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• МОСКВА •  
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Y. V. BZHISKAYA

# ENGLISH LANGUAGE FOR MUSICIANS

TEXTBOOK FOR SVE



• SAINT-PETERSBURG •  
• MOSKOW •  
• KRASNODAR •

Ю. В. БЖИСКАЯ

# АНГЛИЙСКИЙ ЯЗЫК ДЛЯ МУЗЫКАНТОВ

УЧЕБНОЕ ПОСОБИЕ ДЛЯ СПО



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Основная цель предлагаемого пособия — развитие навыков устной речи, чтения текстов профессиональной направленности, расширение вокабуляра, что предполагает формирование коммуникативной компетентности специалиста сферы музыки. В учебном пособии представлены различные тексты, способствующие расширению кругозора обучающихся, формированию навыков чтения и говорения, профессиональной компетентности. К каждому тексту разработаны творческие упражнения, которые предполагают как работу в группе под руководством педагога, так и самостоятельную работу.

Данное издание адресовано студентам и педагогам средних специальных учебных заведений.

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**Б 58** **Bzhiskaya Y. V.** English language for musicians : textbook for SVE / Y. V. Bzhiskaya. — Saint Petersburg : Lan : THE PLANET OF MUSIC, 2021. — 344 pages: ill. — Text : direct.

The main goal of the textbook is to develop verbal skills, reading texts on professional topics, vocabulary expansion that supposes the formation of the communicative competence of a musician. The textbook includes various texts, promoting the broadening of the students' outlook, the formation of reading and speaking skills and professional competency. Every text is followed by the creative exercises that are designed both for the work in a group with a teacher and for self-study.

The textbook is intended for students and teachers of music colleges.

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## ПРЕДИСЛОВИЕ

Развитие межкультурных связей России с другими странами на современном этапе в значительной степени обусловливает изучение английского языка в музыкальных образовательных учреждениях на новой основе.

Образовательная цель сегодня предполагает изучение иностранного языка не как лингвистической системы, а как средства межкультурного общения и инструмента познания культуры определенной национальной общности, в том числе лингвокультуры. В целом, достижение образовательной цели осуществляется в аспекте гуманитаризации музыкального образования, т. е. расширения кругозора студентов музыкальных специальностей, повышения уровня их общей культуры и образованности, а также развития их мышления, общения и речи.

Специфика коммуникативной направленности представленного курса «Английский язык для музыкантов» состоит в сочетании профессионально-деловой и социокультурной ориентации как двух взаимосвязанных составляющих межкультурной коммуникации, как межкультурной коммуникативной компетентности специалистов в музыкальной области.

**Социокультурная ориентация** предполагает ознакомление обучающихся со значимыми элементами конкретной культуры, что должно способствовать успешному осуществлению контактов специалистов сферы музыки с представителями изучаемой культуры. Поэтому в пособие включены такие темы, как «Американская музыка», «Английская музыка», «Русская музыка», «Театры России», «Культура

Ростовского региона», которые позволят студентам из других регионов ознакомиться с культурным наследием не только Британии, Америки, но и Донского края. Знакомство с определенным объемом страноведческой информации в объеме представленных тем «Ростов-на-Дону как культурный центр юга России», «Россия как одна из культурных держав мира», «Культурные традиции Британии» оптимизирует достижение общеобразовательных и воспитательных целей, повышая уровень общей культуры специалиста музыкальной сферы.

**Профессионально-деловая ориентация** предполагает приобщение будущего специалиста в области музыки к отечественной и зарубежной музыкальной культуре, ознакомление его с компонентами профессионального общения. Важно расширить возможности студентов для достижения и поддержания определенного уровня профессиональной компетенции, а также сформировать их готовность к вступлению в непосредственное иноязычное профессиональное общение с коллегами — носителями языка. Профессионально-деловая ориентация в обучении межкультурной коммуникации призвана также стимулировать мотивацию студента к овладению иностранным языком. С этой целью были разработаны такие темы, как: «Мой любимый исполнитель, композитор», «Мое любимое музыкальное произведение», «Музыкальный инструмент, на котором я играю», «Я — музыкант», «Система музыкального образования».

Основная цель данного курса — представить систематизированный материал профессионального характера для формирования межкультурной коммуникативной и профессиональной компетентностей специалиста музыкальной сферы.

Учебное пособие содержит 13 уроков определенной тематической направленности, лексико-грамматические упражнения к ним творческого характера.

В первом уроке рассматривается такая тема, как «Я — музыкант», где предложен текст для чтения и задания: ответьте на вопросы по тексту, дополните предложения, прочитав текст. Также автор включил ряд грамматических заданий с целью формирования навыков употребления глагола to be, построения различных видов вопросов. Важным

является формирование навыков письма, поэтому одно из заданий гласит: «Напишите письмо родителям о Вашей жизни и учебе в консерватории, используя следующие слова и выражения. Особого внимания заслуживают задания на формирование навыка говорения, такие как:

- составьте диалог с сокурсником, обсудив учебу, проведение досуга;
- прочитайте текст о том, как стать известным музыкантом, и выберите предложения, в которых говорится, что для этого необходимо;
- прочитайте текст о том, как достичь успеха в музыке, и ответьте на вопросы, аргументируя свой ответ, используя информацию из текста.

Во втором уроке автор акцентирует внимание на развитии навыков чтения текстов профессиональной направленности с полным пониманием прочитанного, предложив тексты о различных музыкальных учебных заведениях, включив следующие задания к ним:

- дополните предложения из текста, используя следующие слова;
- найдите в тексте соответствующие предложения на английском языке;
- опираясь на прочитанный текст, ответьте на следующие вопросы на английском языке;
- прочитайте текст и соотнесите названия абзацев с их смысловым содержанием;
- прочитайте текст об известном композиторе, выпускнике Санкт-Петербургской консерватории;
- прочитайте текст и скажите, о ком идет речь, заполнив пропуски;
- прочитайте текст и скажите, о какой консерватории идет речь;
- выберите один из предлагаемых вариантов согласно тексту.

В третьем уроке автор предлагает тексты, описывающие устройство того или иного музыкального инструмента, включая тексты о первых русских музыкальных инструментах, что способствует расширению кругозора обучающихся, формированию навыков чтения и говорения. К ка-

ждому тексту прилагается рисунок — изображение инструмента с указанием его составляющих частей. Профессиональная заинтересованность студента в содержании текста и возможность высказаться по специальности входят в методический замысел этого урока. Нижеперечисленные задания способствуют формированию профессиональной компетентности специалиста мира музыки.

Выберите из предложенных текстов:

- народные инструменты;
- духовые инструменты;
- клавишные инструменты.

Перечислите, на каких инструментах играют в:

- симфоническом оркестре;
- оркестре народных инструментов;
- духовом оркестре.

В четвертый урок автор включил тексты профессиональной направленности о выдающихся деятелях музыкальной культуры как отечественных, так и из англоязычных стран. Такие задания, как:

- ответьте на вопросы по содержанию текста;
- дополните предложения из текста;
- скажите, к кому из представителей мира музыки относится следующая информация;
- прочитайте текст и заполните спайдаграмму;

способствуют развитию навыков чтения текстов, активизации идиоматики и лексики профессиональной направленности. Одно из творческих заданий к тексту — подпишите фамилии выдающихся деятелей мира музыки и подготовьте презентацию об одном из них — влияет на формирование навыков говорения, которое предполагает как работу в группе под руководством педагога, так и самостоятельную работу студентов. Именно такое задание способствует формированию профессиональной компетентности музыкантов.

В пятом уроке подобраны тексты о различных музыкальных произведениях выдающихся композиторов. Основная цель данного урока — формирование коммуникативной профессиональной компетентности студентов музыкальных учебных заведений. На достижение этой цели направлены следующие задания к текстам:



- подготовьте свой рассказ (5–7 предложений) о посещении одного из балетов, поставленных на музыку известных композиторов, используя предложенный ниже материал;
- прочитайте сообщения о любимых музыкальных произведениях и добавьте информацию в объеме 5–7 предложений;
- расположите предложения так, чтобы получился связный рассказ.

В шестой урок автор включил материал о том, что такое музыка и составляющие музыки (ритм, тональность, пауза, скорость и т. д.), что способствует закреплению ранее полученных знаний по таким предметам, как «Сольфеджио» и «История музыки».

В седьмом уроке подобраны тексты, раскрывающие историю русской музыки, творчество выдающихся отечественных композиторов, чей вклад неоценим в развитии русской национальной музыки. Помимо уже ранее упомянутых заданий к текстам, автор разработал следующие:

- соотнесите названия с национальными русскими музыкальными инструментами, изображенными на картинках;
- выберите из нижеперечисленных вариантов исполнителей трио «Не томи, родимый» из оперы «Иван Сусанин»;
- распределите, опираясь на данный текст, произведения по трем основным периодам творчества композитора;
- перечислите все упоминаемые в тексте произведения других композиторов, затем стрелочкой соедините композитора и его произведение;
- перечислите, какие музыкальные термины (названия жанров, специфические обороты) встретились вам в тексте;
- расположите фрагменты предложений в порядке их появления в тексте;
- прочитайте текст и заполните спайдаграмму о музыкальных жанрах, в которых писал композитор;
- прочитайте текст и выпишите названия наиболее успешных произведений композитора, заполнив спайдаграмму;
- найдите соответствующие названия произведений композитора на русском языке, соедините;

- прочитайте текст и соотнесите названия абзацев с их содержанием;
- заполните таблицу, дописав фамилии композиторов, которые оркестровали незавершенные Бородиным действия, сцены из оперы «Князь Игорь»;
- расположите названия предложенных арий в соответствии с их исполнителем;
- прочитайте текст и скажите, о либретто какой оперы идет речь;
- внесите верный вариант типа голоса в правой колонке, соответствующий действующему лицу оперы «Хованщина»

и т. д.

В восьмом, девятом, десятом и одиннадцатом уроках автор предлагает тексты как страноведческого характера, так и профессиональной направленности, что отвечает поставленной цели данного пособия — формирование межкультурной коммуникативной компетентности специалиста мира музыки. Для достижения поставленной цели были подобраны тексты и о географическом положении Британии, и о культурных традициях страны, и о музыкальной жизни и театральной сфере Соединенного Королевства, а также о музыкальных учебных заведениях Лондона. К текстам разработаны лексико-грамматические упражнения подобного характера, как и в предыдущих уроках.

В двенадцатом уроке представлены тексты о британской музыке, где с помощью указанных ниже заданий у студентов музыкальных учебных заведений формируется межкультурная коммуникативная компетенция:

- прочитайте текст и ответьте на вопросы по содержанию текста;
- прочитайте текст и скажите, какую новую информацию о британской музыке вы узнали из текста, используя следующие слова и выражения;
- прочитайте тексты о британских фестивалях и:
  - заполните спайдаграмму, вписав названия фестивалей;
  - опишите один из фестивалей в пяти предложениях, опираясь на прочитанный текст;
  - переведите текст об известном фестивале в Уэльсе;
  - назовите фестиваль, о котором идет речь;

- прочитайте тексты и скажите, о каких британских музыкальных группах или исполнителях идет речь, выбрав верный вариант ответа из предложенных ниже;
- прочитайте текст, соотнесите английские предложения с русскими по содержанию;
- прочитайте текст о национальном музыкальном инструменте Британии и добавьте информацию в размере 7–10 предложений об истории волынки.

В тринадцатом уроке автор подробно останавливается на рассмотрении такой темы, как «Американская музыка». В данном уроке представлены тексты об истории возникновения и развития американской музыки, о современных направлениях музыки Соединенных Штатов, о различных музыкальных стилях и жанрах. К каждому тексту разработаны лексико-грамматические упражнения, цель которых — формирование навыков чтения и говорения:

- прочитайте текст и озаглавьте каждый абзац:
  - закончите предложения из текста,
  - сопоставьте левую и правую колонки так, чтобы получились словосочетания из текста;
- прочитайте текст:
  - и скажите, о каком стиле американской музыки идет речь, заполнив пропуски в тексте,
  - передайте основное содержание текста, выбрав до 10 предложений;
- прочитайте тексты и скажите, о какой из американских групп, о каком певце идет речь, выбрав правильный вариант из предложенных ниже;
- заполните пропущенные слова в диалоге и продраматируйте;
- прочитайте тексты и ответьте на вопросы;
- прочитайте текст и сопоставьте названия абзацев с их содержанием.

С целью закрепления изучаемой лексики по каждой теме все лексико-грамматические упражнения базируются на ранее предложенном текстовом материале. Итоговое упражнение — презентация — носит преимущественно творческий характер, открывая возможности для индивидуальной работы каждого обучающегося. В конце пособия прилагается глоссарий, включающий профессиональную лексику, тес-

ты и приложения как фонетического, так и грамматического характера.

Благодаря структуре учебного пособия и представленному в нем материалу возможно формирование межкультурной коммуникативной компетентности специалиста музыкальной сферы, что является неотъемлемой частью межкультурной профессиональной компетентности музыканта на современном этапе.

Представленное пособие способствует изучению нового лексико-грамматического материала, необходимого для общения на профессиональные темы, активизации различных видов речевой деятельности и форм речи (устной, письменной, монологической, диалогической), что соответствует рабочим программам по дисциплине «Иностранный язык (английский)», «Профессиональное общение на иностранном языке», утвержденным учебно-методическими советами музыкальных колледжей, колледжей искусств, институтов культуры и консерваторий.

Предлагаемое учебное пособие разработано по дисциплинам «Иностранный язык (английский)», «Профессиональное общение на иностранном языке» для студентов:

- музыкальных колледжей по специальностям:
  - «Инструментальное исполнительство» (фортепиано, струнные духовые, народные инструменты),
  - «Музыкальное искусство эстрады»,
  - «Хореографическое искусство»;
- колледжей искусств по специальностям:
  - «Теория музыки»,
  - «Социально-культурная деятельность»;
- институтов культуры по специальностям:
  - «Актерское искусство»,
  - «Народно-художественное творчество»;
- консерваторий по специальностям:
  - «Инструментальное исполнительство» (фортепиано, струнные духовые, народные инструменты),
  - «Музыковедение»,
  - «Музыкальная звукорежиссура».

В учебнике встречаются упражнения, помеченные \* (more difficult task).

UNIT 1

## I AM A MUSICIAN

**I. With your partner discuss the questions (с партнерами).**

1. Who was your first teacher of music?
2. Have you got any difficulties playing your instruments?

Describe it.

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

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

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

Let me introduce myself. My name is Maria, Masha for short. My surname is Ivanova. I am ... years old. I was born on the ... of April in ... . I study at Rostov State Conservatoire named after Rachmaninov. I am fond of music and I dream to become one of the greatest musicians in future. My favourite musical instrument is the trumpet (horn, violin, etc.). I've been playing the trumpet since I was ... years old. As for me, I prefer Russian music written by Mussorgsky. I know it has a long and interesting story.

Rostov-on-Don is my home city. I love and adore my native city ... It is very beautiful, full of parks and nice people. Sometimes I miss it. I like to return home and spend my free time with my friends.

On week days I get up early. The alarm clock wakes me up at half past six. I get up, open the window and do my morning exercises. Then I go to the bathroom where I brush my teeth, wash and take a shower. Next I put on my clothes and sit down to have breakfast. After breakfast I go to the Conservatoire by bus. It takes me 25 minutes to get there. Our classes begin at nine sharp. They last 6 or 7 hours. At half past twelve I go to the canteen and have lunch. Then, I go to the reading room to study theoretical subjects. I practice playing my instrument every day. I play in the morning, during the day-time and in the evening. It takes me 4 or 5 hours a day to train my musical skills.

Before going to bed I usually read books and listen to music and watch TV. I hate soap-operas and talk-shows. I am more interested in informative programs, especially about music. Thus, you can easily guess, that my favourite channel is "Culture". Music is my life. But also, I go in for sports. I prefer watching all the sport competitions on TV. My favorite kind of sports is figure skating. I like basketball, soccer and golf too. Sometimes, if I have such an opportunity, I visit sport events in my native town. I am really attracted by them. My hobby is ... I like to do it very much, because it gives me a great pleasure and spiritual relief. I usually go to bed at 12 o'clock at night. So, I'm very busy on weekdays.

I have a free time only on weekend, when I can read a book, watch TV or go in for sports. I am also fond of reading. My favorite author is ... (N. V. Gogol, because his works are full of humor and they unmask the reality, that existed in the 19<sup>th</sup> century) — for example. Among my favorite books are "Dead souls" and "Revisor", written by this great writer.

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

**IV. Complete the sentences with the phrases from the box:** alarm clock, the greatest musician, conservatoire, listen to music, instrument.

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

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

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

**VI. Underline the correct option.**

1. I ... years old. I was born on the ... of April in ...  
(*am, were*)
2. I ... fond of music. (*been, am*)
3. My favourite musical instrument ... a trumpet. (*will be, is*)
4. It ... very beautiful, full of parks and nice people.  
(*is, are*)
5. But I ... interested in informative programs, especially about music. (*am, were*)
6. My favorite kinds of sports ... figure skating, basketball, soccer, golf. (*are, is*)
7. I ... a merry, an optimistic, a communicative and an easy-going girl/fellow. (*am, been*)
8. My favorite author ... N. V. Gogol. (*is, are*)
9. I ... your friend. (*were, will be*)

### VII. Translate the sentences.

Меня зовут Анна Харина. Я — студентка консерватории. Я — пианистка. Мне нравятся многие музыкальные инструменты — скрипка, виолончель, флейта, арфа. Мой любимый инструмент — рояль. Любимый инструмент моих друзей — скрипка. Наши педагоги — одни из великих пианистов и скрипачей.

Они учат слушать нас серьезную музыку. Хорошие студенты делают успехи и начинают выполнять (делать) всю работу без помощи преподавателя. Мы все учим иностранный язык в институте. Мы учимся говорить по-английски без ошибок. Мы любим нашу консерваторию.

My little brother (*учится в*) school. He (*учится в*) first grade. He (*учится*) to read and write. I try (*учить*) my brother to read and (*не делать*) mistakes. I am afraid that he (*не делает*) great progress. He is rather lazy and doesn't like (*делать*) his homework. I (*учусь*) at the Art Institute and go in for sports too. I (*учусь*) to swim in different styles. So I (*учу*) my brother to swim. This is what he (*делает*) with pleasure. He (*учится*) to swim with great enthusiasm and naturally (*делает*) good progress.

VIII. Put general, alternative, tag, special questions to the text.

### WE STUDY AT RSIC

**My friends and I study at the cameramen's department of the Cinema Institute. We learn to make films. We study many subjects. Our professors teach the students how to make documentary and feature films. We study many theoretical subjects and we learn to do practical work. We learn to shoot and cut our films. Our students usually do all the creative and technical work during the production of their short films. The teachers criticize our work when we make mistakes and they are glad when we make progress. We know that the film studios of our country need good film-makers. We understand it very well and try hard to master our profession.**



**IX\*. Ask your groupmate about the study at the musical institutions. Put 1 general, 1 alternative, 1 tag, 1 special questions.**

**X. Prepare your story about studies at the musical institutions.**

**XI. Read a new text. Choose the sentences describing how to become a famous musician.**

Millions of kids dream about becoming a pop star and many of them form bands, but only a handful will make it to the top. If you want to hit the big time, you'll have to work hard and get the basics right.

### SO YOU WANT TO BE A POP STAR

**First of all**, if you want to make a decent sound, you'll need some decent equipment. Buying good quality equipment will be a waste of money if you don't look after it. Always keep an instrument in its case, when you aren't using it, and don't leave equipment near a radiator or in a hot car. You'll find it easier to look after equipment properly if you've got some transport, so a good, reliable set of wheels is a must. A van is best. Of course, just having good equipment won't make a good sound. It's the band members who really make the band. Here the most important thing is to keep everyone together and avoid arguments. All the band members must want to play the same kind of music. Lastly, keep romance out of the band. You need to put your energy into your music, not into handling emotional problems.

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

Every musician knows the answer. Weekly music lessons, endless scales and arpeggios, ear training classes, nightly rehearsals, recitals for friends and family etc. And juries with faculty members ... it is hard to become a skillful performer. The secret of success of a good performer is the combination of hard work, outstanding performance self-confidence, positive personal impact, communication skills and interpersonal

competence. It is true to say that student musicians should spend more time practicing the instrument than almost any other activity. Hours of practicing will help a performer to learn how to interpret a piece of music as the composer envisioned it. By playing the instrument day and night a musician can become a true virtuoso. He or she will also develop his own signature sound — the one that is unique to him.

When taking up music as a profession a person should make sure that he or she has a passion for both music and people. He must cultivate those passions and his awareness of how to delight the audience. A pianist, a violinist or any other student musician should not only be a talented person but he also has to appeal to a listener and evoke the better, better feelings in his soul. Every performer should bear in mind that his playing must not only be of an exceptional purity on performing level, but he also must be able to communicate directly to the listener and to feel the audience. Moreover, if a person wants to reach height of proficiency he must take into consideration the experience of his predecessors. Speaking about the past experience he should pay tribute to the outstanding performers, who had achieved the world-wide popularity and sizes in music.

1. How to achieve success in music?
2. Is it easy to achieve success in music?

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

Dear ... !

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

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

It is possible that I will be a member of a group that is going to visit the ... this July. There will be a lot of ... there. It is a pity you won't be among them. I will never forget our short time together in the ... . I will never give up the hope that we may visit it together again some day.

Well, I shall hope to hear from you soon and perhaps to receive the photographs you promised some time ago.

With best wishes,  
Sincerely yours Roger.

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

Dear mother!  
Thank you for your letter.  
I'm happy to ... .  
I'm arriving on the ... of ... December ... .  
Could you tell me about your life?  
I would like to know ... .  
I'd better finish here.  
That's all.  
Best wishes ... . All the best.

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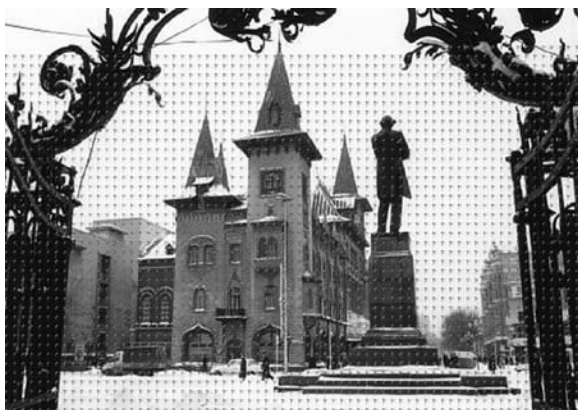
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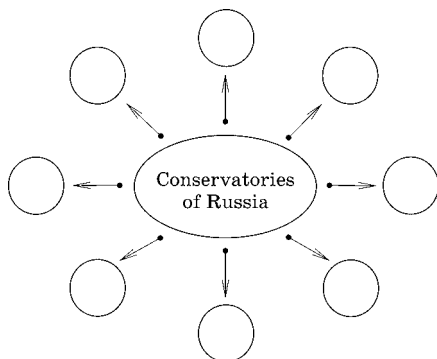
**THE SYSTEM  
OF MUSICAL EDUCATION**

**I. Look at the pictures. Guess the names of the conservatories.**







**II. Write the names of the conservatories.****III. Read and translate the text.**

Conservatoire (also known as a conservatory (name) or conservatorium (Australian E.)) is a higher education institution at which people are taught music and theatre, including playing musical instruments, singing, musical composition, the history of music and music theory. The name was originated in France, but also is used in British English. In Latin the word “conserve” means “to keep”, “to protect”, “to take care of”. In English “conservatory” means “greenhouse”, — a room with glass walls and glass roof that is built on the side of the house and used for sitting in to enjoy the sun and to protect the plants from the cold weather. Therefore Englishmen gave up the idea of using “conservatory” in favor of the French word “conservatoire” to denote musical school. But as you may see over the Internet and in other original sources American people use the English word “conservatory”. Now some words of a historical background. The earliest conservatories were originated in Italy in the sixteenth century as charity schools for orphans and foundlings. The pupils were provided with food, lodging and were taught different crafts, including music. Eventually those charity schools developed into special music schools for promising young people. The first conservatoire was Conservatoire di Santa Maria di Loreto in Italy, in Naples. It was founded in 1537. Soon other conservatories, that are still functioning, were originated in Rome, Venice and other Italian cities. The end of the eighteenth

century saw a striking growth of special music schools in other countries. The first conservatories in Russia were those of St. Petersburg (1862) and Moscow (1866). Among the graduates of St. Petersburg Conservatoire were such outstanding musicians as Tchaikovsky, Rimsky-Korsakov, Asafyev, Prokofiev, Mravinsky, to name only a few. Among the most world's famous music colleges and conservatories there are the Royal Academy of Music and the Royal College of Music in London, Paris Conservatoire, Juilliard School in New York, New England Conservatoire in Boston, Peabody Conservatory in Baltimore, and the University of Music and Performing Arts in Vienna.

**IV. Read the text again and say whether they are true or false. Correct the false statements.**

1. The word "conservatory" means "greenhouse".
2. The word "conservatoire" is used to denote a higher music education institution.
3. Englishmen use the French word, meaning musical training establishment.
4. The earliest conservatories were originated in England in the XVI century.
5. The orphans were taught only music in early charity schools.
6. Later on charity schools developed into musical schools for promising people.
7. The end of the XVII century saw a big growth of special musical schools in Europe.
8. The first Russian conservatoire appeared in Moscow in 1862.
9. N. A. Rimsky-Korsakov was among the first graduates of the St. Petersburg conservatoire.
10. The Royal Academy of Music of London is one of the world's most famous bigger musical education institutions.

### MOSCOW CONSERVATOIRE

Moscow Conservatoire is one of the oldest and most important higher musical educational institutions. Moscow Conservatoire was founded in 1866 by the Russian Musical



Society on the initiative of A. G. Rubinstein. It became world-famous thanks to the traditions of musical education established by P. I. Tchaikovsky, S. I. Taneyev and A. S. Arensky (composition and theory); N. G. Rubinstein and V. I. Safonov (piano); F. Laub and I. V. Grzhimali (violin); V. F. Fittsengagen (cello); and A. D. Aleksandrova-Kochetova (voice). In 1940 the Moscow Conservatoire was named after P. I. Tchaikovsky. It was awarded the Order of Lenin in 1946 and 1966.

The development of the musical education is also associated with the work of such outstanding composers and musicians as N. Ia. Miaskovskii, S. S. Prokofiev, Iu. A. Shaporin, A. N. Aleksandrov, and D. D. Shostakovich (composition); K. N. Igumnov, A. B. Gol'denveizer, G. G. Neigauz, S. E. Feinberg, V. V. Sofronitsky, and E. G. Gilel's (piano); L. M. Tseitlin, A. I. Iampol'sky, K. G. Mostras, M. B. Poliakin, and D. F. Oistrakh (violin); A. A. Brandukov, S. M. Kozolupov, and S. N. Knushevitsky (cello); S. V. Rozanov (clarinet); M. I. Tabakov (trumpet); V. N. Tsybin (flute); V. M. Blazhevich (trombone); N. G. Raisky, K. N. Dorliak, N. I. Speransky and M. O. Reizen (voice); M. V. Ivanov-Boretsky, I. V. Sposobin, V. E. Ferman, S. S. Skrebkov, R. I. Gruber, S. S. Bogatyrev, T. N. Livanova, and Iu. V. Keldysh (music theory and history); and P. G. Chesnokov, N. M. Danilin, A. V. Gauk, and A. V. Sveshnikov (choral and symphonic conducting). Sveshnikov was the president of the conservatory till 1948.

Moscow Conservatoire has (1973) departments of theory and composition (including the sections of musicology and composition), vocal music (sections of choral conducting and singing), piano and orchestra (sections of stringed instruments, wind instruments and operatic and symphonic conducting). There is also a department for the continuing education for teachers at higher musical educational institutions. The conservatoire has a graduate division, a teaching assistantship program, 26 sub-departments, an opera studio (founded in 1934), a music school with a regular seven-year secondary academic program, a central music school with a ten-year secondary academic program, and a room for the study of folk music (founded in 1937) under the direction of K. V. Kvitka

with more than 20,000 pieces of music. There is a music library, including a lot of tape-recordings.

Moscow Conservatoire has trained approximately 7,000 musicians. Many of them have been awarded 578 prizes and titles in international and domestic competitions. One of them is the International Tchaikovsky Competition. The competition is named after the Russian composer Pyotr Ilyich Tchaikovsky and is an active member of the World Federation of International Music Competitions. It is a classical-music competition held every four years in Moscow for pianists, violinists and cellists between 16 and 30 years of age, and singers between 19 and 32 years of age. For the XIV competition in 2011, Valery Gergiev was appointed the competition's chairman, and Richard Rodzinski, the former president of the Van Cliburn Foundation, was appointed chair of the working committee. A new voting system was instituted, created by the mathematician John MacBain, and used by the International Violin Competition of Indianapolis, the Van Cliburn International Piano Competition, and the Cleveland International Piano Competition. All rules and regulations had also undergone a complete revision. Emphasis was placed on the composition of the jury, which consisted primarily of well-known and respected performing artists. Finally, for all competitions from 2011 forward, the first prize will always be awarded. The XIV International Tchaikovsky Competition was held in Moscow and St. Petersburg in 2011, under the auspices of the Russian federal government and its Ministry of Culture. The competition disciplines were piano, violin, cello, and voice (male singers and female singers).

**V. Read the text and choose the best title to each paragraph.**

1. Tchaikovsky's International Competition.
2. Departments and faculties.
3. The foundation of the conservatoire.
4. Famous composers, musicians of the conservatoire.

**VI. Read the text again and ask 2 general, 2 alternative, 2 tag, 2 special questions.**

**VII. Read the text and put the graduate's name of the conservatoire.**

Sergei Ivanovich ... was a Russian composer, a pianist, a teacher of composition, a music theorist ... was born in Vladimir, to a cultured and literary family of Russian nobility. A distant cousin, Alexander ..., was also a composer, whose daughter, Anna Vyubova, was highly influential at court. Alexander was drawn closely to the nationalist school of music, while Sergei would gravitate toward a more cosmopolitan outlook. Compositionally, ... and Tchaikovsky differed on how they felt music theory should function. Tchaikovsky prized spontaneity in musical creativity. ..., in contrast, thought musical creativity should be both deliberate and intellectual, with preliminary theoretical analysis and preparation of thematic materials. Along with beauty and expressiveness, ... could also show a whimsical streak in his musical nature. Among ...'s unpublished works are reportedly various parodies, including "Quartets of Government Officials", humorous choruses, comic fugues and variations, toy symphonies, a mock ballet for Tchaikovsky's birthday.

**VIII. Read the text and complete the sentences. Use the following words:** staple, fare, cello, artistic, director, compatriots, contest, luminaries, member, significant, establish, disciplines.

**THE INTERNATIONAL  
TCHAIKOVSKY COMPETITION**

The International Tchaikovsky Competition needs no introduction. Every professional musician knows that classical music ... for pianists, violinists, cellists and singers, which was named after Russian composer Pyotr Ilyich Tchaikovsky, and is an active ... of the World Federation of International Music Competitions. Moreover it is renowned all over the world as one of the leading opportunities for extraordinary young musicians to gain international recognition and ... their careers. Its goal is to discover new talents. When it was organized and first held in 1958, it included two disciplines —

piano and violin. Gradually the other competition disciplines were added. Nowadays in Russia, the Competition is one of the most valuable and ... events in the country's musical life. Many gifted musicians come to take part in this brilliant and amazing competition. Let us list the competition winners who have achieved worldwide recognition. They are our ... and now famous pianists Vladimir Ashkenazy, Mikhail Pletnev, Denis Matsuev, violinists Viktor Tretyakov, Vladimir Spivakov, a cellist Natalia Gutman, and singers Evgeny Nesterenko, Elena Obraztsova and many others. To many of them The International Tchaikovsky Competition helped to see new professional horizons, and become ... in their artistic development. One must have heard that the International Tchaikovsky Competition is held every four years. Under competition chairmanship of such ... as Dmitri Shostakovich and Mstislav Rostropovich, past jury members have included a lot of legendary names. The latest 18<sup>th</sup> Competition was held both in Moscow and St. Petersburg, in the summer of 2015. It was earned out under the auspices of the Russian Federal Government and its Ministry of Culture. The Competition ... were as usual: piano, violin, ... and voice (male singers and female singers). Violin-making was included too. For the 14<sup>th</sup> competition in 2011, an outstanding Russian conductor, artistic director of the Mariinsky Theatre, principal conductor of the London Symphony Orchestra, and ... of the White Nights Festival in St. Petersburg, Valery Gergiev was appointed the Chairman of the Competition.

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

1. When was the first Tchaikovsky Competition held?
2. What disciplines did it include in the beginning?
3. How many disciplines does the competition include now?

What are they?

4. What is the Competition's goal?
5. List the winners of the ITC among pianists, violinists, singers?
6. Where did the competition use to be held?
7. When was the latest competition held?
8. Who patronized the ITC?

9. Who was appointed the Chairman for the 14<sup>th</sup> Competition?

10. Who was appointed the Chairman for the 14<sup>th</sup> Competition?

**X. Read the text again and say whether they are true or false. Correct the false statements.**

### RIMSKY-KORSAKOV CONSERVATOIRE

Rimsky-Korsakov conservatoire is the oldest Russian higher school of music. The Conservatoire was founded in 1861–1862 by the Russian Musical Society. The first President of the Conservatoire in 1862–1867 and 1887–1891 was A. G. Rubinstein. Rubinstein began his work on establishing a music educational institution to give all talented people an opportunity to learn music. Following the example of European conservatories, the Russian Conservatoire included a secondary school and a higher educational establishment. It took a student ten years to graduate with a degree in music according to the regulations of 1887, with a six year programme in the preliminary school and four years in the higher school. The programme was “to provide training in music in every field”, including voice, piano performance, composition, orchestration, and theory and history of music. The student also studied “choir singing, piano, and history and aesthetics of music”.

The initial teaching staff of the Conservatoire included celebrated musicians: Rubinstein (piano, instrumentation, orchestra class), a Polish composer and a virtuoso violinist H. Wienyawski (violin, 1862–1878), a Polish virtuoso pianist T. Leszeticcki (piano, 1862–1878), an Italian opera singer G. Nissen-Saloman (1862–1879), a Professor of Berlin Conservatoire N. I. Zarembo (piano and theory of composition; President in 1867–1871), a violoncellist K. Y. Davydov (violoncello, history of music, chamber ensemble, choir, 1862–1887, President since 1876). In 1867 students presented the first opera performance “Orpheus” by C. W. Gluck. In the 1870’s, two schools of worldwide importance became firmly

established in the Conservatory: Rimsky-Korsakov school of composition and Auer school of violin performance. The school was named after him in 1944.

Also a prominent figure in the history of the Conservatoire was A. K. Glazunov (President in 1905–1928). In the 1880's the number of classes was increased, and the curriculum included ensemble, choir, theory of music, harmony, polyphony, theoretical and practical composition, solfeggio, score studies, conducting, history of music, theatre, musical aesthetics, opera stage production. Classes for pianists and singers were regular. Best graduates were offered a position on staff of the Conservatoire.

Over 2,000 musicians graduated from the Conservatoire, including such famous composers as S. S. Prokofiev, N. Y. Myaskovsky, A. S. Arensky, A. T. Grechaninov, N. N. Cherepnin, M. F. Gnesin, and B. V. Asafyev, D. D. Shostakovich, G. V. Sviridov, M. V. Yudina, V. V. Sofronitsky, I. A. Braudo, I. V. Ershov.

The Conservatoire established a Music School (later — Rimsky-Korsakov Music School) in 1934, and a specialized music high school in 1936. There are many faculties: the Faculty of History and Theory, the Faculty of Composition, the Faculty of Conducting, the Orchestra Faculty, the Piano and Organ Faculty, and the Faculty of Musical Theatre. It has a unique music library and book depositories, the archival depository holding manuscripts of great musicians. There is a museum of the Conservatoire's history. Since 1923 the Conservatoire has been managing its own Opera and Ballet Theatre.

1. The competition was named by Tchaikovsky himself.
2. The ITC includes such disciplines as piano, violin, cello, voice and violin-making.
3. Denis Matsuev has never been the winner of the ITC.
4. Valery Gergiev is an acting chairman of the Competition.
5. Viktor Tretyakov and Vladimir Spivakov were competing for the prize in one discipline in the same year contest.
6. The International Tchaikovsky Competition is regarded as one of the major nets in global music community.

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

1. What is the name of one of the oldest Russian high schools of music?
2. Who was the founder of the Conservatoire?
3. Who was the first President of the Conservatoire in 1862?
4. When did the Conservatoire begin to manage its own Opera and Ballet Theatre?
5. What subjects were included into the programme in 1887?
6. Where was a virtuoso violinist H. Wienyawski from?

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

1. ..., the Russian Conservatoire included a secondary school and a higher educational establishment.
2. In 1867, students presented the first opera performance — ...
3. In the 1870's two schools of worldwide importance became firmly established in the Conservatoire: ... (1871–1908; the school was named after him in 1944) and Auer school of violin performance (1868–1917).
4. It has ..., the archival depository holding manuscripts of great musicians and a museum.
5. It took a student ten years to graduate with a degree in music according to the regulations of 1887, ... and four years in the higher school.

**XIII. Complete the sentences from the box:** library, Conservatoire, prominent, Opera, programme.

The ... was founded in 1861–1862 by the Russian Musical Society. The first President of the Conservatoire in 1862–1867 and 1887–1891 was A. G. Rubinstein.

It has a unique music ... and book depositories, the archival depository holding manuscripts of great musicians.

It took a student ten years to graduate with a degree in music according to the regulations of 1887, with a six year ... in the preliminary school and four years in the higher school.

Also a ... figure in the history of the Conservatoire was A. K. Glazunov (President in 1905–1928).

Since 1923 the Conservatoire has been managing its own ... and Ballet Theatre.

#### **XIV. Read the text and write the name of Conservatories graduate.**

Georgy Vasilyevich ... (December 16, 1915 — January 5, 1998) was a Soviet neoromantic composer. ... was born in 1915 in the town of Kursk region in a family of Russian ethnicity. The family moved to Kursk, where ... learned to play his first instrument — the balalaika — at the elementary school. Learning to play by ear, he demonstrated such a talent and his ability to be accepted into the local orchestra of Russian folk instruments. He learned in a music school in 1929, and came to Leningrad in 1932, where he studied the piano at Leningrad Central Music College, finishing it in 1936. From 1936 to 1941, ... studied at Leningrad Conservatoire under Peter Borisovich Ryazanov and Dmitri Shostakovich. This composer wrote a lot of pieces of music for different TV programs, which are famous today. This talented person is also known as a composer of romances.

### **ROSTOV STATE CONSERVATOIRE**

Rostov State Conservatoire (Academy) named after S. V. Rachmaninov is the largest center of professional musical education, a performing art, a musical science and composing creativity in the south of Russia. It was opened on the first of September 1967. Our Conservatoire is situated in the center of the city.

For last 45 years Rostov Conservatoire (Academy) is one of the most dynamically developing musical high schools of Russia. Since 2008 Rostov State Conservatoire has been taking leading positions in a rating of all of 186 academies of Russia. Graduates of Rostov Conservatoire successfully work today in the concert organizations and in symphonic orchestras of Russia and more than 20 countries of Europe. They are soloists of Mariinsky Theatre, of the opera theatres in Russia and the Rostov musical theatre. Graduates of the Rostov Conservatoire work and teach the students in conservatories of Russia (Mos-



cow, Magnitogorsk, Chelyabinsk, Tambov, etc.), the Ukraine (Kiev, Donetsk), Scotland (Glasgow), and also at musical universities of Germany, the Netherlands, the USA and Finland.

Rostov State Conservatoire's (Academy) trains highly professional expert-musicians in all fields of music. Young people devoted to music study here to become professional musicians and theorists in music. Rostov State Conservatoire offers education in the following fields of studies: musical performance, composing, conducting, musicology, courses and training programs for teaching musical disciplines. The form of the education is full-time education. Normative period of study is 4 or 5 years. The academic year is divided into two terms. At the end of each term students are to take exams and credit-tests in different subjects. According to the curriculum playing the piano is obligatory for all the students.

There are two departments at the Conservatoire: the day-time department and the extra-mural one. There are 8 faculties at our Conservatoire. They are: Piano, Musicology and Composition, Choral Conducting, Folk Instruments, Vocal Singing, Orchestral: string instruments (violin, viola, cello, double-bass, harp) and wind instruments (flute, oboe, clarinet, bassoon, double-bassoon, trumpet), Variety Art and Jazz, Sound Engineering.

The Orchestral and the Folk Instruments faculties have students' orchestras. The students of Choral Conducting are singers and conductors of their own choir. The students take part in different competitions and festivals both in our country and abroad. Some of them make quite a name for themselves becoming laureates of different competitions. Our Conservatoire keeps in touch with masters of musical culture. Our Conservatoire constantly organizes concerts at the concert halls of different institutions and among the foreign citizens who are guests of Rostov-on-Don.

The Conservatoire is a four-storied building. There is a hall with a staircase leading to classrooms, the dean's office, laboratories and studios, a cloak-room and a student's canteen on the ground floor of the Conservatoire. There is a good library with a fine selection of musical literature, located on the ground floor, too. A well-equipped record library and an audio labora-

tory are at the disposal of our students. The Conservatoire has two concert halls. Out-of-town students are provided with hostel accommodations and instruments for practice. The students of Rostov State Rachmaninov Conservatoire have all opportunities to be the greatest musicians.

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

1. When was our Conservatoire opened?
2. How many faculties are there in Rostov State Conservatoire?
3. What are the faculties in our Conservatoire?
4. What faculties do the students' orchestras have?
5. What subject is compulsory for all the students?
6. Is the conservatoire a four-storied building?
7. What subjects do all students of our conservatoire study?
8. How many halls are there in the Conservatoire?
9. How many terms are there in the academic year?
10. How many departments are there in our Conservatoire? What are they?
11. Since 2008 Rostov State Conservatoire has taken one of the leading positions in a rating of all of 186 academies of Russia, hasn't it?

**XVI. Read the text again and try to find English sentences.**

1. Молодые люди, посвятившие себя музыке, становятся профессиональными музыкантами.
2. Наша консерватория расположена в центре города.
3. В консерватории два концертных зала.
4. Выпускники консерватории сейчас работают в симфонических оркестрах и концертных организациях в России и в более чем 20 странах Европы.
5. Некоторые из них прославились или стали лауреатами различных конкурсов.
6. В консерватории есть 9 факультетов.
7. Она была открыта 1 сентября 1967 г.
8. Для иногородних студентов предоставляются места в общежитии и инструменты для занятий.