

NAME: _____ DATE: _____

Music: Choice Songs and Choice Works

Music

Choice Songs and Choice Works

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	Choice Songs and Choice Works
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using Music textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from Less Stress more Success. <i>Music revision for Junior Cert.</i> Andrew Purcell. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none">1. Write the subject and topic on the record.2. Tick off/date the different statements as they complete activities.3. Keep the record in their files along with the work produced for this unit.4. Use this material to support mainstream subject learning.

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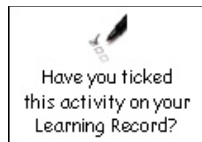
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Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. *'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar'* etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

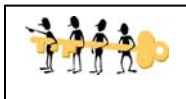


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

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Keywords

The list of keywords for this unit is as follows:

Nouns

ballet
cantatas
category
church
concert
dance
film
Germany
movement
musicals
opera
operetta
oratorio
orchestra
overture
soloist
songs
symphony
theme
tone
variety
jazz

Adjectives

busy
classical
colourful
dance-like
energetic
folk
historical
inspiring
restful
traditional
regular
irregular

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Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
traditional		
variety		
choice		
musical		
concert		
modern		



Ask your teacher to check this and then file it in your folder so you can use it in the future.

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Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
soloist		
conductor		
symphony		
ballet		
inspiring		
energetic		



Ask your teacher to check this and then file it in your folder so you can use it in the future.

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Level: all
Type of activity: whole class

Focus: vocabulary, spelling,
dictionary, writing
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

Traditional music

Classical music

Rock music

Pop music

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



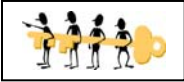
Students should record vocabulary and terms from the spidergram in their personal dictionaries.

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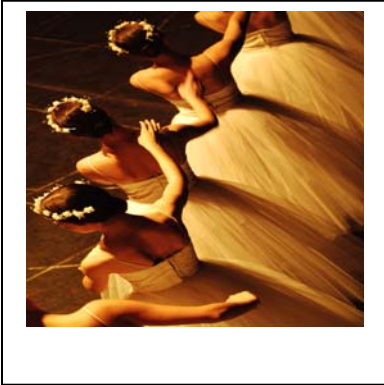
Level: A1
Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary use
Suggested time: 30 minutes



Working with words

1. Tick the correct answer



- a) this is an opera
- b) this is a ballet
- c) this is a choir
- d) this is a rock festival



- a) this is an opera
- b) this is a ballet
- c) this is a choir
- d) this is a rock festival

2. Find these words in your textbook. Think about what they might mean, then choose an explanation for each word and write it in the box.

(a *beat* is a sound).

speed

number of beats

regular beat

Word	Page in textbook	Explanation	In my language
metre			
tempo			
rhythm			



Check that these key words are in your personal dictionary.

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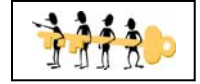
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Level: A1

Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure

Suggested time: 30 minutes



Picture Sentences

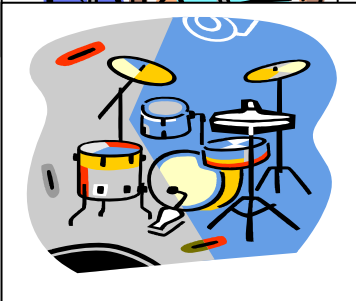
1. Tick the correct answer



- a) This is the percussion section of an orchestra.
- b) This is the strings section of an orchestra.
- c) This is the wind section of an orchestra.



- a) This is the percussion section of an orchestra.
- b) This is the strings section of an orchestra.
- c) This is the wind section of an orchestra.



- a) This is the percussion section of an orchestra.
- b) This is the strings section of an orchestra.
- c) This is the wind section of an orchestra.

2. Put these words in the correct order to form sentences from your textbook.

set to/ an opera/ drama/ music/ is a

is a/ opera/ an operetta/ light

an operetta /is a/ 20th century/a musical /version of

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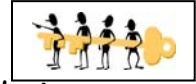
Level: A1/A2

Type of activity: pairs or individual

Focus: word identification, vocabulary

Suggested time: 20 minutes

Odd One Out



1. Circle the word which does not fit with the other words in each line.

Example: *apple* *orange* *banana* *taxi*

composer musical cat concert

shoe church rock folk

songs theme house opera

boy overture symphony film

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

energetic _____

inspiring _____

traditional _____

modern _____

busy _____



Check that these key words are in your personal dictionary.

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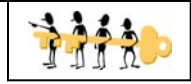
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Level: A2 / B1

Type of activity: individual

Focus: key vocabulary, writing
descriptive text

Suggested time: 20 minutes



Music Keywords

1. Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

c_nc_r_ _____

m_si_al _____

c_ur_h _____

o_e_a _____

2. Write as many words as possible related to **Choice Songs and Choice Works /this unit**. You have 3 minutes!



Check that these key words are in your personal dictionary.

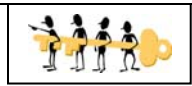
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Level: A1 / A2

Type of activity: pairs or individual

Focus: key vocabulary, spelling
Suggested time: 20 minutes



Unscramble the letters

1. Mozart is a famous _____ CMPOSREO

Answer _____

2. A type of German song _____ CNATTAA

Answer _____

3. The Marriage of Figaro is an _____ OERPA

Answer _____

4. One person singing is called a _____ SLOOSIT

Answer _____

Solve the secret code

English	T	H	D	E	F	I	N	M	O	S	T	U
Code	B	X	Y	F	G	Q	R	O	L	E	A	W

ex: EAWYFRA = STUDENT

BXFOF _____

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Level: A2 / B1

Type of activity: pairs or individual

Focus: reading comprehension, extracting meaning from text, vocabulary

Suggested time: 30 minutes



Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

Information on the exam:

For each piece you must know the name, _____, relevant background information and musical characteristics.

Choice Song Categories

(These are the same as the Set _____ categories!)

1. Traditional Irish songs.
2. Folk songs from other _____.
3. Art songs.
4. Historical and _____ ballads.
5. Popular songs including negro spirituals, jazz and blues songs.
6. Vocal church music and carols.
7. Songs from operas, _____, cantatas and oratorios.
8. Songs involving simple descants, simple two-part songs, rounds and canons.

Word Box:

musicals	composer	song	countries	modern
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Level: A2 / B1

Type of activity: individual

Focus: key vocabulary, topic information, reading comprehension

Suggested time: 40 minutes



Multiple choice

Read the text below and choose the best answers.

The music in these excerpts covers many different musical styles. You should, after actively listening to many different types of music, both in music lessons and out of class, be able to answer these questions using proper musical terminology (Italian, English or even German). If you can't think of a suitable technical term, try to explain your ideas fully, clearly and concisely, referring to the musical excerpt given. Download some pod casts from www.rte.ie/lyricfm/ and listen to some opera, choral, world music or contemporary music from RTE's classical music station.

When describing a personal response to a particular piece of music or its performance, use descriptive words like colourful, energetic, busy/restful, inspiring, dance-like, etc. Don't leave blank spaces or empty lines.

1. What does the music in the excerpts cover?

- | | |
|-----------------------------|------------|
| a) different musical styles | b) windows |
| c) doors | d) people |

2. What should you actively listen to?

- | | |
|-----------|------------------------------|
| a) people | b) different styles of music |
| c) others | d) me |

3. What must you be able to use?

- | | |
|------------------------|---------------|
| a) musical terminology | b) television |
| c) radio | d) pencils |

4. Do you have to use descriptive words?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Do you have to leave blank spaces?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

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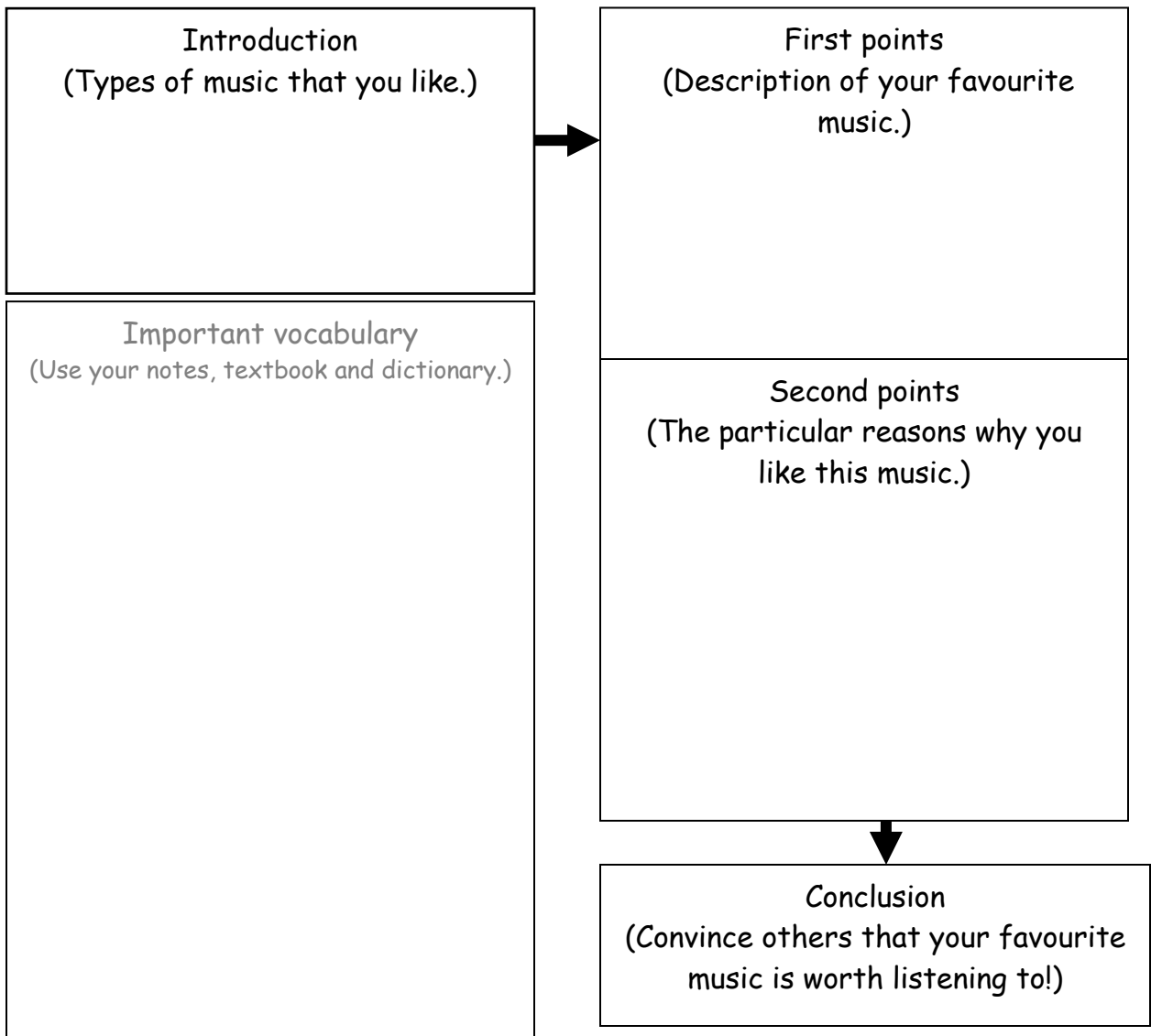
Level: A2 / B1
Type of activity: individual

Focus: vocabulary, structure, planning and creating text
Suggested time: 40 minutes

Writing

You are going to give a talk to your class. The topic of your talk is '**My favourite music**'. (This can be a particular piece of music, a particular band or group of musicians, or a particular type of music). Use your keyword list, textbook and dictionary to help you.

First plan what you are going to write by making notes on this chart:



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Use your plan and make notes for your talk.

'My favourite music'



Have you ticked
this activity on your
Learning Record?

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Level: B1

Type of activity: pair and individual

Focus: descriptive words, adjectives, dictionary work, word structure

Vocabulary



1. Adjective Hunt

(*adjective - a word that describes a noun or pronoun*)

Circle the 10 adjectives in the box. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

fair choice detailed songs symphony symphonic early
classical overture opera musical choir oratorios
regular easy composer German ballet film electric

2. Missing adjectives.

The following sentences are all from your music textbooks. However, some of the adjectives are missing. Read the sentences and think about what adjectives might fit in the blank spaces, then select adjectives from the box.

- Folk dances have strong traditions and are based on the rhythms of the _____ tunes of the country.
- When music is composed to dance to, then it is _____ dance music, for example, a waltz.
- The tempo is _____, as it is music for dancing to.
- The trombone plays _____ scales.
- Three flutes play the dance. The mood is lively, bright, and _____.
- The Brendan Voyage has melodies based on _____ Irish dance tunes.
- The _____ tune is shared around the instruments of the orchestra.

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Vocabulary (continued)

- Gentler, _____ section with the melody in the minor key.
- Some of the _____ melodies from the opera are heard in the prelude.
- Pop songs have catchy, _____ tunes, influenced by many different styles.

descending, dance-like, graceful, repetitive, traditional, well-known, quieter, fast, folk, functional

3. If possible, work with another student. In the box below are adjectives we can use to describe music. Rewrite the adjectives next to each music heading. The first one is done for you.

style country _____

mood _____

rhythm _____

timbre (voice) _____

instrumentation _____

sad throaty nasal electronic regular
rock timid classical acoustic folk happy angry
dark sorrowful rough smooth vibrato country
irregular



Check that these key words are in your personal dictionary.

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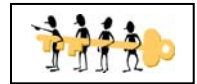
Levels A1 and A2 Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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Word search

All levels. Find the words from the list below. When you have found all the words, write each word in your own language.

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

CANTATAS OPERAS
CATEGORIES ORATORIOS
CHOICE SOLOIST
COMPOSER SONGS
EXCERPTS WORK
FILM
ILLUSTRATIVE
MUSICALS

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Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



symphony	symphony
overture	overture
folk	folk

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concert

concert

musicals

musicals

church

church

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opera

opera

illustrative

illustrative

cantatas

cantatas

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Answer key

Working with words, page

1. b, c

Metre = number of beats, tempo = speed, rhythm = regular beats

Picture sentences, page 8

1. b, c, a

2. An opera is a drama set to music.

An operetta is a light opera.

A musical is a 20th century version of an operetta.

Odd one out, page 9

Cat, shoe, house, boy

Keywords, page 10

Concert (noun), musical (noun or adjective), church (noun or adjective *church music*), opera (noun)

Unscramble the letters, page 11

Composer, cantata, opera, soloist

Secret Code: theme

Completing Sentences, page 12

Information on the exam:

For each piece you must know the name, **composer**, relevant background information and musical characteristics.

Choice Song Categories

(These are the same as the Set **Song** categories!)

1. Traditional Irish songs.

2. Folk songs from other **countries**.

3. Art songs.

4. Historical and **modern** ballads.

5. Popular songs including negro spirituals, jazz and blues songs.

6. Vocal church music and carols.

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Multiple Choice, page 13

1a, 2b, 3a, 4a, 5a

Vocabulary, pages 16, 17

1. Adjectives: fair, detailed, symphonic, early, classical, musical (also a noun), regular, easy, German (also a noun), electric

2. Missing adjectives: (these sentences are taken from your textbooks, other combinations are possible, however)

the folk tunes, functional dance music, the tempo is fast, plays descending scales, lively, bright and graceful, traditional Irish dance tunes, dance-like tune, gentler, quieter, well-known melodies, catchy, repetitive tunes

3. style: country, classical, folk

mood: dark, sad, sorrowful, happy, timid, angry

rhythm: regular, irregular

timbre: nasal, throaty, vibrato, rough, smooth

instrumentation: rock, electronic, acoustic

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Word Search, page 19

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