

*English
With
Favourite
Songs*



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Составители:

Закирова Л.Р., к.ф.н., ст. преподаватель кафедры английского языка и методики его преподавания ТГГПУ.

Латыпов Н.Р., к.ф.н., ст. преподаватель кафедры английского языка и методики его преподавания ТГГПУ.

Научный редактор:

Сабирова Д.Р., д.п.н., доцент, зав. кафедрой английского языка и методики его преподавания ТГГПУ.

Рецензенты:

Свирина Л.О., к.п.н., доцент, зав. кафедрой иностранных языков факультетов гуманитарного цикла ТГГПУ.

Акимова О.В., к.ф.н., доцент кафедры контрастивной лингвистики и лингводидактики ТГГПУ.

Закирова Л.Р., Латыпов Н.Р.

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Данное учебно-методическое пособие создано на основе обобщения многолетнего опыта преподавания английского языка. Основой построения пособия служат популярные английские, американские песни разных жанров. Предлагаемый авторами-составителями материал позволяет разнообразить использование песенного ресурса в учебном процессе с учетом творческого подхода, а также может стать важным средством оптимизации структуры занятия, которое обеспечивает активность и работоспособность студентов, повышает их мотивацию. Предложенные задания призваны решать не только учебные задачи, но и расширять кругозор студентов и вносить в обучение элементы занимательности. Материал пособия можно использовать как дополнение к основному учебному курсу для занятий в вузе, на дополнительных курсах английского языка или для самостоятельной работы всех тех, кто изучает английский язык и интересуется современной музыкой.

Учебно-методическое пособие содержит разработанные авторами методические рекомендации, разные по степени сложности тексты для аудирования по музыкальной проблематике (от elementary до upper-intermediate), занимательные тесты. Пособие также снабжено глоссарием музыкальных терминов.

Пособие снабжено CD-сопровождением.

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CONTENTS:

I.	INTRODUCTION.....	5
II.	MUSIC QUESTIONNAIRE	7
III.	TRAVELLING	
	<i>My Way (by Frank Sinatra)</i>	10
	<i>Home (by Simply Red)</i>	13
	<i>An Englishman In New York (by Sting)</i>	15
	<i>Yellow Submarine (by the Beatles)</i>	17
IV.	APPEARANCE	
	<i>Beautiful Girls (by Sean Kingston)</i>	20
	<i>Material Girl (by Madonna)</i>	22
	<i>Oh, Pretty Woman (by Roy Orbison)</i>	24
	<i>The Lady In Red (by Chris de Burgh)</i>	26
	<i>Underneath Your Clothes (by Shakira)</i>	27
	<i>Wonderful Tonight (by Eric Clapton)</i>	30
	<i>You Are Beautiful (by James Blunt)</i>	32
	<i>You Can Leave Your Hat On (by Joe Cocker)</i>	34
V.	LEASURE	
	<i>Dancing In The Moonlight (by Toploader)</i>	38
	<i>Painter Song (by Norah Jones)</i>	40
	<i>Dancing Queen (by ABBA)</i>	41
	<i>D.I.S.C.O. (by Ottawan)</i>	43
	<i>Lemon Tree (by Fool's garden)</i>	45
	<i>Mambo #5 (by Lou Bega)</i>	47
	<i>Relax, Take It Easy (by Mika)</i>	50
VI.	RELATIONSHIPS	
	<i>And I Love Her (by the Beatles)</i>	52
	<i>Believe (by Cher)</i>	53
	<i>By Your Side (by Sade)</i>	54
	<i>Complicated (by Avril Lavigne)</i>	56
	<i>Eternal Flame (by Bangles)</i>	60
	<i>I Swear (by J.M.Montgomery)</i>	62
	<i>I Will Survive (by Gloria Gaynor)</i>	64
	<i>If I Were A Boy (by Beyonce)</i>	66
	<i>If There's Any Justice In The World (by Lemar)</i>	68
	<i>I Try (by Macy Gray)</i>	70
	<i>Family Portrait (by Pink)</i>	73
	<i>Thank You (by Dido)</i>	76
	<i>The Boy Does Nothing (by Alesha Dixon)</i>	78
	<i>This Love (by Maroon 5)</i>	80
	<i>Another Day In Paradise (by Phil Collins)</i>	83

VII. EMOTIONS

<i>Love Around Me (by Kamrad Listkov)</i>	85
<i>Don't Worry, Be Happy (by Bobby McFerrin)</i>	88
<i>Angels (by Robbie Williams)</i>	90
<i>I Believe I Can Fly (by R.Kelly)</i>	92
<i>I'm Alive (by Celine Dion)</i>	94
<i>Life (by Des'Ree)</i>	96
<i>Lucky (by Lucky Twice)</i>	97
<i>No Woman, No Cry (by Bob Marley)</i>	100
<i>The Logical Song (by Supertramp)</i>	101
<i>We Are The Champions (by Queen)</i>	104

VIII. HOLIDAYS

<i>Holiday! Celebrate! (by Madonna)</i>	108
<i>I'm Driving Home For Christmas (by Chris Rea)</i>	109
<i>Jingle Bell Rock (by Michael Bolton)</i>	112
<i>Jingle Bells (by Frank Sinatra)</i>	114
<i>Last Christmas (by George Michael)</i>	116
<i>Happy New Year (by ABBA)</i>	118

IX. MOVIES AND SOUNDTRACKS

<i>Musical: Mamma Mia</i>	119
<i>Movie: The Lake House</i>	124
<i>Musical: Mary Poppins</i>	128
<i>I Don't Wanna Miss A Thing (by Aerosmith from "Armageddon")</i>	132
<i>All I Want For Christmas Is You (by M.Carey from "Love Actually")</i>	134
<i>Don't Know Why (by Norah Jones from "Love Actually")</i>	136
<i>I Say A Little Prayer (by A.Franklin from "My Best Friend's Wedding")</i> ..	138
<i>Holding Out For A Hero (by Bonnie Tyler from "Shrek")</i>	139
<i>Hallelujah (by k.d.Lang from "Shrek")</i>	141

X. WORLD

<i>Big Big World (by Emilia)</i>	143
<i>Heal The World (by Michael Jackson)</i>	144
<i>Ironic (by Alanis Morissette)</i>	146
<i>Where Is The Love (by Black Eyed Peas)</i>	148
<i>Imagine (by John Lennon)</i>	152
<i>World, Hold On (by Bob Sinclar)</i>	157
<i>We Are The World (by various artists)</i>	160
<i>What A Wonderful World (by Louis Armstrong)</i>	163

XI. RECOMMENDATIONS FOR USING SONGS.....166

XII. TEXTS FOR LISTENING.....170

XIII. QUIZZES.....178

XIV. GLOSSARY OF MUSICAL TERMS.....186

XV. WAYS TO PRAISE STUDENTS.....191

XVI. REFERENCES.....192

"Music is the universal language of mankind"

Henry Wadsworth Longfellow

(February 27, 1807 – March 24, 1882, American poet and educator)

INTRODUCTION

Almost everyone loves music. It is a part of our language and life from birth onwards. As babies, we hear lullabies. As young children we play, sing and dance to a myriad of nursery rhymes. As adolescents, we are consumed by the beat of popular music artists worldwide. As adults, every form of advertising we hear, every special event we experience, is in part, music.

Music pervades television, movies, theater, and even the nightly news. When we work, when we play, when we are in love, music is there to reinforce or alter every mood and emotion. A catchy tune is played, hummed or sung, at times in our head, as we go about our everyday lives.

Songs have been a favourite resource at our lessons for a long period of time. In this book we would like to share some ideas with you for getting the most out of music at the lesson.

Students love listening to music! Some prefer Rock, Jazz, Blues, R&B, Reggae, others love listening to Rap, Pop, Hip-Hop, why not using their favourite songs, singers/bands at the lesson? Either for teaching purposes or just as a background tool during lessons. Music is an enjoyable alternative to the traditional listening comprehension. When we are looking for songs for our students, we try to get the ones which are new and popular at that moment and which have to do with the topic they're studying. The use of authentic singing material can be of great help.

The use of singing material stimulates the motivation and in this way helps better assimilation of language material, due to involuntary memorizing of the words and the melody. Singing at the lesson is the best teacher's remedy, which unites, organizes and brings up the students' feelings. The songs in this book can be used either at the beginning of the lesson as a phonetic drill, as a base for mastering lexical and grammatical structures or as a discharge and relaxation at any stage of the lesson. This book is for those teachers of English who are looking for ways to provide variety and interest at their lessons.

Variety is especially important for younger students. There is widespread interest in pop songs among people of this age group, and such songs can be very profitably used in language-learning activities.

The forms and types of the lessons can be different but they've got one and the same aim that unites all these non-traditional types of lessons into one chain – to give each student good knowledge of English, make him/her be able to speak on certain topics.

The book is designed as a flexible and adaptable source of supplementary materials for students of different levels (from elementary to upper-intermediate). It contains introductory notes on using the songs at the lessons, a wide range of listening tasks, a glossary of useful musical terms. There are quizzes, not just to test your general knowledge, but rather to motivate you to study the language and music subjects under review. You may treat this book as a cross between a textbook and a reference book. The songs are arranged in accordance with themes. A variety of musical styles may suit a range of musical tastes. It also includes the karaoke version of the song “*What a Wonderful World*”.

Experiment, using your own experience! The activities may call for students to get up, to move, to think about, to share their interesting and unusual ideas with other students. This kind of interactive participation, freedom of expression and non-judgemental, warm, harmonious and kind atmosphere is essential to creative imagination in which language learning can flourish. Allow your imagination free rein as you discover with your students the creativity within each of you.

The success of each activity depends on the willingness of the students to be creative and to take some risks in their speaking. Encourage them! We tried to offer suggestions and variations wherever possible, so that you can more easily adapt activities to your students’ needs. Students will eagerly repeat their favourite activities, but they are always challenging our creativity to incorporate new ones into the lessons. With some additional brainstorming you can use the ideas in this book as a springboard and create similar yet new exercises. We hope that they will become a helpful contribution to your lessons as well.

Happy teaching and inspiration with wonderful songs!

L. Zakirova & N. Latypov

Music Questionnaire:



Discussion task.

Answer the questions and tick the ones you like best.

1. What kind of music do you *like*?
2. What kind of music *don't* you like?
3. Do you...?
 - Sing or play in a group or orchestra
 - Go to karaoke bars
 - Download music from the Internet
 - Take part in music competitions
4. Can you...?
 - Play a musical instrument
 - Read or write music
 - Sing well
5. How often do you...?
 - Buy CDs
 - Look for song lyrics on the Internet
 - Go to concerts
 - Watch MTV
6. On a typical day when and where do you like listening to music...?
 - In the car
 - In the street
 - At home
7. What kind of music do you like to dance to?
8. What's the best concert you've ever been to?
9. Do you like listening to music when you are studying?
10. If you had to do karaoke, what song would you sing?
11. What music /song/ album do you like listening to...?
 - When you're happy ☺ _____
 - When you're sad _____
 - When you're at a party _____
 - When you're in a car _____
 - When you're studying _____
 - When you're in love ☺ _____
12. What's your favourite decade for pop music?
 - The 1960s
 - The 1980s
 - The 1990s
 - Etc.

13. Who are your favourite bands/singers of all time?
14. Which was the last CD you bought?
15. Why do you listen to music?
16. How does music affect our emotions?
17. Do you listen to different kinds of music at different times of day?
18. What music would you play...?
 - if you were feeling sad and you wanted to feel more cheerful
 - if you were feeling depressed and you wanted to feel even worse
 - if you were feeling furious about something (and you wanted to feel even angrier)
 - if you were feeling nervous or stressed and wanted to calm down
 - if you wanted to create a romantic atmosphere for a special dinner.
19. Do you have a favourite?
 - Song (or album track)_____
 - Composer_____
 - Piece of music_____
 - Soloist _____
 - Conductor_____
20. What do you think of ...?
 - Alternative music
 - Classical music
 - Country music
 - Dance music
 - Folk music
 - Funk
 - Gangsta rap
 - Hip hop
 - Jazz
 - Opera
 - Heavy metal
 - Pop music
 - Rock music
 - Soul music
21. Have you ever...?
 - Sung in a choir
 - Been in a talent contest
 - Performed in front of a lot of people
 - Tried to learn to play an instrument?
22. Is there an instrument you would like to learn to play?
23. What's the best live concert you've ever been to?

Track 1-14



Listen and tick the music you hear!

- | | |
|----------------------|--------------------------|
| Jazz | <input type="checkbox"/> |
| Opera | <input type="checkbox"/> |
| Blues | <input type="checkbox"/> |
| Rock | <input type="checkbox"/> |
| Reggae | <input type="checkbox"/> |
| Latino | <input type="checkbox"/> |
| Disco | <input type="checkbox"/> |
| R'n'B | <input type="checkbox"/> |
| Folk | <input type="checkbox"/> |
| Tango | <input type="checkbox"/> |
| Eastern music | <input type="checkbox"/> |
| Indian | <input type="checkbox"/> |
| Rock'n'Roll | <input type="checkbox"/> |
| Rap | <input type="checkbox"/> |

- ◆ *While listening to the samples fill in the table with the emotions you feel at that moment and write the names of the performers of the given music styles you know.*

YOUR EMOTIONS	PERFORMERS

- ◆ *You may write or picture your emotions/associations when you hear these samples.*

TRAVELLING

"Throughout my career if I have done anything, I have paid attention to every note and every word I sing - if I respect the song. If I cannot project this to a listener, I fail"
Frank Sinatra




Francis Albert "Frank" Sinatra (pronounced /sɪˈnɑːtrə/; December 12, 1915 – May 14, 1998) was an American singer and actor.

Beginning his musical career in the swing era with Harry James and Tommy Dorsey, Sinatra became a successful solo artist in the early to mid-1940s, being the idol of the "bobby soxers." His professional career had stalled by the 1950s, but it was reborn in 1954 after he won the Academy Award for Best Supporting Actor (for his performance in *From Here to Eternity*). Sinatra was honored at the Kennedy Center Honors in 1983 and was awarded the Presidential Medal of Freedom by Ronald Reagan in 1985 and the Congressional Gold Medal in 1997. Sinatra was also the recipient of eleven Grammy Awards, including the Grammy Trustees Award, Grammy Legend Award and the Grammy Lifetime Achievement Award.

"My Way"

(By Frank Sinatra)

- I. Track 15  *Listen to the song and complete the gaps with the missing verbs given in the box:*

be, bite, cry, do, eat, face, feel, find, get, have, kneel, know, laugh, live, love,
plan, say, spit, stand, state, subside, take, travel

And now, the end near
And so I the final curtain.
My friend, I it clear;
I my case, of which I certain.
I a life that full;
I each and every highway,
But more, much more than this,
I it my way.
Regrets, I a few,

But then again, too few to mention.
 I what I to do
 And it through without exception.
 I each charted course;
 Each careful step along the byway,
 But more, much more than this,
 I it my way.
 Yes, there times; I sure you
 When I off more than I could chew.
 But through it all, when there doubt,
 I it up and it out.
 I it all and I tall
 And it my way.
 I, I and
 I my fill, my share of losing.
 And now, as tears,
 I it all so amusing.
 To think I all that
 And, may I say - not in a shy way,
 "No, oh no not me,
 I it my way".
 For what a man, what he?
 If not himself, then he naught.
 To say the things he truly
 And not the words of one who
 The record I the blows
 And it my way!

II. 📢 Listen to the song again and fill in the lyrics in Ex. I with the following missing clauses:

- 1) I stood tall
- 2) more, much more than this
- 3) I face the final curtain
- 4) as tears subside
- 5) then again, too few to mention
- 6) saw it through without exception
- 7) 's full
- 8) may I say
- 9) not the words of one who kneels
- 10) I bit off more than I could chew
- 11) now, the end is near
- 12) I'm certain
- 13) did it my way
- 14) through it all, when there was doubt
- 15) I took the blows

III.  **Discussion task.**

- *What type of lifestyle does the song describe: restricted or unrestricted?*
- *In which category would you put your own lives?*
- *Work in pairs and create two lists to describe the two lifestyles. Each list should be sub-divided into advantages and disadvantages*
- *When complete, compare your opinions with others in the class.*
- *Are there any aims in your life or you just go with the flow?*
- *Have you already chosen your own way? Do you already know what you want to achieve?*

A RESTRICTED LIFESTYLE		AN UNRESTRICTED LIFESTYLE	
<u>Advantages</u>	<u>Disadvantages</u>	<u>Advantages</u>	<u>Disadvantages</u>

"Music is going to break the way because music is a spiritual thing of its own. It's like the waves of the ocean. You can't just cut out the perfect wave and take it home with you"


Jimi Hendrix

(November 27, 1942 – September 18, 1970, American guitarist, singer and songwriter)



"HOME"


(By Mick Hucknall, "Simply Red")

- I.  **Read the information about the group and put the verbs in brackets into the appropriate tense forms.**

Simply Red (to be) a British soul band who (to sell) over 50 million albums over a 25 year career. Their style (to draw) influences from blue-eyed soul, new romantic, rock, and jazz. *Simply Red's* roots (to originate) from the 1976 Sex Pistols (to gig) at the Lesser Free Trade Hall in Manchester. Manchester art student Mick Hucknall (to be) one of the many young music fans present, along with original members of Joy Division, The Smiths and Buzzcocks. The first incarnation of the band (to be) a punk group called The Frantic Elevators. This band existed for 7 years, with limited releases on local labels, but (to split) in 1984 with only limited local attention and critical acclaim for their final single, "Holding Back the Years". By early 1985 Hucknall and Rashman (to assemble) a band of local session musicians and (to begin) to attract record company attention. Around this time the group (to adopt) the name *Simply Red* (after Hucknall's nickname, which denoted hair colour). Their first single, released in 1985, (to be) "Money's Too Tight To Mention", a cover of a soul standard.

- II.  **Before listening to the song answer the following questions:**

- 1) What are your associations with the word HOME?
- 2) What is HOME for you?
- 3) Have you got any favourite places?
- 4) Do you like to come back home? Why?
- 5) What/who do you usually miss when you are far away from home?

- III. **Track 16**  **Listen to the song and fill in the gaps with the missing words given in the box:**

memory home(x2) prepare street heart(x2) world firmly real image song long everyone
walk land love(x2) beat sea feet

I

What's worth nothing else but
Take adown any.....now
.....of us in our own little
Looking for a with whom to beat now

II

What's worth nothing else but
Ito take the heat now
What's worth more than anything else at all
To keep youon yournow

Chorus:

So fake coolshould be over
' Cause Ifor a feeling of
.....life, depicted in
A loving
After long, ais a place where I yearn to belong

III

Where themeets the.....
She'll be smiling ☺ so sweetly now

I hope that she'll be here much longer than I will
Myloves her with every
.....now.

/aɪ/	/əʊ/	/eɪ/
<i>smiling</i>	<i>home</i>	<i>place</i>

IV. Complete the table with the words in the song according to the diphthongs:

V. ✍ Write a story using one of the given proverbs:

- a) East or West, home is best.
- b) There's no place like home.
- c) Dry bread at home is better than roast meat abroad.
- d) My home is my castle.

"Music is my passion"

Sting



Sting, CBE (Commander of the British Empire; an honor given to some British people for things they have done for their country) (born **Gordon Matthew Thomas Sumner**; 2 October 1951 in Wallsend, England, near Newcastle upon Tyne) is an English musician, singer-songwriter, activist, actor and philanthropist.

Prior to starting his solo career, he was the principal songwriter, lead singer and bassist of the rock music band The Police. As a solo musician and member of The Police, Sting has received sixteen Grammy Awards for his work, receiving his first Grammy for Best Rock Instrumental Performance in 1981, and receiving an Oscar nomination for best song. He is a member of both the Rock and Roll Hall of Fame and the Songwriters Hall of Fame.

His first music gigs were wherever he could get a playing job. He performed in jazz groups on evenings, weekends, and during breaks from college and from teaching. He played with local jazz bands such as the Phoenix Jazzmen, the Newcastle Big Band, and Last Exit.

He gained his nickname after he performed wearing a black and yellow sweater with hooped stripes while onstage with the Phoenix Jazzmen. Bandleader Gordon Solomon thought that the sweater made him look like a wasp, which prompted the nickname "Sting". In a press conference filmed in the movie *Bring on the Night*, he jokingly stated when referred to by a journalist as "Gordon", "My children call me Sting, my mother calls me Sting, who is this Gordon character?"

"An Englishman in New York"

(By Sting)

I. Track 17 Listen and fill in the blank spaces with the missing words.

I don't drink coffee _____ my dear
I like my toast done on the side
And you can hear it in _____
I'm an Englishman in New York

See me walking down Fifth Avenue
A walking cane _____
I take it everywhere I walk
I'm an Englishman in New York

I'm an _____, I'm a legal _____
I'm an Englishman in New York
I'm an _____, I'm a legal _____
I'm an Englishman in New York

If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile

Be yourself _____

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

Modesty, propriety can lead to notoriety
You could end up as the only one
Gentleness, sobriety are rare in this society
At night a candle's brighter than the sun

Takes more than combat gear to make a man
Takes more than license for a gun
Confront your enemies, _____
A gentleman will walk but _____

If "manners maketh man" as someone said
Then he's the hero of the day
It takes a man to suffer ignorance and smile
Be yourself _____

I'm an alien, I'm a legal alien
I'm an Englishman in New York
I'm an alien, I'm a legal alien
I'm an Englishman in New York

II. **Discussion task.**

- *What does the title of the song suggest?*
- *What do these words have in common?*
 - modesty
 - propriety
 - sobriety
 - gentleness
- *What do these phrases mean? Can you explain with daily life examples?*
 - Be yourself no matter what they say.
 - "Manners maketh man".
 - "At night a candle's brighter than the sun".
 - Takes more than combat gear to make a man.
- *Which of these two sayings do you agree more with and why?*
 - "Be yourself no matter what they say".
 - "When in Rome, do as the Romans do".
- *What are some of the challenges of being yourself in a foreign country? Why is it good to be yourself sometimes?*

- According to the song, the singer is “An Englishman in New York”. What would you be if you were the singer? For example “A Japanese man/ A Tatar man/A Russian man in New York”?
- If you were “A _____ in New York, what would be your greatest challenges?”
- What are pronunciation differences between British and American English? What sentence in the song clearly captures the idea of differences in accents?
- Have you ever experienced culture shock? If “Yes”, describe how it was?
- Do you usually read a guide-book before going to another city/country as a tourist?

APPEARANCE

“Music is the harmonious voice of creation; an echo of the invisible world”

Giuseppe Mazzini


(June 22, 1805 – March 10, 1872, Italian patriot, philosopher and politician)



Sean Kingston (born **Kisean Anderson**; February 3, 1990) is an American reggae fusionsinger and rapper. Kisean Anderson was born in Miami, Florida. His grandfather was the noted Jamaican reggae producer Lawrence Lindo, who worked under the stage name Jack Ruby. At age 11, Anderson served 21 days in jail and attended boot camp for breaking and entering; Anderson lived in a car while his mother went to prison for identity theft.

“Beautiful Girls”

(By Sean Kingston)

- I. Track 19  Listen to the first verse of the song and fill in the gaps with the missing words given in the box:

say / work / over / beautiful / me / dirt

You're way too _____ girl
That's why it'll never _____
You'll have _____ suicidal, suicidal
When you say it's _____
* all these beautiful girls
They only wanna do your _____
They'll have you suicidal, suicidal
When they _____ its over

II. Complete the lyrics of the song with the missing words given in the box:

together (2) / park / said / dark / love / young / clear / apart / care / heart / ourselves

See it started at the _____
Used to chill at the _____
Oh when you took my _____
That's when we fell _____
Coz we both thought
That _____ lasts forever (lasts forever)
They say were too _____
To get _____ sprung
Oh we didn't _____
We made it very _____
And they also _____
That we couldn't last _____ (last _____)

III. Correct the words that are on the wrong lines and find the words with the sounds /ai/ and /ɜ:/:

See its very decline, girl	You're way too beautiful girl
One of a mind	That's why it'll never work
But you mush up my kind	You'll have me suicidal, suicidal
You walk to get define	When you say it's over
Oh lord...	* all these beautiful girls
My baby is driving me crazy	They only wanna do your dirt
	They'll have you suicidal, suicidal
	When they say it's over

IV. Match two parts of the song:

- | | |
|--------------------------------|--------------------------------------------------|
| 1. It was back in 99 | a. that she wasn't the girl for me (girl for me) |
| 2. Oh, when I went away | b. that we was gonna see each other |
| 3. And I never thought | c. mami moved me down South |
| 4. And then I came out | d. for doing my first crime |
| 5. Oh I'm with my girl | e. watching movies all the time |
| 6. It came out to be | f. who I thought was my world |

V. Complete the lyrics of the song with the missing words given in the box:

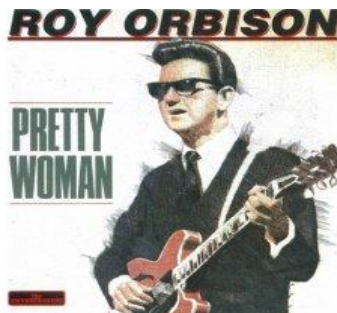
dating / please / know / feeling / clever / telling / eyes / believe / losing

Now we're fussing
And now we're fighting
_____ tell me why define
I'm _____ slighting
And I don't _____
How to make it better (make it better)
You're _____ other guys
You're _____ me lies
Oh I can't _____
What I'm seeing with my _____
I'm _____ my mind
And I don't think it's _____ (think it's clever)

*"If you want to make beautiful music, you must play the black and the white
notes together"*

Richard M. Nixon

(January 9, 1913 – April 22, 1994, 37th President of the United States)




"Oh, Pretty Woman" is a song, released in 1964, which was a worldwide success for Roy Orbison. Recorded on the Monument Records label in Nashville, Tennessee, it was written by Roy Orbison and Bill Dees. The song spent three weeks at number one on the *Billboard* Hot 100. The best-known guitar performance was by Wayne Moss later of Barefoot Jerry. Although the official recording appeared in 1964, the Beatles recalled Orbison's having written and performed the song during a mid-1963 tour of the UK which

included both acts.

Oh Pretty Woman was a hit again in 1990 when it provided the inspiration for the title of the film *Pretty Woman*, starring Julia Roberts and Richard Gere.

Orbison posthumously won the 1991 Grammy Award for Best Male Pop Vocal Performance for his live recording of the song on his HBO television special *Roy Orbison and Friends, A Black and White Night*. In 1999, the song was honored with a Grammy Hall of Fame Award and was named one of the Rock and Roll Hall of Fame's 500 Songs that Shaped Rock and Roll.

"Oh Pretty Woman"
(By Roy Orbison)

I. **Track 21**  *Listen to the song and complete it with pairs of rhyming words given in the box. Which words have the same sound? Write them in the correct column:*

<p><i>stay me street wait by</i></p> <p><i>cry late tonight see</i></p> <p><i>right way meet</i></p>

<i>/i:/</i>	<i>/aɪ/</i>	<i>/eɪ/</i>
<i>tree</i>	<i>bike</i>	<i>train</i>

Pretty woman, walking down the _____
 Pretty woman, the kind I like to _____
 Pretty woman
 I don't believe you, you're not the truth
 No one could look as good as you
 Mercy
 Pretty woman, won't you pardon _____
 Pretty woman, I couldn't help but _____
 Pretty woman
 That you look lovely as can be
 Are you lonely just like me?

Pretty woman, stop a while
 Pretty woman, talk a while
 Pretty woman, give your smile to me

Pretty woman, yeah yeah yeah
 Pretty woman, look my _____
 Pretty woman, say you'll _____ with me

'Cause I need you, I'll treat you _____
 Come with me baby, be mine _____

Pretty woman, don't walk on _____
 Pretty woman, don't make me _____
 Pretty woman, don't walk away, hey..... okay
 If that's the way it must be, okay
 I guess I'll go on home, it's _____
 There'll be tomorrow night, but _____
 What do I see?
 Is she walking back to me?
 Yeah, she's walking back to me
 Oh, oh, Pretty woman

II. Match the words, phrases and their meanings.

- | | |
|---------------------------------|---------------------------------|
| 1. Lovely as can be | a) It was impossible not to see |
| 2. Mercy | b) Very beautiful |
| 3. Won't you pardon me | c) If that is the situation |
| 4. I couldn't help but see | d) I think I'll go home |
| 5. A while | e) Don't make me suffer |
| 6. I'll treat you right | f) Walk past without stopping |
| 7. Walk on by | g) Please forgive me |
| 8. If that's the way it must be | h) A short time |
| 9. I guess I'll go on home | i) I'll be good to you |

"Take a music bath once or twice for a few seasons, and you will find that it is to the soul what the water bath is to the body"

Oliver Wendell Holmes


(American physician, professor, lecturer and author)



Eric Patrick Clapton, CBE (born 30 March 1945) is an English blues-rock guitarist, singer, songwriter and composer. Clapton is the only person who has been inducted into the Rock and Roll Hall of Fame three times; as a solo performer, as well as a member of rock bands the Yardbirds and Cream. Throughout his career, Clapton has been viewed by critics and fans alike as one of the most important and influential guitarists of all time, Clapton was ranked fourth in *Rolling Stone* magazine's list of the "100 Greatest Guitarists of All Time" and #53 on their list of the "Immortals: 100 Greatest Artists of All Time". In 2010,

Clapton was ranked #4 on Gibson.com's Top 50 Guitarists of All Time.

Although Clapton has varied his musical style throughout his career, it has always remained grounded in the blues; despite this focus, he is credited as an innovator in a wide variety of genres.

I.  **Read the lyrics of the song and put one of the words or phrases in the list into each gap. There are more words than gaps.**

II. **Track 24**  **Listen to the song and check yourselves.**

*feel because everyone walking heard were morning beautiful heart blond
evening clothes eyes light home puts all right darling bed love car keys
brushes look*

“Wonderful Tonight”

(By Eric Clapton)

I

It's late in the _____
She's wondering what _____ to wear.
She _____ on her make-up,
Then _____ her long _____ hair.
And then she asks me,
'Do I look _____?'
And I say, 'Yes,
You _____ wonderful tonight.'

II

We go to a party
And _____ turns to see
This _____ lady
That's _____ around with me.
And then she asks me,
'Do you feel all right?'
And I say, 'Yes,
I _____ wonderful tonight.'

Chorus:

I feel wonderful
_____ I see
The _____ in your _____.
And the wonder of it all
Is that you just don't realize
How much I _____ you.

III

It's time to go _____ now
And I've got an aching _____.
So I give her the _____,
She helps me to bed.
And then I tell her
As I turn out the _____,
I say, 'My, _____,
You _____ wonderful tonight.'

III. Discussion task.

1. What do you do before you go to a big party?
2. Does it take you a long time to get ready?
3. What are your favourite clothes?
4. Do you like to dress up? What do you usually feel at that moment?
5. To her: How long does it take you to put on make-up?
6. To him: How long does it take you to shave?
7. To him: Do you often make ladies compliments?
8. Why do people like to hear compliments?
9. Who likes compliments more a man or a woman?
10. What role do compliments play?
11. Make up the list of compliments. (Ladies for men/Men for ladies ☺)

“Music takes us out of the actual and whispers to us dim secrets that startle our wonder as to who we are, and for what, whence, and where to”


Ralph Waldo Emerson

(May 25, 1803 – April 27, 1882, American poet, lecturer, essayist)



James Blunt (born **James Hillier Blount**; 22 February 1974) is the stage name adopted by the Grammy Award-nominated English singer-songwriter whose debut album, *Back to Bedlam* and single releases, including "You're Beautiful" and "Goodbye My Lover", brought him to fame in 2005. His repertoire is a mix of acoustic-tinged pop, rock and folk. After recording on the independent American label Custard Records, Blunt won two BRIT Awards, two Ivor Novello Awards, and by 2006 was nominated for five Grammy Awards. The following year, he released his second album *All The Lost Souls* (2007).

“You're Beautiful” (By James Blunt)

- I. **Track 25**  Listen to the song and fill the blanks with the past simple tense of the verbs given in the box below:

can, smile, see, share, catch, be, walk, think

She _____ see from my face that I _____,
 F* high,
 And I don't think that I'll see her again, My life is brilliant.
 My love is pure.
 I _____ an angel
 Of that I'm sure.
 She _____ at me on the subway
 She _____ with another man.
 But I won't lose no sleep on that,
 'Cause I've got a plan.
 You're beautiful. You're beautiful.
 You're beautiful, it's true.
 I _____ your face in a crowded place,
 And I don't know what to do,
 'Cause I'll never be with you.
 Yeah, she _____ my eye
 As we _____ on by.

But we _____ a moment that will last till the end.
 You're beautiful. You're beautiful.
 You're beautiful, it's true.
 I _____ your face in a crowded place,
 And I don't know what to do,
 'Cause I'll never be with you.
 You're beautiful. You're beautiful.
 You're beautiful, it's true.
 There must be an angel with a smile on her face,
 When she _____ up that I should be with you.
 But it's time to face the truth,
 I will never be with you.

II. Match the following words to their synonyms antonyms:

Beautiful	Packed
Brilliant	Splendid
Crowded	Genuine
Pure	Gorgeous
High	Clean
True	Intense, extreme

Beautiful	Dull
Brilliant	Unattractive
Crowded	False
Pure	Deserted
High	Dirty
True	Low

III. Underline the sentences in the lyrics of the song where you can see a preposition; copy and translate them in your notebook.

IV. Complete the table with the words in the box according to the sound of the diphthongs:

life, brilliant, pure, angel, won't,
crowded, face, sure, subway, face,
smile

/aɪ/	/aʊ/	/uə/	/ɪə/	/əʊ/	/eɪ/

IV. 😊🎵 Listen to the song once again and sing it together!!!

LEASURE

"Music is moonlight in the gloomy night of life"

Jean Paul

(March 21 1763 – November 14, 1825, born **Johann Paul Friedrich Richter**, was a German Romantic writer)




Toploader is an English alternative rock band from Eastbourne, formed in 1997. They are best known for their cover of King Harvest's song "*Dancing in the Moonlight*", which became a global hit for the band.

Toploader signed a six album deal with Sony Records in 1998 and went around recording their debut album, *Onka's Big Moka*, at Rockfield Studio's in South Wales with Manic Street Preachers producer Dave Eringa. After its release in 1999 Toploader went on to become a popular act in British music selling over two million albums with a string of top 20 chart hits

home and abroad. They started their live career playing with the likes of Coldplay and Muse in small venues across the UK and later went on to back the likes of Paul Weller, Robbie Williams and Bon Jovi.

“Dancing in the Moonlight”

(By King Harvest)

I. Track 27  *Listen to the lyrics of the song and fill in the blanks with the following words:*

keep, bright, dancing, every, fight, fine, big, natural

We get it almost _____ night
When that moon is _____ and bright
It's a supernatural delight
Everybody's _____ in the moonlight

Everybody here is out of sight
They don't bark and they don't bite
They _____ things loose they keep it tight
Everybody's dancing in the moonlight

Dancing in the moonlight
Everybody's feeling warm and _____
It's such a _____ and sight _____
Everybody's dancing in the moonlight

We like our fun and we never _____
You can dance and stay uptight
It's a supernatural delight
Everybody was dancing in the moonlight

Chorus:

Dancing in the moonlight
Everybody's feeling warm and bright
It's such a fine and natural sight
Everybody's dancing in the moonlight


II.  *Read the paragraphs above looking for antonyms to the following adjectives:*

sad	
artificial	
cold	
loose	

bad	
small	

III.  *Read the text again and try to answer the following questions:*

- 1) *According to the singer, what a supernatural delight is?*
- 2) *How often do they have parties?*
- 3) *Do they have quarrels in these parties?*

IV.  *Now, you may sing the song along with the teacher!!!*



*"A painter paints pictures on canvas. But musicians paint their pictures on
silence"*

Leopold Stokowski

(April 18, 1882 – September 13, 1977, a British-born American orchestral conductor)



Norah Jones was born in New York and is the daughter of the Indian sitar player and composer Ravi Shankar and the concert promoter Sue Jones; her half-sister is the musician Anoushka Shankar. A singer-songwriter, her debut album, "Come away with me", sold more than 20 million copies worldwide and won her five Grammy Awards.

"Painter Song"

(By Norah Jones)

- ❖ **Track 28** 🎧 *While listening to the song fill in the gaps with the pictures of the missing words, you should draw them instead of writing.*

If I were a _____
I would paint my _____
If that's the only _____ for you to be with me

We'd be there _____
Just like we used to be
Underneath the swirling _____ for all to see

And I'm dreaming of a _____
Where I could see your _____
And I think my brush would take me there
But only...

If I were a _____
And could paint a _____
I'd _____ inside the swirling _____ to be with you
I'd _____ inside the _____ to be with you



"We dance for laughter, we dance for tears, we dance for madness, we dance for fears, we dance for hopes, we dance for screams, we are the dancers, we create the dreams"



Unknown author



ABBA was a Swedish pop music group formed in Stockholm in 1972, consisting of Anni-Frid "Frida" Lyngstad, Björn Ulvæus, Benny Andersson and Agnetha Fältskog. Throughout the band's existence, Fältskog and Ulvæus were a married couple, as were Lyngstad and Andersson—although both couples later divorced. They became one of the most commercially successful acts in the history of popular music, and they topped the charts worldwide from 1972 to 1983. ABBA gained international popularity employing catchy song hooks, simple lyrics, sound effects (reverb, phasing) and a Wall of Sound achieved by overdubbing the female singers' voices in multiple harmonies. The group was inducted into The Rock and Roll Hall of Fame on 15 March 2010.


"Dancing Queen"

(By ABBA)

- I.  **Read the title of the song. What do you think the lyrics are about? Have you ever heard of this band?**
- II. **Track 29**  **Listen to the song once and tick the words you hear and find out their meaning.**

girl, boy, life, time, night, fight, place, Friday, day, music, young, old, low, sweet, high, can, jump, watch, see, feel


Make a few sentences with the words given in the box.

- III.  **Listen to the first part of the song again and choose the right word given in bold.**

You can **dance / chance**, you can jive, having the time of your life
See that girl, watch that **scene/ film**, diggin' the dancing queen

Friday night and the lights are **go /low**
 Looking out for the place to **go /low**
 Where they play the right music, getting in the **swing / king**
 You come in to look for a **swing / king**
 Anybody could be that **guy/buy**
 Night is young and the music is **high/guy**
 With a bit of rock music, everything is **fine/right**
 You're in the mood for a **dance/chance**
 And when you get the **dance/chance...**


Find the meaning of the following words: *mood, beat, tambourine and teaser.*

IV.  *Listen to the next part of the song and fill the blanks with the words you hear.*

You are the dancing queen, _____ and _____, only _____
 Dancing queen, _____ the beat from the tambourine
 You _____ dance, you _____ jive, having the time of your life
 See that girl, watch that scene, dig in the dancing queen

V.  *Now, listen to the final part of the song and match the sentences.*

1. You're a teaser,	a. anyone will do
2. Leave them burning	b. and then you're gone
3. Looking out for another,	c. you turn them on
4. You're in the mood	d. for a dance
5. And when you get	e. the chance...

VI.  *Listen to the song again and put the words together according to the sounds given in the box below:*

jive, lights, seventeen, dance, fine, queen, life, feel, chance, high, guy, beat, see, go, right, sweet, night, time, tambourine, low

/i:/	/aɪ/	/ɑ:/	/əʊ/

VII. *Watch and enjoy this musical.*

VIII.  *Now, you may sing this song along with your teacher!!!*

"Music and rhythm find their way into the secret places of the soul"

Plato

(428/427 BC – 348/347 BC, Ancient Greek philosopher)

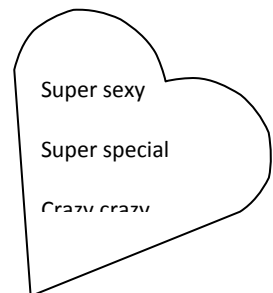
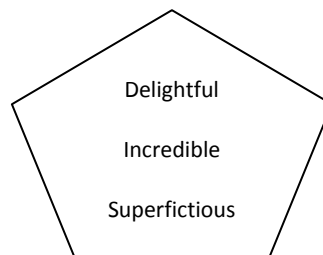
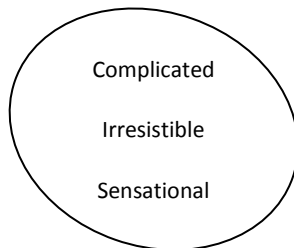


Ottawan were a French discoduo in the late 1970s and early 1980s. They were fronted by lead singer Jean Patrick (born 6 April 1954, Martinique) and Annette (born 1 November 1958), with Daniel Vangarde and Jean Kluger the main songwriters. They are best known for their two hitsingles "*D.I.S.C.O.*" and "*Hands Up (Give Me Your Heart)*". "*D.I.S.C.O.*", the act's debut single, reached number two in September 1980; "*Hands Up (Give Me Your Heart)*" peaked at number three nearly a year later. "*Hands Up (Give Me Your Heart)*" reached #1 in the New Zealand record chart during 1982, staying there for eight weeks.

"D.I.S.C.O."

(By Ottawan)

- I. Track 30 🎧 Listen to the song and fill in the gaps with the following adjectives:



I

Ah yeah check it out gimme a D (D),
Gimme an I (I), gimme an S (S),
Gimme a C (C), gimme an O
(Ooooooooooooooh)
D.I.S.C.O., D.I.S.C.O., D.I.S.C.O., D.I.S.C.O.
Once again here to prove who got
Styles and who got grooves,
Who got rhythms that'll make ya
Move so so rough but silky smooth.
Throw those hands high in the air,
Disco charge that derriere,
I don't care you don't care there's a
Party going on so let me make it clear,
Woo haar hit that disco feel baby
Baby I'm for real, this roughnecks rocking

On the microphone it's the roughneck
You don't wanna leave alone, that's right
From the waistline down
This might sound cold but pound
For pound from Dover sands to 'Frisco
The whole wide world is rocking to disco.

Chorus:

She is D,
She is I,
She is S,
She is C,
She is Ohh-oh-ohh

She is D,
She is I,
She is S,
She is C,
She is Ohh-oh-ohh

D.I.S.C.O., D.I.S.C.O., D.I.S.C.O., D.I.S.C.O.

II

Hell yeah late one Friday night
Discotheque the vibe was right boy
Meets girl, girl meets guy, guy thinks
Girl is looking fly, staring this baby right
Between the eyes lays it on she says high girl wants
More but she's shy guy be thinking
Girl is dry play it cool what the heck hickies up and down
And around my neck but I'm waiting for a smoothie and I'm
Feeling kind a groovy. Then she says lets break out and get a take out round my way
And we can make out you how it's about to go, the whole wide world is
In tune to my disco.

Chorus:

She is D,
She is I,
She is S,
She is C,
She is Ohh-oh-ohh

She is D,
She is I,
She is S,
She is C,
She is Ohh-oh-ohh

Ah yeah check it out gimme a D (D),

Gimme an I (I), gimme an S (S),
Gimme a C (C), gimme an O
(Oooooooooooh)

D.I.S.C.O., D.I.S.C.O., D.I.S.C.O., D.I.S.C.O.(x2)

II.  **Discussion task.**

➤ *What kind of person are you? Characterize yourself using the capital letters of your name and the adjectives from the song.*

*For example ☺: **J** joyful*

***O** optimistic*

***Y** – young*

➤ *Which traits of character do you like/detest in other people?*

➤ *With what kind of people are you on the same wavelength?*

➤ *What do you know about the “Disco” style?*

➤ *Do you like dancing?*

➤ *How do you feel when you dance?*

➤ *There is the saying: “Dancing is the language of the body”. Do you agree/disagree with it?*

➤ *Is it possible to say something by means of dancing?*

RELATIONSHIPS

"We've got this gift of love, but love is like a precious plant. You can't just accept it and leave it in the cupboard or just think it's going to get on by itself. You've got to keep watering it. You've got to really look after it and nurture it"

John Lennon



"And I Love Her"

(By John Lennon and Paul McCartney)

I. Track 34  Listen to the song and fill the gaps with the missing words.

I

I her all my love
That's all I do.
And if you saw my.....
You would love her too, I..... her.

II

She me everything
And tenderly
The kiss my lover.....
She to me, and I her.
A Love like ours
Could never die.
As long as (если, поскольку) I you near me.

III

Bright the stars that shine
Dark the sky
I this love of mine
Will never die, and I her.

II. Translate the text of the song from English into Russian and Tatar.

- Find the verbs written in the third person singular & plural of the Present Simple tense form.
- What would you offer to your sweetheart?
I'd give him/her..... – all my heart
– all my mind
– all my thoughts/my life

“If a composer could say what he had to say in words he would not bother trying to say it in music”

Gustav Mahler

(July 7, 1860 – May 18, 1911, late-Romantic Austrian composer)



Sade (pronounced /ʃɑːˈdeɪ/) are an English R&B band that formed in 1983. The band's music features elements of R&B, soul, jazz, funk and soft rock. The band is named after their British Nigerian lead vocalist, Sade Adu. Sade's debut album, *Diamond Life*, went Top Ten in the U.K. in late 1984 and sold platinum. In 1986, Sade won a Grammy for Best New Artist. Sade's US certified sales so far stands at 23.5 million units according to RIAA, and has sold more than 50 million units worldwide to date.

“By your side”

(By Sade)

PRE □ LISTENING TASK

- I. Find seven adjectives in the following table:
- II. Now write the adjectives under the following sounds according to the pronunciation. Which of the adjectives doesn't go under these sounds?

A	D	C	F	I	U	F	M	A	N
L	O	W	P	R	I	G	H	T	Y
H	I	A	N	N	O	T	O	M	O
B	R	I	E	J	C	I	S	A	W
A	M	L	O	S	T	O	R	B	S
C	Q	U	R	E	I	T	C	E	H
X	F	I	N	E	G	E	O	B	E
I	Y	O	R	E	H	U	L	A	H
S	L	I	K	A	T	V	D	B	E
A	Z	A	R	I	S	E	E	Y	Y

/aɪ/	/aʊ/

- III. **Track 36** 🎧 Listen to the first part of the song and arrange the following words into correct sentences:

are baby better do down down I I'd leave I'd leave knees know me on side than that that think think when wouldn't you you you you your your

- IV. 🎧 Listen to the rest of the song and fill the blanks with the correct words. Use most of the adjectives from Ex. I and the choices given in brackets.

I'll tell you you're _____ when
 you _____ (want/ won't/ walk)
 And if only you could see _____ me (inside/ into)
 Oh when you're _____
 I'll be there
 Hold you _____ to me
 When you're on the _____ (outside/ countryside)
 baby and you can't get in
 I'll _____ you you're so much (tell/ show)
 Better than you _____ (now/ know)
 When you're _____ and you're _____
 And you can't get back again
 I will find you darling and
 I'll bring you _____ (home/road)
 And if you want to _____ (try/cry/dry)
 I am here to _____ your eyes (dry/cry/try)
 And in no time
 You'll be _____

V. After filling the gaps and listening to the song completely, match the following verbs with the meaning:

Bring	to take somebody or something and keep him/her/it in your hand
Dry	to recover something or someone that is lost
Find	to become not wet
Get back	to come to a place with somebody or something
Hold	to return to the place where you live or work

VI. Complete the sentences with the correct forms of the verbs written in the table above:

- I have lost my English book and I can't _____ it anywhere.
- _____ you _____ your umbrella with you? I think it's going to rain.
- _____ your hair if you don't want to get a cold.
- Can you _____ my coat a minute?
- What time _____ you _____ tomorrow?

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music which he hears, however measured or far away"

Henry David Thoreau

(American essayist, poet, philosopher, 1817-1862)



Macy Gray (born **Natalie Renee McIntyre**; September 6, 1967), also credited as **Natalie Hinds** in her music, is an American R&B and soulsinger-songwriter, record producer, and actress, famed for her distinctive raspy voice and a singing style heavily influenced by Billie Holiday and Betty Davis. To date, Gray has released five studio albums, one compilation album, and one live album, with her fifth studio album, *The Sellout*, released on June 22, 2010; and has received five Grammy Award nominations, winning one. She has appeared in a number of films including *Training Day*, *Spider-Man*, and *Idlewild*. Gray is best known for her international hit single "I Try", taken from her multi-platinum debut album *On How Life Is*.

PRE-LISTENING TASK

I. *Would you find these phrases in a review of a concert, an album or both?*

Use the phrases to complete the review. There are some extra phrases.

- a masterful performance
- the opening act
- deafening applause
- giving the audience 100%
- highly acclaimed
- a powerful rendition
- refreshingly new and different
- its appeal lies in
- the atmosphere changed
- the encore poignant final track
- voice is unmistakable
- the legendary
- stands out

The voice of Macy Gray is a wonderful thing. It can be sugar sweet o one song, harsh and scratchy on another. The obvious comparison is to Billie Holiday, but there are traces of other influences too, such as Nina Gray sounds like no one but herself: within ten seconds of any song on her debut album....., *On How Life Is*, the

Featuring confessional lyrics sung in a distinctive 'earthy' style, and a unique blend of hip hop, soul and rock, the album appeals across age and musical boundaries. It takes everything from breezy ballads to aggressive dance tunes and makes them sound Of the ballads, the hit *I Try* definitely : a hymn to the joy and pain of romantic dependence, part of the catchy chorus, which showcases Gray's vocal talent. Other tracks which deserve a mention are the smoky ballad, *Still*, reminiscent of early Aretha Franklin, the comical *I've Committed Murder*, one of the album's up-tempo songs, and the, *The Letter*.

On How Life Is sounds like a drive through the neighbourhoods of contemporary Los Angeles: roll down your window, and you can hear Macy Gray's roots and her inspirations. And if you haven't got this inspiring album, drive on down to the record shop and buy it now.

♪ "I Try To Say Good-Bye"
(By Macy Gray)

II. Track 43 🎧 Listen to the song.

I

Games, changes, and fears
When will they go from here
When will they stop
I believe that fate
Has brought us here
And we should be together, babe
But we're not
I play it off, but I'm dreaming of you
And I'll keep my cool (1) but I'm feeling

Chorus :

I try to say good-bye and I choke (2)
I try to walk away and I stumble (3)
Though I try to hide it, it's clear
My world crumbles (4) when you are not near
Good-bye and I choke
Try to walk away and I stumble
Though I try to hide it, it's clear
My world crumbles when you are not near

II

I may appear to be free
But I'm just a prisoner of your love
And I may seem alright
And smile when you leave
But my smiles are just a frown (5), just a frown
(hey!)
I play it off, but I'm dreaming of you
And I'll keep my cool but I'm feeling

Chorus :

III

Here is my confession (6)
May I be your possession
Boy, I need your touch
Your love, kisses, and such
With all my might (7) I try
But this I can't deny (8), deny

Chorus:

♡ *Never Say Good-Bye To Your Lovers* ♡ 🌀

POST-LISTENING TASK

III. *Give the students the set of cards with the definitions of the underlined words. Students should match the definitions with the words. They can do this task individually or in groups. Then the students are offered to write their own sentences with these words.*

- a) a formal (private) statement that you've done something wrong or illegal;
- b) to prevent someone from breathing, or to be prevented from breathing, because your throat is blocked or because there is not enough air;
- c) an angry, unhappy, or confused expression on your face, moving your eyebrows together;
- d) to say that something someone has said about you is not true;
- e) to hit your foot against something or put your foot down awkwardly while you are walking or running, so that you almost fall;
- f) to break apart into little pieces, or make something do this;
- g) to remain calm in a frightening or difficult situation;
- h) using all your strength and a lot of effort.

IV.  *Discussion task.*

- *What is Macy singing about? Why is it difficult for her to say “good-bye”?*
- *Explain the title of the song. Do you behave like this when you are sad, or do you show your feelings? What do you know about other people?*
- *Do you easily make decisions?*
- *Give the examples of phrases with the meaning “Good-bye”.*

VI.  *Write your review on the following theme:*

Think of an album or concert that you have enjoyed recently and make notes on the following: the names of the musicians, the type of music, reasons why you like the album or enjoyed the concert, the singer's voice, the atmosphere.

EMOTIONS

"Blues is my vocation. Blues is the reason why I am here. I want to play that music and carry on the traditions of the genre. Blues is something inexplicable for me, it has been actuating me for many years already, and, I guess, it will do for the rest of my life as blues probably is a state of mind for each of us, for admirers of that genre"

Kamrad Listkov



Kamrad Listkov (born November 19, 1973) whose real name is **Vladislav**, was born in Kazan, in an ordinary working class family. He entered the Faculty of Foreign Languages of Kazan State Pedagogical Institute in 1990. While being a freshman, for the third time Kamrad tried to achieve the dream he had been thinking about since the 6th grade, namely to play the guitar. At last, he did it. Vladislav and his friends founded the group "Dixie", which was an incredible success with the local students.

"Dixie" played mainly Rhythm & Blues music. As such was a custom throughout the whole country, it was an absolutely amateur group as there were no professional musicians in it. The group lineup lacked persistency. At the dawn of its formation the group existed by the maxim "everything flows, everything changes", and the musicians

were joining and leaving the team as swift as an arrow.

In 1995 at one of the concerts the group "Dixie" came to the attention of Levi's company representative. Ravil Kaburov was eager to give utmost support to the group as he was deeply amazed by their creativity. He offered his services as a producer and promised to help with the release of their own album to be recorded at one of the best sound recording studios in Moscow. The only condition he set was that the «Dixie» group should be renamed into "Listya travy" ("Leaves of grass"). The musicians ventured to accept that condition as the new name perfectly harmonized with the last name of the group front man.


In 1996 Kamrad recorded a new album together with the group "Listya travy" («Dixie»), the musicians of "CB" and "Zvuki Mu" bands in Lenkom theatre in Moscow. The same year "Listya travy" broke up and after a while Kamrad formed a new team. A new album "Laces out" was released in 2005 with the participation of John Lee Hooker.

Kamrad Listkov hosted "Dzhazovyi perekrestok" (Jazz junction) TV show and worked as a DJ at the popular "BIM-radio" in Kazan.

Kamrad has been an unchallenged leader and committed inspirer of the "Listya travy" group for many years. His creativity is well known and respected not only in the Republic but well over outside Tatarstan. You can't help listening to the excellent songs composed by Kamrad, which are really worth studying and performing during the lessons. Kamrad Listkov is the pride of Kazan State Teacher Training University and the Republic of Tatarstan. He is a real connoisseur of world music and a truly tasteful person. Kamrad is a blues legend in the city of

Kazan. So many people are enchanted by the voice of that unique, talented, creative, and gifted personality. He is the one whose creativity, commitment and dedication to music immensely contribute to the preservation and development of culture and upbringing of youth, new generation of admirers and connoisseurs of blues.

7 CDs and 1 DVD have been released recently. Kamrad is still working, realizing his lifetime dream to play Blues.

- I.  **Track 49** *Complete the gaps (in the first and second verses the first letter is indicated in each gap). Listen to these verses and check yourselves.*

“Love Around Me”


(Words & Music by Kamrad Listkov)

I


My heart is beating f _ _ _
 The sun is high at l _ _ _
 I've got love around m _
 And I'm happy that I've found y _ _

II

Nothing makes me b _ _ _
 I guess, oh, all my dreams come t _ _ _
 With clear blue sky above m _
 The green - green grass around m _
 The birds are singing t _ _ _ _

- II.  *Listen to the chorus and try to match the beginning and the end of each sentence.*

But tell	make me strong
As if I	you can play
Change my mind,	this role
And try to	actress, of the world
‘Cos I know	me, please
Like the biggest	dream a lone

- III.  *Listen to the 3d and 4th verses of the song and fill in the blanks using the missing words given in the box:*

heart arms days reasons feel matter feather (x2) sad

III

My is beating fast
You're in my at last
Theare getting better
And I'm close to you forever

IV

No to be
I know you like that
The past just doesn't
The future is like a
Like little-little, (oh, yeah)

Chorus:

IV. *Discussion task.*

Answer the following questions:

- Where was Kamrad born?
- When was the album “Laces out” released? Who participated in it?
- How many albums does the group “Listya travy” have?
- What is Kamrad Listkov’s lifetime dream?
- What is your lifetime dream?
- Are you a dreamer?
- Have you ever been in love? Are your feelings similar to the singer’s?
- What makes the author of this song happy? How does he reveal it?
- Do you do anything to make your dreams come true? Does anybody help you?
- Are the dreams you have now different from the dreams you had in childhood?
- Don’t you think that dreaming is just a sheer waste of time? If “Yes”, why? If “No”, why?

V. *Read the quotations and say whether you agree or disagree with them. Illustrate your answers using your own life experience.*

- “As soon as you start to pursue a dream, your life wakes up and everything has meaning”. B. Sher
- “Build a dream and the dream will build you”. R.Schuller
- “Cherish your visions and your dreams, as they are the children of your soul; the blueprints of your ultimate achievements”. Napoleon Hill
- “Consult not your fears but your hopes and your dreams. Think not about your frustrations, but about your unfulfilled potential. Concern yourself not with what you tried and failed in, but with what it is still possible for you to do”.Pope John XXIII
- “To understand the heart and mind of a person, look not at what he has already achieved, but at what he aspires to do”. K. Gibran
- “We grow great by dreams. All big men are dreamers”. Woodrow T. Wilson
- “Dreams are nature's answering service - don't forget to pick up your messages once in a while”. S. Crestinn

"I don't sing because I'm happy; I'm happy because I sing"

William James

(January 11, 1842 – August 26, 1910, pioneering American psychologist and philosopher)



Robert "Bobby" McFerrin, Jr. (born March 11, 1950) is an American vocalist, composer and conductor. He is best known for his 1988 hit song "Don't Worry, Be Happy" which was a #1 U.S. pop hit in 1988 and won Song of the Year and Record of the Year honors. He is a ten-time Grammy Award winner. As a vocalist, McFerrin often switches rapidly between normal and falsetto registers to create polyphonic effects, performing both the main melody and the accompanying parts of songs. He makes use of percussive effects created both with his mouth and by tapping on his chest. McFerrin is also capable of multiphonic singing; as observed in his song "Drive" from the 2005 DVD *Live in Montreal*.

A notable document of McFerrin's approach to singing is his 1984 album *The Voice*, the first solo vocal jazz album recorded with no accompaniment or overdubbing.

"Don't Worry, Be Happy"!!! ☺

(By Bobby McFerrin)



I. Make word pairs by matching a word from list A that rhymes with a word from list B.

A

style
trouble
head
frown
late
wrote

B

bed
smile
note
double
down
litigate

II. Track 50  Read the lyrics and complete each verse with the word pairs from Ex. I.  Then listen and check your answers.



Here's a little song I _____.
You might want to sing it note for _____.
Don't worry, be happy.

In every life we have some _____.
When you worry you make it _____.
Don't worry, be happy.

Ain't got no place to lay your _____?

Somebody came and took your _____?
Don't worry, be happy.

Ain't got no cash, ain't got no _____?
Ain't got no girl to make you _____?
Don't worry, be happy.

'Cos when you worry, your face will _____.
That will bring everybody _____.
Don't worry, be happy.

III. *Find at least three reasons for worrying that are mentioned in the song.*

IV.  *Discussion task: a) How does this song make YOU feel?*

b) *What are the biggest worries for the following people:*

- a child
- a 15-year-old girl/boy
- a student
- parents/grandparents
- colleagues
- president

c) *What music makes you feel happy?*

V. *Look at the following imperatives. Give an alternative way of saying the same thing by using the adjectives in brackets.*

For example: Be good (naughty). *Don't be naughty.*

- | | |
|-----------------------------|----------------------------|
| a) Be quiet! (noisy) | e) Behave yourself (rude) |
| b) Be on time (late) | f) Cheer up (miserable) |
| c) Be nice (mean) | g) Calm down (angry) |
| d) Say what you think (shy) | h) Act your age (childish) |

VI.  *Read the idioms, write "H" if they refer to Happiness, "S"- to Sadness.*

- _____ to be on cloud nine/over the moon
- _____ to be like a dog with two tails
- _____ to feel blue
- _____ down in the dumps
- _____ time of one's life
- _____ grin from ear to ear
- _____ one's heart sinks
- _____ to be thrilled to bits
- _____ a lump in one's throat

VII. *Complete the sentences with some of the idioms from Ex. VI.*

- Mark was _____ in _____ when he lost his job.
- Yesterday I _____ so _____ that I wanted to cry.
- They were _____ when they heard good news.
- Lucy was _____ during the honeymoon.
- The man who won the first place was _____.
- Nicholas was _____ when his parents gave him a new mobile phone for his birthday.

“Words make you think a thought. Music makes you feel a feeling. A song makes you feel a thought”

Edgar Yipsel Harburg

(April 8, 1896 – March 4, 1981, known as E.Y. Harburg or Yip Harburg, American popular song lyricist)



Robert Sylvester Kelly (born January 8, 1967), best known by the stage name **R. Kelly**, is an American R&B singer, songwriter and record producer. Debuting in 1992 with the group Public Announcement, Kelly went solo in 1993 with the album *12 Play*. He is known for a collection of hit singles including *"Bump n' Grind"*, *"I Believe I Can Fly"*, *"Gotham City"*, *"Ignition (Remix)"*, *"If I Could Turn Back the Hands of Time"*, *"The World's Greatest"*, *"I'm A Flirt"*, and the hip-hopera *"Trapped in the Closet"*. Kelly has also produced and performed in many tracks by other R&B and hip-hop artists. In

1993, Kelly produced and wrote the debut album of late R&B singer Aaliyah and in November 1994, Kelly co-produced and wrote a song *You Are Not Alone* for Michael Jackson which was later included in Jackson's then-latest album, *HIStory*.

In 1996, Kelly released one of his most successful singles with *"I Believe I Can Fly"*, an inspirational song originally released on the soundtrack for the film *Space Jam*. *"I Believe I Can Fly"* reached No. 2 on the Billboard Hot 100, and No. 1 on the UK Charts for three weeks and won three Grammy Awards in 1997.

“I Believe I Can Fly” **(By Robert Kelly)**

- I. Track 52 🎧 *Listen to the song. Some of the lines are missing. Complete the song with the correct phrases given in the circle.*

I used to think that I could not go on
And life was nothing but an awful song
But now I know the meaning of true love
I'm leaning on the everlasting arms

If I can see it, _____
If I just believe it, there's nothin' to it

I believe I can touch the sky
I think about it every night and day
Spread my wings and fly away

I see the runnin' through that open door
I believe I can fly
I believe I can fly
I believe I can fly

See, I was on the verge of breaking down

There are miracles in life I must achieve
But first I know it starts inside of me, oh

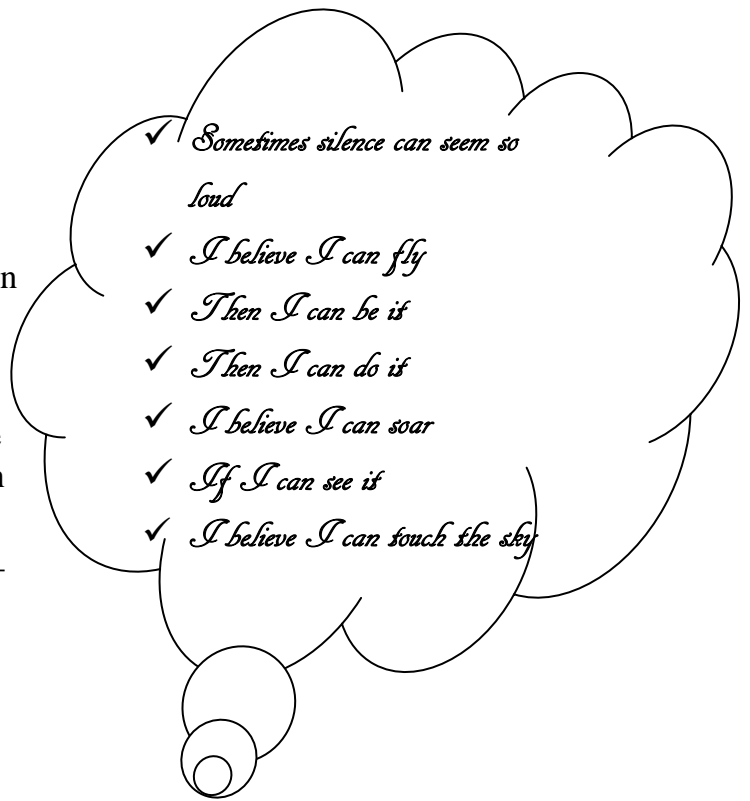
If I can see it, _____
If I just believe it, there's nothin' to it

I believe I can fly

I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me runnin' through that open door
I believe I can fly
I believe I can fly
I believe I can fly

Hey, 'cause I believe in you

_____, then I can do it
If just believe it, there's nothin' to it.



✓ *Sometimes silence can seem so loud*

✓ *I believe I can fly*

✓ *Then I can be it*

✓ *Then I can do it*

✓ *I believe I can soar*

✓ *If I can see it*

✓ *I believe I can touch the sky*

II. Discussion task.

- ✓ **What makes you happy?**
- ✓ **What inspires you? Do you remember the biggest inspiration in your life?**
- ✓ **Has the inspiration ever helped you in life to find the way out of the difficult or even tough situation?**
- ✓ **Is it possible to provoke the state of inspiration?**
- ✓ **What do you usually do when you are inspired?**

HOLIDAYS

"Music gives the soul this inner self-expression, a voice. It gives the soul a sound, the sound of the Muse"

Mickey Hart

(born **Michael Steven Hartman**; September 11, 1943, American percussionist and musicologist)



'Happy New Year' ❄️

(By ABBA)

- I. Track 64 🎧 Listen to the song and fill the blanks with the missing words.

I

No more _____ and the fireworks are through.
Here we are _____ and you feeling lost and feeling blue.
It's the end of the _____ and the morning seems so grey
So unlike _____; now's the time for _____ to say
Happy new year, happy new year.
May _____ all have a vision now and then
Of a _____ where every neighbour is a friend.



Chorus:

Happy New Year, happy new year.
May we all _____ our hopes, our will to try.
If we don't we might as well lay down and die, you and I.
Sometimes I see how the brave new world arrives
and I see how it thrives in the ashes of _____ lives.
Oh, yes, man is a fool and he _____ he'll be OK
Dragging on, feet of clay, never knowing he's astray
Keeps on going anyway...



Chorus:

II

Seems to me now that the dreams _____ had before
_____ all dead, nothing more than confetti on the floor.
It's the _____ of a decade. In another ten years' time
Who can say what we'll find, what lies waiting down the line
In the end of _____...

Chorus:

- II. ✍️ Write the letter to Father the Frost and you will get everything you wish but.....try to be creative because Father the Frost likes people with good sense of humour and vivid imagination 😊 !!! He has already prepared some surprises for somebody. Maybe for you ;-)

Each letter of the alphabet has got its personal number: A-1, B-2, C-3.....Z-26

- 16, 5, 18, 6, 21, 13, 5 😊
- 3, 8, 15, 3, 15, 12, 1, 20, 5 😊
- 3, 1, 13, 5, 18, 1 😊
- 6, 15, 18, 4 😊



MOVIES AND SOUNDTRACKS

Movie: 🏠 “The Lake House”

- As you watch the film, note the romantic clichés Kate and Alex use.

I. Who said each of the following words and whom were they speaking to:

- a) “The TV says it’s global warming” _____
- b) “Go somewhere where you feel most like yourself” _____
- c) “Get on the sidewalk” _____
- d) “Sixty degrees on Valentine’s Day. Can’t be Chicago” _____
- e) “ I’ve got 8 children and none of them look like me” _____
- f) “ He has wonderful penmanship” _____
- g) “You’re too skinny” _____
- h) “Sorry about the paw prints by the front door.
They were there when I moved in” _____
- i) “I’m taking Vanessa out for Valentine’s Day” _____

II. Choose the appropriate answer:

1. Keanu Reeves’ character’s name is:

- a) Paul Smith b) Michael Svarovsky
c) Alex Wyler d) Nick O’Neill

2. He told Mona to buy:

- a) a bag b) a book
c) boots d) sunglasses

3. Kate’s mother is eating:

- a) an apple b) an ice-cream
c) a banana d) a sandwich

4. Kate’s husband is:

- a) - b) an accountant
c) a builder d) a plastic surgeon

5. Kate forgot at the station:

- a) gloves b) a soft toy, made in China
c) a hat d) a book

6. Kate’s favourite author is:

- a) M. Twain b) J.Austen
c) J.D. Salinger d) Ch.Dickens

7. On the wall is written:

- a) Kate, I love you, I need you, I want you
b) Kate, How are you?
c) Kate, I’m here with you thank for the

Saturday together

d) Kate, I’m here? Where are you?☺

8. Kate likes the smell of:

- a) Jack’s paws

- b) perfume “ Givenchy”
- c) flowers

d) coffee

III. Watch again the episode without sound. Fill in the gaps with the missing words, and give your own voice-over commentary.

Alex: “Dear Ms. Forster I got your and I’m afraid there must be some kind of..... As far as I know, the lake house has beenfor several years. Maybe your note was intended for the Sandburg house down the- since no one has lived in this house for years. But I’mabout the prints”.

Kate: “Dear Mr., I’m very familiar with the Sandburg And I guarantee I never lived there. I’m old-fashioned, but I don’t think a cottage should be over square feet. So let me try again. I used to live at the house. Then I moved. Now I live at 162 North Racine in..... I’d appreciate it if you would forward my mail if you get any. By the way it’s has been all year, ask anyone”.

IV. Track 66 While listening to the song fill in the blanks. After that describe the scene from the movie.



**“This Never Happened Before”
(By Paul McCartney)**

Chorus:

I'm very.....
This never happened to me before
I..... you and now I'm sure
This never happened before

I

Now I
This is the way it's supposed to be
I..... you and now I see
this is the it should be

This is the way it should be for
They shouldn't go it
It's not sowhen you're on your own


II

So come to me
Now we can be what we wanna be
I you and now I see
This is the way it should be

This is the way it should be

This is the way it should be for lovers
They shouldn't go it
It's not so good when you're on your own

Chorus:

V.  **Discussion task. Give a summary of what you've seen.**

- Is the story true to life? Is it moving? Entertaining? Sentimental? Dull? Gripping? Flat? Lifeless? Is the closing scene logical?
- Is the introduction of scenes and characters skillful? What is the main stress put on here in the film? What do you think of the director's choice of the cast?
- Are all the actors convincing? Does anyone overcast sometimes? Can you say that some actors should have put more life into their play?
- Is the film beautifully photographed? Do indoor or outdoor scenes prevail? Do you like open-air scenes? Which do you like best? Why?
- Does the film leave the audience cold? Does it leave a deep and lasting impression on the audience?

"Music is an outburst of the soul"

Frederick Delius

(January 29, 1862 □ June 10, 1934, English composer)



Shrek is a 2001 American animated comedy film directed by Andrew Adamson and Vicky Jenson and starring the voices of Mike Myers, Eddie Murphy, Cameron Diaz, and John Lithgow. Loosely based on William Steig's 1990 fairy tale picture book *Shrek!*, the film was produced by DreamWorks Animation. *Shrek* was the first film to win an Academy Award for Best Animated Feature, a category introduced in 2001.

The film stars Mike Myers as a big, strong, solitude-loving, intimidating ogre named Shrek. *Shrek* also features Cameron Diaz as the beautiful but very down-to-earth and feisty Princess Fiona, Eddie Murphy as a talkative donkey named Donkey, and John Lithgow as the villain Lord Farquaad.

"There is music in the air, music all round us: the world is full of it, and you simply take as much as you require"

Edward Elgar (June 2, 1857 – February 23, 1934, British composer, conductor, violinist)



Kathryn Dawn Lang (born November 2, 1961), known by her stage name **k.d.lang**, is a Canadian pop and country singer-songwriter and occasional actress. She gives her name in lowercase letters, with the given names contracted to initials and no space between these initials. Lang has won both Juno Awards and Grammy Awards for her musical performances; hits include *"Constant Craving"* and *"Miss Chatelaine"*. She has contributed songs to movie soundtracks and has teamed with musicians such as Roy Orbison, Tony Bennett, and Anne Murray. Lang is also

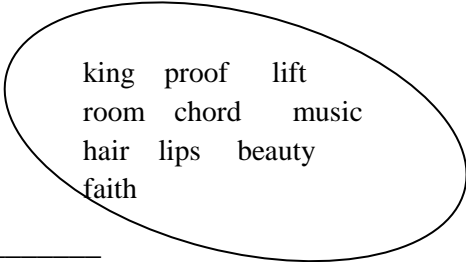
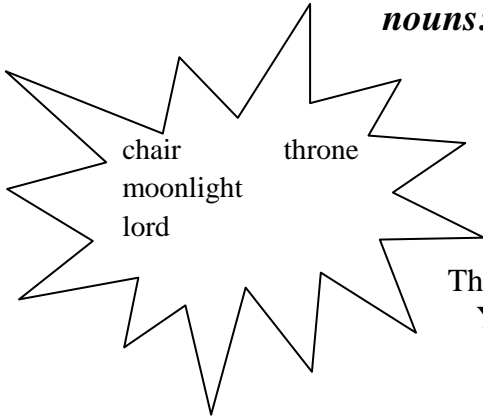
known for being a vegetarian; and animal rights, gay rights and Tibetan human rights activist. She performed Leonard Cohen's "Hallelujah" at the opening ceremony of the 2010 Winter Olympics in Vancouver, British Columbia, Canada.

“Hallelujah”
(By k.d.lang)

<i>before</i>	<i>proof</i>
<i>light</i>	<i>floor</i>
<i>lord</i>	<i>chair</i>
<i>broke</i>	<i>night</i>
<i>roof</i>	<i>throne</i>

I. Match the words from the song that rhyme:

II. Track 73  *Listen to the song and fill the gaps with the following missing nouns:*



I
I heard there was a secret _____
That david played, and it pleased the _____
You don't really care for _____, do ya?
It goes like this
The fourth, the fifth
The minor fall, the major _____
The baffled _____ composing hallelujah
Chorus: Hallelujah Hallelujah

II
Your _____ was strong but you needed _____
You saw her bathing on the _____
Her _____ and the _____ overthrew her
She tied you
To a kitchen _____
She broke your throne, and cut your _____
And from your _____ she drew hallelujah

Chorus:

III
Baby I've been here before,
I've seen this _____ and I've walked the

Used to live alone before I knew ya
But I've seen your _____ on the marble
arch
Our love is not a victory march
It's a cold and it's a broken hallelujah

IV
Maybe there's a god above
But all I've ever learnt from _____
Was how to shoot somebody who out-drew ya
It's not a cry that you hear at _____
It's not someone who's seen the _____
It's a cold and broken hallelujah

III.  Discussion task.

- 1) How many times does the singer sing the word Hallelujah? 😊
- 2) Is the singer sad or happy?
- 3) What could happen to her?
- 4) Is it a romantic story?
- 5) If you saw the animated cartoon "Shrek", describe the scene when this song is sung and under which circumstances.

WORLD

*"Music does bring people together.
It allows us to experience the same emotions.
People everywhere are the same in heart and spirit.
No matter what language we speak, what color we are,
the form of our politics or the expression of our love and our faith,
music proves: We are the same".*

John Denver

*(December 31, 1943 – October 12, 1997, born Henry John Deutschendorf, Jr.,
American singer-songwriter, actor, activist and poet)*



WE ARE THE WORLD, WE ARE THE CHILDREN!!!



It's a good listening activity using the song "We are the world", recorded by a super group of popular musicians billed as "USA for Africa", that intended to raise funds to help famine relief efforts in Ethiopia.

I. Complete the song with the words given in the box below:

truth call hope gift heart someone family bread people together

I

There comes a time when we hear a certain.....
When the world must comeas one
There are dying
And it's time to lend a hand to life
The greatest..... of all
We can't go on pretending day by day
That.....somewhere will soon make a change
We are all a part of God's great big
And the, you know,
Love is all we need.

Chorus:

It's true we'll make a better day
We are the world, we are the children
So let's start giving.
There's a we're making
Just you and me.

We're saving our own lives
We are the ones who make a brighter day.

II





Send them yourso they'll know that someone cares
And their lives will be stronger and free
As God has shown us by turning stones to
So we all must lend a helping hand

Chorus:

III

When you're down and out, there seems no at all
But if you just believe there's no way we can fall
Let us realize that a change can only come
When we stand as one.

Chorus:

- I. **Track 80**  *Listen to the song and check yourself. Try to recognize the voices of the famous singers in this song. Do you have the similar song in your country.*
- II.  *Write the sentences in the CHORUS in the correct order.*
- III. *What role do the words written below play in your life? Which ones are the most important for you?*
- | | |
|----------|----------------------------------|
| – Love | <input type="checkbox"/> Care |
| – Truth | <input type="checkbox"/> Career |
| – Hope | <input type="checkbox"/> Choice |
| – Family | <input type="checkbox"/> Freedom |
| – Life | <input type="checkbox"/> Success |
- IV.  *Sing this wonderful song in any language. Because this is the song which unites all the nations of our planet!!!!*
- V.  *Read the lyrics of this song in the Russian and Tatar Languages.*

Мы – Мир, Мы Дети!!!

Приходит время, когда мы слышим некий призыв
Миру объединиться в одно целое....
Люди умирают...
Время протянуть руку к жизни...
Величайший дар...
Мы не можем притворяться изо дня в день,
Что скоро что-то изменится...
Все мы - часть большой Божьей семьи,
На самом деле все,
Что нам нужно – это любовь
Мы - мир... мы - дети...
Мы те, кто делает жизнь светлее...

Так давайте же...
Мы делаем выбор...
Мы спасаем свои жизни...
Это правда, мы сделаем жизнь лучше,
Только ты и я...
Пошли им свое сердце, чтобы они знали, что кому-то не всё равно...
И тогда их жизни станут сильнее и свободнее,
Как Бог показал нам это, превратив камни в пищу...
Все мы должны помочь...
Когда ты беспомощен, кажется, что нет надежды,
Но если ты только поверишь, то ни за что не потерпишь поражение...
Давайте же поймем, что перемены придут,
Когда мы объединимся в одно целое!


Без – Дөнья, Без – Балалар!

Килә бер вакыт һәм без бер өндәү ишетәбез:
Дөньяга бербөтен булып берләшергә кирәк...
Кешеләр үлә...
Яшәүгә кул сузарга вакыт...
Олы сәләт...

Без һәр көн саен
Тиздән нәрсәдер үзгәрер дип
Ышанган булып утыра алмыйбыз...
Без барыбыз да – зур Илаһи гаиләнең өлеше,
Һәм чынлыкта исә безгә иң кирәге – ул мэхәббәт...

Без – дөнья... Без – балалар...
Без тормышны яктырак итүчеләр...
Шуңа күрә әйдәгез...
Без сайлыйбыз...
Без гомерләребезне саклап калабыз...
Бу чын: без тормышны яхшырак корачакбыз...
Бары син һәм мин...

Жибәр аларга үзеңнең йөрәгенне:
Кемгәдер барыбер түгел икәнне белсеннәр...
Шул чакта аларның яшәеше яктырак һәм иреклерәк булачак...
Ходай безгә ташларны ризыкка әйләндереп биргән кебек...
Без барыбыз да ярдәм итәргә тиеш...
Син хәлсез булганда өмет юк кебек тоела,
Ләкин эгәр син ышансаң,
Син һич тә жиңелмәссең...
Ниһаять, әйдәгез шуны аңлыйк:
Үзгәрешләр,
Без бербөтен булып берләшкәч, киләчәк!
(Перевод: Л.Х. Шаяхметова)

VI.  *Write your essay on the theme: "My World".*

Useful Techniques And Recommendations For Using Songs

We already know what an important contribution music and singing can make to the foreign language learning process. Songs should be used at the lessons of foreign languages for many reasons:

- ✓ to add variety and enjoyment to the language lesson
- ✓ to suit the needs and interests of the students
- ✓ to introduce a variety of new vocabulary to students
- ✓ to change the pace of the lesson
- ✓ to provide listening comprehension practice
- ✓ to reinforce learned language patterns
- ✓ to enrich cultural understanding and provide new insights
- ✓ to give the opportunity to experience a wide range of accents listening to authentic language
- ✓ to motivate the learner with a feeling of achievement

The most important point is to provide preliminary material to the listening itself so that students have a clear, concrete reason for listening.

Here are some of our general suggestions and explanations. We hope that they will be helpful to every creative person.

- *Presenting the songs* vary the way you introduce your song, in the same way that you try different ways of introducing new reading passages. Choose the songs not only according to the age and level of your students, but according to the lesson purpose: the appropriate theme, the type of material, the group level, students' interests, mood, change of pace, grammar practice, use of idioms in context, reinforcement of vocabulary, etc.
- Variety always helps to spice up the lesson. You can change your presentation technique depending on whether the song is short/long, easy/difficult, new/old.
- Calculate the amount of time you have to spend on the song, and how long the introduction and practice will take.
- Use songs which are popular with the students, have clear and understandable lyrics.
- Check on the pronunciation of the words and the general meaning of the lines. Some wonderful songs aren't totally comprehensible □ they may have some nonsense words or syllables. It is still possible to enjoy the song even though you don't understand every word.
- Put the title of the song on the board. Have students in pairs make guesses about what the song is about and write them down on a piece of paper. Then have students pass their papers a group to the left and have them read them. Students must guess if the other students guess is the same or different than theirs.
- Read /write out on the board/dictate the key words, and see what the students can guess from these words.
- Have the students write them down and study for active mastery.
- Play the song through to give students a general "feel" for the song. After the initial listening, make sure students understand any unfamiliar words and expressions. Then tell /read about the song's background. If the structures in the song have been taught recently or if the song is being used to introduce a structure, it may be helpful to go over the grammar points.

- *Disappearing words and lines.* Write the lines of the song on the board and practice with the students, line by line or phrase by phrase. First erase the last word of the line, and have the students repeat the whole line. Then erase the first words of the line, and so on. Have the students repeat before and after you erase, until you have erased all the words of all the lines, and the students can repeat the whole song (or verse) from memory.
- If the song is long and rather difficult, work on one verse at a time, and introduce only one verse during a lesson.
- If the song is long but easy, divide the class into groups, and assign one verse to each group. Each group can work on its own verse, and then sing it in turn to the others.
- Some songs can be used effectively for dictation by stopping the CD player at the end of each line of a song and allowing time for students to write before playing the next line. At the conclusion of the dictation, rewind the song and play it entirely so that the students' missing words can be fitted in where needed.
- *Creating a story.* Choose a number of key words, mix them up in a random order, and dictate them to the students, who will work in groups. Each group gets a different set of six to eight key words. Each group creates a story out of their words, using them in any order they wish. The other groups must guess what the key words are. Later, as a follow-up activity, when you introduce the song, the students can listen and rearrange their key words in the order in which they actually hear them in the song.
- *Practicing listening comprehension and writing* play the song several times, while the students write down as many of the words as they can. Depending on the time, you may want to listen to the song a number of times, until at least one pair/group has successfully transcribed all the words. Ask the students to read their lines, then play the song again so everyone can check their words.
- *Changing the mood.* If your students enjoy competing in group language games, they may also enjoy seeing which group can do the following: sing the clearest, sing the fastest, sing the sweetest, sing the softest.
- *Drawing picture cues.* Find pictures to illustrate the song. Ask students to describe the pictures and predict what the song is about from them. Try to make picture cards that illustrate the key idea or word in each line of a song. A special type of picture cues, called rebuses, can substitute for the key words. These picture cues help jog the memory and are often used in picture puzzles.
- *Strip story technique.* It is an excellent interactive language practice in the English language. This technique should work well with ballads, and other songs that tell a story. Select an interesting plot of any song. Write out the lines on individual strips of paper. Give one strip with one sentence to each student/pair/group. Allow the students one minute to memorize their line but don't allow them to write it down. Ask the students to work with the others in the group to decide the order of the story. When they have worked out the correct order of the lines, and discussed the clues that led them to this conclusion, they can practise singing the song.
- Ask students to listen and identify the kind of discourse in the song: Is it a dialogue/a narrative/ a monologue? Is it addressed to the listener/self-addressed?
- Give students a copy of the lyrics with some errors (wrong words, extra or missing words). Ask them to listen and identify the errors.

- Give students a copy of the lyrics with the lines in the wrong order or cut into strips. Ask them to listen and put them in the right order.
- Show students pictures with scenes from the lyrics. Ask them to listen and put the pictures in the correct order.
- Show students pictures representing the lyrics, but with some differences. Ask them to listen and indicate the inaccuracies in the picture.
- Prepare true/false statements about the lyrics and ask students to listen and decide if they're true/false.
- Ask students to put the verbs in an appropriate tense form.
- Ask students to change the song: from active to passive; from direct into the reported speech; from first person to third person; from affirmative to negative; from present to past; to replace the words by antonyms/synonyms; change adjectives, adverbs, names, places, feelings, etc.
- Ask students to search the lyrics, for examples, of given sounds, rhyming words.
- Ask students to practise pronunciation by repeating certain parts of the lyric.
- Ask students to write letters to or from the characters, giving advice.
- Ask students to extend the characters, imagining what they look like.
- Ask students to summarize the events in the lyrics (alternatively, create three/four summaries and ask students to choose which summary is the most accurate one).
- Ask students to write a story which began before the story in the song and led to it; write a story which will continue after the song.
- Ask students to invent new lyrics for the melody.
- Draw different stanzas.
- Discuss how culture is reflected in the song?
- Ask them to find out whether the male/female roles in this song can be reversed or not.
- Poetry in the song can be interpreted and converted into prose or theatrical performance.
- Offer students to play a role-play choosing the roles of journalists and musicians. They should think over the questions and answers.
- Use video clips and interviews with singers taking and acting out the part of journalists.
- Ask them to bring in a song they like, put some blanks in the lyrics and they shouldn't get everything after the first time they listen to it. Let them take the copies home and try to listen to that song anywhere possible and bring it in to you the following week with the blanks filled in. Tell them to try not to look for the lyrics anywhere else but try to listen to the song itself. It works out pretty well.
- You may bring in some classical or just instrumental music on test days and put it on very low. We noticed that when this procedure is done, students relax more and feel more comfortable during the test. This procedure can be done at a first-day lesson. You may prepare an imaginative text, something that can take many different points of view, and read it out loud while the song's being played. Students have their eyes closed and you ask them to imagine exactly what you're reading and let their imagination flow along with the song. This is very relaxing! Then they write/describe the images conjured up in their imagination.
- Look for homophones, homographs and homonyms, as well as typical fast speech pronunciation.

- Write up a set of questions around the topic. Have students ask each other the questions. Or, more advanced, choose two songs of a similar theme (or first and second half of the song), split the class into two teams. Have each group listen to their part and make up questions. Students just listen to the other group's song. Finally pair each student with a member of the opposite team and have them take turns asking their questions.
- In order to create a dialogue, a role-play, a discussion, or a composition, use the theme from the lyrics. Sometimes, the music might be special in some way, or the instruments used.
- In order to gauge the level of speaking confidence, instruct students to begin their discussion in pairs; after five minutes, start encouraging pairs to merge until eventually the whole class becomes involved in one discussion.
- Although the main aim for most students is to speak English fluently, not every student is capable of doing so publicly, particularly those that are generally shy. Less confident students may therefore prefer to work only in pairs, or small groups in preference to participating in a group discussion.
- One simple way to practice a new song or review an old one is to assign lines to different groups or rows of students. For example, ask group A to sing lines 1,3,5, and 7 (the "odd" lines), and group B to sing lines 2,4,6,8 (the "even" lines).
- To add a lively note, ask the students to bring simple items from home, or make these easy "improvised musical instruments" at the lesson: small bells, triangles, shakers (filled with sand or rice in small plastic containers), rattles. They can take turns being musicians/the conductor. The students can keep the tempo, or mark the beat of the music with their "instruments", to help the singers.
- When the students are thoroughly familiar with a song, they might like to record their own version on the dictaphone, critique it and practice it again for a better recording.
- Return periodically to the songs you taught your students "weeks ago". It is important for language learners to experience their accomplishments over a period of time, and setting aside a "songfest" time to review old favourites is a pleasurable and relaxing activity. And, if you feel like singing, enjoy singing it!!!!!! 😊

"Music is your own experience, your own thoughts, your wisdom. If you don't live it, it won't come out of your horn. They teach you there's a boundary line to music. But, man, there's no boundary line to art"

Charlie Parker

(August 29, 1920 – March 12, 1955, American jazz saxophonist and composer)



“Different Kinds Of Music In The USA” 🎵

(The text is read by N.R. Latypov)

I. Track 84 🎧 Listen to the text. Underline the names of the festivals you hear.

Different kinds of music come from different parts of the United States. The Deep South is the home of Blues music. Blues is a vocal and instrumental musical form which evolved from African American spirituals, shouts, work songs and chants and has its earliest stylistic roots in West Africa. Blues has been a major influence on later American and Western popular music, finding expressions in ragtime, jazz, big bands, rhythm and blues, rock and roll and country music, as well as conventional pop songs and even modern classical music.

Early forms of the blues evolved in and around the Mississippi Delta in the Southern United States in the late 19th and early 20th centuries, using simple instruments such as acoustic guitar, piano, and harmonica, also known as the “blues harp”. The use of blue notes, as well as the prominence of call-and-response patterns in the music and lyrics, are indicative of the blues' West African pedigree.

New Orleans is famous for traditional jazz. Jazz is a musical art form characterized by blue notes, syncopation, swing, call and response, polyrhythms, and improvisation. It has been called the first original art form to develop in the United States of America.

Jazz is rooted in West African cultural and musical expression and in African American music traditions, in folk blues and ragtime. Originating in African American communities near the beginning of the 20th century, by the 1920s it had gained international popularity. Since then, jazz has had a profoundly pervasive influence on other musical styles worldwide. The word *jazz* itself is rooted in American slang, probably of sexual origin, although various alternative derivations have been suggested.

Rather than being a single, narrowly definable style, in the early 21st century, jazz is an ever-growing family of musical styles, many of which continue to develop.

Nashville, Tennessee is the capital of country music. Country music comes from the folk songs of Britain and Ireland. The first white settlers took these songs to America. Detroit is the home of another kind of black music – Motown. Detroit has a big car industry and a lot of black people work there. Motown means 'Motor Town'. Soul music comes from Motown. In the 60-s and 70-s West Coast music started in California. This is bright happy music. There are lots of songs about surfing. The Beach Boys were a famous West Coast band. New York is famous for modern jazz. There are lots of jazz

clubs in Greenwich Village. New York is also the centre of musical theatre. Broadway has a lot of famous theatres.

II. Answer the following questions:

- Where is the home of Blues music?
- What is Greenwich Village famous for?
- What does Motown mean?
- What music comes from Motown?
- Where songs about surfing are popular?
- What is Broadway famous for?
- What city is the centre of musical theatre?

“Mozart has the classic purity of light and the blue ocean; Beethoven the romantic grandeur which belongs to the storms of air and sea, and while the soul of Mozart seems to dwell on the ethereal peaks of Olympus, that of Beethoven climbs shuddering the storm-beaten sides of a Sinai. Blessed be they both! Each represents a moment of the ideal life, each does us good. Our love is due to both”

Henri-Frederic Amiel

(September 28, 1821 – May 11, 1881, Swiss philosopher, poet and critic)



“The Power Of Music” (The text is read by L.R. Zakirova)

I. **Track 85** Listen to the text.

The soothing power of music is well-established. It has a unique link to our emotions, so can be an extremely effective stress management tool. Listening to music can have a tremendously relaxing effect on our minds and bodies, especially slow, quiet classical music.

This type of music can have a beneficial effect on our physiological functions, slowing the pulse and heart rate, lowering blood pressure, and decreasing the levels of stress hormones.

As music can absorb our attention, it acts as a distraction at the same time it helps to explore emotions. This means it can be a great aid to meditation, helping to prevent the mind wandering.

Musical preference varies widely between individuals, so only you can decide what you like and what is suitable for each mood. But even if you don't usually listen to classical music it may be worth giving it a try when selecting the most calming music.

When people are very stressed, there is a tendency to avoid actively listening to music. Perhaps it feels like a waste of time, not helping to achieve anything. But as we know,

productivity increases when stress is reduced, so this is another area where you can gain vast rewards. It just takes a small effort to begin with.

To incorporate music into a busy life, try playing CDs in the car, or put the radio on when in the bath or shower. Take portable music with you when walking the dog, or put the stereo on instead of the TV.

Singing (or shouting) along can also be a great release of tension, and karaoke is very enjoyable for some extroverts! Calming music before bedtime promotes peace and relaxation and helps to induce sleep.

Music has been used for hundreds of years to treat illnesses and restore harmony between mind and body. But recently, scientific studies have attempted to measure the potential benefits of music. They have found:

- Music's form and structure can bring order and security to disabled and distressed people. It encourages coordination and communication, so improves their quality of life.
- Listening to music on headphones reduces stress and anxiety in hospital patients before and after surgery.
- Music can help reduce both the sensation and distress of both chronic pain and postoperative pain.
- Listening to music can relieve depression and increase self-esteem ratings in elderly people.

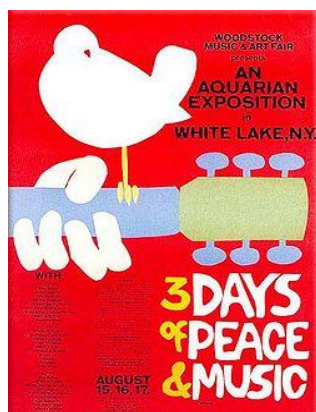
Finally, listening to music can help the brain by improving learning and memory skills, always useful when we're under stress. This has come to be known as "The Mozart Effect." The experiments carried out by scientists at the University of California found that students' test scores improved after listening to a recording of Mozart, compared with either a relaxation tape or silence. This may be because the processing of music shares some of the same pathways in the brain as memory.

II. Give the summary of the text.

"The history of a people is found in its songs"

George Jessel

(December 22, 1919 – January 16, 2010, the Hungarian-born host of The Vocal Scene)



"Music Festivals"

(The text is read by N.R. Latypov)

I. **Track 88** **Listen to the text.**

Music Festival is a celebratory event when musicians perform over several days at some place. Among the most famous festivals are Edinburgh, Eisteddfod and Woodstock Festivals. Edinburgh Festival includes several annual and biannual arts festivals which take place in Edinburgh, Scotland, during the months of August and September, attracting audiences from around the world. It was founded in 1947 and is now recognized as one of the world's most important celebrations of the arts. It presents international and Scottish performers of theater, music, dance, and opera in all of Edinburgh's major theaters and concert halls. Eisteddfod (Welsh, "a sitting of learned

men"), national music and literary festival held each summer in Wales to promote Welsh language, literature, music, and customs.

The week-long ceremony is a revival of the ancient Welsh custom of meeting bards, or minstrels, for competition among themselves. The history of Eisteddfod dates to the beginning of the Christian era. Woodstock Rock Festival took place near Woodstock, New York, on August 15, 16, and 17, 1967. It became a symbol of the 1960s American counter culture and a milestone in the history of rock music. It is connected with the movement of hippies and those who characteristically rejected materialism and authority, protested against the Vietnam War, supported the civil rights movement, dressed unconventionally, and were characterized by promiscuity and propensity for drug-taking. During the monumental three-day event some of the greatest musicians of the 1960s performed, including Janis Joplin, Ravi Shankar, Arlo Guthrie, and as well as the bands The Who; Crosby, Stills; Nash and Young; The Jefferson Airplane; The Grateful Dead; Sly and the Family Stone; and Creedence Clearwater Revival. Singer Joe Cocker and guitar player Carlos Santana, up to then unknown, became overnight stars. Jimi Hendrix, the final act of the festival, played a freeform solo guitar rendition of "The Star Spangled Banner".

II.  **Discussion task. Answer the following questions:**

- What is a music festival?
- How often does Edinburgh Festival take place?
- When was it founded?
- What does Eisteddfod mean?
- What is Woodstock Festival?
- What other festivals do you know?
- Are there any music festivals in your country?

"Everyone seems to conjure up their own images and emotions with the music. It's a strange feeling to touch so many people, especially when you weren't doing it consciously"

Enya

(born May 17, 1961, Irish singer, instrumentalist and composer)



"Music and Imagery" 
(The text is read by L.R. Zakirova)

I. **Track 89**  **Listen to the text.**



Music and imagery are intimately connected and music can be a potent force for stimulating imagery. Some popular imagery tapes have music backgrounds to make it easier to drift into a relaxed state of mind, while others don't, in order to focus on teaching you how to relax and use imagery wherever you are. Of course, different music tends to evoke different threads of imagery — a war-like march will affect you differently than will a dreamy waltz, and rock and roll will induce

different images than jazz does. Many relaxation and imagery tapes use tonal, non-melodic music to induce relaxation and may also include natural sounds like the ocean or a gentle rain to enhance that effect. Some of the best studies come from Steven Halpern, a pioneer in the use of music for relaxation and healing. If you don't like the ocean or the rain, it may have an opposite effect from the one intended — picking background sounds or music that is relaxing, stimulating, healing, or inspiring to you is really the key.

Music therapists use music selectively to evoke emotional states from clients, and there is a very well-developed form of imagery therapy called Guided Imagery and Music, developed by Helen Bonny, which can be quite powerful in therapeutic work. In this form of work, the therapist elects music likely to provoke the kinds of emotions the client needs to work through, and then invites them to close their eyes and go on an imagery journey, watching their own imagery. At the end of the session, the client is invited to draw their images, and to discuss what they experienced or learned. While no verbal suggestions are made by the therapist, the music selected is a powerful suggestion of an emotional direction, and so the therapist must be highly skilled and know the client well.

Certain music is appropriate for meditation as it can help the mind slow down and initiate the relaxation response. However, not all peaceful or “New Age” music works for everyone. Music with no structure can be irritating or even unsettling. Gentle music with a familiar melody more often is comforting. But search around to find what produces a sense of calm, familiarity, and centeredness for you as an individual.

The sounds of nature often incorporated into CDs are made specifically for relaxation. For example, the sound of water can be soothing for some people. It can help conjure up calming images such as lying beside a mountain stream on a warm summer day. Birdsong may also be of use as an aid to help your mind slow down and release stressful thoughts.

- II.  ***Now, close your eyes. Listen to the lounge music. Go on an imagery journey, watching your own imagery.***
- III.  ***Draw the images you saw during listening to the music. Describe your images.***

❖ QUIZ

1. *What major rock festival became a symbol of the 1960-s American counterculture?*
 - a) Avignon Festival
 - b) Woodstock Festival
 - c) Edinburgh Festival
 - d) Cannes Festival
2. *Deepest or lowest, male singing voice.*
 - a) tenor
 - b) soprano
 - c) alto
 - d) bass
3. *Unaccompanied sung melody.*
 - a) chant
 - b) aria
 - c) romance
 - d) song
4. *Secular musical performance that does not require scenic representation.*
 - a) pantomime
 - b) minstrel show
 - c) opera
 - d) concert
5. *In music, sound that has a definite pitch.*
 - a) aria
 - b) tone
 - c) hymn
 - d) score
6. *Which type of music uses swing (a melodic sensation of pull and momentum) to create rhythm?*
 - a) Chinese
 - b) Classical
 - c) Jazz
 - d) Russian
7. *Group of music styles popular in the West since 50-s.*
 - a) Jazz
 - b) Rap
 - c) Rock
 - d) Folk

8. *The arrangement of the rising or falling pitch sequence of the tones used in a musical system.*
- a) key
 - b) scale
 - c) melody
 - d) tonality
9. *Drama in which all or part of a dialogue is sung.*
- a) vaudeville
 - b) opera
 - c) farce
 - d) burlesque
10. *From which European country did the one-hit wonder band 'A-Ha' hail?*
- a) Greece
 - b) Italy
 - c) Norway
 - d) Poland
11. *Which famed musician, composer and activist was born at Nine Mile Village, St. Ann, Jamaica on February 6, 1945?*
- a) Bob Dylan
 - b) Bob Marley
 - c) Marvin Gaye
 - d) Stevie Wonder

❖ QUIZ: Match the type of music in the box below to the definitions (there is one extra definition):

**Rap Folk Soul Opera Rock Jazz Rock & Roll
Heavy metal Tango Blues Funk R&B**

1. _____ A type of music that is played in a fast, loud, and aggressive way. It was very popular in the late 1970s.
2. _____ A style of music invented by black American musicians in the early part of the twentieth century. It has a strong rhythm and often involves improvisation. Famous musicians include Louis Armstrong, Billie Holliday, Ella Fitzgerald, Peggy Lee and Miles Davis.
3. _____ A type of music in which singers don't sing but speak the words quickly, in a rhythmic way. (also known as *emceeing*, *MCing*, *spitting (bars)*, or

just *rhyiming*) is the rhythmic spoken delivery of rhymes, wordplay, and poetry. _____ is a primary ingredient in hip hop music, but the phenomenon predates hip hop culture by centuries. _____ can be delivered over a beat or without accompaniment. Stylistically, _____ occupies a gray area among speech, prose, poetry, and song. The use of the word to describe quick speech or repartee long predates the musical form, meaning originally "to hit". The word had been used in British English since the 16th century, and specifically meaning "to say" since the 18th. It was part of the African American dialect of English in the 1960s meaning "to converse", and very soon after that in its present usage as a term denoting the musical style.

4. _____ It's like a play in the theatre, but people sing the words.

5. _____ A type of very loud rock music, with lots of guitars and strong beat.

6. _____ A type of music developed by black American musicians in the southern United States. It is slow, often sad, and with a strong rhythm.

7. _____ A music genre originating in the United States combining elements of gospel music and rhythm and blues. Catchy rhythms, stressed by handclaps and extemporaneous body moves, are an important feature of _____ music. Other characteristics are a call and response between the soloist and the chorus, and an especially tense vocal sound.

8. The term _____ music originated in the 19th century as a term for musical folklore. It has been defined in several ways; as music transmitted by word of mouth, music of the lower classes, music with no known composer. It has been contrasted with commercial and classical styles. Since the middle of the 20th century the term has also been used to describe a kind of popular music that is based on traditional music.

9. _____ is an American music genre that originated in the late 1960s when African American musicians blended soul music, soul jazz and R&B into a rhythmic, danceable new form of music. _____ de-emphasizes melody and harmony and brings a strong rhythmic groove of electric bass and drums to the foreground. _____ songs are often based on an extended vamp on a single chord, distinguishing it from R&B and soul songs centered around chord progressions. _____ music was a major influence on the development of disco music, and _____ samples were present in most styles of house music and early hip hop music. It is also the main influence of go-go.

10. _____ is the name given to a wide-ranging genre of popular music created by African Americans in the late 1940s and early 1950s. The term was originally used by record companies to refer to recordings marketed predominantly to urban African Americans, at a time when "urbane, rocking, jazz based music with a

heavy, insistent beat" was becoming more popular.

11. _____ is a style of syncopated ballroom dance music in 2/4 or 4/4 time that originated among European immigrant populations of Argentina and Uruguay. It is traditionally played by a sextet, known as the *orquesta típica*, which includes two violins, piano, double bass, and two bandoneons. Earlier forms of this ensemble sometimes included flute, clarinet and guitar. _____ music may be purely instrumental or may include a vocalist. _____ music is well-known across much of the world, along with the associated _____ dance.

12. The sound of _____ often revolves around the guitar back beat laid down by a rhythm section of electric bass guitar, drums, and keyboard instruments such as organ, piano, or, since the 1970s, synthesizers. Along with the guitar or keyboards, saxophone and blues-style harmonica are sometimes used as soloing instruments. In its "purest form", it "has three chords, a strong, insistent back beat, and a catchy melody.

13. _____ is a genre of popular music that originated and evolved in the United States during the late 1940s and early 1950s, primarily from a combination of the blues, country music and gospel music. In the late 1940s and early 1950s, either the piano or saxophone was often the lead instrument, but these were generally replaced or supplemented by guitar in the middle to late 1950s. The massive popularity and eventual worldwide view of _____ gave it a widespread social impact. Far beyond simply a musical style, _____, as seen in movies and on television, influenced lifestyles, fashion, attitudes, and language.

Glossary of Musical Terms

- Album** – complete recording of a selection of songs/tracks/pieces of music on a tape or CD, usually with around 15 songs.
- All at once** – at the same time; together.
- All thumbs** (informal) – awkward, especially with your hands; clumsy.
- Amps (amplifiers)** – machines to increase the volume of the instruments.
- Applause** – clapping and shouting from the audience.
- Backing vocals** – singers who support the lead singer, providing the background music/vocals for the song.
- Bassist** – person who plays bass guitar.
- Beat** – main rhythm of a song.
- Brass section** – part of a group playing brass instruments like saxophone and trumpet.
- Chord** - a combination of two or more musical notes played at the same time.
- Chorus** – part of a song which is repeated after each verse.
- Cover version** – version of a song which was written and made famous by another band
- Drummer** – person who plays drums.
- Encore** – extra songs after the applause at the end of a gig.
- Face the music** – to confront a difficult or unpleasant situation that one finds oneself in; to accept the unpleasant consequences of one's own actions.
- Gig** – pop concert.
- Group/band** – a number of musicians who perform together.
- Hard of hearing** – partially deaf. Some people who are hard of hearing wear hearing aids.
- Heart and soul** – eager love; strong feeling; to play with great enthusiasm.
- Hit** – track which becomes really popular and is played a lot on the radio.
- In tune** – playing or singing the correct musical note.
- Instrumental** – track with no singer or lyric.
- Intro (introduction)** – part of a song before the singer begins.
- It's not over till the old lady sings** – not to speculate about something until it is completed.
- Juke-box** – a machine in public bars that plays music when you put money in.
- Jump on the bandwagon** – take a popular position.
- Keyboard player** – person who plays piano, synthesizer or keyboards.
- Lead guitarist** – guitar player who plays the riffs and solos in a band.
- Lead singer** – person who sings the complete lyric of the song; main singer in a band.
- Lyric** – words of a song.
- Mike (microphone)** – machine singers hold to increase the volume of their voice.
- Music to one's ears** – good news; information that makes somebody happy.
- Off-beat** – unusual, not typical.
- Opening number** – first song of a gig.
- Out of tune** – playing or singing higher or lower than the correct musical note.
- Play a part in** – to be instrumental in; have a role in; be concerned with.
- Read music** - to understand the sounds that written music represents.
- Rhythm section** – part of a band including drummer, bassist and guitarist.
- Riff** – short repeated tune by one instrument such as the guitar.

Sing the blues – to be disappointed or disillusioned.
Single – track which is released separately on a small record, tape or CD, often used in discos by the disc jockey.
Solo – part of a song where one person plays alone or with the others in the background.
Speakers – large boxes where the sound comes out.
To tune - to make a musical instrument play at the right pitch.
To tune up- when musicians tune up, they prepare their instruments to play at the same pitch.
Track – one song from an album.
Tune – series of musical notes; the music, not the words.
Venue – place where the gig happens.
To have a good ear for music - to be very good at learning music.
To practice much - to do an activity regularly in order to improve your skill or to prepare for a concert.
To play by ear - to play music without having to read written music.
To write an arrangement of - to write/change a piece of music for a particular instrument.
To set/put to music - to write music so that the words of a poem, play etc can be sung.
To be music to somebody's ears - if someone's words are music to your ears, they make you very happy or pleased.
To face the music (*informal*)- to accept criticism or punishment for something you have done.
To whistle - to make a high or musical sound by blowing air out through your lips.
To hum - to sing a tune by making a continuous sound with your lips closed.
To practise one's scales - to practise a series of musical notes moving upwards or downwards in pitch with fixed distances between each note.

Adjectives For Describing Music

Live music - a performance in which the entertainer performs for people who are watching rather than for a film, record.
Jazzy – lively; active.
Discordant - a discordant sound is unpleasant because it is made up of musical notes that do not go together well.
Deafening - noise or music that is deafening is very loud.
Tuneless - not having a pleasant tune.
Tuneful - pleasant to listen to.
Loud - making a lot of noise.
Soothing - gentle music.
Rousing - a rousing song makes people feel excited and eager to do something.
Soft - quiet and pleasant to listen to.
Relaxing - making you feel calm, comfortable and not worried.
Peaceful - quiet and calm without any worry or excitement.
Sweet - pleasant to listen to.
Innovative - using clever new ideas and methods and sounds.
Modern/up-to-date - made or done using the most recent methods.

WAYSTOPRAISESTUDENTS!!! ☺

<p>Way to go super! That's the right way to do it! You're special! That's better than ever! You've got it made! Nice going! You're on the right track now! Well done! Remarkable! I knew you could do it! Exactly right! I'm proud of you! Fantastic! I'm proud of the way you worked today! That's the best you've ever done! That's it! Not bad! Keep working on it. You're improving! Now you have it! How smart! You're unique! Nothing can stop you now! Good for you! You're a winner! Spectacular! Amazing! Gorgeous! Fabulous! You're precious! Great discovery! You've discovered the secret! You figured it out! Bingo! Magnificent! Marvelous! Terrific! Phenomenal! You're sensational! Exceptional /outstanding performance! You're really working hard today! You're responsible! You're exciting!</p>	<p>Wonderful! Outstanding! Superb! Excellent! I think you've got it now! That's much, much better! That's the best! Great! That's good! / Good! That's right! Neat! You are learning fast! Couldn't have done it better myself! One more time and you'll have it! That's quite an improvement! Nice work/ good job/work/remarkable job/ beautiful job/ super work/creative work/fantastic job! Looking good! You're on top of it! You're catching on! Now you've got it! You're incredible/that's incredible! Bravo! You're fantastic! Hurray for you! You're on target! You're on your way! How nice! You brighten our day! I respect you! That's correct! You're a treasure! You are very good at that! You're wonderful & perfect! Awesome! That's coming along nicely! You learned it right! What an imagination! What a good listener! You're growing up! You make us laugh! You tried hard!</p>
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P.S.: REMEMBER, A SMILE IS WORTH 1000 WORDS!!! ☺

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