John has .....bought the tickets for the football match. 4. We have ..... been to Mexico three times.
5. You haven't visited Tokyo .....
6. Has John bought a new car ..... ?
7. The plane has ..... left.
8. Has she done it ..... ? No, not .....
9. A: Haven't they arrived .....? B: Oh, yes. They have ..... arrived.
10. Hurry up! The class has ..... started.
11. Be careful! They have ..... painted the door.
12. Haven't you read the book ..... ?

### 2. Put the verbs in brackets into *PRESENT SIMPLE PASSIVE*:

There is a chimpanzee which ..... is called ..... (call) "Bubbles". It ..... (own) by Michael Johnson. It ..... (keep) in his home. It ..... (feed) every day by Michael Johnson himself. It ..... (always / dress) in funny clothes. It ..... (said) that "Bubbles" is Michael Johnson's only friend

### 3. Complete the following sentences in the present perfect simple tense.

- 1) She \_\_\_\_\_ (to be) happy all day. 2) It \_\_\_\_\_ always \_\_\_\_\_ (to snow) here in December. 3) Dan \_\_\_\_\_ (to be) sick for three days. 4) Li and Susan \_\_\_\_\_ (to try) four times already and will not give up. 5) The old car \_\_\_\_\_ (to be) a piece of junk since I bought it. 6) We \_\_\_\_\_ not \_\_\_\_\_ (to take) this test before. 7) My uncle \_\_\_\_\_ (to be) to China. 8) Our father \_\_\_\_\_ never \_\_\_\_\_ (to drive) to California before. 9) I \_\_\_\_\_ (to speak) to the president before. 10) The old man \_\_\_\_\_ occasionally \_\_\_\_\_ (to need) help crossing the street.

### 4. Choose the correct verb from the list below to complete the following sentences.

*take / work / find / see / speak / know / begin do / learn / eat / have / write / give / live / buy / be.*

I met Barbara when we were in elementary school. We \_\_\_\_\_ each other for over twenty years. 2. We \_\_\_\_\_ many new words since we started this course. 3. That's a wonderful movie. I \_\_\_\_\_ it three times. 4. Mr. and Mrs. Tonner \_\_\_\_\_ married for 10 years. 5. You are late! The class \_\_\_\_\_ already \_\_\_\_\_. 6. Robert is my neighbor.

He \_\_\_\_\_ next door to me for five years.7. Mary \_\_\_\_\_ several letters to her parents since she left home.8. We \_\_\_\_\_ in that restaurant several times.9. Our teacher \_\_\_\_\_ us a lot of help with the homework assignment.10. She \_\_\_\_\_ to her landlord many times about the broken window.11. We have a new camera. We \_\_\_\_\_ some beautiful pictures of the grandchildren.12. They \_\_\_\_\_ all their homework already.13. Mrs. Baxter \_\_\_\_\_ all her groceries for the week.14. Tommy \_\_\_\_\_ a bad cold for two weeks.15. Frank \_\_\_\_\_ for that company for many years.16. After three months of looking, she \_\_\_\_\_ a beautiful apartment to rent.

**5. Choose the correct verb from the list below to complete the following sentences. Put the verb in the negative form.**

*fix / begin / arrive / be / see / stop / speak / buy / read / visit*

1. Mathew is waiting on the corner for his girlfriend, but she \_\_\_\_\_ yet.
2. My brother lives in a different country. I \_\_\_\_\_ him for two years.
3. Ellie and Bill got a divorce five years ago. They \_\_\_\_\_ to each other since then.
4. It is only 8:45. The class \_\_\_\_\_ yet.
5. It started to snow last night and it still \_\_\_\_\_.
6. She has finally decided which car she wants, but she \_\_\_\_\_ it yet.
7. I heard that the movie at the Roxy Theater is great, but I \_\_\_\_\_ it yet.
8. I bought a newspaper today, but I still \_\_\_\_\_ it.
9. He took his car to the service station yesterday, but they \_\_\_\_\_ it yet.
10. The Andersons moved out of New York ten years ago and they \_\_\_\_\_ back to the city since then.

**6. Match the questions on the left with the correct answer on the right.**

- |   |   |
|---|---|
| 1. Has he finished university yet?          | A) No, he hasn't. He's still talking.         |
| 2. Have you eaten breakfast yet?            | B) No, I haven't. My wife's still reading it. |
| 3. Have they gotten married yet?            | C) No, he hasn't graduated yet.               |
| 4. Has the president finished speaking yet? | D) No it hasn't. The teacher isn't here yet.  |
| 5. Has Mary watered the plants yet?         | E) No, they haven't finished yet.             |
| 6. Has the doctor seen you yet?             | F) No, they haven't. They're still engaged.   |
| 7. Has the sun come out yet?                | G) No, she hasn't. They are still dry.        |
| 8. Have they finished their homework yet?   | H) No, I haven't. I'll eat in a few minutes.  |
| 9. Has the class begun yet?                 | I) No, he hasn't. He is with another patient. |
| 10. Have you read the paper yet?            | J) No, it hasn't. It's still raining.         |

## PAST PERFECT TENSE EXERCISES

*Make past perfect simple 'yes / no' or 'wh' questions:*

1. \_\_\_\_\_ (you / go) there before we went together?
2. \_\_\_\_\_ (she / see) the film already?
3. Why \_\_\_\_\_ (he / forgot) about the meeting?
4. \_\_\_\_\_ (it / be) cold all week?
5. \_\_\_\_\_ (I / read) the book before the class?
6. When she arrived, \_\_\_\_\_ (we / eat) already?
7. Where \_\_\_\_\_ (you / be) when I saw you?
8. \_\_\_\_\_ (they / travel) by bullet train before?
9. \_\_\_\_\_ (John / meet) Lucy before they went on holiday together?
10. \_\_\_\_\_ (you / do) your homework before I saw you?
11. Where \_\_\_\_\_ (she / work)?
12. \_\_\_\_\_ (I / pay) the bill before we left?
13. \_\_\_\_\_ (we / visit) my parents already that winter?
14. When you called, \_\_\_\_\_ (they / eat) dinner?
15. How \_\_\_\_\_ (he / manage) to fix the cooker?
16. \_\_\_\_\_ (my sister / be) sick for a long time?
17. How much \_\_\_\_\_ (she / study) before the exam?
18. What \_\_\_\_\_ (you / cook) for dinner that night?
19. When \_\_\_\_\_ (they / arrive)?
20. How many coffees \_\_\_\_\_ (she / drink) before the interview?

**2. Choose the correct verb from the list below to complete the following sentences. Put the verb in the past perfect tense (had & past participle).**

1. When I got to the house, Mary wasn't there. She \_\_\_\_\_ already \_\_\_\_\_.
2. I didn't recognize my old classmate because she \_\_\_\_\_ so much.
3. We were late for the show last night. By the time we got to the theater, the movie \_\_\_\_\_ already \_\_\_\_\_.
4. Yesterday I went on my first plane trip. I was very nervous because I \_\_\_\_\_ never \_\_\_\_\_ before.
5. I couldn't eat much dinner last night because I \_\_\_\_\_ such a big lunch.
6. I couldn't buy any groceries last night because when I got to the supermarket, it \_\_\_\_\_ already \_\_\_\_\_.
7. Last week our teacher gave back the essays we \_\_\_\_\_ the week before.
8. The house was quiet when Andrew got home. Everyone \_\_\_\_\_ to bed several hours earlier.
9. They got to school late yesterday. The bell \_\_\_\_\_ already \_\_\_\_\_.
10. Sheila couldn't come to my house last night because she \_\_\_\_\_ already \_\_\_\_\_ other plans.
11. We couldn't find the house. It was clear that he \_\_\_\_\_ us the wrong add address.

12. Annie didn't want to come to the movie with us because she \_\_\_\_\_ it the week before.
13. By the time the police arrived at the bank, the robber \_\_\_\_\_ already \_\_\_\_\_.
14. I couldn't get into my apartment when I came home from work last night because I \_\_\_\_\_ to take my key.

**3. Complete the following sentences using the past perfect tense and the words provided.**

**Ex. I didn't meet Ellie for lunch because..... (she/eat/)I didn't meet Ellie for lunch because she had already eaten.**

1. My trip to New York was very exciting because..... (I/not be/ before)\_\_\_\_\_
2. I couldn't see the doctor because..... (he/already/ leave the office)\_\_\_\_\_
3. I couldn't buy the car I wanted because..... (the car dealer/ already/ sell)\_\_\_\_\_
4. We couldn't see the new exhibit because..... (the museum/already/close)\_\_\_\_\_

**4. Complete the following sentences in the past perfect simple tense.**

- 1) She \_\_\_\_\_ (to write) six letters before she got a response. 2) It \_\_\_\_\_ always \_\_\_\_\_ (to snow) here before 1978. 3) Dan \_\_\_\_\_ (to be) sick for three days before he got better. 4) Li and Susan \_\_\_\_\_ (to try) four times before they gave up. 5) My father's old car \_\_\_\_\_ (to run) very well before he sold it. 6) We \_\_\_\_\_ not \_\_\_\_\_ (to take) the test before. 7) My uncle \_\_\_\_\_ (to visit) China several times in the past, so this visit was nothing new. 8) Our father \_\_\_\_\_ never \_\_\_\_\_ (to drive) to California. 9) I \_\_\_\_\_ (to speak) to the president twice before, so I was not that nervous. 10) The old man \_\_\_\_\_ occasionally \_\_\_\_\_ (to need) help crossing the street.

***FUTURE PERFECT TENSE  
EXERCISES***

***1. Read the conversation and choose the correct word in italics.***

- 1 A Shall we go out this evening?  
B OK, but only after seven. I (1) *won't have / won't* finished my homework until then.  
A That's OK. I'm working on my project this evening but I'll (2) *done / have done* most of it by seven-thirty, so I can phone you then.
- 2 A Carol's lost a lot of weight!  
B Yes, she's been on a very good diet. By next week she'll have been (3) *go / going* to a weight loss class for over six weeks! If she carries on like this she'll (4) *have / has* lost over five kilos by the end of the months.
- 3 A Will you (5) *have / been* finished plastering this room by the weekend?  
B Yes. I hope so.  
A Great. So will we be able to paint the room on Monday?  
B Wait until Wednesday. The new plaster (6) *didn't try / won't have dried* until then.
- 4 A Excuse me, nurse. I've been waiting here for ages.  
B I'm sorry. The doctor's very busy. She'll probably be able to see you after four.  
A And by then I'll (7) *be / have been* waiting here for more than six hours!

***2. Complete the sentences with the verb in brackets. Use the future perfect or, where possible, the future perfect continuous form.***

- 1 By the end of next month I'll *have been living* here in Spain for six years. (live)  
2 I'll ask Jane to call you back at twelve. Her meeting .....by then. (end)  
3 When he retires next year, Adam ..... here for more than twenty years. (work)  
4 I'll have more free time after September because the children ..... to school by then.  
(go back)  
5 My best friend is doing a 'round-the-world' trip. By this time next week she ..... for more than six months. (travel)  
6 Don't worry. By the time you get here, my mother-in-law ..... ! (leave)  
7 .....the project in time for the meeting? (the team, complete)  
8 It's really long flight. We ..... in the same seats for over fourteen hours so we'll be exhausted when we get there. (sit)  
9 You can't stay here next week. We .....the decorating. (not finish)

***3. Find five mistakes in the letter and correct them.***

Dear Mr. Sanderson

I am writing about the repairs which your company has been made to the roof of our apartment building. The work started in March and it still isn't finished. By the end of this week the men will have working on the roof for over two months. These means we will suffered more than eight weeks of continuous noise and disruption, and we will be living for all that time with permanent cold draughts and dirt.

As you know, my wife is pregnant and the baby is due next month. It looks as though the work will haven't been completed by the time the baby is born. This is unacceptable.

I would like you to reassure us that work on the part of the roof that covers our flat will have finishing by the beginning of June at the latest. I think this is the least we can expect.

Yours sincerely,  
Jeremy Brogan

## PASSIVE FORMS EXERCISES

1. *Complete the second sentence so it means the same as the first, using passive forms.*

- |   |  |
|---|--|
| 0 They were painting that wall yesterday.       | That wall <i>was being painted yesterday</i> . |
| 1 We've turned off the lights.                  | The lights .....                               |
| 2 We will send you an email tomorrow.           | You .....                                      |
| 3 They aren't making that model any more.       | That model .....                               |
| 4 Do I have to fill in this form?               | Does this form .....                           |
| 5 They haven't repaired your computer yet.      | Your computer .....                            |
| 6 They're going to close the road for 24 hours. | The road .....                                 |

2. *Complete the sentences, using passive forms of the verbs in the box.*

**build   count   decorate   finish   repair   wash**

- |   |                               |
|---|-------------------------------|
| 0 This house <i>is being</i> decorated. | 3 The roof needs .....        |
| 1 The votes .....                       | 4 The bridge ..... next year. |
| 2 This castle ..... in 1250.            | 5 The dishes .....yet.        |

3. *Use the information in the email to complete the sentences below.*

Hi Hilary

I'm so pleased that you can come to our wedding! Jake and I have planned everything over the last few weeks. At the moment we're sending out all the final invitations. (Don't worry, I haven't invited Jane Anderson. I know you get on with her!) I was a bit worried about the cost but last month Mum and Dad agreed to pay for the reception. They paid the deposit last week. That was a relief! Have you decided what to wear yet? I've bought my wedding dress (It's a bit big so I have to alter it). The shop had reduced the price so it was only a few hundred pounds.

Do you remember Aunt Terri? Apparently she's got a fantastic new video camera, so she is going to film the ceremony. We've got a professional photographer as well. She'll take the formal photos. And Antonio from the Italian restaurant is doing the catering, so the food should be great! I can't wait to see you there. It's going to be a great day!

Lucy

- 0 Everything .....*has been planned*..... by Jake and Lucy.  
 1 The final invitations ..... at the moment.  
 2 Jane Anderson ..... to the wedding.  
 3 The deposit for the reception ..... last week.  
 4 Lucy has bought her wedding dress but it has .....  
 5 The price of the dress ..... by the shop.  
 6 The ceremony ..... By Lucy's aunt.  
 7 The formal photos ..... by professional photographer.  
 8 The catering ..... by Antonio.

**4. Choose the best word in italics. Sometimes both are grammatically correct, but one answer is more suitable.**

### HOW IS PAPER MADE

Everyone enjoys fashion magazines and newspapers. But have you ever thought about how the paper (1) *we print them / they are printed* on is made?

Most paper is (2) *made / making* from wood. First, (3) *they cut the wood / the wood is cut* into small pieces. These (4) *mix / are mixed* with water and heated to produce a kind of thick paste. Then chemicals (5) *we add them / are added* to clean the paste and make it white. Next the paste is spread on a screen and (6) *dried / is dried*. The water drains away or evaporates and (7) *are left / leaves* a thick layer of paper. (8) *We then pass this / This is then passed* between two large rollers (circular machines) to make it thinner and flatter.

(9) *The paper can then be cut / They can then cut the paper* into the correct sizes.

**5. Three more of these paragraphs would be improved if the second sentence used a passive form. Decide which paragraphs they are and rewrite the second sentence.**

0 Philip Green bought the famous British clothes store, Moss Bros, in 2008. Because they ran out of money, the original owners sold it.

*It was sold by the original owners because they ran out of money.*

1 Live aid was the most successful fund-raising event of the 1980s. A group of well-known British and American musicians organized it in July 1985.

.....  
 .....

2 The Laurentian Library in Florence is one of the greatest buildings of the Italian Renaissance. Michelangelo designed it in the 1520s.

.....  
 .....

.....  
 .....  
 3 Jeans first became popular when they were worn by film stars and singers in the 1950s. Elvis Presley and James Dean were the two stars who had the most influence on young people's fashion at that time.

.....  
 .....  
 .....

4 In recent years several high street stores have started selling copies of designer jeans. People who can't afford to buy real designer clothes often buy them.

.....  
 .....  
 .....

**6. Rewrite these sentences so they are true for you. Change the underlined part.**

0 My watch was made in Austria.	<i>My watch was made in Switzerland.</i>
1 My school was built in the 1960s.	.....
2 My old photos are stored in the garage.	.....
3 My favourite shirt is made of nylon.	.....
4 My hair is usually cut by my mother.	.....
5 I don't like food that has been fried.	.....

## MODAL VERBS EXERCISES

### 1. Complete the sentences. Use **must** + these verbs:

*be eat go learn meet wash win*

1. I'm very hungry. I *must eat* something.
2. Marilyn is a very interesting person. You \_\_\_\_\_ her.
3. My hands are dirty. I \_\_\_\_\_ them.
4. You \_\_\_\_\_ to drive. It will be very useful.
5. I \_\_\_\_\_ to the post office. I need some stamps.
6. The game tomorrow is very important to us. We \_\_\_\_\_.
7. You can't always have things immediately. You \_\_\_\_\_ patient.

*a.*

**Write I must or I had to.**

1. *I had to* walk home last night. There were no buses.
2. It's late. \_\_\_\_\_ go now.
3. I don't usually work on Saturdays, but last Saturday \_\_\_\_\_ work.
4. \_\_\_\_\_ get up early tomorrow. I've got a lot to do.
5. I went to London by train last week. The train was full and \_\_\_\_\_ stand all the way.
6. I was nearly late for my appointment this morning. \_\_\_\_\_ run to get there on time.
7. I forgot to phone David yesterday. \_\_\_\_\_ phone him later today.

### *b.* Complete the sentences. Use **mustn't** or **don't need to** + one of these verbs:

*forget go hurry lose phone wait*

1. I *don't need to go* home yet. I can stay a little longer.
2. We have a lot of time. We \_\_\_\_\_.
3. Keep these papers in a safe place. You \_\_\_\_\_ them.
4. I'm not ready yet, but you \_\_\_\_\_ for me. You can go now and I'll come later.
5. We \_\_\_\_\_ to turn off the lights before we leave.
6. I must contact David, but I \_\_\_\_\_ him. I can send him an email.

### 2. Write **don't need to** / **had to** / **must** / **must** / **mustn't**.

**MUM:** Come on, Alice. You \_\_\_\_\_ hurry up.

**ALICE:** I'm ready. I \_\_\_\_\_ phone Jamie, and he talked and talked. That's why I'm a bit late.

**MUM:** Let's go. The train leaves in 20 minutes.

**ALICE:** Just a minute. Where's my umbrella?

**MUM:** You \_\_\_\_\_ take that. It's a beautiful day.

**ALICE:** OK. So where's my sun hat? I \_\_\_\_\_ forget that.

**MUM:** Alice, we \_\_\_\_\_ leave NOW.

**3. Write must / mustn't / had to / don't need to.**

1. You *don't need to* go. You can stay here if you want.
2. It's a fantastic film. You *must* see it.
3. The restaurant won't be busy tonight. We \_\_\_\_\_ reserve a table.
4. I was very busy last week. I \_\_\_\_\_ work every evening.
5. I want to know what happened. You \_\_\_\_\_ tell me.
6. You \_\_\_\_\_ tell Sue what happened. I don't want her to know.
7. I \_\_\_\_\_ hurry or I'll be late.
8. "Why were you so late?" "I \_\_\_\_\_ wait half an hour for a bus".
9. We \_\_\_\_\_ decide now. We can decide later.
10. It's Liza's birthday next week. I \_\_\_\_\_ forget to buy her a present.

**4. Complete the sentences. Use have to or has to + these verbs:**

*do hit read speak travel wear*

1. My eyes are not very good. I \_\_\_\_\_ glasses.
2. At the end of the course all the students \_\_\_\_\_ a test.
3. Sarah is studying literature. She \_\_\_\_\_ a lot of books.
4. Albert doesn't understand much English. You \_\_\_\_\_ very slowly to him.
5. Kate is not often at home. She \_\_\_\_\_ a lot in her job.
6. In tennis you \_\_\_\_\_ the ball over the net.

**5. Complete the sentences. Use have to or had to + these verbs:**

*answer buy change go walk*

1. We \_\_\_\_\_ home last night. There were no buses.
2. It's late. I \_\_\_\_\_ now. I'll see you tomorrow.
3. I went to the supermarket after work yesterday. I \_\_\_\_\_ some food.
4. This train doesn't go all the way to London. You \_\_\_\_\_ at Bristol.
5. We did an exam yesterday. We \_\_\_\_\_ six questions out of ten.

**6. Complete the questions. Some are present and some are past.**

1. I have to get up early tomorrow.  
What time *do you have to get up*?
2. George had to wait a long time.  
How long \_\_\_\_\_?
3. Liz has to go somewhere.  
Where \_\_\_\_\_?
4. We had to pay a lot of money.  
How much \_\_\_\_\_?
5. I have to do some work.

What exactly \_\_\_\_\_?

**7. Write I have to in the correct verb form.**

Jessica is a young tennis star. She \_\_\_\_\_ practice most days before school. She goes to the gym a lot too, but she thinks that is a bit boring. Sometimes she says to her coach, "You know I hate the gym. \_\_\_\_\_ do my exercises today?"

Jessica's father was a professional tennis player, but in those days players \_\_\_\_\_ **practice so much. He's a bit worried about Jessica and asks her mother,** "How long \_\_\_\_\_ play every morning?" "About 90 minutes. She \_\_\_\_\_ do it if she doesn't want to, but she loves it. And I'm afraid, nowadays, you \_\_\_\_\_ practice if you want to be the best."

**8. Write can / can't / could / couldn't.**

1. I \_\_\_ easily carry this trunk to the station.
2. He said that he \_\_\_ ship the goods in September.
3. When he was young, he \_\_\_ run a mile in less than five minutes.
4. He \_\_\_ have done it, it is very unlike him.
5. Why did you stop at a hotel? You \_\_\_ have spent the night at my house.
6. I said that he \_\_\_ have miss the train, as he have left the house very early.
7. If I had received his letter last week, I \_\_\_ have helped him.

**9. Write may / might.**

1. You \_\_\_ take any book you like.
2. She told him that he \_\_\_ go home.
3. He \_\_\_ come tonight, but I'm not sure.
4. I gave him the text-book so that he \_\_\_ learn his lesson.
5. I said that he was not in the house, but he \_\_\_ be in the garden.
6. I \_\_\_ come and see you next summer, but my plans are not fixed.
7. \_\_\_ I have another cup of tea?

**10. Complete the sentences. Use you should + one of these verbs:**

*eat go take visit watch wear*

1. When you play tennis, \_\_\_\_\_ the ball.
2. It's late and you're very tired. \_\_\_\_\_ to bed.
3. \_\_\_\_\_ plenty of fruit and vegetables.
4. If you have time, \_\_\_\_\_ the Science Museum. It's very interesting.
5. When you're driving, \_\_\_\_\_ a seat belt.
6. It's too far to walk from here to the station. \_\_\_\_\_ a taxi.

**11. Write sentences with I think ... should and I don't think ...should.**

1. We have to get up early tomorrow. (go home now) I think we should go home now.
2. That coat is too big for you. (buy it) I don't think you should buy it.
3. You don't need your car. (sell it) \_\_\_\_\_.
4. Karen needs a rest. (have a holiday) \_\_\_\_\_.
5. Sally and Dan are too young. (get married) \_\_\_\_\_.
6. You are not well this morning. (go to work) \_\_\_\_\_.
7. James isn't well today. (go to the doctor) \_\_\_\_\_.
8. The hotel is too expensive for us. (stay there) \_\_\_\_\_.

**12. Match the sentence endings to the beginnings.**

*shouldn't spend too much money*

*should do yoga*

*should read it*

*should sit on it*

*should turn your phone off*

*should buy them*

*shouldn't eat so many cakes*

1. David has a bad back, so I think he \_\_\_\_\_.
2. This book is fantastic. You \_\_\_\_\_.
3. When you're in the cinema, you \_\_\_\_\_.
4. These boots are fantastic! I think you \_\_\_\_\_.
5. If you want to stay thin, you \_\_\_\_\_.
6. That chair isn't very strong, so I don't think you \_\_\_\_\_.
7. It's a beautiful ring, but you \_\_\_\_\_.

**13. Paraphrase the following sentences referring them to the future and to the past:**

1. I can speak German very well.
2. You may watch television and listen to the radio in the evening.
3. You must learn to play a musical instrument.
4. She must bake a cake today.
5. You must learn foreign languages.
6. They should remind her of the excursion.
7. I can play football very well.
8. She can play badminton in the open air.

## INFINITIVE EXERCISES

**1. Write the words in brackets in the correct forms either to infinitives or gerund in English.**

- Did you remember (call)  your husband?  
 I don't remember (give)  you permission to use my car.  
 I stopped (get)  some petrol on my way home from work.  
 I wish the children would stop (make)  so much noise.  
 My hair needs (cut) .  
 Oh no! I think I have forgotten (lock)  the door.  
 She always forgets (close)  the fridge.  
 She told me that she regrets (shout)  at you yesterday.  
 The child will not stop (cry) . I guess he needs (feed) .  
 We regret (inform)  you that we cannot offer you the job.
- 

**2. Use the verbs from the box to complete these sentences.**

*Arrive survive be work renovate contact answer talk*

I asked him several times but he didn't bother ..... my question.  
 Finally, we agreed ..... on the project together. I demand .....  
 to your boss. Jack usually fails ..... on time. Domestic animals somehow  
 managed ..... the fire. We're not planning ..... the hotel much  
 longer. If you have any questions, don't hesitate ..... me. Was she just  
 pretending ..... your friend?

**3. Use the nouns and the verbs in brackets to complete these sentences.**

**Example:** *Our parents allowed ..... out tonight. (we - go)*

***Our parents allowed us to go out tonight.***

- These glasses will enable ..... (she - read)  
 My uncle advised ..... architecture. (I - not study)  
 Our teacher encouraged ..... in the competition. (we - take part) They  
 persuaded ..... the army. (she - not join)  
 We are training ..... blind people. (they - help)  
 The policeman forced ..... down. (he - lie)  
 My mum always reminds ..... late for school. (I - not be)  
 The traffic warden warned ..... on double yellow lines. (we - not park)

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