

*STUDENT'S WORKSHEETS – UNIT 1: LESSONS 1-4  
MUSIC NOTATION*

## QUESTIONNAIRE

Name:

1. *Do you play an instrument? Which one(s)?*
2. *Can you read music?*
3. *Do you sing in the shower or bath?*
4. *Do you wake up to music?*
5. *Do you go to sleep with music?*
6. *Do you study with music?*
7. *Do you play in a band? Have you ever played in a band?*
8. *Do you take music lessons? or dance lessons? What kind?*
9. *Do you read pop music magazines? Which ones?*
10. *Do you like to sing karaoke?*
11. *How often do you use a MP3?*
12. *Do you listen to music: a) less than an hour a day b) more than an hour a day c) more than two hours a day?*
13. *Do your parents like the music you listen to?*
14. *Of the songs that you listen to are:*
  - a) *less than 25%*
  - b) *more than 25%*
  - c) *more than 50%*
  - d) *more than 75% in English?*



*Q1. A few years ago, musical symbols were expressed using the alphabet capital letters. Nowadays, the English language still uses these letters to nominate musical symbols.*

*A  
LA*

*B  
SI*

*C  
DO*

*D  
RE*

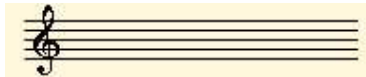
*E  
MI*

*F  
FA*

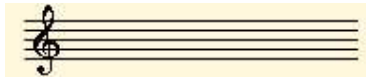
*G  
SOL*

*Here is a game! How would you write the following music?  
Write the following words in the staves below*

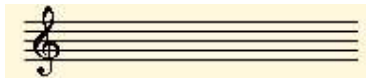
*ABBA*



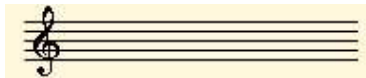
*BABE*



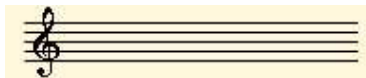
*EDGE*



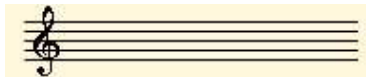
*CABBAGE*



*FACE*



*CAFE*





Q2. If you see a sharp, flat or natural sign next to a note, does it change.....

*the pitch                      the length                      the accent?*



Q3. Copy out and complete this table – use the words and symbols from the boxes

<i>Symbol</i>	<i>Name</i>	<i>What it means</i>
		<i>Play a semitone higher</i>
<b>X</b>	<i>Double sharp</i>	
		<i>Play one tone lower</i>

#

b

bb

*Flat*

*Play a semitone lower*

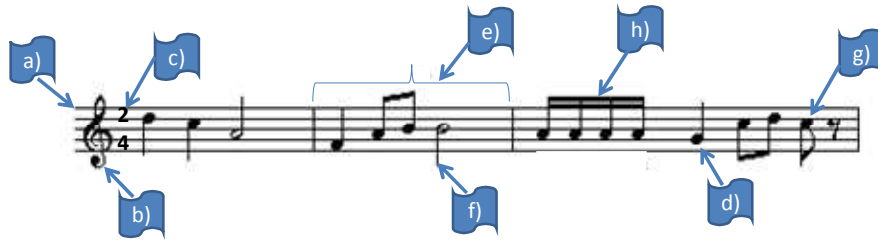
*Double flat*

*Sharp*

*Play one tone higher*



Q4. Write down what each of these labels should say



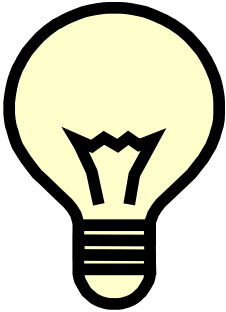
Q5. Fill the gaps in this paragraph using the words below. You will need to use some of them more than once.





The white keys on a piano keyboard play.....Most of the white keys are one..... apart from each other . Others, like B and C, or E and F are just a .....apart. The black keys on a piano keyboard play.....and .....- A black key is one.....higher than the white key on the left, and one.....lower than the white key on the right

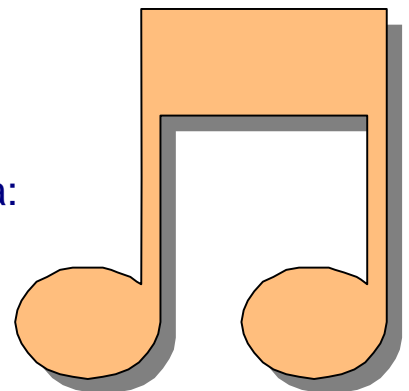
- Sharps
- Flats
- naturals
- semitone
- tone



**Q6. Please answer the questions below and match the right answer with the possible options:**



- ◦ is called a
  - a. Stem
  - b. Note head
  - c. Beam
  
-  This note is called:
  - a. A whole note
  - b. An eight note
  - c. A quarter note
  
-  -  -  =
  - a. 2 counts
  - b. 3<sup>1</sup>/<sub>2</sub> counts
  - c. 2<sup>1</sup>/<sub>2</sub> counts
  
- Joining quavers is called:
  - a. Beaming
  - b. Stemming
  - c. Tailing
  
- Crotchets don't have:
  - a. Stems
  - b. Coloured note heads
  - c. Tails
  
- A two count note is called a:
  - a. Quaver
  - b. Semibreve
  - c. Minim





*Q7. Please answer the questions below to complete the spiral grid. If you get them all right, the shaded squares will reveal a hidden message, reading round the spiral.*

1. A semibreve is also known as a \_\_\_\_\_ note.
2.  $\frac{4}{4}$  means four crotchet \_\_\_\_\_ in every bar.
3. A quaver has one, a crotchet doesn't ?.
4. Music is split up by bar-\_\_\_\_\_.
5. Which note lasts twice as long as a crotchet?.
6.  $\frac{3}{4}$  means there are \_\_\_\_\_ crotchet beats in every bar.
7. At the end of a piece you will find a \_\_\_\_\_ bar-line.
8. C means \_\_\_\_\_ time.
9. A crotchet lasts for how many counts?
10. What are four-count notes called?



1						2	
		6					
			9				
						7	
					10		
5							3
		8					
				4			

The hidden message is

\_\_\_\_\_



*Q8. Here you have a musical crossword with the answers already provided. I want you to guess where they go in the crossword.*

*3 letters: bar, one*

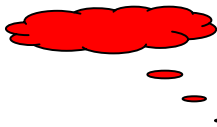
*4 letters: beam, beat, head, name, note, stem, tail, tune*

*5 letters: lines, music, space, stave*

*6 letters: common, middle, octave, quaver*

*8 letters: alphabet*

*9 letters: semibreve, signature*



■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	S	■	■	■	■	■	■	■	■	■	N	A	M	E	■	■	■
■	■	■	T	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	E	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	M	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	■	T	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	■	A	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	■	I	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
■	■	■	■	L	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■



**Q9. Fill in the gaps using the words in the box.**

Metre is the .....made of the beats. In ..... metre the strong beats make the same pattern all the way through. In ..... metre there could be five or ..... beats in a bar, grouped in twos, ..... and fours.

*Irregular    pattern    threes    regular    seven*

**Q10. Write down the correct note name for each label.**

*Semiquaver    semibreve    crotchet    quaver*

**Q11. Write down the correct rest name for each label.**

*quaver rest    minim rest    crotchet rest    semiquaver rest*




Q12. What are the clefs used for? Choose the correct answer from the options below.

- ❖ To start a major scale
- ❖ To mark the end of the bar
- ❖ To show what pitch the notes should be played at



Q13. Fill in the table using the words and symbols below.

Name	Symbol	When is it used?
		For low, bass instruments and bass voices
C clef		
		
		For quite high, melody instruments, soprano and alto voices

Vocal/tenor clef Bass clef



For tenor voices and lead guitar parts

Treble clef

Can be used for the viola in one stave position and for bass instruments in a different stave position



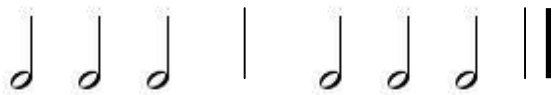
Q14. Write out each sentence by choosing the correct ending from the options in the box.

- a) The top number tells you.....
- b) The bottom number tells you.....
- c) If the bottom number is 8.....
- d) If the bottom number is 2.....

.....how long each beat is.
.....how many beats in each bar.
..... the length of each beat in a bar is 1 minim.
..... the length of each beat in a bar is 1 quaver



Q15. Work out the time signature for each of these bits of music and write it down.





Q16. What two pieces of information does the time signature give you?

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Q17. Finish off the tables below using the words, numbers and symbols in the box.


<i>Time signatures</i>	<i>Number of Beats</i>	<i>Length of 1 Beat</i>
3 4	3	
2 8		<i>quaver</i>
	4	<i>minim</i>
	2	<i>crotchet</i>

4	2	<i>crotchet</i>	2
2			4

 Q18. Give the American names for the following note values.

Quaver      Semibreve      Semiquaver      Minim

\_\_\_\_\_

 Q19. In  $\frac{4}{4}$  time add up the total number of crotchet beats in each set of notes or notes and rests.

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_





Q20. Fill in the gaps using the words in the box.

Three notes played in the time of two are called ..... Three notes all have the same time value. They are normally marked with a ....., above or below, in the ..... of the three notes. Usually a ..... bracket or a ..... line is added. .... can take the place of some of the notes.

middle square rests curved triplets '3'



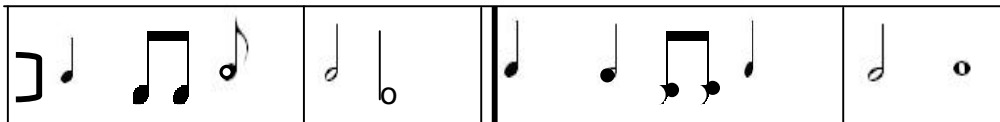
Q21. Fill in the table with the numbers and symbols in the box.

Symbols	Value in beats
	
	
	1 1/2
	

3 1 1/2 3/4 



Q22. I think there is something wrong with this music, but I can't quite work out what it is. Can you find the mistakes and explain them to me?



Mistake

1: \_\_\_\_\_ 

Mistake

2: \_\_\_\_\_ 

Mistake

3: \_\_\_\_\_ 

Mistake

4: \_\_\_\_\_ 

Mistake

5: \_\_\_\_\_ 

Mistake

6: \_\_\_\_\_ 

The There	quavers minim is are second minim common time	.....	1 bar 2 3 4	is has have	.....	back to front on back to front on the wrong side on it
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Q23. What does a dot placed next to the note do?

- a) It makes the note one semitone higher.
- b) It means you have to add another half of the value of the undotted note.
- c) It means you have to add on another quarter of the value of the undotted note.
- d) It means you have to add on another quarter of the value of the dotted note.



Q24. Decide whether each of these statements is true or false. Correct the false ones.

a) A tie is a straight line.....
b) A tie joins two notes.....
c) A tie joins notes of different pitch.....
d) The duration of both tied notes are added together and create one longer note .....



Q25. What does a dot placed straight after a note or rest do?. Choose the correct answer from the questions below.

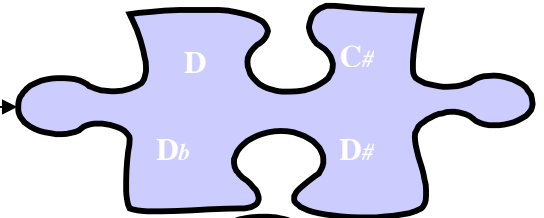
- a) It means play an extra note.
- b) It changes the pitch of a note.
- c) It makes the note or rest half as long again.



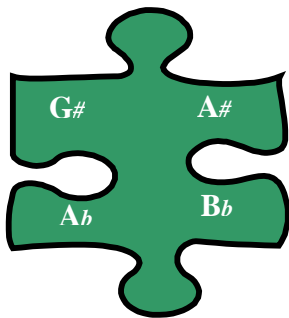
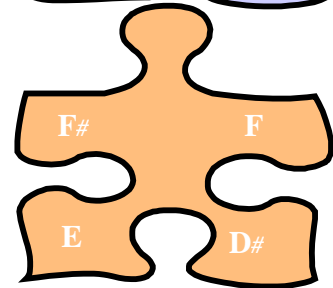


Q26. Here you have some questions about enharmonics. Please chose the right answers and mark it with a tick

1. The note a semitone above C is called:

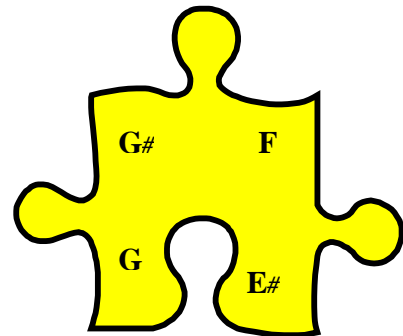


2. The note a tone below G can be called:

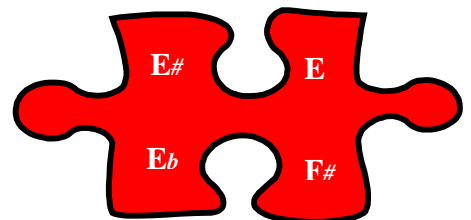


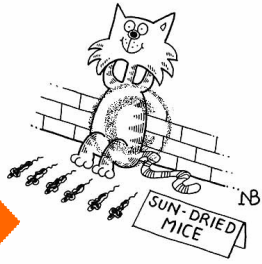
3. The note which is a semitone above A is:

4. The note a tone higher than F# is called:



5. The note a semitone lower then F is:





Q27. I'm trying out a new recipe for silent mice stew. My recipe book says I need to use 4 counts of rests- I've got a whole heap of them here, but I don't know which group adds up to 4. Can you tell me the letter name of the one I need to use?

- A. + + = ..... counts
- B. + + = ..... counts
- C. + = ..... counts
- D. + + + = .....counts
- E. + + = ..... counts
- F. + + + = .....counts
- G. + + = ..... counts

The missing ingredient is letter .....



Q28. Solve the sums and write the numbers in the correct box in the grid. Then add up all the numbers in the shaded boxes and put the total in the shaded part of the central square. Do the same with the unshaded boxes, and put the total in the unshaded part of the square. This should give you a central four figure date, famous as the name of an overture by Tchaikovsky – what is it?

1	2	3
8	/	4
7	6	5

The name of the overture by Tchaikovsky is the

.....


1. = ..... counts
2. = ..... counts
3. = ..... counts
4. = ..... counts
5. = ..... counts
6. .....counts
7. = .....counts
8. = .....counts



**Q29.** *Welcome to the annual Skateboarding Contest! Each player has to travel round its own course clapping the notes it passes on the way and playing close attention to any musical signs.*

*Unfortunately, there seems to be a problem this year- one of the players has complained because there are more notes to clap on his course than on the other one. He says it has something to do with repeats. Can you inspect both courses and decide if the race is unfair? If so, which player is bound to win?*

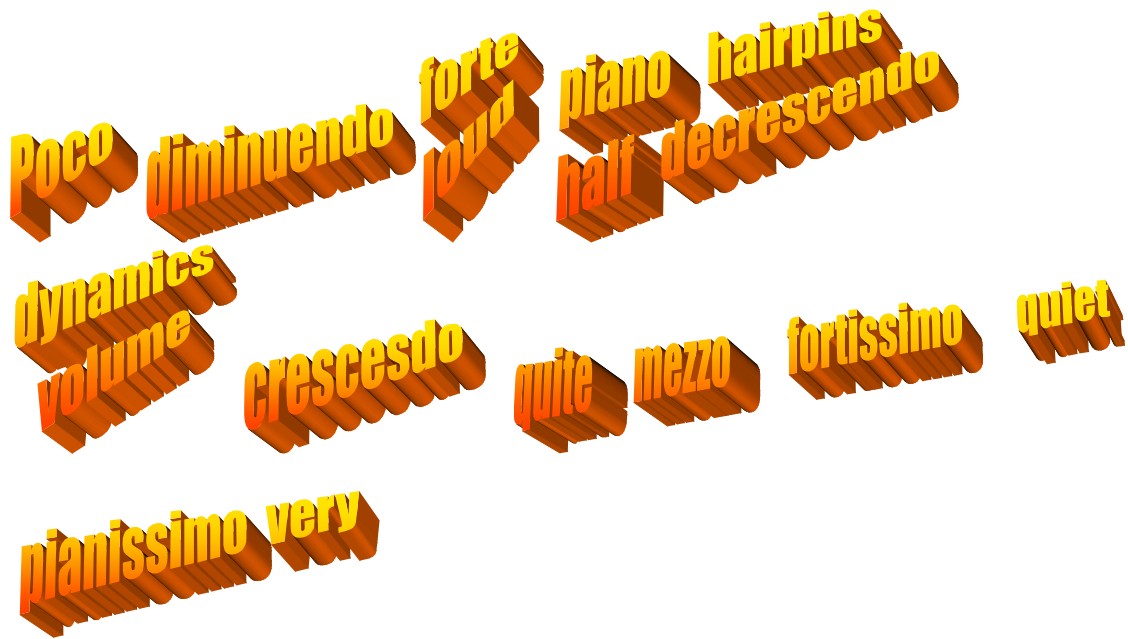
 **A**  $\frac{2}{4}$

 **B**  $\frac{2}{4}$

Student's worksheets



Q30. Can you find all the words in the grid? They may be across, backwards, up, down or diagonally. Then read the letters which are left to right, and fit them into the spaces below. It will give you the next question!



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

-----  
 ----- ? -----




Q31. Match each of the Italian terms on the left with the correct English translation on the right.

amoroso  
dolce  
risoluto  
agitato  
grandioso  
energico

agitated  
grandly  
lovingly  
strongly  
sweetly  
energetically



Q32. What does this metronome marking mean?

 = 60



Q33. Write down the instruction that means "getting faster". Then write definitions for the other two instructions.

*a tempo*

*accelerando*

*rubato*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Q34. Match up each word a) to d), with the right definition from the box.

a)staccato  
b)legato  
c)diminuendo  
d)crescendo

- ❖ Music gets gradually louder
- ❖ Notes flow into each other
- ❖ Music gets gradually quieter
- ❖ Notes are slightly short



Q35. Order these dynamic markings, loudest first, quietest last.

*mf*      *pp*      *ff*      *p*      *mp*      *f*



Q36. Write out the complete sentences by choosing the correct ending from the box.

a) An interval is.....

b) A melodic interval is.....

c) A harmonic interval.....

- |  |
|--|
| .....the gap between 2 notes when they are played together |
| .....the gap between two notes                             |
| .....the gap between 2 notes in a melody                   |



Q37. Write down each interval (left hand cloud) with its matching number (right hand cloud).

C up to E  
 G up to E  
 F up to E  
 E up to B  
 D up to G

3rd    6th  
 7th    4th  
 5th



Q38. Write two headings – “Can play chords” and “Can't play chords”. Put each of these instruments under the right heading.

Flute  
Guitar  
Organ  
Trumpet  
Synthesizer

Trombone  
Clarinet  
Saxophone  
Harpsichord  
Piano



Q39. Can you find the name of five elements that belong to musical language?

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

*structure melody rhythm harmony texture*



*STUDENT'S WORKSHEETS – UNIT 2: LESSONS 1-4  
FAMILIES OF MUSICAL INSTRUMENTS*

*Q1. It looks as though someone has borrowed some letters from my list of musical instruments – can you fill the gaps for me? Once you've done that, write the missing letters in order in the blank spaces below, and you'll find out something that they all have in common. What is it?*

1. \_ UBA

2. \_ ARP

3. OBO\_

4. C\_ MB\_ LS

5. T\_ OMBON\_

6. VIOL\_

7. CE\_ \_ O

8. \_ LUTE

9. TAMB\_ \_ RI\_ E

10. \_ RUM

11. V\_ OLI\_

12. B\_ SSOO\_

13. PICC\_ LO

14. F\_ EN\_ H\_ ORN

15. DOUBL\_ BA\_ S

16. \_\_ UMPET

17. CL\_ RINET

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Q2. Write down the names of the instruments being described in a) to d). Use each instrument name once only.

a)	The highest pitch instrument
b)	The lowest pitch instrument
c)	You play it in between your legs
d)	Bigger than the highest pitch instrument



Violin, viola, cello, bass

Q3. Use the words below to fill in the gaps in this paragraph.

String instruments can be bowed or plucked. \_\_\_\_\_ is drawing a bow across the string. \_\_\_\_\_ is when you touch the string with the tip of your fingers. The harp has 7 \_\_\_\_\_. You play \_\_\_\_\_ by plucking a few strings together.

Pedals

Plucking

Bowing

chords

Q4. Write down whether each of these sentences are true or false.

1. The cello is played under the chin.
2. The violin has 47 strings.
3. If you put a string further away from the bridge, the string is longer and you get a lower note.
4. Bass, Cello, viola and violin are the same in size and pitch.
5. The harp is always plucked not bowed.

*Q5. Classify the following woodwind instruments according to their mouthpiece:*



*1. Double-reed*

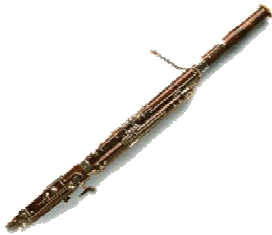


*2. Single-reed*



*3. Edge-tone*

*Write down the name next to the instrument:*



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Q6. Write down what each instrument is from the clues:**

*Instrument 1: It is made of metal. The air is blown across mouthpiece to make a high-pitched sound. It is the smallest woodwind instruments*

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*Instrument 2: It is made of wood or plastic. Single-reed is attached to the mouthpiece to make a sound.*

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*Instrument 3: It is the largest woodwind instrument. A low sound is made when double reed is blown.*

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**Q7. Copy and complete the paragraph using words from the box. You will not need all of them:**

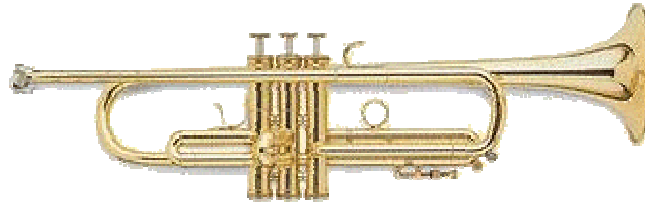
*You make some of the notes on a woodwind instrument by covering \_\_\_\_\_ with your fingers. To reach those which are further away you press down \_\_\_\_\_.  
made of \_\_\_\_\_. Both these change the \_\_\_\_\_ of the tube.  
The longer the tube, the \_\_\_\_\_ the notes are.*

*Plastic valves metal keys holes width lower length higher*



Q8. Label the parts of the trumpet according to what is defined below.

Bell      mouthpiece      valves



Q9. True or false...Copy out the statements which are true.

Rewrite each sentence so that it is correct.



- a) A common mute is the wow-wow mute.
- b) Horns have 3 valves which are pressed to change the notes.
- c) The tuba uses a slide to change the notes.
- d) The largest brass instruments play the higher notes.

Q10. Complete the table by naming the instruments below.

Instrument

	<i>The largest and deepest sounding brass instrument.</i>
	<i>Played with a slide</i>
	<i>Plays higher pitched notes.</i>
	<i>Middle sized brass instrument. Fills out the harmony</i>



**Q11. Work out what these instruments are from the clues.**

a)	A type of drum
	Skin can be tuned to play different notes
b)	Large keyboard type instrument
	Bell-like sound
	Long tubes below each bar
c)	Two disks of metal which are hit together

**Q12. Write down below the names of each instrument**



Q13. Use the same pictures to identify which instruments make tuned sounds and which make untuned sounds. Write down the names in the right boxes.

*Tuned sound instruments*

<i>Instrument 1:</i>
<i>Instrument 2:</i>
<i>Instrument 3:</i>
<i>Instrument 4:</i>
<i>Instrument 5:</i>

*Untuned sound instruments*

<i>Instrument 1:</i>
<i>Instrument 2:</i>
<i>Instrument 3:</i>
<i>Instrument 4:</i>
<i>Instrument 5:</i>
<i>Instrument 6:</i>
<i>Instrument 7:</i>
<i>Instrument 8:</i>
<i>Instrument 9:</i>



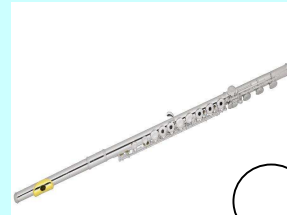
Q14. Classify each orchestral instrument according to the family they belong to, using the coloured boxes. Write down the name of each instrument



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**Woodwind**

**Brass**

**String**

**Percussion**



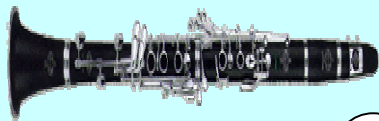
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Student's worksheets

Track 16 -20

Teacher's CD – (P)

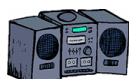


**Q15. Identify the instrument playing in each of the songs and fill in the box below:**

	Name of the instrument	Family and subfamily
1		
2		
3		
4		
5		

Track 68

Student's CD – (A)

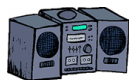


**Q16. Listen to these songs and identify the instrument playing in each of the songs and fill in the box below:**

	Name of the instrument	Family and subfamily
1		
2		
3		
4		
5		
6		

Track 67

Student's CD – (A)



**Q17. Listen to the following musical instrumental fragments and fill in the box below:**

	Name of the instrument	family
1		
2		
3		
4		
5		
6		
7		
8		

*Track 74*  
*Student's CD – (A)*



**Q18.** Listen to the beginning of the musical piece “Orchestral Guide for Youth” (variations and fugue based on a piece of work by Purcell) by Benjamin Britten. Identify the order of the orchestral interventions:

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

*Track 75 – 76 - 77 - 78*  
*Student's CD – (A)*



**Q19.** Identify the musical instrument that stands out in each musical fragment and the section of the orchestra it belongs to:

<i>Track</i>	<i>Solo instrument</i>	<i>Section of the orchestra</i>
75		
76		
77		
78		

*Q20. Crossword of musical instruments.*

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

*Trumpet trombone accordion oboe clarinet*  
*bassoon tuba flute saxophone*  
*Intruders: (viola, cello)*

Q21. Complete each sentence using the right ending for each.



A) The strings of an acoustic guitar are tuned to \_\_\_\_\_

B) Bass guitar strings are tuned to \_\_\_\_\_

C) Playing two or more strings rhythmically \_\_\_\_\_

D) Plucking a string with the fingertip \_\_\_\_\_

E) Bass players always play by \_\_\_\_\_

*E-A-D-G*

*E-A-D-G-B-E*

*is called picking*

*picking out individual notes*

*is called strumming*

Q22. Complete the paragraph using the words below to fill the spaces.

*pop*      *nylon*      *folk*      *amplifier*      *steel*  
*combo*      *loudspeaker*

The classical or Spanish guitar has \_\_\_\_\_ strings but the electric guitar has \_\_\_\_\_ strings. The electric guitar is played mostly in \_\_\_\_\_ music. For this you need a \_\_\_\_\_ and \_\_\_\_\_ or in "all in one" \_\_\_\_\_.

Q23. Write out the complete sentences by picking the correct endings from the phrases below.



A) Sound is made in the organ \_\_\_\_\_

B) Pipes on the organ are connected to \_\_\_\_\_

C) The organ has another keyboard which is \_\_\_\_\_

D) Stops are used to \_\_\_\_\_

E) Modern organs use \_\_\_\_\_

*Electricity to produce sounds  
played by the feet  
two or more keyboards called manuals  
select different instrument sounds  
by air blown through ranks of pipes*

*STUDENT'S WORKSHEETS – UNIT 3: LESSONS 1-4  
ANALYSING AND PERFORMING SONGS*

**Q1. Read the following text and answer the questions on the next page**

*The group which became the Beatles was formed in 1960 by John Lennon and Paul McCartney, with George Harrison and Ringo Starr joining later. After playing in small clubs for two years their first record, Love Me Do, was released. She Loves You, in 1963, broke all previous sales records in Britain. Because of their simplicity, the early Beatles songs such as Yesterday and Paperback Writer are still seen as masterpieces of musical genius. Moreover, the unusual haircuts and clothes worn by the Beatles fitted well with the style of the mid-1960s. The popularity of the group soon spread to the USA and then around the world, while the media invented the term "Beatlemania" to describe the excitement that was part of their tours. Due to their popularity the group were awarded the MBE by the Queen in 1965, but this caused anger among some of the older holders of this award.*

*In 1966 the Beatles stopped live performances, since their music was becoming too complex to produce on stage. A year later Sgt Pepper's Lonely Hearts Club Band was released, and was immediately recognized as one of the most influential works in the history of popular music. Nevertheless, the pressures of fame were beginning to affect all the members of the band, so that they found it harder to work together. They played together for the last time in 1969 and finally split up in 1970.*



*Answer the questions below*

*When was the group formed?  
The group the Beatles was \_\_\_\_\_*

*Who joined the group first?  
The first joiners of the group were \_\_\_\_\_*

*Which are the songs that are seen as masterpiece of musical genius?  
These songs are called \_\_\_\_\_*

*When did the Beatles stop live performances?  
The Beatles stopped live performances \_\_\_\_\_*

*What was the title of the most influential work in the history of popular music?  
The title of the most influential work in the history of popular music was \_\_\_\_\_*

*When did they play together for the last time?  
They played together for the last time in \_\_\_\_\_*

## YESTERDAY

Q2. Look up in the dictionary those words you don't know the meaning of.

Yesterday, all my troubles seemed so far away,  
 Now it looks as if they're here to stay;  
 Oh! I believe in yesterday.  
 Suddenly, I'm not half the man I used to be,  
 There's a shadow hanging over me;  
 Oh! Yesterday came suddenly.  
 Why she had to go I don't know, she wouldn't say  
 I said something wrong now I long for yesterday.  
 Yesterday, love was such an easy game to play.  
 Now I need a place to hide away;  
 Oh! I believe in yesterday.

Q3. Do you know the name of the band? And the nationality of the composers? From which period?

Q4. If you turned on the radio and heard this piece of music would you:

- Turn it off immediately?
- Listen attentively?
- Buy the record?
- Leave it on as background music



Q5. Listen to the song and fill in the gaps with the right words from the box below

\_\_\_\_\_ all my troubles seemed so far away  
 Now it looks as if they're here to stay  
 Oh I \_\_\_\_\_ in yesterday  
 Suddenly, I'm not half the \_\_\_\_\_ I used to be  
 There is a shadow hanging \_\_\_\_\_ me  
 Oh yesterday came suddenly  
 Why she had to go I don't \_\_\_\_\_ she wouldn't say  
 I said \_\_\_\_\_ wrong now I long for yesterday  
 Yesterday love was such an \_\_\_\_\_ \_\_\_\_\_ to play  
 Now I need a \_\_\_\_\_ to hide away  
 Oh I believe in yesterday

believe	yesterday	game	over	place	know	easy
		something	man			

**Q6. Now that you have filled in the whole text, answer the questions below:**

*Is the person showing happiness or sadness?*

---

*Why is he feeling that way?*

---

<i>I think he feels.....because.....</i>
<i>He seems.....His .....left him</i>
<i>The reason why he feels.....is because .....</i>
<i>In my opinion, he is feeling.....because.....</i>
<i>He fell in ..... and now he is.....</i>

**Q7. Put the lyrics of the song in the correct order**

Yesterday  
 I'm not half the man I used to be  
 Oh! I believe in Yesterday  
 Suddenly  
 There's a shadow hanging over me  
 all my troubles seemed so far away  
 Oh! Yesterday came suddenly  
 I said something wrong now I long for Yesterday  
 love was such an easy game to play  
 Why she had to go I don't know, she wouldn't say  
 Now it looks as if they're here to stay  
 Now I need a place to hide away

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

*Q8. Try to identify some structural and poetic items as: TITLE, VERSE-CHORUS, BRIDGE and mark them. If the verse-chorus is called A and the bridge B, try to find the structure of the song.*

*Q9. Highlight the RHYME of the song. Do you find any differences between the VERSE-CHORUS and the BRIDGE rhyme?*

*Q10. Do you know what the scale of the song is? Indicate the interval that is formed between the lowest and the highest note.*



*Q11. Practice singing the song. Try to memorize some fragments.*

*Q12. Practice the tune using your own flute.*

# ALL MY LOVING



**Q13. Listen to the song and complete the sentences below with the endings provided in the box**

Close your eyes and I'll kiss you  
 Tomorrow I'll \_\_\_\_\_  
 Remember I'll always be true  
 And then while I'm away I'll write \_\_\_\_\_  
 And I'll send all my loving to you  
 I'll pretend that \_\_\_\_\_  
 The lips I'm missing  
 And hope that \_\_\_\_\_  
 And then while I'm away  
 I'll write home every day  
 And I'll send all my loving to you  
 All my loving  
 I will \_\_\_\_\_  
 All my loving darling  
 I'll be true

.....my dreams will come true
.....home every day
.....miss you
.....send to you
.....I'm kissing

**Q14. Below you have a number of words. Find in the text you have just filled in the opposites to those words**

Open \_\_\_\_\_  
 Yesterday \_\_\_\_\_  
 Never \_\_\_\_\_  
 False \_\_\_\_\_  
 Hate \_\_\_\_\_

Q15. Look up in the dictionary those words from the song "All my loving" you don't know the meaning of.

Q16. Try to identify some structural and poetic items as: VERSE, REFRAIN (chorus) and mark them. If the verse is called A and the refrain (chorus) B, try to find the structure of the song.

Q17. Indicate the interval that is formed between the lowest and the highest note.

Q18. Do you know which is the meaning of the symbol that is at the beginning (1 BAR) and in the middle (17 BAR) of the song?

Q19. Do you know what the scale of the song is?



Q20. Practice singing the song. Try to memorize some fragments.

Q21. Practice the tune using your own flute.

## LET IT BE



Q22. Listen to a fragment of this song and fill in the gaps with the words listed in the box

When I find myself in \_\_\_\_\_ of trouble  
\_\_\_\_\_ Mary comes to me  
Speaking \_\_\_\_\_ of wisdom  
Let it be  
And in my \_\_\_\_\_ of darkness  
She is standing \_\_\_\_\_ in front of me  
\_\_\_\_\_ words of wisdom  
Let it be  
Let it be  
Let it be  
Let it be  
Let it be  
Yeah  
Whisper words of wisdom  
Let it be  
And be  
Let it be  
Let it be  
Let it be  
Let it be  
Whisper words of wisdom  
Let it be

words	times	mother	speaking
	hour	right	

Q23. Which of the following words from the right are synonymous with the words from the text listed on the left?

Trouble  
Wisdom  
Darkness  
Speaking

Blackness  
Talking  
Difficulty  
Good sense

**Q24. Look up in the dictionary those words you don't know the meaning of.**

1.-When I find myself in times of trouble  
 Mother Mary comes to me,  
 Speaking words of wisdom, let it be  
 And in my hour of darkness she is  
 Standing right in front of me,  
 Speaking words of wisdom, let it be.  
 Let it be, let it be, let it be, let it be, Yeah  
 Whisper words of wisdom, let it be. And..  
**REPEAT**  
 Let it be, let it be, let it be, let it be.  
 Whisper words of wisdom, let it be.  
 2.- And when the broken hearted people  
 Living in the world agree,  
 There will be an answer, let it be.  
 For tho' they may be parted  
 There is still a chance that they will see,  
 There will be an answer, let it be.  
 Let it be, let it be, let it be, let it be,  
 Yeah There will be an answer, let it be.

Let it be, let it be, let it be, let it be  
 Whisper words of wisdom, let it be.  
 3.- And when the night is cloudy  
 There is still a light that shines on me,  
 Shine until tomorrow, let it be.  
 I wake up to the sound of music  
 Mother Mary comes to me,  
 Speaking words of wisdom, let it be.  
 Let it be, let it be, let it be, let it be,  
 Yeah There will be an answer, let it be  
 Let it be, let it be, let it be, let it be,  
 Whisper words of wisdom, let it be.

**Q25. Try to identify some structural and poetic items as VERSE, REFRAIN (chorus) and mark them. If the verse is called A and the refrain (chorus) B , try to find the structure of the song.**

**Q26. Do you know what the scale of the song is?**

**Q27. Indicate the interval that is formed between the lowest and the highest note.**



**Q28. Practice singing the song. Try to memorize some fragments.**