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# **MUSIC AND PAINTING**

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# **МУЗЫКА И ЖИВОПИСЬ**

*Методические рекомендации*

*Витебск*  
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## ПРЕДИСЛОВИЕ

Данное учебное издание предназначено для студентов 3 курса, обучающихся по специальностям «Романо-германская филология», «Романо-германская филология для иностранных граждан» и включает две темы: «Музыка» и «Живопись», которые изучаются в рамках дисциплины «Основной иностранный язык».

Основная цель данного издания – развить и сформировать умение понимать и порождать англоязычные высказывания по темам «Музыка», «Живопись».

Методические рекомендации состоят из двух глав, которые, в свою очередь, подразделяются на части: 1) «Различные стили музыки», «Прослушивание и описание музыкальных произведений», «Создание музыки», «Музыкальные инструменты и музыканты», «Просмотр фильма, связанного с музыкой»; 2) «Различные стили рисования. Инструменты для рисования», «Создание картины и ее описание». Каждая часть содержит тематический словарь, лексические упражнения на введение, тренировку и закрепление активного словаря по теме, тексты для чтения и обсуждения с развернутой системой предтекстовых и послетекстовых упражнений. Особое внимание уделяется формированию умений и навыков подготовленной и свободной речи по теме, что находит выражение в упражнениях, направленных на развитие языковой компетенции и творческого мышления студентов. В каждой части содержатся задания на перевод как с английского на русский язык, так и с русского на английский. В конце каждой главы имеются упражнения на повторение.

Весь материал, представленный в учебном издании, взят из современных аутентичных источников. Предлагаемые задания предназначены как для аудиторной, так и для самостоятельной работы студентов.

## UNIT I MUSIC

### 1. DIFFERENT KINDS OF MUSIC

#### Study the active vocabulary

- background music** – music that you can hear but are not listening to
- ballet** – a style of dancing that tells a dramatic story with music but no talking or singing
- blues** – a type of slow sad music with strong rhythms, developed by African American musicians in the southern US
- chamber music** – classical music written for a small group of instruments
- choral music** – music connected with, written for or sung by a choir (= a group of singers)
- classical music** – written in a Western musical tradition, usually using an established form (for example a symphony) and not played on electronic instruments. Classical music is generally considered to be serious and to have a lasting value
- concerto** (*plural concertos or concerti*) – a piece of music for one or more solo instruments playing with an orchestra
- country and western music** – a type of music in the style of the traditional music of the southern and western US
- dance music** – music for dancing to
- duet, trio** (*plural trios*), **quartet, quintet** – a piece of music for two (three / four / five) players or singers
- easy listening** – music that is pleasant and relaxing but that some people think is not very interesting
- folk music** – music in the traditional style of a country or community
- gospel music** – Christian religious music that is sung in a blues style, especially by African Americans
- jazz** – a type of music with strong rhythms, in which the players often improvise, originally created by African American musicians
- march** – a piece of music written for marching to
- modern music** – new and intended to be different from traditional styles; contemporary music
- movement** (C) – any of the main parts that a long piece of music is divided into
- musical** (*noun*) – a play or a film / movie in which part or all of the story is told using songs and often dancing
- opera** – a dramatic work in which all or most of the words are sung to music; works of this type as an art form or entertainment
- piece** (*of music*) – a single item of music that smb has produced or created
- pop music** – modern music of the sort that has been popular since the 1950s, usually with a strong rhythm and simple tunes

**punk** (also **punk rock**) – a type of loud and aggressive rock music popular in the late 1970s and early 1980s

**R and B** – a style of music which originally developed from African American music such as blues, jazz and gospel. It became known as rhythm and blues in the 1950s and 1960s. Modern R and B includes a wide range of black pop music with influences from hip-hop, funk and soul

**rock music** – a type of loud modern music with a strong beat played on electric guitars and drums

**solo** (*plural solos or soli*) – a piece of music, dance or entertainment performed by only one person

**song** – a short piece of music with words that you sing

**soul music** – a type of music that expresses strong emotions, made popular by African American musicians

**symphony** – a long complicated piece of music for a large orchestra, in three or four main parts (called movements)

### **Practice makes perfect**

**1) Identify the kinds of music in accordance with their definitions.**

- a) a type of pop music with a very strong beat;
- b) a type of popular music that comes from the south and west of the United States;
- c) a type of music which has strong rhythms and was originally played by African-Americans;
- d) a type of music which is traditional in a particular country;
- e) a type of music which is serious and traditional in style;
- f) a kind of classical music, written for small groups of instruments.

**2) Match the word to its definition.**

<b>piece</b>	one of the main parts of a long piece of classical music
<b>dance music</b>	a classical piece for one solo instrument and an orchestra
<b>march</b>	a piece of music which is for one person to play or sing
<b>concerto</b>	a piece of music which is played for soldiers to march to
<b>symphony</b>	a complete musical work
<b>musical</b>	a long classical piece which is written for an orchestra
<b>solo</b>	a play or film which has music and dancing in it
<b>movement</b>	a piece of music which is played for people to dance to

**3) Explain the difference between:**

- a) musical (noun) and music;
- b) piece and movement;

- c) folk music and gospel music;
- d) background music and easy listening;
- e) modern music and pop music.

**4) Read about the source some music terms originate from and then do the task.**

Many words from the vocabulary of music come from Italian. Look up the following “musical” words that English speakers have borrowed from the Italian language. Write their definitions and give the plural forms (if possible): *solo, sonata, duet, opera, tempo, trio, concerto*.

**5) Make sure you pronounce the following words correctly.**

archaeologist	ubiquitous	chaos
chord	parameter	intermediary
to decipher	auditory cortex	frontal lobe
accompaniment	psyche	ineffable

**6) Pay attention to the words that can be useful in one’s speech.**

though	in contrast	it turns out
to be sure	it’s no accident	if that’s the case, then

**7) Study the sentences from the text with the words above and translate them into Russian.**

- a) Music, ***in contrast***, doesn’t seem to help us do anything.
- b) ***Though*** we respond to music primarily at an emotional level, without needing to think through our response, ***it turns out*** that deep in our subconscious music follows a surprisingly rigorous and sophisticated logic.
- c) ***To be sure***, psychologists have come up with their theories.
- d) ***It’s no accident*** that soldiers once marched off to battle singing to the accompaniment of pipers and drummers.
- e) ***If that’s the case, then*** it makes a lot of sense that going to a concert or a music festival is so much more intense an experience than simply listening at home.

**Can you make up your own example sentences to illustrate the usage of the words in bold?**

**8) Read the text paying attention to the words in bold type.  
What Is Music For?**

*by Jeff Wise*

Why do we take pleasure of bathing our ears in certain frequencies of sound, modulated at various tempos? What, exactly, is this thing called music?

Given how ubiquitous music is in our daily lives, you might be surprised to learn that scientists **have come up with** no really solid explanations of what it's all about. Archaeologists tell us our species has been enjoying it for a long time – the oldest known musical instrument, a flute, was made out of an extinct bear's thigh bone some 50,000 years ago – so it's clearly a deep-seated part of our psyche. But no one knows why we love it.

And this is strange, because most of the things we enjoy are obviously useful from the perspective of natural selection. We like looking at attractive members of the opposite sex because they are crucial to reproduction. We enjoy playing sports because they involve skills (throwing, hitting, moving in coordination with a group). We enjoy novels and movies because they allow us to learn about the interpersonal dynamics that are crucial to our survival as social human beings.

Music, in contrast, doesn't seem to help us do anything.

The phenomenon is strange in other ways, too. Though we respond to music primarily at an emotional level, without needing **to think through** our response, it turns out that deep in our subconscious music follows a surprisingly rigorous and sophisticated logic. The notes of a chord only sound good together if their frequencies obey a strict mathematical relationship to one another. And the unfolding of a melody must obey its own law, revealing to the listener a gradually emerging pattern while also breaking that pattern from time to time. This balance between order and chaos is what makes a piece of music enjoyably surprising.

These rough parameters have been understood for centuries. The greater mystery, how we came to possess a music instinct and why, remains elusive. To be sure, psychologists **have come up** with their theories. One is that music survives as a relic from a stage of human evolution that preceded language. Long ago, perhaps, our ancestors once **called out** to one another across the African savanna, wordless singing their happiness, their sadness, or their loneliness. If this view is correct, music survives as a kind of relic of an intermediary stage between the hoots and chirps of animals and the full complexity of modern language.

A competing theory is that music didn't precede language, but rather sprang from it as a byproduct. The idea is that, as our ancestors gradually became attuned to the rhythms and frequency of language, particular areas of the brain became specialized in processing these attributes. Our ancestors developed music as a way to hack into these modules. Steven Pinker, the Harvard psychologist, famously promoted this view by likening to music to “auditory cheesecake”: it **cropped up** by evolutionary accident, he suggested, and though pleasurable serves no useful function.

For scientists, the key to deciphering what music is all about may ultimately lie in studying those who don't understand it at all. About 1 person in 25 suffers from a condition called “amusia,” whose effects range



from tone-deafness to the total inability to find any pleasure in music. People can be born with amusia or **come down with** it after sustaining a brain injury. Such people tend to have damage to certain areas of the brain, including the primary auditory cortex and the frontal lobe. These areas are located far apart within the brain and serve a range of different functions, including memory and the perception of time. Music also engages both the primitive parts of the brain that handle emotion and the more recently evolved areas that **carry out** reasoning and planning. You could say that music offers something to every part of us. It ties us together inside.

It ties us together collectively, too. Music turns a crowd into a community. It's no accident that soldiers once marched off to battle singing to the accompaniment of pipers and drummers, or that an entire stadium's worth of spectators stands and belts out "The Star Spangled Banner" at the start of every baseball game. Nothing can match the power of music in spreading an emotion across a crowd of people and binding them together. And this, some have suggested, might be the real purpose of music after all.

If that's the case, then it makes a lot of sense that going to a concert or a music festival is so much more intense an experience than simply listening at home. In the collective environment, we're able not just to enjoy the music, but to be a part of it, to be swept away into something greater than ourselves and ineffable. To be, for a moment, carried along in a great ocean of collective feeling.

**9) Put in the missing prepositions in the following phrases.**

The key \_\_\_\_\_ smth; become attuned \_\_\_\_\_ smth; to suffer \_\_\_\_\_ a condition called "amusia,"; music turns a crowd \_\_\_\_\_ a community; sing \_\_\_\_\_ the accompaniment of pipers and drummers; to spread an emotion \_\_\_\_\_ a crowd of people; to make a flute \_\_\_\_\_ an extinct bear's thigh bone; be crucial \_\_\_\_\_ smth; to respond \_\_\_\_\_ music \_\_\_\_\_ an emotional level.

**10) The words in bold type in the reading above are phrasal verbs. Can you find their synonyms / definitions among the following phrases?**

- ✓ to consider a problem or a possible course of action fully;
- ✓ to find or produce an answer;
- ✓ to do and complete a task;
- ✓ to ask smb to come, especially to an emergency;
- ✓ to get an illness that is not very serious;
- ✓ to appear or happen, especially when it is not expected.

**11) Translate the following sentences into Russian paying attention to the phrasal verbs.**

a) People who aren't impulsive **think through** the consequences of their actions before taking decisive steps.

- b) Is that the best you can *come up with*?
- c) In the British Army, discipline was centred around self-discipline, and it was assumed that each man had enough self-discipline *to carry out* an order without being told twice.
- d) If you come home and see signs of a possible break-in, a broken window or an open door – don't go inside or *call out*.
- e) *Think through* choices carefully.
- f) She felt totally in charge, totally confident, able to cope not only with herself but with any emergencies that might *crop up*.
- g) Why didn't you *call out* for help?
- h) However, recent technological advances have made possible a robot which can be programmed *to carry out* a range of services on command.
- i) I didn't know what I was going to say, but I would have *to come up with* something.

**12) Put in the missing phrasal verbs in the sentences below.**

- a) She opened her mouth to \_\_\_\_\_ to them, but no sound emerged.
- b) It is far better to \_\_\_\_\_ the principles in advance and to act consistently with them than to improvise.
- c) I know you could \_\_\_\_\_ something – your work has always been the best, and I have every faith that you could do a good job.
- d) It is a disorder which can \_\_\_\_\_ spontaneously.
- e) \_\_\_\_\_ your reaction to these ideas.
- f) Their party will \_\_\_\_\_ research on the hole in the Ozone layer.
- g) Examples of brilliance \_\_\_\_\_ in one in ten autistic children.

**13) Study the following statements made by famous people about what music is for. Can you comment on them?**

- a) "Music expresses that which cannot be put into words and that which cannot remain silent" (Victor Hugo).
- b) "Music is ... A higher revelation than all Wisdom & Philosophy" (Ludwig van Beethoven).
- c) "Music produces a kind of pleasure which human nature cannot do without" (Confucius).
- d) "To live is to be musical, starting with the blood dancing in your veins. Everything living has a rhythm. Do you feel your music?" (Michael Jackson).
- e) "If you cannot teach me to fly, teach me to sing" (J.M. Barrie).

**14) Translate the following words and phrases into English using the active vocabulary.**

- A.** (a) Народные напевы; (b) произведение Шопена; (c)

произведение неизвестного музыканта; (d) часть (музыкального произведения); (e) симфония в трех частях; (f) музыкальное произведение для пяти голосов или инструментов; (g) сольная партия; (h) современная музыка; (i) маршировать под музыку; (j) легкая музыка; (k) классическая музыка; (l) музыкальный стиль; (m) музыка в традиционном (фольклорном стиле); (n) музыкальное произведение для трех исполнителей; (o) музыка-фон; (p) исполнять песню.

**В.** (a) Это не случайно; (b) в отличие; (c) получается, (что); (d) придумать (найти) объяснение; (e) неожиданно появляться; (f) продумывать; (g) заболеть чем-л.; (h) выполнять приказ; (i) выкрикивать, закричать.

**15) Translate the following sentences into English.**

a) Кантри – это музыкальный стиль, в основе которого лежат народные южно- и западно-американские мелодии.

b) Балет – вид танцевального искусства, которое выражает драматическую историю в сочетании с музыкой без слов и пения.

c) Симфония – большое музыкальное произведение для оркестра.

d) Поп-музыка – это современная популярная музыка, получившая распространение с 1950-х годов.

e) Под какую музыку ты предпочитаешь танцевать?

f) Какую музыку ты слушаешь? / Какую музыку ты раньше слушал?

g) – Вы не могли бы мне объяснить разницу между камерной музыкой и классической музыкой? – Камерная музыка – это музыка, исполняемая небольшим коллективом музыкантов. Классической обычно считается музыка, находящаяся в отношении преемственности к музыкальным жанрам и формам (опера, симфония, соната и др.), сформировавшимся в западной музыкальной традиции.

## **2. LISTENING TO MUSIC AND DESCRIBING MUSICAL SOUNDS**

### **Study the active vocabulary**

***to arrange (smth)*** – to change a piece of music so that it sounds different, for example using other instruments or another style; music that has been arranged – ***arrangement***

***auditorium (plural auditoriums or auditoria)*** – the part of a theatre, concert hall, etc. in which the audience sits

***beat*** – a strong rhythm

**canned music** – music that has been previously recorded and used in television and radio programmes

**chord** – two or more musical notes that are played at the same time

**concert** – a performance of music for a particular audience

**a concert programme** – a piece of paper or leaflet with information about the concert

**concert hall** – a building where people go to hear concerts

**crescendo** (plural **crescendos**) – a change from a soft sound to a louder sound

**encore** – an extra performance of a piece of music, that an audience might ask for at the end of a successful concert

when different notes are played or sung together in a pleasing way, the result is **harmony** (U)

**to improvise (smth)** – to invent a musical performance as it is happening; noun (C/U) – **improvisation**

**key** – a set of notes that is based on one particular note

**music lover** – a person who enjoys music very much

**music critic** – a person whose job is to criticize and discuss music

music that you hear as it is happening is **live**; music that you hear on a record, etc. is **recorded**

**note** – a single musical sound made by a voice or an instrument

**opera house** – a building where operas are performed

**scale** – a series of notes that go up or down in a fixed order

**pitch** – how high or low a note or voice is

**tune / melody** – a series of notes arranged in a pleasant pattern

if an instrument or a voice is at the correct pitch, it is **in tune**; if not, it is **out of tune**

**to tune (smth)** – to adjust a musical instrument so that it plays at the correct pitch

a note that is slightly higher than the correct one is **sharp** (adverb **sharp**); opposite – **flat** (adverb **flat**)

when music is not played or sung loudly, it is **soft** (adverb **softly**)

**rhythm** – a regular repeated pattern of sound in music; adjective – **rhythmic, rhythmical** (adverb **rhythmically**)

**time** (U) – the rhythmical pattern of a piece of music

**venue** – a place where people meet for an organized event, for example a concert, sporting event or conference

if you are good at recognizing and appreciating musical sounds, you **have an ear for music**, if you are not able to hear or sing the difference between notes in music, you are **tone-deaf**

## Practice makes perfect

### 1) Match the word to its definition.

<i>tune</i>	a series of notes ascending or descending by fixed intervals, esp. one beginning on a certain note
<i>crescendo</i>	a system of notes definitely related to each other, based on a particular note and predominating in a piece of music; tonality
<i>chord</i>	a spectators' or audience's demand for an item to be performed again. Also, an item performed in response to such a demand
<i>scale</i>	a rhythmical succession of musical tones produced by or composed for an instrument or voice
<i>encore</i>	a group of notes sounded usu. together, combined according to some system
<i>harmony</i>	a gradual increase in loudness
<i>key</i>	the combination of (simultaneous) notes to form chords; the structure of a piece of music with regard to its chords

### 2) Translate the phrases below into Russian paying attention to the words in bold.

The opening (last) *movement*; a piano *trio* written in 1956; a *live* concert; a pop *concert*; to go to a *concert*; a high (low) *note*; the *key* of G minor; a change of *key*; to sing *flat*; a major (minor) *chord*; to sing / play *in harmony*; low lights and *soft* music; Latin American *rhythms*; to keep *time* with the music; a four-fingered *chord*.

### 3) Translate the sentences below into Russian paying attention to the words in bold.

1) Dame Margot, then 30 years old, stunned the audience in the *Metropolitan Opera House* with her performance as Princess Aurora in "The Sleeping Beauty".

2) After a 45-minute performance, the musician walked offstage. People were screaming for an *encore*, but he never came back.

3) It's easy to identify the sound of super-drummer Tony Williams' *quintet*: the *melodies* are bright and flowing, the *rhythms* taut and upfront, the post-bop *harmonies* deep and challenging.

4) Most of the musical forms and most of the tradition of classical music started in Italy. It all *started back* there, originally with church music back in the Middle Ages, and then most of the forms that we think of – the *concerto*, the *symphony*, the *cantata*, the *oratorio*, the *sonata* – all these forms started in Italy with Italian composers, Italian musicians, and Italian terms.

5) They sang loudly and soulfully, and completely *out of tune*.

6) The *Concert Hall* inside is the true star. With its curved wood

ceilings and open interiors, the hall's *auditorium* is spacious enough for 2,265 seats. Yet the audience surrounds the orchestra in a way that makes the place feel as cozy as a living room.

7) She *recorded* the multi-Grammy winning *duet album*.

8) An asthmatic who was unable to continue a career in the church, Antonio Vivaldi seems to have clung to a philosophy of composing as much beautiful music as possible during his lifetime. Vivaldi was prolific in the areas of *chamber music* (more than five hundred of his *concerti* survive), *opera*, and *sacred music*.

**4) Put in the missing prepositions in the sentences below.**

a) The band will be playing \_\_\_\_\_ 20 different venues \_\_\_\_\_ their UK tour.

b) He just sat down \_\_\_\_\_ the piano and improvised.

c) The piece ends \_\_\_\_\_ a huge crescendo.

d) It sounds sharp \_\_\_\_\_ me.

e) The children played us a tune \_\_\_\_\_ their recorders.

f) I can't sing \_\_\_\_\_ that pitch.

g) When did you last go \_\_\_\_\_ the opera?

h) It's difficult to sing with him as he always sings \_\_\_\_\_ tune.

i) I prefer ballet \_\_\_\_\_ opera.

j) We're still trying to decide \_\_\_\_\_ a venue.

**5) Put in the missing word to fill in the gap.**

a) We call him \_\_\_\_\_ as he is unable to hear the difference between musical notes.

b) The acoustics of the new concert \_\_\_\_\_ are excellent.

c) The concert will be broadcast \_\_\_\_\_ (= at the same time as it takes place).

d) The audience called out \_\_\_\_\_ at the end of the concert to ask the performer to sing another piece of music.

e) A style of dancing that tells a dramatic story with music but no talking or singing is \_\_\_\_\_.

f) I don't recognize that piece of music. Even the opening \_\_\_\_\_ can't help.

g) The \_\_\_\_\_ was comfortably full, and predominantly female.

**6) Collocate the words *melody*, *rhythm*, and *harmony* with adjectives. Ex.: *bright* melody. Use a dictionary if necessary.**

**7) Study the meaning of the set expressions *in tune* and *out of tune*.**

*be in / out of tune (with smb / smth)* 'to be / not be in agreement

with smb / smth; to have / not have the same opinions, feelings, interests, etc. as smb / smth'

***in / out of tune*** 'to be / not be singing or playing the correct musical notes to sound pleasant'

**8) Study the sentences with the expressions above and translate them into Russian.**

a) To react to one's environment means to be *in tune* with human life and to be sensitive to the essential values it contains.

b) She stretched out her hands over the keys, held her breath for a second, and then struck a chord. It sounded full and strong, exactly *in tune*.

c) Suddenly she knew they weren't *in tune* with each other. He was in a world of his own.

d) During the evenings he sat in a dim corner of the inn playing the old piano, teaching himself new songs, but the piano was badly *out of tune* and it would cost a great deal to have a man come to fix it.

e) I seem to be rather *out of tune* with the weather.

f) And the more I know of him – the less I like him. There's something *out of tune* about him – like a chord of music with some basic note left out.

g) The company was too big, too mismanaged, too *out of tune* with what consumers wanted.

h) We were offered the use of a lovely old piano, sadly *out of tune* and in need of repair.

**9) Make up your own sentences with the expressions *in tune* or *out of tune*. Read them out and have your group mates translate them.**

**10) Translate the sentences into English using the expressions *in tune* or *out of tune*.**

a) Скрипка звучит в унисон с пианино.

b) Кажется, он поет не в тон.

c) Пианино расстроено.

d) Он чужд общественному мнению.

e) Ваши предложения соответствуют нашим идеям касательно этого проекта.

f) Он не смог играть, поскольку бас-гитара была расстроена.

**11) In the following reading which tells the history of jazz there are mistakes. Can you correct them? The number of mistakes is indicated at the end of each sentence.**

From colonial days to the end of Civil War, hundreds of thousands of Africans were brutally taken from their homeland and brought in

America (2). There, they were made slaves for the life (1). They were treated as property rather than as human beings (1). Slave owners often outlawed the practise of any African traditions such as the use of drum (2). They feared that the instruments might be used as a mean of communication (1). The staccato beats can be a way to plan rebellions (1). But African culture did not died out (1). Forbidding to strike a rhythm on a drum, slaves created rhythm with their voices (1). It was long a tradition for Africans to sing while they worked (1). Now the slaves continued a custom, echoing the rhythm of the task in their music (1). Slaves pounding fence posts, for example, have coordinated each hammer strike with a grunt of effort (1). Field crews tilling the soil have moved along the rows in rhythm with their song (1). This type of singing becomes known as the “work song” (1). Slave owners took advantage from the work song (1). They encouraged workers singing faster and, therefore, working faster (2). Slaves could be punished for complaining of their plight (1). So they used song lyric to sing about freedom (1). Often, they improvised the words as they sing (1). After the drum has been outlawed, African slaves turned to other instruments such as the guitar or banjo (1). As they slided their fingers along the frets, the notes slurred to sound as the soulful wail of a field worker’s voice (2). The work song helped the slaves survive and it became a root of the musical style we know as the jazz (2).

**12) What word from the reading above is meant?**

- a) What verb from the reading means “repeatedly reflecting words or sounds”?
- b) What adjective from the reading is a borrowed Italian word that describes “short, sharp sounds”?
- c) What noun names a style of American music that originated with Southern slaves? It has strong rhythms and is often made up as singers and musicians go along.
- d) What verb from the reading means “to persuade someone to do something by making them believe it is a good thing to do”?
- e) What noun names one of the bars on the long thin part of a guitar?

**13) Choose one word from the reading above and make your group mates guess what you mean. You may start “what verb / noun / adjective from the reading means ...?”**

**14) Complete each sentence with the word from the reading. The words in parentheses are their synonyms.**

- 1) The slaves were (making up) \_\_\_\_\_ the words of songs while they toiled in the fields.



- 2) Slave owners would usually (outlaw) \_\_\_\_\_ the use of drums.
- 3) The (words) \_\_\_\_\_ of the work songs often spoke of freedom.
- 4) Africans were taken from their (birthplace) \_\_\_\_\_ to become slaves in America.
- 5) Musicians slid their fingers along the (bars) \_\_\_\_\_ of the banjo.

**15) Answer the questions from the list, or make up your own question about people's taste in music.**

- a) What is your favourite kind of music?
- b) Do your close friends share the same tastes in music as you?
- c) If you could choose one musical instrument to be able to play brilliantly, what instrument would you choose?
- d) Do you like having background music while you are working?
- e) Where do you tend to listen to music?
- f) How often do you go to concerts?
- g) Have your musical tastes changed since you were younger?
- h) What instrument do you most like the sound of?
- i) Do you have an ear for music?
- j) What's your favourite musician or band?

**16) Translate the following words and expressions into English using your active vocabulary.**

- (a) Камерная музыка; (b) текст песни; (c) играть на гитаре / банджо; (d) музыкальный инструмент как средство общения; (e) выстукивать ритм на барабанах; (f) симфония в четырех частях; (g) короткий (отрывистый) звук; (h) импровизировать; (i) стать основой нового музыкального стиля; (j) танцевать под музыку; (k) музыкальный стиль, который уходит корнями; (l) выкрикивать на бис; (m) урок музыки; (n) живой концерт; (o) играть фальшиво; (p) иметь хороший музыкальный слух; (q) новая аранжировка старой песни.

**17) Render the following abstract into English paying attention to the words in bold type.**

*Джазовая музыка* – поистине уникальное явление в культуре. Почему уникальное? Дело в том, что джаз сочетает в себе черты нескольких совершенно разных культур – африканской, европейской и американской. **Зарождается джаз** в конце 19 – начале 20 столетия в Соединенных Штатах Америки. Как бы это ни звучало, но во многом появление джаза обязано рабовладению. Европейцы даже не

догадывались о том, что вместе с рабами, переправленными на американский континент, они привезли туда африканскую музыкальную культуру, которая отличается потрясающим вниманием к музыкальному ритму. На родине африканцев музыка являлась неизменным компонентом различных обрядов. **Ритм** имел здесь колоссальное значение, являясь основой коллективного танца, коллективной молитвы, иными словами, коллективного обряда. **Мелодика** и **гармония** здесь находились практически в зачаточном состоянии. Этим определяется то, что африканская музыка более свободна, в ней имеется большее пространство для **импровизации**. Итак, вместе с чернокожими рабами европейцы привезли на американский континент то, что стало **ритмической основой джазовой музыки**.

А какова же роль европейской музыкальной культуры в формировании джаза? Европа привнесла в джаз мелодику и гармонию, минорные и мажорные стандарты, солирующее мелодическое начало.

26 февраля 1917 года в студии «Victor» была записана первая грампластинка, на которой звучала джазовая музыка. Это был **джазовый коллектив** «Original Dixieland Jazz Band». Кстати, музыканты коллектива не были темнокожими. Это были белые американцы.

В последующие годы джаз превратился из маргинального **музыкального направления** в достаточно серьезное **музыкальное течение**, которое овладело умами и сердцами широкой публики на американском континенте.

### 3. MAKING MUSIC

#### Study the active vocabulary

**band** – a small group of people who play jazz or pop music, or a group that play the same kind of instruments; **boy band, girl band**

**bar** – a short unit into which a line of music is divided (AmE **measure**)

**to compose / write** – to invent music; **composer** – a person who composes music; **composition** (C) – a piece of music which has been written by a composer

**demo** – a record or tape with an example of smb's music on it

**gig** – a performance by musicians playing pop music or jazz in front of an audience

**to give a concert** – to perform a concert in public

**to hum (smth)** – to sing a tune with your lips closed

**music** (U) – the signs on paper that represent musical sounds; **musician** – a

person who plays or writes music

**note** – a sign on paper that represents a single sound

**to play an instrument / play some music** – to use a musical instrument to make music; a person who plays music is a **player** of a particular instrument

**to play (smth) by ear** – to play a piece of music without ever seeing it written down

**to practise** – to do an activity or train regularly so that you can improve your skill; noun – **practice**

**release** – a thing that is made available to the public, especially a new CD or film / movie

**to read music** – to understand a piece of music when it is written on paper

**to sing (smth)** – to make musical sounds with your voice; a person who sings – **singer**; a short piece of music with words that you sing – **song**

**songwriter** – a person who writes the words and usually also the music for songs

**soloist** – a person who plays or sings a piece of music alone

**to whistle (smth)** – to make a musical sound by blowing air through your lips; **whistle** (noun) – the sound that you make by forcing your breath out when your lips are closed.

### **Practice makes perfect**

1) Study the following sentences with the words from the active vocabulary and translate them into Russian.

- a) She's a singer **with a band**.
- b) The band's first album is **due for release** later this month.
- c) She **is practising scales on the piano for** her piano exam.
- d) She **was humming** softly **to herself**.
- e) Tardy regretted not having learned to **read music**. He whistled **from memory** individual passages.
- f) Once you have rehearsed, you will need to record **a demo**, especially as many venues won't consider you for **a gig** unless they have heard you on tape.
- g) It is likely-easier for **an ear-trained musician** to learn to read music than it is for **a notation-dependent musician** to learn to **play by ear**. Too often, **playing by ear** is presented as an alternative to being able to read music, when in fact these skills may be complementary in nature.
- h) I have a theory that if you have two musicians, both trained and able to play anything that is put before them, but only one of them has the ability to **play by ear** as well, then he or she will be able to project more life, beauty and expression than the other.

2) The noun *band* is a collective noun which means it can take a singular or plural verb. Agree the verb with the subject *band* in the following sentences.

- a) With the possible exception of the Beatles, no other band (has / have) become so successful so quickly.
- b) The band (was / were) famous for their preposterous clothes and haircuts.
- c) The band (has / have) gone on tour to promote their new album.
- d) The band (is / are) back in the US recording their new album.

3) Use the words from a box in the correct form to complete the sentences below. Use each word once only.

<i>note</i>	<i>to compose</i>	<i>whistle</i>	<i>gig</i>
<i>song</i>	<i>band</i>	<i>to play by ear</i>	<i>concert hall</i>
<i>composer</i>	<i>to read music</i>	<i>soloist</i>	<i>release</i>

- a) We've booked a \_\_\_\_\_ for the wedding reception.
- b) Their latest \_\_\_\_\_ is a worthy successor to their popular debut album.
- c) The singer worked hard on the clear articulation of every \_\_\_\_\_.
- d) No \_\_\_\_\_ was considered worthy of the name until he had written an opera.
- e) The \_\_\_\_\_ capacity is 320, filled nearly to that figure at weekends or on special occasions but usually it stands empty on weekdays.
- f) The \_\_\_\_\_ was inaudible to the human ear.
- g) I can only remember the first two lines of that \_\_\_\_\_.
- h) Mozart \_\_\_\_\_ his last opera shortly before he died.
- i) There are many successful pop musicians who have still never learned to \_\_\_\_\_ but \_\_\_\_\_.
- j) He had long been a backup singer before he became a \_\_\_\_\_.
- k) The band played all new songs at the \_\_\_\_\_.

4) Read the text below and put in the missing parts keeping in mind that one of the parts is extra.

In 1774, four-year-old Ludwig van Beethoven had to stand on the piano bench to reach the keys. Eventually, he became known as Germany's greatest pianist. Beethoven's talent attracted many friends. But he was a moody genius. If people talked while he played, he (1) \_\_\_\_\_. He was notorious for rude behavior. Once he got mad at a waiter and (2) \_\_\_\_\_. The fashionable hairstyle of the times was neat pigtails, but Beethoven wore his hair long and wild. He cared nothing about stylish clothes. Beethoven (3) \_\_\_\_\_. He preferred being alone to

compose symphonies. Sometimes he worked for days without sleep. Beethoven's most well-known notes begin his Fifth Symphony. They are three short beats followed by one long beat. Some people think these notes represent Fate knocking at the door. What is the worst thing you could imagine happening to a musician? In his twenties, Beethoven began to lose his hearing. He broke piano strings by pounding hard enough to hear the notes. The deaf composer became even more eccentric. When conducting an orchestra, he'd shout without realizing it. In his last performance, Beethoven could not hear the audience. When someone (4) \_\_\_\_\_, Beethoven began to cry. The great composer died when he was 57. Until the very end, he was a wild, defiant genius.

- a) dumped gravy on the man's head
- b) turned him around to make him aware of the applause
- c) would walk off in a huff
- d) patted him on the head
- e) scorned company.

**5) What word from the reading above is meant?**

- a) What noun from the text above means "a long piece of music played by a full orchestra"?
- b) What nouns means "each of the buttons pressed down by the fingers to produce the notes in playing any of various musical instruments, as an organ, piano, flute, etc."?
- c) What verb means "to direct a group of people who are singing or playing music"?
- d) What noun names a group of people who have gathered to watch or listen to smth (a play, concert, smb speaking, etc.)?

**6) Study the following idioms with the word *song*.**

*for a song* (informal) 'very cheaply; at a low price'

*on song* (informal) 'working or performing well'

**7) Study the sentences with the expressions above and say in which of them *song* is used as an idiom.**

- a) They bought the house in the 1950s, *for a song*.
- b) In the van I sat waiting *for a song* to play.
- c) I hired him, *for a song*, as my bodyguard.
- d) That's a great title *for a song!* I'm gonna write that, and it'll be a big hit.
- e) She took in a few deep breaths, like a singer preparing *for a song*.
- f) Nevertheless, pop groups and jazz bands use improvisation

and compositions based primarily *on song* forms; jazz's musical language tends to be far more sophisticated.

- g) When he's *on song*, he does unbelievable things.
- h) The whole team must be *on song*.
- i) But he demonstrated yesterday that he is now back *on song* and he is looking forward to a good run in the marathon at the end of the month.

**8) Make up your own sentences with *for a song*, *on song* to illustrate their usage.**

**9) In pairs try to solve the following quiz. The first letter is written for you to give a hint.**

- a) Who composed the opera *Fidelio*? **L**\_\_\_\_\_
- b) Who composed *The Flight of the Bumble Bee*? **R**\_\_\_\_\_ -  
\_\_\_\_\_
- c) Whose real name was *Robert Zimmermann*? **B**\_\_\_\_\_
- d) Who was the most successful singer of the song *White Christmas*? **B**\_\_\_\_\_
- e) What city did *Scott McKenzie* sing about? **S**\_\_\_\_\_
- f) Who recorded *Like A Virgin*? **M**\_\_\_\_\_
- g) What was *Michael Jackson's* most famous CD? **T**\_\_\_\_\_
- h) Who was the lead singer of *Queen*? **F**\_\_\_\_\_
- i) What was the first published single of the *Beatles*?  
**L**\_\_\_\_\_

**10) Having done the quiz, discuss the following questions with your group mates.**

- a) What kind of music did the Beatles play?
- b) Can you name at least a few of the Beatles' greatest hits?
- c) What do you think of Michael Jackson's contribution to pop music and dance?
- d) What hit single is Scott McKenzie best known for?
- e) Where do you think the first performance of the opera *Fidelio* took place?
- f) Do you agree that Queen drew artistic influence from the Beatles, Led Zeppelin, Yes and many others in the 1970s? How do you characterize the musical style of the band?
- g) Do you know when Queen released their debut album? Was it received well?

**11) Translate the words and phrases using your active vocabulary.**

(a) Напевать мотив по памяти; (b) вместимость концертного зала; (c) группа (музыкантов); (d) насвистывать мотив; (e) такт; тактовая черта; (f) сочинять музыку; (g) играть по нотам; (h) (музыкальная) нота; (i) музыкант, играющий только по нотам; (j) играть на музыкальном инструменте; (k) музыкант, играющий по слуху; (l) сочинять музыку; (m) быть на подпевках.

**12) Translate the sentences using your active vocabulary.**

- a) Я сожалею, что так и не научился играть по нотам.
- b) Она поет в ансамбле.
- c) Когда вышел первый альбом группы Битлз?
- d) Певец усердно вырабатывал четкую артикуляцию каждой ноты.
- e) В настоящее время есть много успешных поп музыкантов, которые не умеют читать по нотам, а играют по слуху.
- f) Кто сочинил эту оперу?

**13) Render the following abstract into English paying attention to the words in bold type.**

Универсальность гения Моцарта поражает. Он равно велик и в *оперном*, и в *симфоническом творчестве*, и в *камерных*, и в *хоровых* сочинениях.

Недолгий жизненный путь Моцарта был полон контрастов. Вундеркинд, в четыре года *сочинивший свой первый концерт для клавесина*; владевший, кроме того, *скрипкой* и *органом*, он еще в раннем детстве завоевал всеевропейскую славу, выступая *с гастрольми* по всей Европе. В зрелые же годы Моцарт жестоко страдал от непризнанности.

За двадцать лет он *написал* около пятидесяти симфонических циклов. Первые симфонии, созданные им в шестилетнем возрасте, были подражанием стилю Иоганна Христиана Баха, последние же оказали воздействие на поздние симфонии Гайдна и предвосхитили появление симфоний Бетховена и Шуберта. К глубочайшим по мысли и выражению чувств творениям относится и его *церковная музыка*, в первую очередь *непревзойденный шедевр* – Реквием.

#### **4. MUSICAL INSTRUMENTS AND THEIR PLAYERS**

**Study the active vocabulary**

*(musical) instrument* – something that is used for playing music

**bow** – a long thin piece of wood with thin string stretched along it, used for playing musical instruments such as the violin

**keyboard** – a small electronic piano

**piano** (*plural pianos*) – a large musical instrument which is played by pressing down black and white bars (= keys); **a grand piano** – a full-size piano usually used for concerts; **pianist / piano player** – a person who plays the piano

**synthesizer** – an electronic instrument that can produce many different kinds of sounds

**cellist** – a person who plays the **cello**

**clarinetist** – a person who plays the **clarinet**

**drummer** – a person who plays **drums**

**flautist** – a person who plays the **flute** (AmE **flutist**)

**guitarist** – a person who plays the **guitar**

**harpist** – a person who plays the **harp**

**oboist** – a person who plays the **oboe**

**organist** – person who plays the **organ**

**piper** – a person who plays the **bagpipes**

**saxophonist** – a person who plays the **saxophone**

**trumpeter** – a person who plays the **trumpet**

**trombonist** – a person who plays the **trombone**

**violinist** – a person who plays the **violin**

### **Orchestra**

**orchestra** – a large group of musicians who play different musical instruments together; connected with an orchestra – **orchestral**

**orchestra pit** – the area in front of the stage in a theatre where an orchestra may sit for a play or an opera

**to conduct (smth)** – to stand in front of an orchestra and direct it;

**conductor** – a person who conducts an orchestra

**baton** – a stick that the conductor of an orchestra uses

**the strings** (noun plural) – all the orchestral instruments that have strings; adjective – **stringed**

**wind instrument** – a musical instrument that you blow to produce a sound

**the woodwind** (with singular or plural verb) – the group of wind instruments that are made of wood; adjective – **woodwind**

**the brass** (with singular or plural verb) – the group of wind instruments that are made of brass; adjective – **brass**

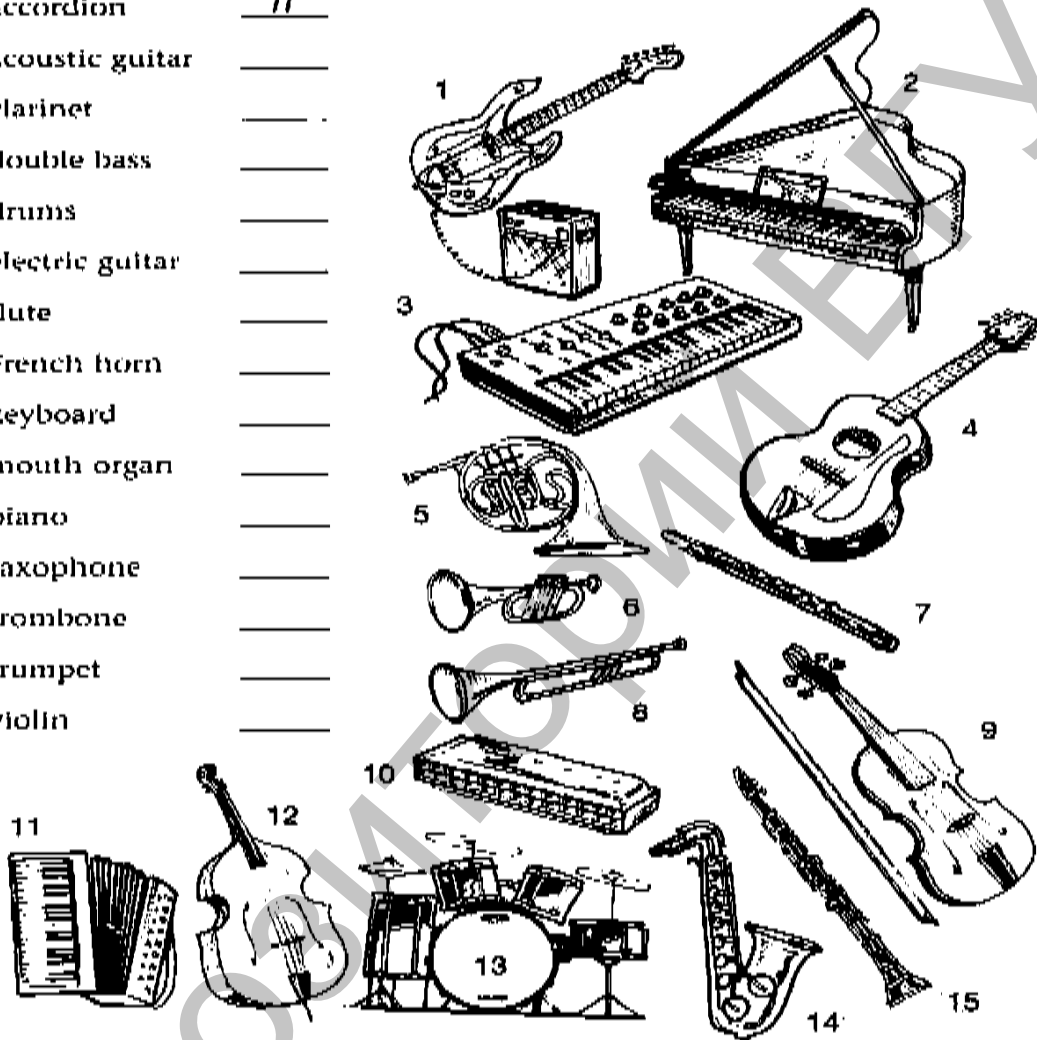
**the percussion** (with singular or plural verb) – the section of an orchestra that consists of instruments that you play by hitting them; adjective – **percussion**; **percussionist** – a person who plays percussion instruments



**Practice makes perfect**

1) Write the number of the picture next to the correct word(s).

- accordion 11
- acoustic guitar \_\_\_\_\_
- clarinet \_\_\_\_\_
- double bass \_\_\_\_\_
- drums \_\_\_\_\_
- electric guitar \_\_\_\_\_
- flute \_\_\_\_\_
- French horn \_\_\_\_\_
- keyboard \_\_\_\_\_
- mouth organ \_\_\_\_\_
- piano \_\_\_\_\_
- saxophone \_\_\_\_\_
- trombone \_\_\_\_\_
- trumpet \_\_\_\_\_
- violin \_\_\_\_\_



Actually, there are several different types of *saxophone* and of *drum*. There's the *bass*, the *snare*, the *bongo drum* and others. *Saxophone* come as *sopranos*, *altos*, *tenors* and *baritones*.

2) Write each instrument in the box under the correct heading: *trombone*, *cello*, *clarinet*, *cymbals*, *drum*, *flute*, *French horn*, *oboe*, *bells*, *trumpet*, *viola*, *violin*.

STRINGS	WOODWINDS	BRASS	PERCUSSION

3) **Make new words by adding a suffix to a root word. Then use the new word in a sentence of your own.**

**Ex.:** a person who plays the guitar: *guitar* → *guitarist*. He was looking for a good *guitarist* to form a band.

-*ist* = a person who does something or is skilled at something;

-*ee* = the person to whom something is given or done;

-*er* = a person who does something;

-*ian* = one having something to do with a thing or place.

a) a person who studies folklore, especially as an academic subject: *folklore*

b) one who receives a nomination: *nominate*

c) one skilled at making art: *art*

d) a person who plays the cello: *cello*

e) one who entertains: *perform*

f) a person who is awarded smth, such as a prize: *award*

g) a person who plays the harp: *harp*

h) the person who answers the questions: *interview*

i) an entertainer who makes people laugh by telling jokes or funny stories: *comedy*

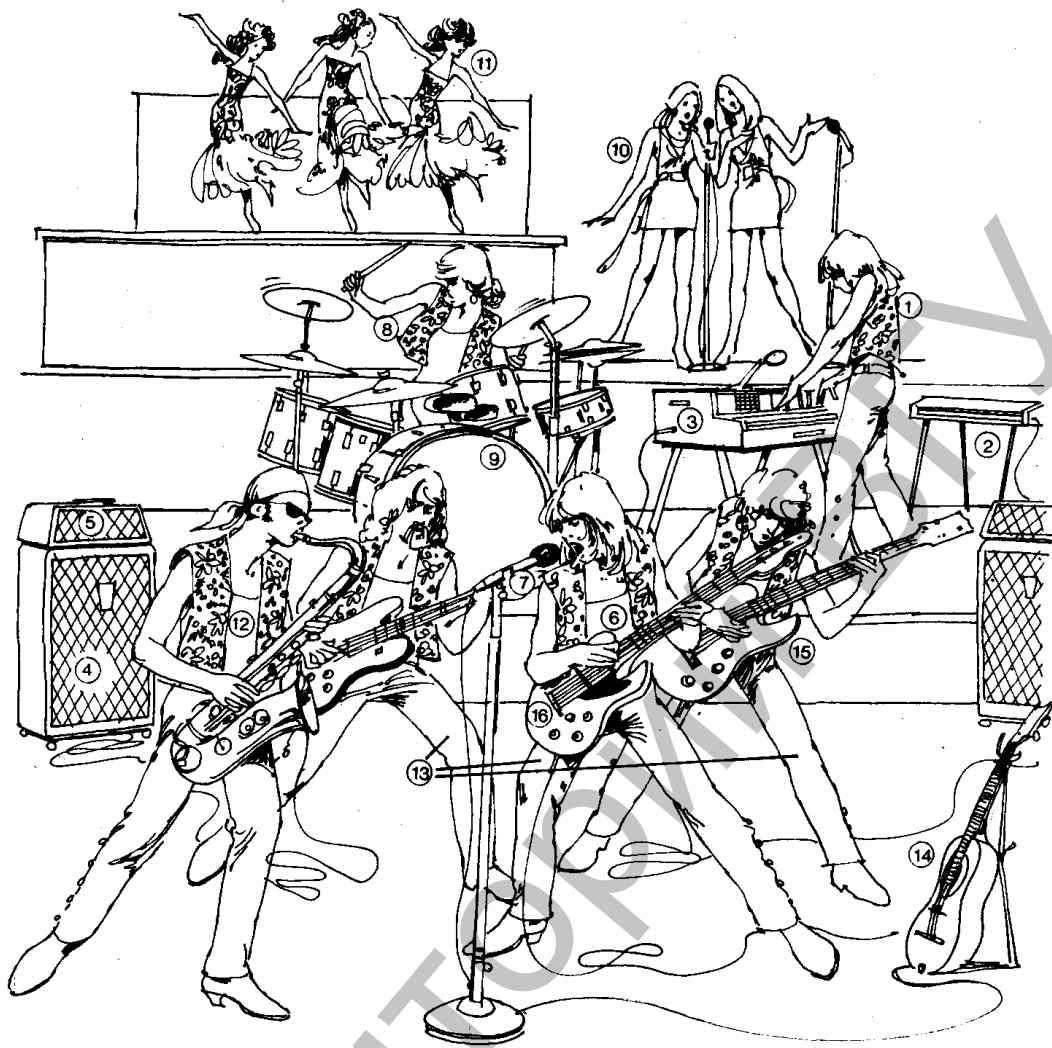
j) a person who plays the clarinet: *clarinet*

k) a person who plays the flute: *flute*

l) a person who sings or writes ballads: *ballad*

4) **Read the text and study the drawings on the next page. Write the correct words next to the correct numbers 1 – 16.**

A pop group can have many forms, but a traditional one has a single **lead singer**, and sometimes a **backing group**. There is nearly always a **drummer** sitting behind his or her **drum kit** and two or three **guitarists** playing electric guitars. The person playing **lead guitar** is usually a very good guitarist and has all the solos. The person playing **bass guitar**, which is the biggest of the electric guitars, provides a strong, often pounding bass rhythm. Sometimes, especially for a slower, quieter ballad, one of them might play an **acoustic guitar**. The difference is that electric guitars always have to be plugged into an **amplifier**. The singer sings into a **microphone** and behind him or her are usually several enormous **loudspeakers**. Nowadays there is nearly always a **keyboard player**. He or she plays a range of **synthesizers** and possibly an **electric piano**. Finally some groups have a **saxophone player** and might even have one or two **dancers**.



Write the words here.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

- 9 \_\_\_\_\_
- 10 \_\_\_\_\_
- 11 \_\_\_\_\_
- 12 \_\_\_\_\_
- 13 \_\_\_\_\_
- 14 \_\_\_\_\_
- 15 \_\_\_\_\_
- 16 \_\_\_\_\_

- 5) **Explain the difference between:**
- a) percussion instruments and wind instruments;
  - b) an orchestra and a band;
  - c) a keyboard and a piano;
  - d) a bass guitar and an acoustic guitar;
  - e) a lead singer and a backing group.

6) **Read the text and try to define the words which are in bold type.**

An **orchestra** is a group of **musicians** playing together. It most often includes various string, woodwind, brass, and percussion instruments. A musical group is usually considered an orchestra only if it includes stringed instruments. A group with only woodwind, brass, and percussion instruments is commonly called a **band**. Musicians in the string section play instruments related to the violin. Along with violins, this section may include instruments such as violas, cellos, and string basses. The strings are sometimes called the heart of a symphony orchestra. The woodwinds include flutes, oboes, and clarinets. The brass section includes such instruments as tubas, trumpets, French horns, and trombones. Drums are the main percussion instruments. **Percussionists** may also play instruments such as bells, cymbals, gongs, triangles, tambourines, or xylophones. Other instruments are often added to an **orchestra**. These include the harp, organ, and piano. Orchestra musicians work from musical scores. A **score** shows the notes to be played by each instrument. During a performance, only the **orchestra conductor** follows the complete score. Individual musicians have printed music that shows only their own parts. The conductor directs the group with hand signals, gestures, and facial expressions. “Lightly, lightly,” the conductor may signal high **notes** from the violins, lifting his hands and raising his eyebrows. A serious look and hands moving inward “pull” deep tones from the tuba. Most major cities have large symphony orchestras. These **are** often **made up of** more than 100 **professional musicians**. Smaller towns may have an orchestra of 15 to 40 **amateur musicians**. Many schools have student orchestras.

7) **What word from the reading above is meant?**

a) What compound word names a group of instruments, including the clarinet and flute, which have a mouthpiece into which the player blows?

b) What noun from the reading names a group of instruments with which a sound is made by shaking or striking some part of it?

c) What noun from the reading means “a large brass musical instrument that you blow into, with a sliding tube used to change the note”?

d) What noun from the reading means “a movement that you make with your hands, your head or your face to show a particular meaning”?

e) What word means “a large orchestra that plays classical music”?

**8) Put each of the following words and phrases in its correct place in the passage below.**

*musicians*

*bows*

*conductor*

*keys*

*audience*

*instruments*

*bow*

*string*

*score*

*baton*

*concert hall*

While the (a) \_\_\_\_\_ was filling up and the (b) \_\_\_\_\_ were taking their seats, the (c) \_\_\_\_\_ were tuning their (d) \_\_\_\_\_. The famous (e) \_\_\_\_\_ entered. He gave the audience a low (f) \_\_\_\_\_, picked up his (g) \_\_\_\_\_, looked briefly at the (h) \_\_\_\_\_ which lay open in front of him, and raised his hands. The pianist placed her fingers ready over the (i) \_\_\_\_\_ of her piano. The (j) \_\_\_\_\_ section of the orchestra (violinists, cellists, etc.) brought their (k) \_\_\_\_\_ up, ready to play. The concert was about to start.

**9) Put each of the following words and phrases in its correct place in the passage below.**

*group*

*vocalist*

*live*

*number one*

*fans*

*top ten*

*recording studio*

*stage*

*concert*

*lyrics*

After the Beatles, the Rolling Stones have probably been the most successful (a) \_\_\_\_\_ in Britain. Most of their records have gone into the (b) \_\_\_\_\_ and they've had many at (c) \_\_\_\_\_. But their records have usually been made in a (d) \_\_\_\_\_ and I always wanted to hear them (e) \_\_\_\_\_ at a (f) \_\_\_\_\_. I wanted to see them perform on (g) \_\_\_\_\_ in front of thousands of excited (h) \_\_\_\_\_. And I did, at Earls Court in 1983. It was great. And Mick Jagger, the (i) \_\_\_\_\_ sang all the old favourites. I couldn't hear the (j) \_\_\_\_\_ very well because of the noise, but I somehow it didn't matter.

**10) Do the crossword.**

**Across**

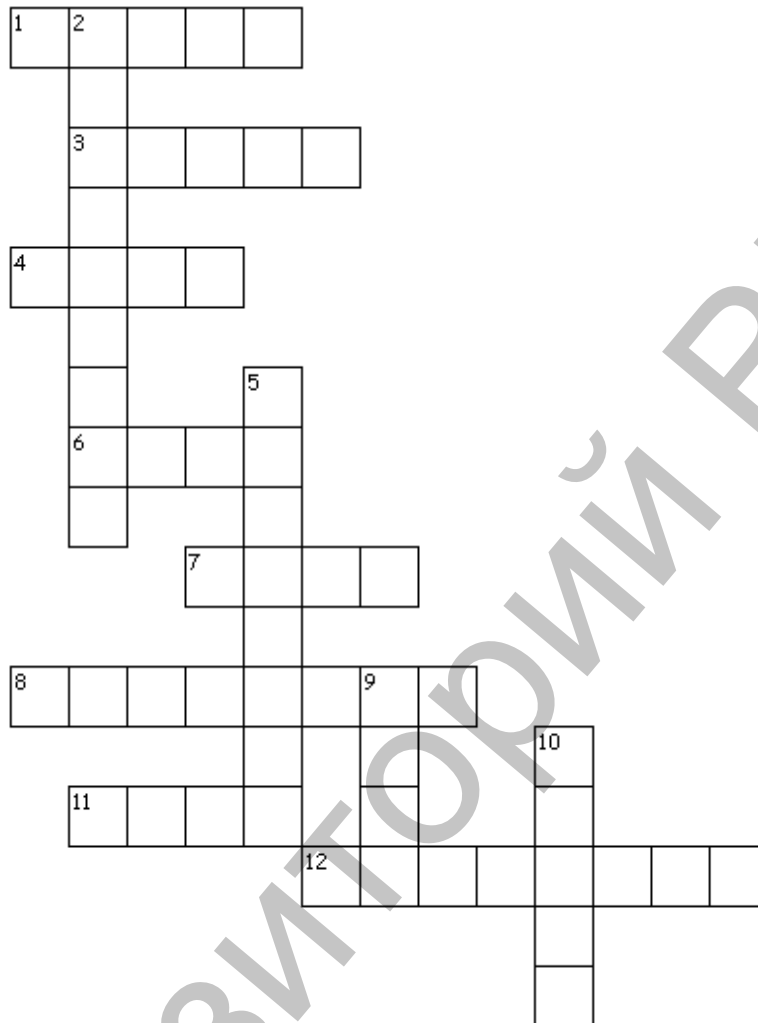
1. How high or low a note or voice is.
3. A person who plays the bagpipes.
4. A single musical sound made by a voice or an instrument.
6. A piece of music, dance or entertainment performed by only one person.
7. Black and white bars.
8. A piece of music for one or more solo instruments playing with an orchestra.
11. When music is not played or sung loudly.
12. A small electronic piano.

**Down**

2. To invent a musical performance as it is happening.
5. Any of the main parts that a long piece of music is divided into.

9. The rhythmical pattern of a piece of music.

10. Two or more musical notes that are played at the same time.



**11) Do you remember the sounds produced by various musical instruments? How can they be combined? Study the following descriptions and then give your own ideas about the combination of different instruments.**

a) In a small orchestra two oboes would be too penetrating and reedy in tone.

b) The oboe and horn are not satisfactory in unison – they blend insufficiently.

c) The flute and viola, blended in unison, made a sound of quite special beauty to which the harp forms a natural contrast.

d) Good unisons are those formed by flute and oboe, flute and clarinet (in all available registers), flute and bassoon, flute and horn.

**12) Study the following statements. Can you comment on them?**

- a) “People worry about kids playing with guns, and teenagers watching violent videos; we are scared that some sort of culture of violence will take them over. Nobody worries about kids listening to thousands – literally thousands – of songs about broken hearts and rejection and pain and misery and loss” (Nick Hornby).
- b) “Songs are as sad as the listener” (Jonathan Safran Foer).
- c) “Pop music often tells you everything is OK, while rock music tells you that it’s not OK, but you can change it” (Bono).

**13) Translate the following words and expressions into English using your active vocabulary.**

- (a) Рояль; (b) клавишный музыкальный инструмент; (c) дирижерская палочка; (d) духовая секция оркестра; (e) волынка; (f) виолончель; (g) партия, (h) барабан, (i) дирижировать, (j) гобой, (k) дирижер Лондонского симфонического оркестра, (l) попасть в десятку, (m) ударник, (n) выступать, (o) управлять оркестром при помощи сигналов руки, жестов и выражения лица, (p) партитура, (q) оркестровая яма, (r) (не)профессиональный музыкант, (s) бас-гитара, (t) издавать дрожащий ритм.

**14) Translate the following sentences into English using your active vocabulary.**

- a) В симфоническом оркестре группа духовых музыкальных инструментов может быть представлена деревянными и медными инструментами. К первым относятся, например, флейта, гобой, кларнет, фагот; к последним – труба, тромбон, туба.
- b) Наш симфонический оркестр представлен более чем 50 музыкантами, большинство из которых – скрипачи.
- c) Я хотел бы увидеть, как эта группа выступает живьем на сцене перед сотнями восхищенных фанатов.
- d) Кто дирижирует сегодня?
- e) Группа была уже на сцене, когда мы поняли, что заняли не свои места.
- f) Оказывается, она прекрасная пианистка. Она играет на фортепиано с детства, а также пробует сама сочинять музыку.
- g) На днях мы купили пианино, однако, его необходимо настроить.

**15) Write your impressions after visiting a live concert (about 35–40 sentences). Include four paragraphs in your composition: a) give the name of the place where it was and describe what it looked like; b) describe the band / musician(s); c) say what the fans did during the concert; d) give your general impression.**

## 5. MOVIE WATCHING

### RAY (2004)

Born in Georgia in 1930, Ray Charles was a legendary musician who pioneered the genre of soul music during the 1950s. Charles combined blues, gospel and jazz to create groundbreaking hits such as “Unchain My Heart”, “Hit the Road Jack” and “Georgia on My Mind”. He died in 2004, leaving a lasting impression on contemporary music. His life story became a hit film entitled *Ray*. Jamie Foxx starred as the legendary performer, and he won an Academy Award for his portrayal of Charles.

#### Part 1 (00:00:00 – 00:60:00)

1) **There are a lot of grammar irregularities in the movie dialogues. Study the following sentences and say if they are correct according to the grammar standards of English.**

- a) Who you riding with?
- b) He ain't gonna do it here.
- c) This ain't no tobacco, man.
- d) It's true, ain't it?
- e) Fathead, where you guys headed, man?
- f) 45 minutes ain't enough time.
- g) Now if you got other business, you better choose, because this bus is rollin' on time.

2) **In what connection do these phrasal verbs appear in the movie?**

- 1) blow in; 2) sew up; 3) slough off ; 4) pay up.

3) **How would you translate / re-phrase the sentences below?**

- a) Billy, don't get your feathers all ruffled now.
- b) Ok, come on in.
- c) So snuggle up and come near.
- d) A nice jazz trio could score big with the right manager.
- e) You know, Marlene and Gossie are the ones running the game on you. The sliced up the pie the first night you played.
- f) He's a two-bit hustler.
- g) Who's gonna book your gigs?
- h) Break it up!
- i) There you go. Give me some skin.
- j) Listen closely, now.
- k) And when Lowell's playin', you keep the band sharp.



**4) What does it mean?**

- a) when related to a music style: *to fatten up one's style*;
- b) when related to a piece of music: a *smash*;
- c) when related to a musician: a *bari player*;
- d) His wax won't even hit the *charts*.

**5) What collocates with the following words?**

- a) to spout \_\_\_\_\_;
- b) fair and \_\_\_\_\_;
- c) null and \_\_\_\_\_.

**6) The word 'cat' is frequently used in the movie. Can you recall the situations where it appears and make up the semantic structure of the lexeme 'cat'?**

**7) Act out the talk between Ahmet and Ray (00:43:18 – 00:44:27).**

**Some notes:** *bebop* (also *bop*), noun [U] – a type of jazz music that was especially popular in the 1940s and 1950s. It emphasizes the creative playing of individual musicians in small groups. Famous players include 'Dizzy' Gillespie, Charlie 'Bird' Parker and Thelonious Monk. The music again became popular in the 1990s because of musicians like the trumpet player Wynton Marsalis.

**Part 2 (1:00:00 – 2:32:26)**

**1) Look at the words in bold type. How would you define them?**

- a) I really *dig* your sound.
- b) What is all the *cackling* for?
- c) He filed a *lawsuit* and it's more than a fine, Ray.
- d) I *was cueing* down the lights. That shuts up the audience.
- e) The band *is* still *setting up*.

**2) In what connection do these phrasal verbs appear in the movie?**

- a) sign smb up; b) put smth out; c) listen up; d) crank out; e) buy off.

**3) Put in the missing words.**

- a) You know, I never got a record in one \_\_\_\_\_ before.
- b) He's got that \_\_\_\_\_ itch.
- c) Every night we play this, man, we bring the \_\_\_\_\_ down.
- d) Ray, I am having second \_\_\_\_\_ about this.

- e) We'll lay my \_\_\_\_\_ down and finish the harmony parts.
- f) I give them a 10-minute \_\_\_\_\_ period, Joe.

**4) Identify the word that is meant.**

- a) The act of playing music that has been recorded before; a recording that you listen to or watch again;
- b) a sum of money that is paid to smb who has written a piece of music each time that it is sold or performed;
- c) a concert for which all the tickets have been sold.

**5) Summarize your reaction to the movie.**

- Describe what you have learnt about Ray Charles and the music he performed.
- Discuss the issues raised in the movie (drug addiction and its fighting, etc.)
- Write a review of the movie including at least the following points: the cast of the movie, the director, the awards it got, the setting, the plot, your personal opinion and recommendation.

**6. REVISION EXERCISES**

**1) What do you call the people who play the following instruments: *piano, drums, violin, saxophone, trumpet, bagpipes, organ, harp, guitar, cello, flute, clarinet?***

**2) Put in the missing word(s). The first letter is written for you to give a hint.**

- a) The piece ends with a huge *c*\_\_\_\_\_.
- b) Do you know who *c*\_\_\_\_\_ that last piece we heard?
- c) He has been asked to *w*\_\_\_\_\_ a piece specially for the occasion.
- d) The trumpet and the clarinet are both *w*\_\_\_\_\_.
- e) Just *h*\_\_\_\_\_ the tune if you don't know the words.
- f) I can never remember the *t*\_\_\_\_\_ of that song.
- g) She played a Chopin waltz as an *e*\_\_\_\_\_.
- h) What *k*\_\_\_\_\_ is this piece in?
- i) Recently percussion, both tuned and untuned, has become a very prominent feature of 'advanced' twentieth-century music, some scores requiring many skilled *p*\_\_\_\_\_.
- j) The hall was packed with people; music spilled out from the main hall beyond; pipes and fiddles, tabors and accordions, guitars and a piano, several of them playing the same *t*\_\_\_\_\_.

**3) What are the antonyms of the following words?**

a) Recorded music; b) have an ear for music; c) in tune; d) soft (music); e) a sharp tone; f) to play by ear.

**4) Can you guess what instrument is meant?**

a) A musical instrument that usually has six strings, that you play with your fingers or with a plectrum.

b) A metal musical instrument that you blow into, used especially in jazz.

c) A musical instrument played especially in Scotland.

d) A musical instrument with strings, shaped like a large violin. The player sits down and holds it between his or her knees.

e) A large musical instrument played by pressing the black and white keys on the keyboard.

**5) Match the artist or band to the music genre they are associated with.**

- |                   |                        |
|-------------------|------------------------|
| 1) Nelly          | a) rock                |
| 2) The Carpenters | b) heavy metal         |
| 3) Craig David    | c) jazz                |
| 4) Nina Simone    | d) rap                 |
| 5) Tchaikovsky    | e) soul                |
| 6) Fat Boy Slim   | f) country and western |
| 7) Westlife       | g) punk                |
| 8) Dolly Parton   | h) classical           |
| 9) Iron Maiden    | i) easy listening      |
| 10) Bon Jovi      | j) dance               |
| 11) Barry White   | k) pop                 |
| 12) The Clash     | l) r & b               |

**6) Work in groups. Exchange the information you may know about the performers from the previous exercise.**

*Example:* Nelly is an American rapper. He started his music career with Midwest hip hop group St. Lunatics in 1993. Nelly began his solo career in the year 2000, with his debut album *Country Grammar* which is Nelly's best-selling album to date.

**7) Translate the sentences into English.**

a) Музыка может быть театральной (опера и др.), симфонической, камерной. Также музыка подразделяется на жанры: песня, танец, марш, симфония, соната и др.

b) Поп группа может быть представлена несколькими формами, однако, традиционной считается та, в которой присутствует

главный исполнитель и, иногда, группа сопровождения. Почти всегда в группе есть барабанщик, находящийся за ударной установкой, а также несколько гитаристов, играющих на электрогитарах. Разница между акустической гитарой и электрогитарой состоит в том, что последнюю (the latter) необходимо подключать к усилителю.

с) Концерт был аншлаговым; в конце публика несколько раз выкрикивала «на бис» и стоя аплодировала 10 минут.

d) В концертный зал вошел дирижер. Он поклонился зрителям, затем взял свою дирижерскую палочку, мельком глянул в партитуру, которая лежала перед ним открытой, и поднял обе руки. Струнное отделение оркестра приготовили свои смычки. Концерт вот-вот должен был начаться.

e) Она что-то тихонько напевала, когда мыла посуду.

f) Мне понравилось это произведение. Ты можешь сыграть его еще раз?

g) Начало концерта должно было быть в восемь вечера, но начался он на 30 минут позже. Концерт длился 1,5 часа. Певица исполняла в основном новые песни, но были и знакомые уже хиты. Группа подтанцовки была на высшем уровне.

**8) Take a poll about music preferences among your class mates (or any other topic connected with music you are interested in). Study the results of your poll, present your findings in a chart (table) and write a summary about your findings.**

## UNIT II PAINTING

### 1. PAINTING GENRES. ART EQUIPMENT

#### Study the active vocabulary

#### PAINTING GENRES

**acrylic painting** – a painting done in acrylics

**battle piece** – a painting representing a battle

**caricature** – a pictorial representation of a person, which exaggerates his characteristic traits for comic effect

**cartoon** – a humorous or satirical drawing; a full-size preparatory sketch from which the final work is traced or copied

**charcoal** – a drawing done in a stick or pencil of carbon (made by heating wood or other organic matter)

**cityscape** – an urban landscape; view of a city

**collage** – an art form in which compositions are made out of pieces of paper, cloth, photographs, and other miscellaneous objects

**copy** – an imitation or reproduction of an original

**daub** – an unskillful or crude painting

**drawing** – a picture or plan made by means of lines on a surface, esp. one made with a pencil or pen without the use of colour

**fake** – an object that is not **genuine** (synonym **sham, forgery**)

**fresco** – a painting done in a very durable method of wall-painting using watercolours on wet or dry plaster

**graph** – a drawing depicting the relation between certain sets of numbers or quantities by means of a series of dots, lines, etc.

**history / historical painting** – a painting with subject matter drawn from classical history, mythology, and the Bible

**illustration** – pictorial matter used to explain or decorate a text

**landscape** – a painting or drawing depicting natural scenery (not a view depicted there)

**marine / seascape** – a sketch or picture of a ship, the sea

**(unsurpassed) masterpiece** – the most outstanding piece of work of a creative artist

**miniature** – a very small painting, esp. a portrait, showing fine detail on ivory or vellum

**mosaic** – a design or decoration made up of small pieces of coloured glass, stone, etc.

**mural / wall painting** – a large painting or picture on a wall

**oil painting** – a painting done in oils

**original** – the first and genuine picture from which others are derived

**painting** – the art of applying paints to a surface (canvas, etc.) to make a picture; a picture made in this way (synonym **picture, canvas, piece**)

**portrait** – a painting or drawing of an individual (**self-portrait; full-length portrait, shoulder-length portrait, knee-length portrait; ceremonial portrait, family portrait**)

**reproduction** – an imitation or facsimile of a work of art

**scene** – an incident or situation that is described or represented (**street scene, city scene, country scene, hunting scene**)

**sketch** – a rapid drawing or painting

**still life** – a painting or drawing of inanimate objects, such as fruit, flowers

**tapestry** – a heavy ornamental fabric in the form of a picture, used for wall hangings and made by weaving coloured threads into a fixed warp

**watercolour** – a painting done in watercolours

## ART EQUIPMENT

**(paint) brush** – a device made of bristles, hairs, set into a firm handle and used to apply paint

**acrylics / acrylic paints** – fast-drying paints containing acrylic resin

**canvas** – a piece of heavy durable cloth made of cotton on which a painting is done, usually in oils

**chalk** – a piece of soft fine-grained white sedimentary rock, often coloured, used for writing and drawing on a blackboard

**charcoal** – a stick or pencil of carbon that is made by heating wood or other organic matter in the absence of air and used for drawing

**crayon** – a small stick or pencil of charcoal, wax, clay, or chalk mixed with coloured pigment

**easel** – a frame used for supporting or displaying an artist's canvas

**frame** – an enclosing case or border into which a picture is fitted

**gouache** – opaque watercolour paint in which the pigments are bound with glue and the lighter tones contain white

**ink** – a fluid or paste used for printing, writing, and drawing

**oils / oil paints** – slow-drying paints that consist of pigment suspended in a drying oil

**paint** – a substance used for decorating a surface

**paintbox** – a box containing a tray of dry watercolour paints

**palette / colour box** – a flat piece of wood or plastic, used by artists as a surface on which to mix their paints; the range of colours

**pastel** – a crayon made of ground pigment bound with gum, used for making sticks for drawing

**pigment** – a powder that is mixed with a liquid to give colour to a paint

**watercolour** – a paint of which the liquid is a water dispersion of the binding material (as glue, casein, or gum)

**Practice makes perfect**

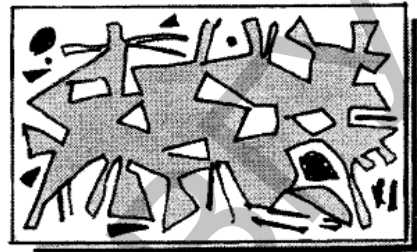
1) Identify the types of the paintings (1 – 6).



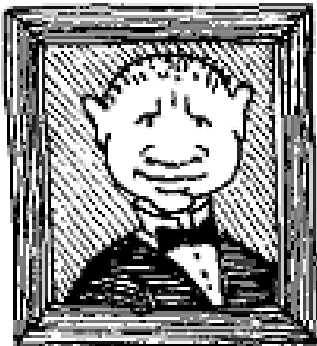
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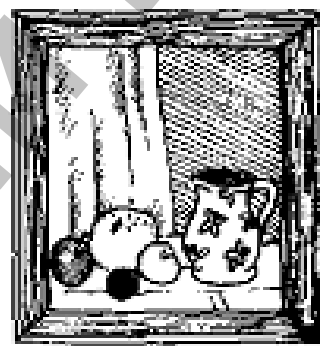
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4



5



6

2) Identify the shapes of the paintings (1 – 5).



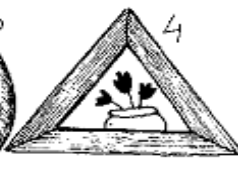
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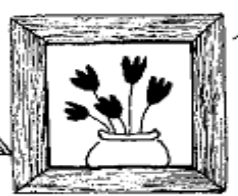
5



3



4



1

1) s-----; 2) r-----; 3) c-----; 4) r-----; 5) o-----.

3) Identify the kinds of pictures in accordance with their definitions.

- a) a picture made with pencil;
- b) a rough drawing without many details so as to show the main features of an object;
- c) a picture to go with the words of a book;
- d) a picture in solid black;

- e) a picture painted in watercolour on a surface of a fresh wet plaster;
- f) a picture painted directly onto the wall;
- g) a picture made by an unusual combination of bits of paper, cloth, metal;
- h) a humorous drawing, often dealing with smth of interest in the news in an amusing way;
- i) woven cloth hanging on a wall, with pictures woven from coloured wool or silk;
- j) a representation of a person made so that aspects of his or her looks appear more noticeable;
- k) a painting, drawing or photograph of a real person.

**4) Match the word to its definition.**

- |                 |   |
|-----------------|---|
| <i>brush</i>    | a) the working room of a painter;   |
| <i>canvas</i>   | b) a colouring matter used by painters for making pictures;                                       |
| <i>charcoal</i> | c) the thing to paint with;   |
| <i>easel</i>    | d) a frame to hold a canvas upright for the painter's convenience;                                |
| <i>paint</i>    | e) a pencil, made of black carbon;  |
| <i>palette</i>  | f) a thin board with a thumb hole for holding it, on which a painter lays and mixes his pigments; |
| <i>studio</i>   | g) a strong, coarse cloth used for painting on in oil.  |

**5) Translate the following words and phrases into English using the active vocabulary:**

(a) Безвкусная мазня; (b) угольный карандаш; (c) морской пейзаж; (d) шедевр; (e) фреска; (f) подделка; (g) портрет в полный рост; (h) натюрморт; (i) эскиз; (j) гобелен; (k) акварель; (l) мольберт; (m) гуашь; (n) холст; (o) палитра.

**6) Choose the best word to fit each gap in these definitions.**

1) *prints; oil paintings; drawings; watercolours.*

If you want to do ....., you'll need a pencil, but to do ....., you'll need a brush and some water. Many of the famous pictures which are on display to the public, like *the Mona Lisa*, are ..... . Even if you can never buy these pictures, you can often get ..... of them so you can have a copy of your favourite picture on the wall.

2) *still life; abstract; portrait; landscape.*

A(n) ..... is a picture of a person, but a(n) ..... is a picture of objects that do not move, like fruit, flowers or bowls. A(n) ..... is a picture of the countryside, but a(n) ..... shows line, shape and colour and does not attempt to be realistic.



3) **gallery; studio; collection; exhibition.**

A(n) ..... of paintings is on display to the public, and it usually takes place in an art ..... . An artist usually paints in a ..... . Millionaires often own a number of very valuable pictures in their own private .....

7) **Explain the difference between:**

- |                                   |                                |
|-----------------------------------|--------------------------------|
| a) a mural and a fresco;          | g) a cartoon and a caricature; |
| b) a graph and a sketch;          | h) a pencil and a charcoal;    |
| c) a copy-book and a sketch-book; | i) a mosaic and a collage;     |
| d) a drawing and a painting;      | j) a reproduction and a sham;  |
| e) a cartoon and a portrait;      | k) a daub and a masterpiece;   |
| f) a landscape and a cityscape;   | l) a charcoal and a crayon.    |

8) **Fit the following words in the sentences.**

**A. reputation, original, masterpiece, creative, restored, artists.**

1) The artist is so ..... that it's difficult to imagine what he will think of producing next.

2) The men who make money from the sale of paintings are not the ..... but the dealers.

3) Until I visited Peter's house I had never seen a/an ..... Picasso in a private house.

4) Constable produced many good paintings but this is considered to be his .....

5) The artist wasn't well-known in his lifetime but his ..... has grown rapidly since his death.

6) The painting was badly damaged in a flood and has not yet been .....

**B. galleries, creative, works, sculpture, dealers, painter, professional, amateur, sculptor, reproductions.**

One of the most ..... things anyone can do is to make a work of art, whether it's a ..... making a ..... or a ..... painting pictures. .... artists do it for their own satisfaction and pleasure, but ..... artists have to make a living from their art and are dependent on ..... to sell their ..... in city ..... . I myself have three Picassos, a Botticelli and a Van Gogh. They're ....., not originals, but they're all I can afford.

**C. accomplished, acquired, admission, ancient, art, artists, collection, collector, contribution, exhibitions, exhibits, galleries, portraits.**

There are over 30 ..... holding a total of over 50,000 ....., of which about 3000 come from ..... Egypt, and which were ..... from a private ..... in the 1950s. There is also an excellent section on modern ....., which has a permanent ..... of landscapes, ....., sculptures, and still lifes by some of the 20<sup>th</sup> century's most ..... and significant ..... There are regular temporary ..... as well. .... is free for everyone, although visitors are encouraged to make a voluntary ..... of 5\$ to help pay for the upkeep.

**D. *portrait, landscape, still life, abstract, detailed, traditional, original, colourful.***

a) I think his work is very individual, very ..... I've never seen anything else like it.

b) I've just been to a(n) ..... exhibition – it's something I've tried to do myself, but my apples always look like peaches!

c) We've got a(n) ..... of my great grandfather at home. He was a general in the army.

d) Renaissance paintings were always very ..... You could see all the stitches on the clothes.

e) His most famous ..... was a picture of the scenery around his home in Provence.

f) I don't actually like modern art. I much prefer more ..... things.

g) I don't like paintings that are all greys and browns. I like really ..... things. You know, lots of bright greens and reds and yellows.

h) I don't understand her work at all. It's just too ..... for me.

**9) A. Read this extract from an article about the British public's attitude to modern art.**

You have heard it so often, that all those modern artists are only **pulling the wool over the public's eyes**<sup>1</sup>, and it is easy to laugh, in a superior kind of way, both at the extreme examples of contemporary art and at the apparent **philistinism**<sup>2</sup> of its **detractors**<sup>3</sup>. But, almost by stealth, the British public has discovered it perhaps does like modern art after all. Has the public **wised up**<sup>4</sup>, or has the art **dumbed down**<sup>5</sup>? If people find that contemporary art is not so difficult or complicated or highbrow and impenetrable as they once thought, it could also mean that art is somehow becoming less intelligent, less sophisticated than it was.

<sup>1</sup> deceiving

<sup>2</sup> inability to appreciate art or culture (disapproving)

<sup>3</sup> critics

<sup>4</sup> become more sophisticated

<sup>5</sup> become less intellectual

**B. The same article puts the attitudes to contemporary art in a historical perspective.**

The current enthusiasm for modern art – there are more people visiting **Tate Modern**<sup>1</sup> every week than there were people in Florence at the height of **the Renaissance**<sup>2</sup> – appears to be more than a **fad**<sup>3</sup>. If people got nothing from what they see there, they would **vote with their feet**<sup>4</sup>. At the end of the 19<sup>th</sup> century a lot of people had problems with **Impressionism**<sup>5</sup>, and, later, when confronted with **cubist**<sup>6</sup> paintings, the gallery-going public had problems with those too. **The surrealists**<sup>7</sup> were often **deemed**<sup>8</sup> mad, but liking **surrealism**<sup>9</sup> is perfectly sane and acceptable, and it appears everywhere, from posters to advertising campaigns. As a result, we are all now more **visually literate**<sup>10</sup> than before, more **immune to**<sup>11</sup> shocks, **inured to**<sup>12</sup> surprises.

<sup>1</sup> new modern art gallery in London

<sup>2</sup> period of new interest in the arts in Europe in the 14<sup>th</sup> to 16<sup>th</sup> centuries

<sup>3</sup> a short enthusiasm for smth (disapproving)

<sup>4</sup> stop coming

<sup>5, 6, 7, 9</sup> types of artist and schools of art of the last 150 years

<sup>8</sup> considered (formal)

<sup>10</sup> educated with regard to art

<sup>11, 12</sup> not affected by

**C. Are these statements true or false according to the texts?**

- a) Most modern art is amusing.
- b) Attitudes to modern art are changing in Britain.
- c) People may be becoming more sophisticated or art may be becoming simpler.
- d) Not many people visit modern art exhibitions in London these days.
- e) People have often found it hard to accept new trends in art.
- f) People don't have so much exposure to art these days.

**D. Choose a word or phrase from the texts to complete these sentences.**

- a) Although some people liked the exhibition there were far more ..... than enthusiasts among the reviewers.
- b) When the price of cinema tickets doubled, the public simply ..... and audiences declined dramatically.
- c) Politicians have accused TV companies of ..... their news broadcasts with the result that there is less public interest in political issues.
- d) Every year there seems to be some new food ..... that is quickly forgotten when the next thing comes on the scene.
- e) Rick managed to ..... his wife's ..... for several years before she found out about his affair.
- f) After spending such a long time camping, they have become ..... to the discomfort of living in such a confined space.

**E. Divide the following adjectives into three categories.**

usually positive associations	usually negative associations	negative or positive associations
<p><b>highbrow</b>: intended for educated, intelligent people (antonym <b>lowbrow</b>)  <b>impenetrable</b>: extremely difficult to understand (antonym <b>transparent</b>)  <b>sophisticated</b>: showing advanced skills and understanding (antonym <b>primitive</b>)  <b>challenging</b>: demanding considerable effort to be understood (antonym <b>undemanding</b>)  <b>dazzling</b>: inspiring great admiration because it is brilliant in some way (antonym <b>pedestrian</b>)  <b>evocative</b>: calling up images and memories (antonym <b>uninspiring</b>)  <b>exquisite</b>: having rare beauty or delicacy (antonym <b>clumsy</b>)  <b>intriguing</b>: interesting because it is strange or mysterious (antonym <b>dreary</b>)  <b>peerless</b>: better than any other (antonym <b>run-of-the-mill</b>)  <b>tongue-in-cheek</b>: not intended to be taken seriously despite appearing serious (antonym <b>earnest</b>)</p>		

**F. Choose one of the words from each pair of opposites in E and think of a picture that you could apply it to. Write a sentence explaining why you think it applies.**

**G. Circle the correct underlined word to complete these sentences.**

a) I think that the artist's cartoons are usually rather highbrow / dreary / lowbrow as they are intended to appeal to a mass audience.

b) When an artist sent in an ordinary red brick to an exhibition, no one was sure whether it was impenetrable / run-of-the-mill / tongue-in-cheek or intended as a serious statement.

c) Although these cave paintings were made thousands of years ago they are in some ways very primitive / pedestrian / sophisticated.

d) I find those painter's pictures of dull grey street scenes rather dreary / peerless / dazzling.

e) The design on that china plate is earnest / exquisite / transparent – however did they manage to paint such fine detail?

f) Although his photographs are quite challenging / evocative / intriguing, it is worth making effort to understand them.

**H. Speak on your attitude to contemporary art.**

**10) A. Match the styles of painting with their definitions.**

- 1) *modernism* a) an early 20th-century movement in art and literature that tried to represent the subconscious mind by creating fantastic imagery and juxtaposing elements that seem to contradict each other
- 2) *cubism* b) an artistic style, chiefly in painting and sculpture, that developed in the early 20th century and emphasized the representation of natural forms as geometric shapes seen from several angles
- 3) *symbolism* c) an early 20th-century movement in painting, begun in about 1905 by a group of French artists, including Matisse, and characterized by the use of simple forms and vivid colours
- 4) *fauvism* d) the artistic method of revealing ideas or truths through the use of symbols
- 5) *surrealism* e) the revolutionary ideas and styles in art, architecture, and literature that developed in the early 20th century as a reaction to traditional forms

**B. Define the painting styles according to the model in A.**

*Classicism; romanticism; impressionism; expressionism; realism; naturalism; figurative arts; abstract art; graphic art; renaissance art.*

**11) Analyse the techniques these famous artists used:**

Claude Monet	Rembrandt
Edouard Manet	Rubens
Francisco Jose de Goya	Thomas Gainsborough
Paul Gauguin	Valentin Serov
Raphael	Vincent Van Gogh

**12) Match the artist to the picture he created and define its genre.**

- |                  |  |
|------------------|--|
| 1) A. Rublyov    | a) <i>Girl with a Pearl Earring</i>    |
| 2) E. Munch      | b) <i>Guernica</i>                     |
| 3) J. Constable  | c) <i>I and the Village</i>            |
| 4) J. Turner     | d) <i>Night</i>                        |
| 5) J. Vermeer    | e) <i>The Holy Trinity</i>             |
| 6) L. da Vinci   | f) <i>The Persistence of Memory</i>    |
| 7) M. Chagall    | g) <i>The Last Supper</i>              |
| 8) P. Picasso    | h) <i>The Scream</i>                   |
| 9) S. Dali       | i) <i>The Sun Rising out of Vapour</i> |
| 10) V. Kandinsky | j) <i>The White Horse</i>              |

**13) Report on top 10 most famous and most expensive paintings in the world.**

- 14) **Let's have a talk about art.**
- 1) What makes good art? Give your reasons.
  - 2) How does art help us understand the outside world?
  - 3) What purposes does true art serve?
  - 4) How can an artistic taste be formed?
  - 5) What is more important for an artist: to express oneself or to impress the public?

- 15) **Translate the following sentences into English.**
- 1) Портреты Т. Гейнсборо – шедевры мирового искусства.
  - 2) Он очарован пейзажами этого видного импрессиониста.
  - 3) Это всего лишь копия. А где же оригинал картины?
  - 4) На мой взгляд, это заурядная батальная сцена.
  - 5) В мастерской были акриловые и масляные краски и гуашь.
  - 6) Что за пошлая и примитивная работа!
  - 7) На известном аукционе им удалось приобрести старинный гобелен и портретную миниатюру.
  - 8) Я всегда предпочитал реализм абстрактному искусству.
  - 9) Ты не можешь отличить фреску от мозаики?
  - 10) Это действительно сложное и утонченное произведение.

## 2. MAKING AND DESCRIBING A PICTURE: COMPOSITION, COLOURING, IMPRESSION

### Study the active vocabulary

#### MAKING A PICTURE

*to achieve* – to bring to a successful conclusion (synonym *to accomplish, to attain*)

*to arrange* – to put into a proper, systematic, or decorative order (*to arrange (a)symmetrically / in a pyramid / in a vertical format*)

*to be scarcely discernible* – to be hardly perceptible

*to blend* – to look good together; harmonize; to shade imperceptibly into each other (*to blend with the landscape*)

*to capture* – to succeed in representing or describing (*to capture the sitter's vitality, transient expression*) (synonym *to catch, to seize*)

*to combine* – to integrate or join together (*to combine form and colour into harmonious unity*)

*to convey* – to communicate a message (*to convey a sense of space*)

*to define* – to delineate the form of (*to define the nearer figures sharply*)

*to employ* – to use as a means

*to emphasize* – to give prominence to (*to emphasize contours purposely*) (synonym *to stress, to accentuate*)

**to execute** – to make or produce a painting (synonym **to work in oils**, etc.)  
**to frame** – to provide or enclose a painting with a frame  
**to indicate** – to point out or show (**to indicate the sitter's profession**)  
**to paint** – to make a picture with paint applied to a surface such as canvas (**to paint from nature / memory / imagination; to paint mythological, etc. subjects**) (synonym **to portray people, emotions with moving sincerity, with restraint; to depict a person, a scene of common life, the mood of; to interpret the personality of; to render**)  
**to place** – to put or set in a particular or appropriate place (**to place the figures against the landscape background**)  
**to restore** – to return a work of art to an original or former condition  
**to reveal** – to expose to view or show (**to reveal the person's nature**) (synonym **to expose the dark sides of life**)  
**to specialize in** – to train in or devote oneself to a particular area

## COLOURING

**colour** – the element of art that is produced when light, striking an object, is reflected back to the eye (**pure, vivid, brilliant, intense, cool, restful, hot, agitated, soft, dull, oppressive, harsh, secondary, delicate, subdued, crystal-clear, subtle, gaudy, primary, muted colours; harmony / range / riot / splashes / combination of colours**)  
**colour scheme** – a planned combination of colours (**brilliant / low-key / high-key colour scheme; to predominate in the colour scheme**)  
**highlight** – an area of the lightest tone in a painting or drawing  
**light** – an area of brightness in a picture, as opposed to shade  
**shade** – a darker area indicated in a painting or drawing by shading  
**tone** – the quality of a given colour, as modified by mixture with white or black

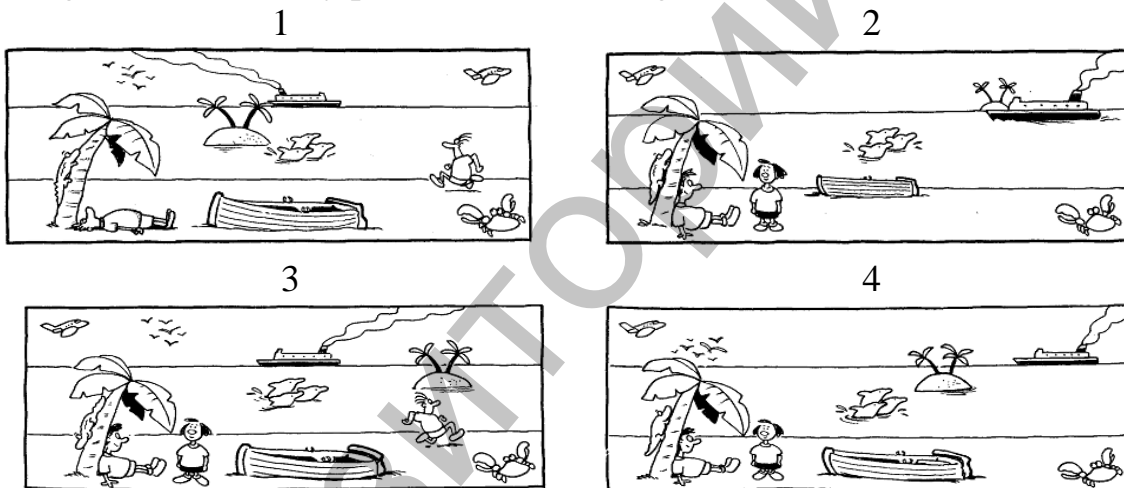
## IMPRESSION

**to affect** – to move or disturb (synonym **to evoke**)  
**to appeal** – to attract, please, stimulate, or interest  
**to distinguish** – to be a distinctive feature of; to characterize (**to be distinguished by a sense of colour / composition**)  
**to grip** – to hold the interest or attention of  
**to impress** – to make an impression on; have a strong, lasting effect on  
 a picture can be **abstract, austere, chaotic, cheap, colourless, crude, depressing, disappointing, dull, expressive, exquisite, gaudy, intricate, lyrical, moving, obscure, original, poetic, romantic, unintelligible, vulgar** in tone, mood and atmosphere

## Practice makes perfect

1) Read the following passage and decide which picture is being described. Mind the **bolded phrases** commonly used while describing the arrangement of the objects in a picture.

I'm looking at a **picture** of a tropical beach. I can see a couple of people, one of them leaning against a palm tree which is **on the left of the picture**. There's a creature – I think it's a lizard – climbing up the tree, and **in the bottom right-hand corner** I can see something which looks like a crab. **In the foreground** there's a boat and, behind the boat **in the middle-distance** there seem to be some dolphins playing in the water. In the middle distance, roughly **in the middle of the picture**, there's a small island. **In the far distance**, on the horizon, there's a ship moving **towards the left of the picture**. **In the top left-hand corner** there's an aeroplane and **to the right of the aeroplane**, there's a flock of birds, probably seagulls. It looks very peaceful and relaxing.



2) A. Study the picture, its description and answer the questions.





This **painting**, *Bathers at Asnieres* by Georges Seurat, **illustrates** a typical **scene** of 19<sup>th</sup>-century leisure and the developing industry in this suburb of Paris. **In the foreground** a group of workmen are relaxing by the river: **in the distance** you can just see the factory where they probably work. Everyone is looking out at the river and ignoring each other, even the little dog **in the bottom left-hand corner**. We can **sense** the warmth of the summer's day in the bright sunlight, **light colours**, and **shadows**.

- 1) How many people are there **in the foreground**?
- 2) Are the boats **in the foreground** or **the background**?
- 3) Are the men sitting **in the shade**?
- 4) Is the dog **in the bottom left-hand corner**?
- 5) Can you see the dog's **shadow**?
- 6) Is the picture a drawing or a painting?
- 7) Where are the factories?
- 8) On which side of the picture is the boy in the river?
- 9) Are the colours dark or bright?
- 10) On which side is the man wearing the light-coloured hat?

**B. Put the words in a proper order.**

- 1) dog / foreground / the / in / is / the.
- 2) the / it / you / see / in / can / distance.
- 3) bottom / the / corner / he / is / in / lying / left-hand.
- 4) of / right-hand / is / on / the / it / side / the / painting?
- 5) they / the / centre / drawing / of / are / in / sitting / the.
- 6) in / left-hand / some / there / corner / are / trees / top / the.

**3) Divide the adjectives defining colours and pictures from the active vocabulary into three categories.**

Positive	Neutral	Negative

**4) Give synonyms to the following verbs and make up your own word combinations to illustrate their meaning.**

a) to portray; b) to interpret; c) to capture; d) to achieve; e) to accentuate.

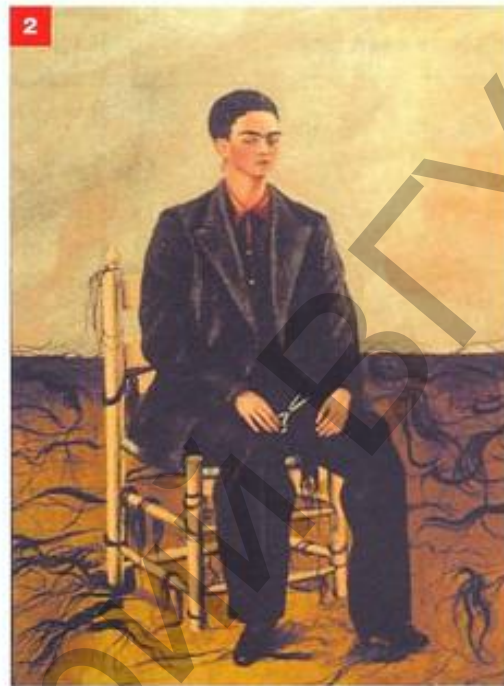
**5) Translate the following phrases into English using the active words.**

(a) Сочетать цвета; (b) разместить вертикально; (c) сливаться с небом; (d) раскрыть настроение натурщика; (e) подчеркнуть детали; (f) уловить эмоции; (g) реставрировать картинную раму; (h) писать маслом; (i) специализироваться на морских пейзажах.

6) A. Look at the three paintings by Frida Kahlo and discuss what you think the story might be behind each painting.



▲ *Frida and Diego Rivera, 1931*



▲ *Self-portrait with Cropped Hair, 1940*



▲ *Roots, 1943*

- B. Listen to a guide's description and compare your ideas.  
 C. Match the sentence beginnings with their endings from the guide's descriptions. Then match each sentence to a painting (1 – 3).
- |    |                |  |
|----|----------------|--|
| a) | She looks like | quite comfortable.                     |
| b) | She looks      | if she's floating next to her husband. |
| c) | She looks as   | a man.                                 |

**D. Look at the three paintings again for thirty seconds and answer the questions. Then look back and check your answers.**

*Frida and Diego Rivera, 1931*

- a) Describe Frida's clothes.
- b) What jewellery is she wearing?
- c) What is Diego holding in his right hand?
- d) There's something above Frida's head – what is it?

*Self-portrait with Cropped Hair, 1940*

- a) Describe Frida's face.
- b) What is she wearing?
- c) What is she holding in her right hand?
- d) What's at the top of the painting?

*Roots, 1943*

- a) Describe the landscape.
- b) What is Frida leaning on?
- c) Is her hair tied up or loose?
- d) Which part of her body do the roots seem to be coming from?

**E. Find information of Frida Kahlo's life story and discuss any aspects of her life that you can see depicted in the paintings.**

**F. Speak on your favourite artist using the following word combinations:** to break with the tradition; to be in advance of one's time; to develop one's own style of painting; to conform to the taste of the period; to become famous overnight; to be a self-taught / mature artist; to die forgotten and penniless.

**7) Use the words from your active vocabulary in the correct form to complete the sentences below.**

- a) 'What colours is the picture ... in?' – 'Shades of blue prevail.'
- b) The artist ... several peasants walking along a dusty road.
- c) His technique helps him to ... natural moonlight effect.
- d) The artist ... the movement of water with great inspiration.
- e) Why didn't you ... a group of sailors in the middle ...?
- f) All the objects in the canvas were ...with great truth.
- g) W. Hogarth was the first artist to invent story and ... it.

**8) Translate into English using your active vocabulary.**

a) Это портрет девушки в полный рост. Она изображена стоящей на фоне неба. Художнику удалось передать мимолетное выражение грусти на лице натурщицы. В палитре преобладают мягкие и нежные краски. Хотя, наверное, репродукция не может передать тонкость тонов оригинала.

b) Мне не нравится этот натюрморт. Краски кажутся слишком яркими и кричащими. Художник как будто специально

выделил контуры предметов, поэтому картина больше похожа на безвкусную дешевую фотографию.

с) Этот художник умер в нищете, забытый всеми. Теперь его полотна считаются шедеврами, изысканными и непревзойденными. Его беда в том, что он опередил свое время.

d) На переднем плане городского пейзажа четко видны разрушенные здания. Насыщенные темно-коричневые, черные и красные тона передают зловещую картину надвигающейся бури.

e) Мозаика художника эпохи Возрождения произвела на меня незабываемое впечатление.

**9) Render the text into English.**

Дж. Тернер «Заход солнца над озером»

Картина относится к числу поздних произведений Тернера, художника, чье искусство, особенно в последние годы жизни, было удивительно поэтично, соответствовало романтическим настроениям. Основной целью художника стала передача тончайших ощущений от необычных явлений природы, ее различных состояний. Он отказался от четких контуров, главным средством выражения для него стал цвет. Не случайно в это время он много работал в технике акварели. Один из исследователей творчества Тернера писал: «Тернер – безукоризненный рисовальщик, сознательно разучившийся своему мастерству, чтобы открыть возможность более эмоциональной, более прямой формы выражения».

**10) Choose the picture you admire and describe it according to the plan.**

1) **The general effect:** the title and the name of the artist; the subject matter; the period or trend represented.

2) **The contents of the picture:** place, time and setting; the accessories, the environment; the message; attempts to render the emotions of the models, the state of nature.

3) **The composition and colouring:** representing the sitter; the background; concentration on details; predominating colours.

4) **Interpretation and evaluation:** the degree of artistic skills; feelings or ideas it evokes.

**11) Recollect the most striking impressions that paintings have ever made on you. Share your impressions with a partner in the form of a dialogue.**

12) **Imagine you've got a cosy cottage of your own and an empty wall to place a painting. What kind of painting would you place there and why? Describe it in writing.**

### 3. REVISION EXERCISES

1) Name 10 objects you are likely to find in the painter's studio.

2) What do you call the artists who specialize in the following: caricatures, portraits, watercolour paintings, murals, landscapes, cartoons?

3) Put in the missing word(s) in the correct form. The first letter is written for you to give a hint.

- a) Mr. Cheater made a living **sh**... works by famous painters.
- b) They thought the painting was **g**... but it appeared to be a **r**... .
- c) On examination by experts, the picture turned out to be a **f**... .
- d) He made some **s**... which would serve as guides when he painted the actual landscape.
- e) The paintings are hung in heavy gold **f**... .
- f) He is known for **r**...works of ancient art.
- g) Aivazovsky is an outstanding painter of **s**... . Have you seen his picture *Rainbow*?

4) Use the active words in the correct form to complete the following sentences.

- 1) This landscape ... the mood of a sunny summer day with ... colours.
- 2) Landscapes and seascapes ... our attention because they ... the beauty of nature.
- 3) His still lifes ... form and colour into harmonious unity.
- 4) The portrait was drawn in ... and ... colours and produced a depressing impression.
- 5) He didn't become famous ... – he had to work hard before he ... recognition.
- 6) People in this ... portrait are depicted with ... sincerity.
- 7) The artist managed to ... the sitter's vitality.
- 8) Green and blue ... in the colour scheme. In general, the picture is rather ... in colour.
- 9) This ... artist developed his own style of painting and he didn't ... to the taste of the period. He rather ... with the tradition as he was in ... of his time.
- 10) In this picture the figures are ... against the landscape.
- 11) The still life is a mere daub of paint and it ... only negative emotions. The colours are ... .
- 12) It's an ... masterpiece with a ... colour scheme. You are impressed by a ... of colours.

- 13) Some figures are ... more sharply, others are scarcely ... .
- 14) He painted only from ... and never from ....
- 15) The canvas is ... by a ... sense of colour and ... . It radiates warmth and light.
- 16) Painting is a ... art.
- 17) If I were an artist, I would ... in portraiture to ... the person's nature.
- 18) ..., ..., ... colours evoke good feelings though the ... of tones may be lost in a reproduction.
- 19) The painter ... the contours of the nearer figures ... in order to define the contrast between the ... and the background.
- 20) His ... technique and complete ... of colours are the hallmark of his... .

**5) You will hear an interview with an Australian artist called Anna Roberts. For questions 1 – 10, complete the sentences.**

- a) Anna is well known for pictures of very (1) ... places.
- b) Anna often gets to these places on foot, but occasionally she gets there by (2)... .
- c) In her paintings Anna always tries to show that (3) ... is very beautiful.
- d) Some of Anna's paintings are so (4) ... that they look like photographs.
- e) Anna has recently done some paintings of the (5) ... using yellow and orange.
- f) Anna thinks her paintings are special because of the way she shows the (6) ... .
- g) Anna has a strong preference for doing her paintings on (7) ...
- h) Although she has used other types of paint, Anna prefers to do her paintings in (8) ... .
- i) Anna's paintings are sold to (9) ... as well as private collectors.
- j) In addition to being a painter, Anna has written (10) ... about painting.

**6) Translate the sentences into English.**

- 1) Если бы я был художником, я бы специализировался на написании портретов, чтобы раскрывать в них натуру личности.
- 2) Автопортреты и портреты, посвященные праздничным событиям, отличаются потрясающим чувством цвета и композиции.
- 3) Мягкие краски преобладают в цветовой гамме картины и излучают тепло. Утонченность тонов не потеряна в этой репродукции.
- 4) Живопись – это жизнеутверждающее искусство.

- 5) Он писал только по памяти и никогда с натуры.
- 6) Многие художники-самоучки опережали свое время, порывали с традицией и развивали собственный стиль рисования.
- 7) Это полотно – изысканное произведение искусства и непревзойденный шедевр пейзажной живописи. Хотя краски сдержанные и приглушенные, а также несколько депрессивные, картина мгновенно овладевает нашим вниманием.
- 8) Фреска сочетает форму и цвет в гармоничном единстве.
- 9) Фигуры на переднем плане выделены более четко; предметы на заднем плане едва различимы и сливаются с фоном.
- 10) Художнику удалось передать мимолетное выражение грусти модели с трогательной искренностью.
- 11) Это всего лишь бесцветная акварельная мазня, которая вызывает негативные эмоции.
- 12) У нее совершенное чувство цвета и отточенная техника.
- 13) Художник может стать знаменитым за одну ночь, а может умереть в полной нищете, забытый всеми.
- 14) Портрет написан в таких мрачных и тусклых тонах.
- 15) На вашем месте я бы не называл эти хаотичные яркие пятна кричащих тонов богатством красок.

**7) How arty are you?**

- 1) Who painted the famous woman with a mysterious smile?
- 2) Who cut off one of his ears?
- 3) Who shocked the world with his famous *Black Square*?
- 4) Who is considered the founder of abstract art?
- 5) Who founded cubism and continued to paint at the age of 80?

**8) How artistic are you? Have you ever:**

- a) used watercolours? sketched in charcoal?
- b) painted a portrait? drawn a cartoon?
- c) painted on canvas? framed a picture?
- d) illustrated a book? drawn plans for a building?

**9) Study the following statements and comment on them.**

- a) “A picture is a poem without words” (Horatio).
- b) “Art is long and life is fleeting” (Longfellow).
- c) “All art is but imitation of nature” (Seneca).
- d) Art forms our outlook and enriches our inner world.
- e) The language of art is universal.

**10) Read the preface to O. Wilde’s novel “The Picture of Dorian Gray” and speak on the role of art and the artist.**

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