

UNIT 1

BUILDING MUSIC VOCABULARY

LESSON ONE: Notation

In this Unit you are going to learn a basic musical notation in English. Note that you already know some of the concepts so it should be revision for you.

MUSICAL VOCABULARY						
STAFF	TREBLE CLEF	A,B,C...NOTES	MEASURE	BAR	DOUBLE BAR	REPEAT SIGN

Activity 1

Listen to some definitions, write down all the words you can hear and then try to rebuild the sentence in order to get the concept. Compare with your partner.

Staff

When we talk about the staff in music, we are referring to the five lines where musicians write music.

What is its name in your own language? _____

Activity 2

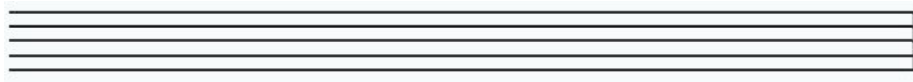
Draw a Staff inside the box below

Clef

In the beginning of every Staff there is a sign that gives the notes their names. There are different Clefs depending on the height of the music. We usually use the Treble Clef

Activity 3

Write the treble Clef on this Staff



Notes

In the United Kingdom and other countries, pitches are named after the first seven letters of the alphabet: A, B, C, D....



C D E F G A B C

The first C note is named: Middle C

Activity 4

In groups of two, help your partner to learn the notes names. Use this pattern:

ENGLISH PATTERN

What note do you?
What is the note

e.g.

What note do you find on the second space? The "A" note

What note do you have on the top line? The "F" note

What is the name of the note that lies on the first line? The "E" note

What is the note on the space above G? The note on the space above G is "A"

What is the note on the line below A? The note on the line below A is "G"

What is 7 above G?

What is 3 above E?

What is 4 below D?

What is 2 below F

Activity 5

This is one of the most popular Scottish tunes: "*Scotland the Brave*". Write down the letter name of the pitches in the fragment below

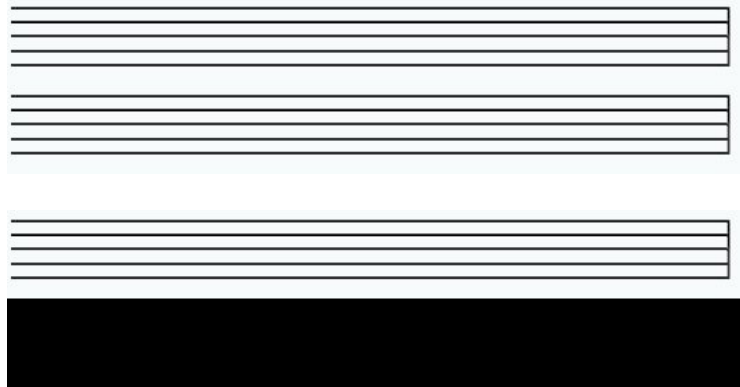
SCOTLAND THE BRAVE



The image shows three staves of musical notation for the tune "Scotland the Brave". The first staff begins with a treble clef and a 3/4 time signature. The melody consists of quarter and eighth notes. The second staff continues the melody with similar note values. The third staff concludes the fragment with a final note and a double bar line.

Activity 6

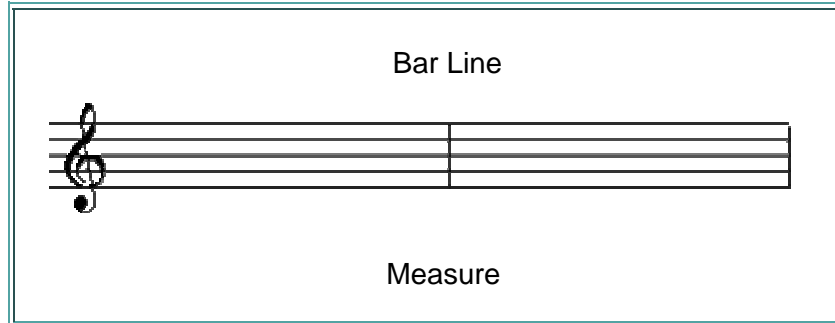
For each of the four staves below, you will hear four notes with the first note always being middle C. Listen to carefully and write in the other three notes. Don't forget to draw the treble clef.



The image shows four blank musical staves. The first two staves are empty. The third staff has a treble clef drawn on it. The fourth staff is completely blacked out, likely to prevent the student from seeing the answer key.

Measures

Bar lines are the vertical lines that divide the staff into measures. Many people like to say bars instead of measures, though.



Then, how many bars are there in the staff above? _____
and how many bar lines? _____

Double bar

You know that when a piece of music is finished we draw a double bar at the end of the staff as the example below:



But, do you remember what you have to add to the previous image to make the piece of music comes back at the very beginning? Tick the right answer

- , The word: Repeat
- , A dot in the second space and another one in the third space
- , The treble clef

Activity 7

You are going to listen to these dances and songs below. Say whether they have been correctly played or not according to the repeat signs and why.

Activity 8

In this activity you will have to guess the musical concept that one of the classmates will describe. You can't give an answer until the person who is describing has done at least three sentences. The person who gets right the answer will be the next player.

Activity 9

Now write down all new words you have learnt. Classify them into music words and non music words.

Music words	Translation	Non music words	Translation

UNIT 1

BUILDING MUSIC VOCABULARY





LESSON TWO: Notation

In this lesson you are going to learn the musical vocabulary below:

MUSICAL VOCABULARY	
Note duration Whole note Half note Quarter note Eighth note	Rest duration Whole rest Half rest Quarter rest Eighth rest

Note duration

Every note has a defined length or duration. See this box:

Note	Duration
	Whole note
	Half note
	Quarter note
	Eighth note

Activity 1

Look at the equivalence of notes duration box below and answer these questions:

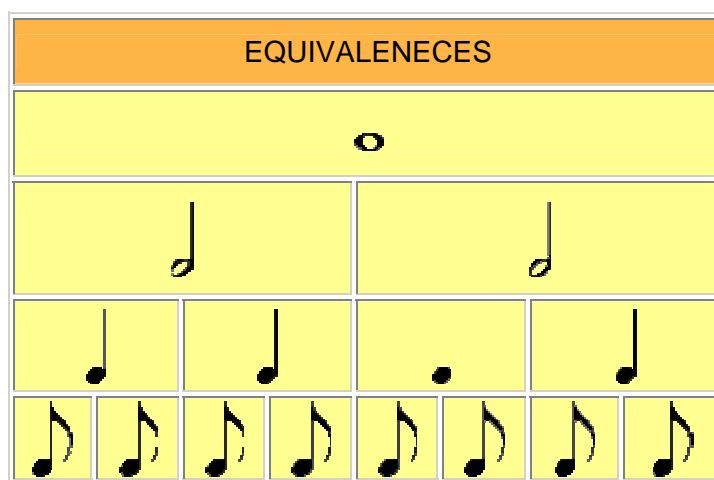
Why a whole note is named whole note? _____

Why a quarter note is named quarter note? _____

Why an eighth note is named eighth note? _____

Why a half note is named half note? _____

If it is difficult to answer in English, use your mother tongue.



Activity 2

Look at this box:

ENGLISH COMPARATIVES
Short – Shorter / Shorter than Long – Longer / Longer than High – Higher / Higher than Low – Lower / Lower than As long as

In pairs, ask your partner to finish these sentences below, and then make up some new more.

It's shorter than a whole note...




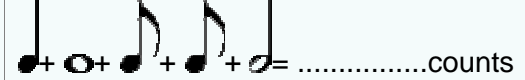
It's three notes higher than the G note in the second line...

It's as long as two eighth note...

Is a whole note longer than eighth note?

Activity 3

Here you have some musical sums: work out the answer to each one and then change all the numbers into letters using the code box. If you get the answers right, you'll find that the letters spell a hidden musical word.

1 = M	2 = R	3 = S
4 = B	5 = S	6 = E
7 = A	8 = T	9 = T

Beats

Beat is the basic unit of time that measures the speed of the music. It's a regular pulsation

How many beats per measure are there in the below musical example?



Place the beats below the following tune and afterward tap the beats you have written meanwhile listening to the tune. Notice that you have already listened to this tune in Lesson One

Loch Lomond



Activity 4

Now, you are going to play drums. Follow the instructions:

1. Count One..... Two..... Three..... Four, and repeat the pattern
2. Cross your hands
3. Tap the same pattern with your right hand on the desk
4. Now, do the same but tap your right foot on the count of One
5. And finally add your left hand tap on the count of three

You can follow this pattern, it might help you. This is the basic drums pattern for the most pop songs

R = RIGHT HAND

R R R R

F = RIGHT FOOT

F - - -





L = LEFT HAND

- - L -

Let's go to play along with the following tune: Auld Lang Syne

Rest duration

A rest is a period of time when no notes are played or sung. For each type of note you learnt there is a corresponding rest.

Rest	Duration
	Whole note rest
	Half note rest
	Quarter note rest
	Eighth note rest

Activity 5

Listen to the music and place the right rest in the place that notes have been removed. Try to follow the melody internally.

Loch Lomond



What kind of rests have you written and where?

For answering this question use this pattern below:

ENGLISH PATTERN
There is / There are

E.g. there is a quarter rest in the third beat in the first bar

Activity 6

Now write down all new words you have learnt. Classify them into music words and non music words.

Music words	Translation	Non music words	Translation

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BUILDING MUSIC VOCABULARY

LESSON THREE: Notation

In this lesson you are going to learn this musical vocabulary:

MUSICAL VOCABULARY	
Dotted Notes Whole note dotted Half note dotted Quarter note dotted	Time signature 2/4 Time 3/4 Time 4/4 Time

Dotted notes

A dot beside a note increases its duration by half its original value and the same occurs to the rests.

Note	Duration
	4 + 2 beats
	2 + 1 beats
	1 and a half beats

Activity 1

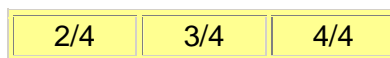
Place the dots that have been removed in this tune.

Auld Lang Syne





Time signature

At the beginning of a piece of music you will notice a time signature represented by two numbers:



The top number tells you how many beats will be in a measure. The bottom number show the duration of each beat.

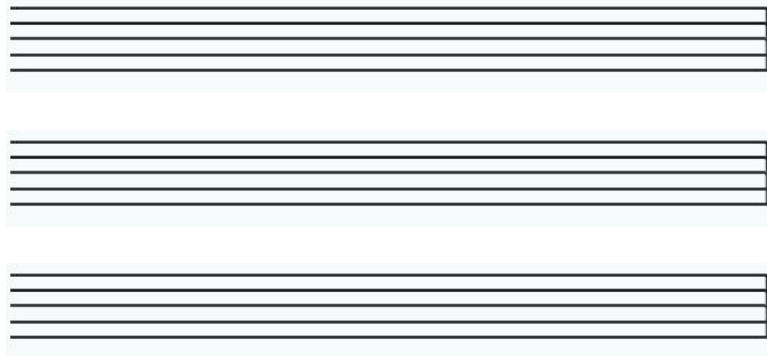
Here you have the duration equivalence in numbers of each beat.

Number	Note
2	
4	
8	

- Two four time
- Three four time
- Four four time




Activity 5

Now write each of the time signatures above at the beginning of the three staves below and complete four measures using different combination of notes lengths. Don't forget the Treble clef



Activity 6

Listen to *The Bluebells of Scotland* and ask you partner:

How many , , or  are there in this piece?
Use this pattern below

ENGLISH PATTERN
There is / There are

Before you ask the question, be sure you can be able to answer.
For you doing this task follow these instructions below.

1. Tap the beatings
2. Notice the accents
3. Sort out the time signature

4. Decide which length note you want to ask your partner.
5. Count how many times it appears in that tune.

Activity 7

Fill in the blanks using these words. There are two left.

Bars	Beats	Time signature	Measures	Duration
------	-------	----------------	----------	----------

_____ is the notation written at the beginning of a music staff.

_____ are the vertical lines which divides the staff into _____.

Activity 8

Unscramble the letters to form music words

hwloe teno	
talf	
emit isaungrat	
flec	
fffas	
hsapr	
esrt	
urtqare onte	

Activity 9

Now, try to write at least 5 sentences with musical words but with no musical meaning. Use these words:

Rest	Measure	Staff	Whole	Beat	Dot	Half
------	---------	-------	-------	------	-----	------

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 10

Go to this web site <http://www.quia.com/shared/music/> and follow your teacher's instructions

Activity 11

Now write down all new words you have learnt. Classify them into music words and non music words.

Music words	Translation	Non music words	Translation

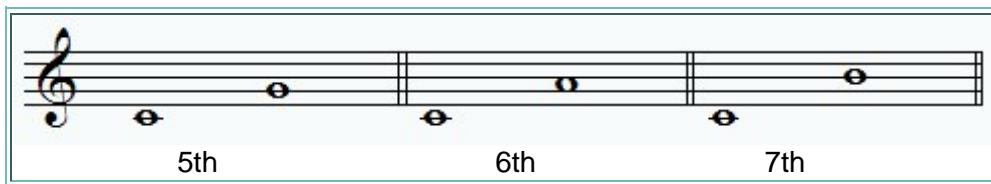
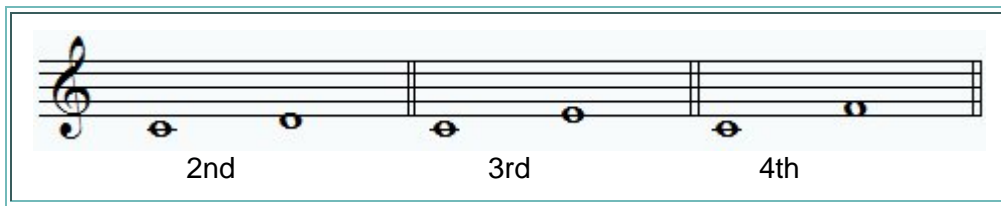
UNIT 1
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LESSON FOUR: Scales

In next lesson you will learn how the chords are built. However, you will need to know some concepts before that: Scales and Intervals.

Intervals

An interval is the space between two notes. When you measure an interval, you must count the bottom and the top. Look at the examples below:



Activity 1

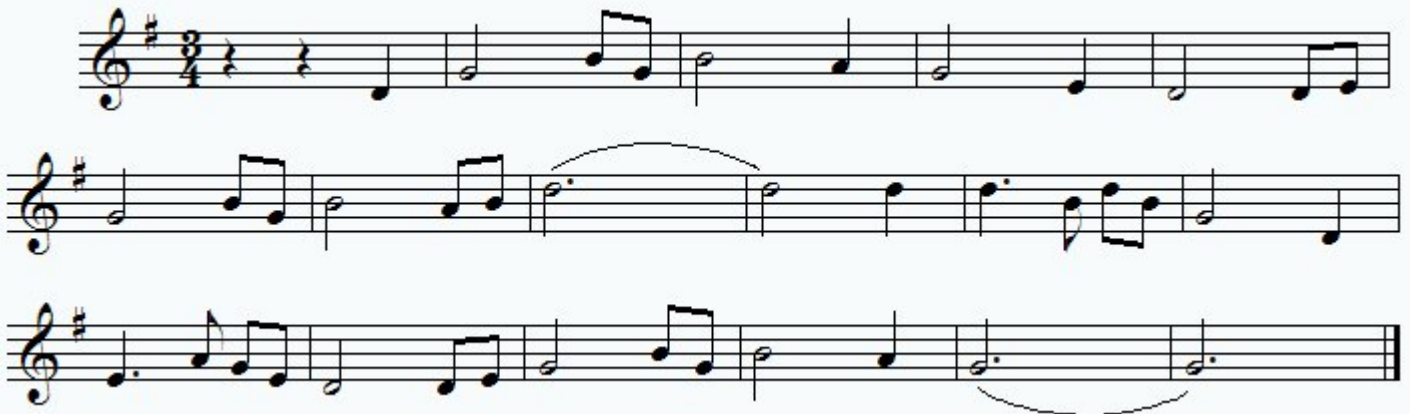
Write out the intervals requested. Notice that you can start with any note you want.



Activity 2

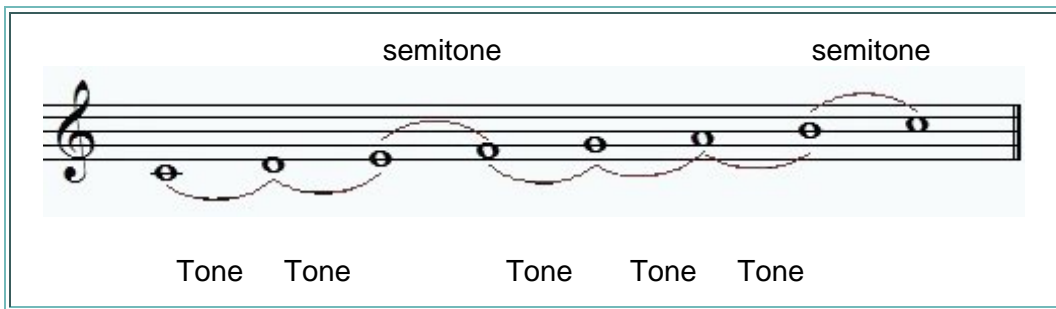
Take this beautiful tune to practise intervals. Notice that you can count intervals in ascending or descending way. Say just the size of the intervals and if they are ascending or descending. Let's take, for example, the three first intervals of the tune: Fourth ascending, Third ascending and Third descending.

Amazing Grace

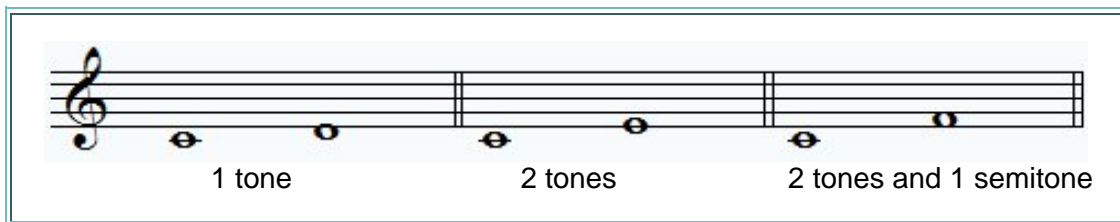


Major scales

There are different kind of intervals, depending on the tones and semitones they have. Let's take the basic *C Major* scale and see the tones and the semitones the intervals have:



Check this information below. Is it correctly done?



3tones & 1semitone 4tones & 1semitone 5tones & 1semitone

Activity 3

Take the intervals from the **Activity 1** and write down how many tones and semitones they have.

Activity 4

Now, try to build the *D Major* scale. Follow these rules:

- Write out the notes of the D scale.
- Count and see whether all intervals have the same tones and semitones as C major scale or not.
- Keep the intervals that have the same tones or semitones and modify those which don't in order to become the same.
- Remember that you can use *Sharps* # to raise the pitch of a note by a semitone and *Flats* b to get them lower by a semitone.

Activity 5

Write down the *F Major* scale.

Activity 6

Write down the *G Major* scale.

Now, you already know that all the intervals you form from the first note of a Major scale are Major intervals. Fourth and Fifth intervals are called *Perfect*

A musical staff in treble clef showing three intervals starting from the first line (C4). The first interval is a Major 2nd (C4 to D4), the second is a Major 3rd (C4 to E4), and the third is a Perfect 4th (C4 to F4). Each interval is labeled below the staff.

A musical staff in treble clef showing three intervals starting from the first line (C4). The first interval is a Perfect 5th (C4 to G4), the second is a Major 6th (C4 to A4), and the third is a Major 7th (C4 to B4). Each interval is labeled below the staff.

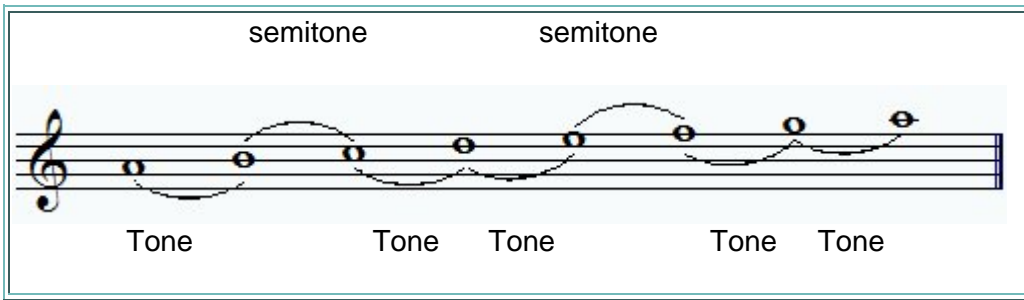
Activity 7

Write out the following major intervals. Use at least, one sharp \sharp and one flat \flat .

A musical staff in treble clef with four empty boxes for writing intervals. The first box contains a Major 3rd (C4 to E4). The other three boxes are empty. Below the staff, the intervals are labeled: Major 3rd, Perfect 4th, Perfect 5th, and Major 7th.

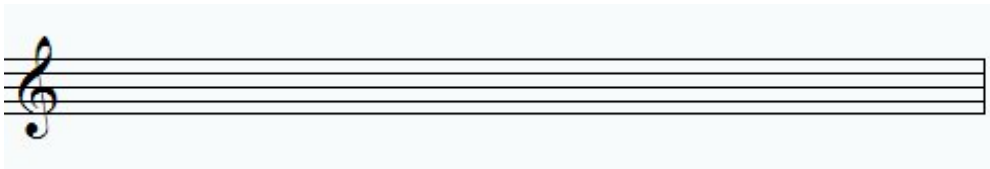
MINOR SCALES

Next step is to learn minor scales. A *minor* is the basic minor scale. Notice the different position of the tones and semitones.



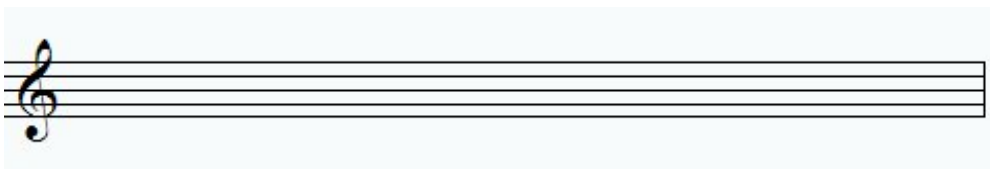
Activity 8

Now, try to build the B minor scale. Follow the same rules as Activity 3 with the proper changes.



Activity 9

Write down the E minor scale.



Activity 10

Listen to the scales the teacher will play and say whether they are Major or minor. You might be more accustomed to hear Major scales rather than minor.

- a. _____
- b. _____
- c. _____
- d. _____

Interval Quality

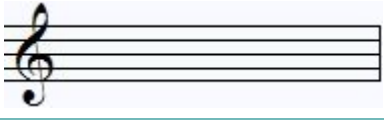
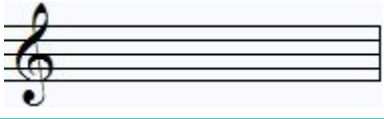

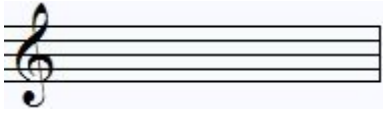
As we said above, there are different kinds of intervals and the name of any interval is qualified using the terms:

Major	Minor	Augmented	Diminished
-------	-------	-----------	------------

This is called: Interval quality.

See the Interval Quality Box

Interval Number and Quality		
Major 2nd	1 tone	
minor 2nd	1 semitone	
Major 3rd	2 tones	
minor 3rd	1 tone and 1 semitone	
Perfect 4th	2 tones and 1 semitone	
diminished 4th	2 tones	
Perfect 5th	3 tones and 1 semitone	
diminished 5th	3 tones	

Major 6th	4 tones and 1 semitone	
minor 6th	4 tones	
Major 7th	5 tones and 1 semitone	
minor 7th	5 tones	

Activity 11

Write an example of each interval inside the third column above.

Activity 12

Ask your partner about quality intervals. Follow this English pattern:

ENGLISH PATTERN	
What is a Major 2nd above C? What is a minor 3rd from A?	It's D It's C

Activity 13

Listen to the interval the teacher will play and say whether they are Major or minor. You will realize that minor intervals are sadder than Major ones.

- a. _____
- b. _____
- c. _____
- d. _____

Activity 14

Now write down all new words you have learnt. Classify them into music words and non music words.

Music words	Translation	Non music words	Translation

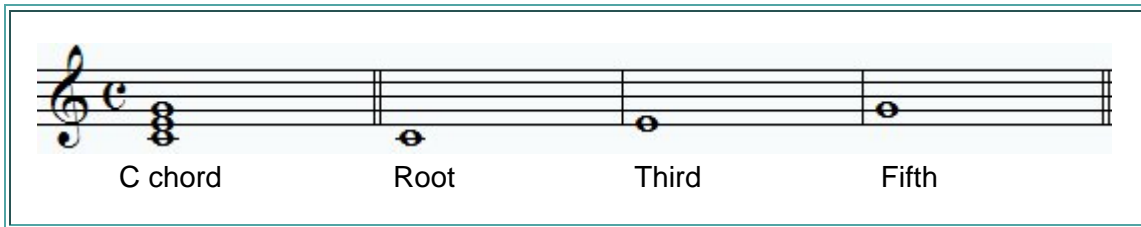
UNIT 1

BUILDING MUSIC VOCABULARY

LESSON FIVE: Chords

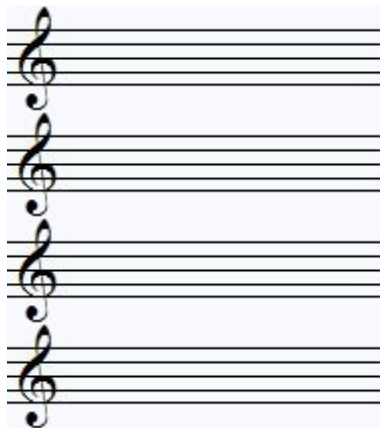
Chords

A chord is a group of notes that are played at the same time. They are used to accompany melodies, to give the melody harmonic support. A simple type of chord is called *Triad*. A *Triad* is made up of three notes: the root, third and fifth. The name of the chord is always taken from the root.



Activity 1

Write down the following chords: C, D, F, and G.



Now, fill in the notes of the named chords below:

Chord of C

--	--	--

Chord of D

--	--	--

Chord of F

--	--	--

Chord of G

--	--	--

Quality of chord

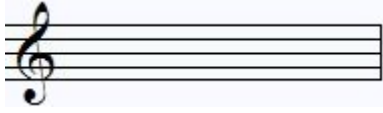
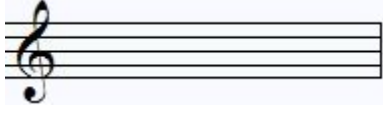
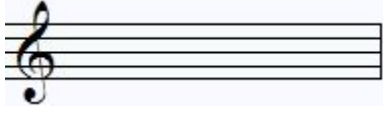
Depending on the tones and semitones the chords are built they are named:

Major	Minor	Augmented	Diminished
-------	-------	-----------	------------

We are going to talk about just Major and minor chords because they are the basics ones.

A triad is described as Major or minor according to whether the third above the root is Major or minor.

See the Chord Quality Box

Interval Number and Quality		
Major chord	Major 3rd + minor 3rd	
minor chord	minor 3rd + Major 3rd	
Augmented chord	Major 3rd + Major 3rd	
diminished chord	minor 3rd + minor 3rd	

Activity 2

Write an example of each chord inside the third column of the box above.

Activity 3

Ask your partner about chords. Follow this English pattern:

ENGLISH PATTERN	
Could you tell me the notes of G minor? What are the notes of C Major chord?	They are: G - B \flat - D They are: C - E - G

Activity 4

Listen to the chords the teacher will play and say whether they are Major or minor. You will realize that minor chords are sadder than Major ones.

- a. _____
- b. _____
- c. _____
- d. _____

Activity 5

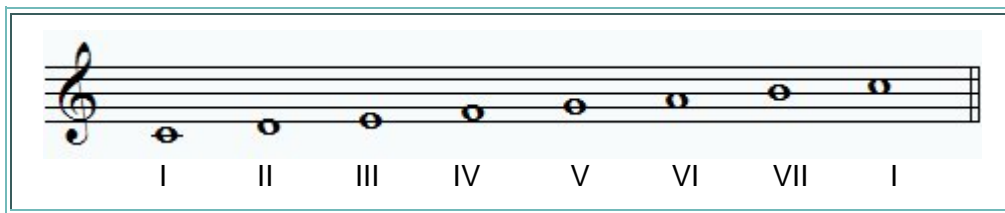
Complete the following triads by adding the note that is missing. The root of the chord is shown by the letter above each bar.

C F Cm Dm G F D

Notice that we have to write a small m to indicate that the chord is minor.

Chords and Scales

Let's see the relation between chords and scales. We take, as an example, C Major scale. Each note of the scale is identified with a degree. These degrees are written in Roman numeral

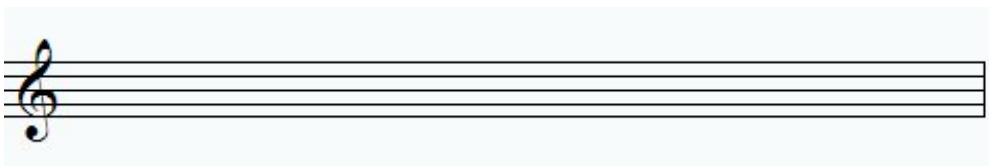


Each degree has its own name (see the box below), and every scale degree has its own chord. These names show us the importance that each degree has inside the scale or inside the music.

I	Tonic
II	Supertonic
III	Mediant
IV	Subdominant
V	Dominant
VI	Submediant
VII	Leading note

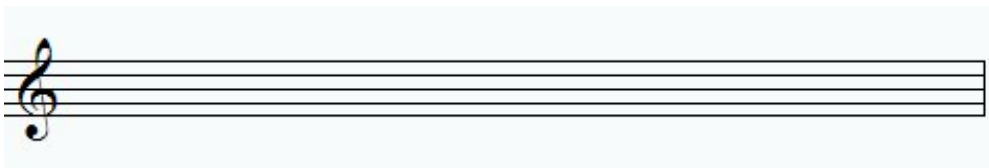
Activity 6

Draw the D Major scale and write down the degrees and the names of each note.



Activity 7

Draw the D Major scale again and this time build the chord of every degree.



Activity 8

Answer these questions:

Could you say the most important degrees in the scale? _____

If the answer is: Yes, tell which ones are they and why _____

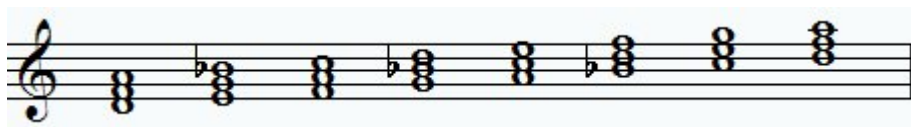
If the answer is: No, I'll give you a clue: They are three, and you will identify them because they are the three Major chords you will find in a Major scale.

Could you say the most important degrees in the scale? _____

Those are the basic chords that you will find in every simple song.

Activity 9

These are the chords of D minor scale. Could you say what kind of triads is formed on the Tonic, Subdominant and Dominant? Are they Major or minor?

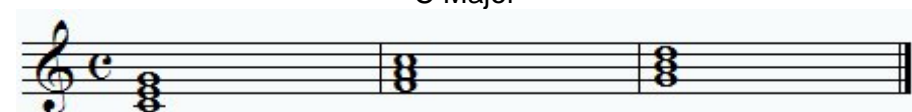


Activity 10

In the examples below, you will realize that Tonic, Subdominant and Dominant are the base of all simple tunes. Let's take the tunes you have learnt in this unit as an example.

These are the basic chords of the C Major scale: Tonic, Subdominant and Dominant

C Major

A musical staff in treble clef showing the basic chords of the C Major scale: C major (C-E-G), F major (F-A-C), and G major (G-B-D).

I (C) IV (F) V (G)

Now, place the chords where you think they must be. To do that, follow these instructions below:

- Listen to the music
- Write a mark in those places you think there is an harmonic change, that means, a change of chord.
- Decide which chord must be in each mark.

SCOTLAND THE BRAVE




The image shows a musical score for the song "Scotland the Brave". It consists of three staves of music in treble clef, 3/4 time. The melody is written on the top staff, and the accompaniment is written on the middle and bottom staves. The music is in G major and consists of 12 measures.

Activity 11

Do the same than in activity 10 using Amazing Grace as an example:

G Major



I (G) IV (C) V (D)

The image shows a musical score for the song "Amazing Grace" in G Major. It consists of three staves of music in treble clef, 4/4 time. The melody is written on the top staff, and the accompaniment is written on the middle and bottom staves. The music is in G major and consists of 12 measures. The chords are labeled as I (G), IV (C), and V (D).

Amazing Grace



Activity 12

Now write down all new words you have learnt in this lesson.

Music words	Translation	Non music words	Translation

UNIT 2 ABOUT SCOTLAND

LESSON ONE: Cultural aspects

Introduction

Scotland is one of the four countries that constitute the United Kingdom. The other three are: London, Wales and Northern Ireland. Scotland forms the northern part of the island of Great Britain. It has a population over 5 million and an extension of 78.783km². Edinburgh is the Capital although the largest city is Glasgow.

The official language is English. However, Scottish people have their own language: the Gaelic and it's spoken primarily in the North and West of Scotland. This country has one of the most beautiful scenery of the world.

Activity 1

Place the names of the four countries and their capitals.

COUNTRY	ENGLAND	SCOTLAND	WALES	NORTH IRELAND
CAPITAL	London	Edinburgh	Cardiff	Belfast



Food

The most traditional Scottish delicacy is perhaps their Haggis, although some people don't want to eat it when they know what it is made of. Are you interested in it? It is made from heart, liver, lungs and stomach sheep.

Activity 2

Find with your partner the meaning of these words. Don't use a translator, use a dictionary.

CONCEPT	DEFINITION	TRANSLATION
Heart		
Lungs		
Liver		
Stomach		
Sheep		

Drink

Whisky is the most important export in Scotland. The way of how the Scotch whisky is made in Scotland is unique and genuine and for this reason Scotland has made an effort to protect the integrity of its cultural tradition and to prevent other countries from producing cheap copies. In other countries is named Whiskey

Activity 3

According to the text, say if the following sentences are True or False

- There are lots of copies of Whisky T F
- In all places this product is called Whisky T F
- Whisky is only made in Scotland T F
- Whisky is an important source of income to Scotland T F

Clans

A Clan is a social group that determines the people of a whole family, usually with the same surname. In Scotland, most of people belong to a Clan especially in the Northern. Each Clan has a specific Tartan. The Tartan is the pattern of the woollen cloth used for the skirt worn by men. This skirt is called: Kilt.

There are more than a hundred different Tartans and although usually each Tartan is associated to a Clan or family, nowadays some of them represent districts, companies or even football teams.

Here you have just a few:



Activity 4

Define in your own language the following words:

Tartan

Kilt

Clan

Haggis

Homework Activity

Music and Dance

Traditional music in Scotland is internationally known. They have the Ceilidh that is an evening of dancing, singing and drinking whisky. It can be as formal or informal as people wish to make it. You will have further information about traditional music in Unit 3 and 4.

Activity 5

Write the words you can remember with no help.

New words	Translation		New words	Translation

UNIT 2 ABOUT SCOTLAND

LESSON TWO: Famous Scots

In this unit you are going to know some famous people in the History of Scotland. They have been important in different fields such as science, art, literature, politics...

Activity 1

See the boxes below: there are three columns: The first one, with the people names, the second one with what they are and the third one with one of their works. You have to relate the three columns and write a sentence for each person. See the example:

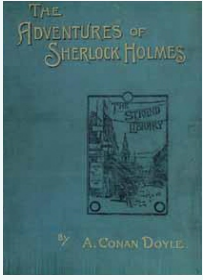
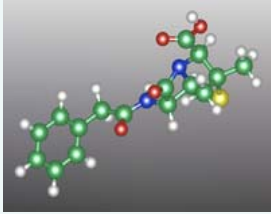

Alexander Graham Bell was a _____ and he _____

First of all, discuss with your partner about the answer.

Use this pattern:

ENGLISH PATTERN
Do you know the first one? Yes the first one is.... I don't know I believe he is... I think he is known for.... He might be a.....

Box 1



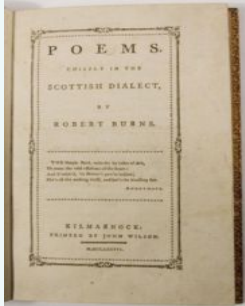
Alexander Graham Bell	biologist and pharmacologist	
Arthur Conan Doyle	scientist and inventor	
Alexander Fleming	writer	

1. Alexander Graham Bell _____

2. Arthur Conan Doyle _____

3. Alexander Fleming _____

Box 2




Charles Rennie Mackintosh Mackintosh	King of the Scots	
Robert Burns	poet and lyricist	
Robert the Bruce	architect and designer	

1. Charles Rennie Mackintosh _____

2. Robert Burns _____

3. Robert the Bruce _____

Box 3

Ewan McGregor	the Loch Ness Monster	
Nessie	knight and Scottish patriot	
Robert Wallace	actor	

1. Ewan McGregor _____

2. Nessie _____

3. Robert Wallace _____

Activity 2

Look for further information in Wikipedia (the free encyclopedia on internet). You will have at least to find the following details:

- a. Date and place of birth
- b. Studies they did
- c. The most important thing they did.

Activity 3

Write the words you can remember with no help.

New words	Translation		New words	Translation

UNIT 3

SCOTTISH MUSIC

TRADITIONAL INSTRUMENTS

LESSON ONE: Description

Traditional Scottish Music is known all over the world. It has had important influences from Ireland and England; however, it has kept many of its traditional aspects and has its own identity.

To speak about Scottish music is to speak about Ceilidh. In Gaelic this word means: “a visiting” so Ceilidh means a group of friends or neighbours that got together after the day’s work to be in good company with a bit of story-telling and music thrown in. There were no separation between audience and performers, every one had the opportunity to dance, sing or play an instrument. There was a very friendly atmosphere. Nowadays it looks like a more serious concert.

The instruments that are usually played in Ceilidh bands are: fiddles, accordions and whistles. However, the most popular traditional Scottish instrument is the Bagpipe.

Activity 1

You are going to listen to five different kinds of instruments. Match the instruments with their definitions.

1. Fiddle	2. Accordion	3. Clarsach	4. Whistle	5. Bagpipe
-----------	--------------	-------------	------------	------------

Bowed String instrument	Wind instrument	Plucked String instrument
-------------------------	-----------------	---------------------------

Write the answers

1. Fiddle _____
2. Accordion _____
3. Clarsach _____
4. Whistle _____
5. Bagpipe _____

Activity 2

Listen to some definitions, write down all the words you can hear and then try to rebuild the sentence in order to get the concept. Compare with your partner.

Activity 3

Read the definitions and describe each instrument to your partner. Look at this pattern:

ENGLISH PATTERN	
What does a bagpipe look like?	It's a wind instrument It has a bag full of air It has.....

Bagpipes

It is a wind musical instrument. Its most important parts are: the bag, the chanter and the drone. The bag is simply a sack with air tight inside it.

The Chanter is the melody pipe and can be played by one or both hands. A drone is a note that continuously sounded throughout much or all of a piece. It is a sustained or repeated note. The mechanism to play the bagpipes is by supplying air into the bag.

Fiddle

The *fiddle* is exactly the same instrument as the violin therefore it is a stringed instrument played with a bow. Its main parts are: the neck, the f-holes, the bridge and four strings. The difference between them is the music you play with it. If you play classical music it is a violin. If you play Scottish music it becomes a Fiddle. A fiddle is a really important member of the Ceilidh Bands

Accordion

It is a wind musical instrument where the sound is produced as air flows past a vibrating reed. Air pressure is usually generated by bellows. A keyboard or buttons control which reed receive air flow producing different tones.

Clarsach

Clarsach is a Gaelic word for "small harp". It is a stringed instrument. It has a triangular frame consisting of a column, a curved neck and strings that are played by plucking with the fingers. The Clarsach is the Scotland's oldest instrument but unfortunately, harping almost died out by the end of the 18th century, and the music, never written down, was lost.

Tin Whistle

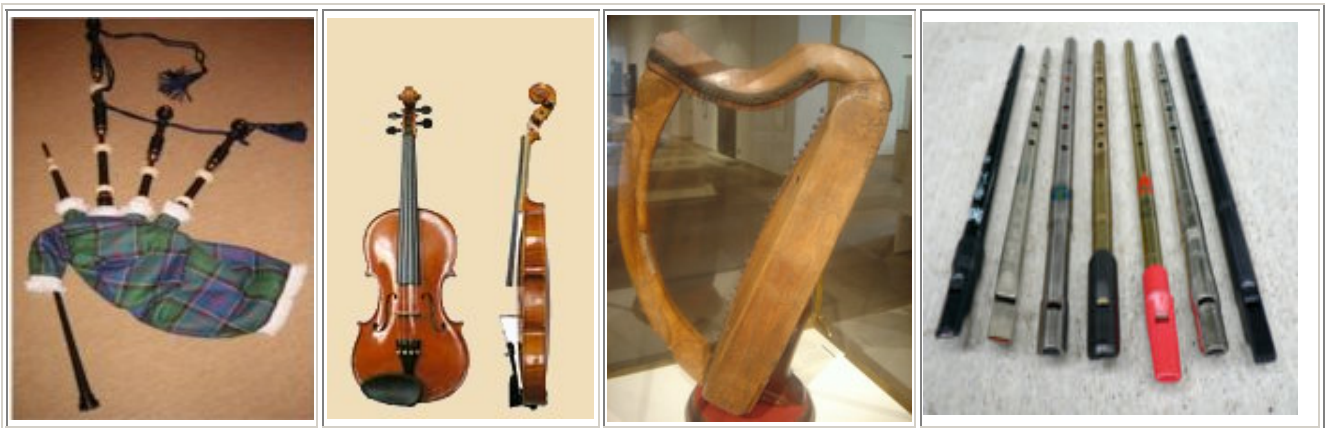
It is a small wind instrument which produces sound from a stream of forced air. It is a tube made from brass with 7 holes. It is one of the easiest musical instruments to play as the fingering is not complicated.

Activity 4

Answer these questions:

a. Only one of these instruments can't play two notes at the same time.

Which is that instrument? _____



Could you say which instruments are polyphonic and which are monophonic? ____

b. Only one of these instruments can be part of the classic orchestra.

Which is that? _____

When would it happen? _____

What is its name when Scottish music is played on it? _____

Activity 5

Go to the Internet and look for this website <http://www.thejiggers.co.uk>
Look at this Ceilidh Band and answer these questions below:

a. What instruments do they play?

b. Do you think your country has that kind of events about its traditional music?

c. Do you think this music is old fashion or aimed at old people? Why?

d. How is the traditional music in your country?

e. Do you think that in your country people enjoy their traditional music as much as in Scotland? Why?

Activity 6

Write down all new words you have learnt. Classify them into music words and non music words.

Music words	Translation	Non music words	Translation

UNIT 3

SCOTTISH MUSIC

TRADITIONAL INSTRUMENTS

LESSON TWO: Parts

Activity 1

Label the parts names of these instruments: Bagpipe, Fiddle, Tin whistle, Accordion and Clarsach. Afterwards, try to construct a definition of each instrument.

BAGPIPE



Bag	Chanter	Mouthpiece	Cords	Tenor drone	neck	Bass Drone
-----	---------	------------	-------	-------------	------	------------

Write your own description about this instrument

FIDDLE



Bow	Strings	Chin rest	<i>f</i> - holes	Bridge	Tuning pegs	Fingerboard
-----	---------	-----------	------------------	--------	-------------	-------------

Write your own description about this instrument

TIN WHISTLE



plastic mouthpiece	cylindrical brass tube	holes
--------------------	------------------------	-------

Write your own description about this instrument

ACCORDION



Keyboard	Bellows	Buttons
----------	---------	---------

Write your own description about this instrument

CLARSACH



Strings	Body	Neck	Pillar
---------	------	------	--------

Write your own description about this instrument

Activity 2

Read twice, one of your own definitions to your partner. She or he will have to guess what instrument you are describing.

Activity 3

Instruments word search. You will find the name of 10 instruments although not all of them are Scottish

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

Activity 4

Write down all the word you can remember with no help.

Music words	Translation	Non music words	Translation

UNIT 4 SCOTTISH MUSIC TRADITIONAL SONGS

LESSON ONE

The tradition of singing in Scotland divides clearly into Songs and Ballads. Ballads have been the most popular vehicle for retelling stories. The subjects of these stories are about unrequited love, war, shipwrecks, and other tragedies. Musically speaking you will find that Ballads have no chorus. That is made for helping people to understand the story better.

AULD LANG SYNE

This is one of the most popular songs not only in Scotland but in all over the world. The words are attributed to Robert Burns, a very valued Scottish poet, although it is known that he only added a few verses to this old Ballade.

Activity 1

Listen to the old Ballad and the Burn's version.

What is the difference between them _____

What form does the Ballad have? A A o ABAB?

What form does the Song have? A A o ABAB?

Activity 2

The original Auld Lang Syne is sung in Scottish words. English translation is done for you. All you have to do now is to translate the song into your own language. Use the box below.

AULD LANG SYNE

Original Scottish version

Verse One

Should old acquaintances be forgot,
And never brought to mind?
Should auld acquaintance be forgot,
And days o'auld lang syne?

Chorus

For auld lang syne, my dear
For auld Lang syne,
We'll tak a cup o kindness yet,
For auld lang syne!

Verse Two

And there's a hand my trusty fiere,
And gie's a hand o thine
And we'll tak a right guid-willie waught,
For auld lang syne

Translation into English

Verse One

(Should old acquaintances be forgotten)
(and never remembered)
(Should old acquaintance be forgotten)
(For old long ago)

Chorus

(For old long ago, my dear)
(For old long ago)
(We will take a cup of kindness yet)
(For old long ago)

Verse Two

(And there is a hand my trust friend)
(And give me a hand of yours)
(And we will take of a good drink/toast)
(For old long ago)

Translation into your own language

Verse One

Chorus

Verse Two

Many people will associate this song with Scotland or New Year. Others may consider it to be an international expression of friendship. In some occasions it is sung at the conclusion of a social gathering to say goodbye.

Activity 3

Read the song again and answer the questions below:

What do you think the song is talking about? _____

Do you think it is a sad or a happy song? Why? _____

What kind of events have you sung this song in? _____

Activity 4

You are going to listen to an explanation about this song by an American English speaker. Try to catch English words as much as you can as you listen to different versions of Auld Lang Syne.

Write all the words or whole sentences you can understand and their translation in these boxes below.

English words	Translation	English words	Translation

First of all, underline the syllables accented and afterwards place the chords. The two first accented syllables are done for you. They are in bold.

AULD LANG SYNE	
<p>1. Should old acquaintances be forgot, And never brought to mind? Should auld acquaintance be forgot, And days o'auld lang syne?</p> <p>2. And there's a hand my trusty fiere, And gie's a hand o thine And we'll tak a right guid-willie waught, For auld lang syne</p>	<p>Chorus For auld lang syne, my dear For auld Lang syne, We'll tak a cup o kindness yet, For auld lang syne!</p>

HOMEWORK

Look for information about Robert Burns on internet at home. These are the questions you have to answer:

1. Who was Robert Burns?
2. Where was he born?
3. What day is "Burns' dinner"?
4. What does it happen in that dinner?

Activity 6

Write down all new words you have learnt. Classify them into music words and non music words.

Music words	Translation	Non music words	Translation

UNIT 4

SCOTTISH MUSIC

TRADITIONAL SONGS

LESSON TWO

In this lesson you are going to work some musical aspects with Scottish songs.

DUMBARTON'S DRUMS

Activity 1 Answer these questions:

a. This song is sung:

A capella	With instruments
-----------	------------------

b. This song is:

Monophonic	Polyphonic
------------	------------

c. This song is sung in:

Two Parts	Three Parts
-----------	-------------

DUMBARTON'S DRUMS	
<p>Verse one My love he is a handsome laddie, And though he is Dumbarton's caddie Some day I'll be a captain's lady, When Johnnie tends his vow to me.</p> <p>Verse Two Across the fields of bounding heather, Dumbarton sounds the hour of pleasure; The joy I know will know no measure, When Johnnie kneels and kisses me.</p> <p>Verse Three 'Tis he alone that can delight me, His roving eye it doth invite me; And when his tender arms enfold me, The blackest night doth turn and flee.</p>	<p>Chorus Dumbarton's drums, they sound so bonnie And they remind me o' my Johnnie; What fond delight doth steal upon me When Johnnie kneels and kisses me.</p>

Activity 2

Underline with blue pen those parts that are sung in *unison*.
Underline with red pen those parts that are sung in *two parts*.

Compare with your partner.

Activity 3

a. What is the time signature of the song?

2/4	3/4
-----	-----

b. What is the musical form of the song?

A B A B	A A A A
---------	---------

Activity 4

Game. Follow the rules.

1. Write all the words of the song you don't know.
2. Look for their meaning in the dictionary.
3. Divide the class into groups
4. One group asks for the meaning of one word to another group. If this group gets the right answer it will get 1 point. If not, the first group will get the point, will answer the question and start to ask the next group.

MAIRI'S WEDDING

Activity 5

Listen to the song and sort out the jumped paragraphs. Try to find out the chorus first, and write out the 2 numbers in the box below.

1	Fairest o' them a' by far, Is our darling Mairi.	5	Plenty bonny bairns as well That's the toast for Mairi.
2	Plenty herring, plenty meal Plenty peat to fill her creel,	6	Red her cheeks as rowans are, Bright her eye as any star,
3	Step it gaily, on we go Heel for heel and toe for toe,	7	Over hillways up and down Myrtle green and bracken brown,
4	Arm in arm and row on row All for Mairi's wedding.	8	Through the sheiling through the town All for sake of Mairi.

Chorus	
Verse 1	
Verse 2	
Verse 3	

Activity 6

Answer these questions:

a. This song is accompanied by:

Flute	Bass	Guitar
-------	------	--------

b. This song is:

Monophonic	Homophonic	Polyphonic
------------	------------	------------

c. This song is sung in:

Two Parts	Three Parts	Four Parts
-----------	-------------	------------

d. What is the time signature of the song?

2/4	3/4	4/4
-----	-----	-----

f. What is the musical form of the song?

A B A C A	A B A B	A A A A
-----------	---------	---------

Activity 7

Write the words you are able to remember with no help.

New words	Translation	New words	Translation

UNIT 5

LET'S GO TO PLAY

LESSON ONE

Flower of Scotland
by The Corries

This [song](#) was originally written by Roy Williamson in the 1960' in the Scottish Band *The Corries* and has been considered as the unofficial Scottish National Anthem. It commemorates the Scottish Army victory of the Battle of Bannockburn in 1314. Robert I (the Bruce) King of the Scots defeated Edward II, King of England ending with the English rule of Scotland.

Tale. There are different versions about how the thistle became Scotland's symbol. The most popular story is around 1263 when the King of Norway decided to carry on a campaign against the Scots. There were some battles.

The Scots knew the highlands very well so they decided to have a rest in a field surrounded by thistles. The Norsemen, wanted to attack the Scots by night and in order not to make noise, they took off their boots. Then they stepped into the field of the prickly flower with their bare feet. They cried out in pain. The Scots were alerted to the invaders and were able to defeat them. After that, the thistle became the symbol of Scotland.

Activity 1

Follow these instructions:

1. Read once the lyrics and try to guess the meaning of the whole text
2. Look for those words you don't know in the dictionary
3. Write the translation in the box on the right
4. Compare with your partner.

FLOWER OF SCOTLAND

1. O Flower of Scotland,
When will we see your like again
That fought and died for
Your wee bit hill and glen

2. And stood against him,
Proud Edward's army
And sent him homeward
To think again.

3. The hills are bare now,
And autumn leaves lie thick and still
O'er land that is lost now,
Which those so dearly held

4. That stood against him,
Proud Edward's army
And sent him homeward
To think again.

5. Those days are past now
And in the past they must remain
But we can still rise now
And be the nation again.

6. That stood against him
Proud Edward's army
And sent him homeward
To think again.

Activity 2

Now, read again the lyrics and try to answer these questions:

a. What part of the text do you think is more emotive and why?

b. What resources would you use, from the box below, to emphasize that part of the text and where? _____

Pianissimo	Piano	Forte	Fortissimo	Instruments
Crescendo	Diminuendo	Contrast	Accelerando	A capella

c. Compare with your partner, using this pattern:

ENGLISH PATTERN
I would put a Fortissimo in each chorus I would put a Crescendo a the end of the second verse I would use instruments I would sing this song A Capella

d. Listen to this version and compare what you had thought.

e. Listen to these different versions. Which of them do you like the most?

Activity 3

Listen to the song again and place the chords in the right place. These are the chords used in this piece.

verse: G G D D G G (C) G G D G (D)	chorus: G G (C) G G (C) G G (F) G G
---	---

First of all, underline the syllables accented and afterwards place the chords. The three first accented syllables are done for you. They are in bold.

FLOWER OF SCOTLAND	
<p>1. O Flower of Scotland, When will we see your like again That fought and died for Your wee bit hill and glen</p> <p>2. The hills are bare now, And autumn leaves lie thick and still O'er land that is lost now, Which those so dearly held</p> <p>3. Those days are past now And in the past they must remain But we can still rise now And be the nation again.</p>	<p>CHORUS</p> <p>And stood against him, Proud Edward's army And sent him homeward To think again.</p>

Let's go to play this song

Activity 4

Write the words you are able to remember with no help.

Music words	Translation		Non music words	Translation

UNIT 5

LET'S GO TO PLAY

LESSON TWO

Massacre of Glencoe
by Jim McLean

This song was written by Jim McLean, a Scottish musician, in 1963 and it tells the sad story of a cruel slaughter that occurred in Glencoe in 1692 on the Highland home of the MacDonald clan. The massacre stands out in Highland history because of the betrayal of MacDonald's hospitality.

Activity 1

Go to Unit 2 and try to place Glencoe and Fort William on the map.

Activity 2

Read the lyrics of the song and translate it into your own language. Compare with your partner.

The Massacre of Glencoe

Chorus:

O, cruel is the snow that sweeps Glencoe
And covers the grave o' Donald
O, cruel was the foe that raped Glencoe
And murdered the house of MacDonald

1. They came in a blizzard, we offered them heat
A roof for their heads, dry shoes for their feet
We wined them and dined them, they ate of our meat
And they slept in the house of MacDonald.

Chorus:

2. They came from Fort William with murder in mind
The Campbell had orders King William had signed
"Put all to the sword" these words underlined
"And leave none alive called MacDonald"

Chorus:

3. They came in the night when the men were asleep
This band of Argyles, through snow soft and deep
Like murdering foxes amongst helpless sheep
They slaughtered the house of MacDonald

Chorus:

4. Some died in their beds at the hand of the foe
Some fled in the night and were lost in the snow
Some lived to accuse him who struck the first blow
But gone was the house of MacDonald

Chorus:

TRANSLATION

VERSE 1

CHORUS

VERSE 2

VERSE 3

VERSE 4

Activity 3

Listen to the song as you follow the words. In pairs, answer these questions below:

a. How many musical accents are there in each sentence?

2	4	6
---	---	---

b. What is the time signature of the song?

2/4	3/4	4/4
-----	-----	-----

c. How many bars are there in each sentence?

2	4	6
---	---	---

d. Do you think the numbers of bars in a piece of music and its musical accents have any relation?

Why? _____

Here you have some words that they might help you to answer the question. There are two ways or two sentences you can make.

marquen/et diuen	depenen	accents	peça musical	el començament	compàs	cada	perquè
mark/show you	depend on	accents	piece of music	the beginning	bar	each	because

f. What instrument can you hear?

bagpipe	piano	guitar
---------	-------	--------

g. Is there only one singer or more than one? _____

h. Do they sing monophonically or polyphonically? _____

Monophonically _____	Polyphonically _____ _____
-------------------------	----------------------------------

Activity 4

Underline each accented syllable. The four first accented syllables are done for you. They are in bold.

The Massacre of Glencoe

Chorus:

O, **cruel** is the **snow** that **sweeps** Glencoe

And covers the grave o' Donald

O, cruel was the foe that raped Glencoe

And murdered the house of MacDonald

1. They came in a blizzard, we offered them heat

A roof for their heads, dry shoes for their feet

We wined them and dined them, they ate of our meat

And they slept in the house of MacDonald.

2. They came from Fort William with murder in mind

The Campbell had orders King William had signed

"Put all to the sword" these words underlined

"And leave none alive called MacDonald"

3. They came in the night when the men were asleep

This band of Argyles, through snow soft and deep

Like murdering foxes amongst helpless sheep

They slaughtered the house of MacDonald

4. Some died in their beds at the hand of the foe

Some fled in the night and were lost in the snow

Some lived to accuse him who struck the first blow

But gone was the house of MacDonald

Now, listen to the song again and place the correct chord in every underlined syllable. These are the chords used in this song:

chorus: G G C G, G G D D G G C G, C D G G	verse: G D G G, D D G D G D G e, C D G G
---	--

Let's go to play this song

Activity 5

Write the words you are able to remember with no help.

Music words	Translation	Non music words	Translation

UNIT 5 LET'S GO TO PLAY

LESSON THREE

Mull of Kintyre
by Paul McCartney

Mull of Kintyre is a peninsula in western Scotland. Paul McCartney, one of the Beatles components, used to go there in a farm he and his family owned. He decided to dedicate a song to this place and he wrote this song in 1977. It was a number one hit song.

Read this text written by Paul McCartney

“It occurred to me that no great Scottish songs had been written for quite a while. I looked into it: all the bagpipe stuff was from the previous century and some of the popular folk songs were really old and, I noticed, written by Englishmen. I wondered if I could write one, too. I certainly loved Scotland enough. So, I came up with a song about where we were living, an area called Mull of Kintyre. It was a love song, really, about how I enjoy being there and imagining I was travelling away and wanting to get back to it”.

This article appeared in Section 2 of The Scotsman, an Edinburgh broadsheet, October 31, 2002.
Extracted from Wingspan: Paul McCartney's Band on the Run, published by Little, Brown
http://www.geocities.com/strathspey_junkie/makingmullofkintyre/index.html

Activity 1

1. Translate the text into your own language. Write only the idea the author expresses.
2. According to the text, which of the statements below are True.
 - a. There were good Scottish songs those days.
 - b. Scottish songs were being composed for Englishmen
 - c. Scottish were old fashion
 - d. The lyrics of this song were about the nostalgia to be abroad

Activity 2

After having read the author's idea, what do you guess the lyrics are going to talk about? Use these patterns

I think	The days the author was in Scotland
It might talk about	About his childhood
I believe it's going to talk about...	About the days he used to be in Mull of Kintyre

Activity 3

Read the lyrics and tell you partner if you have had to change your mind.

Box 1

MULL OF KINTYRE

By Paul McCartney

Mull of Kintyre Oh mist rolling in from the sea,
My desire is always to be here oh Mull of Kintyre.

Far have I travelled and much have I seen
Dark distant mountains with valleys of green.
Past painted deserts the sunset's on fire
As he carries me home to the Mull of Kintyre.

Mull of Kintyre Oh mist rolling in from the sea,
My desire is always to be here oh Mull of Kintyre.

Sweep through the heather like deer in the glen
Carry me back to the days I knew then.
Nights when we sang like a heavenly choir
Of the life and the time of the Mull of Kintyre.

Mull of Kintyre Oh mist rolling in from the sea,
My desire is always to be here oh Mull of Kintyre.

Smiles in the sunshine and tears in the rain
Still take me back where my memories remain
Flickering embers grow higher and higher
As they carry me back to the Mull of Kintyre.

Mull of Kintyre Oh mist rolling in from the sea,
My desire is always to be here oh Mull of Kintyre.

Mull of Kintyre Oh mist rolling in from the sea,
My desire is always to be here oh Mull of Kintyre.

Activity 4

Listen to the music and place these combinations below in their right place. Each combination belongs to one verse or chorus of the song. Some of them can be used twice or more.

Guitar + vocal + bass	Guitar + 2 vocal parts + bass
Guitar + chorus + bass	Guitar + Bagpipes + drums + bass
Bagpipes + drums + chorus + guitar + bass	

Activity 5

Write in the crescendos in the right place (Box 1)

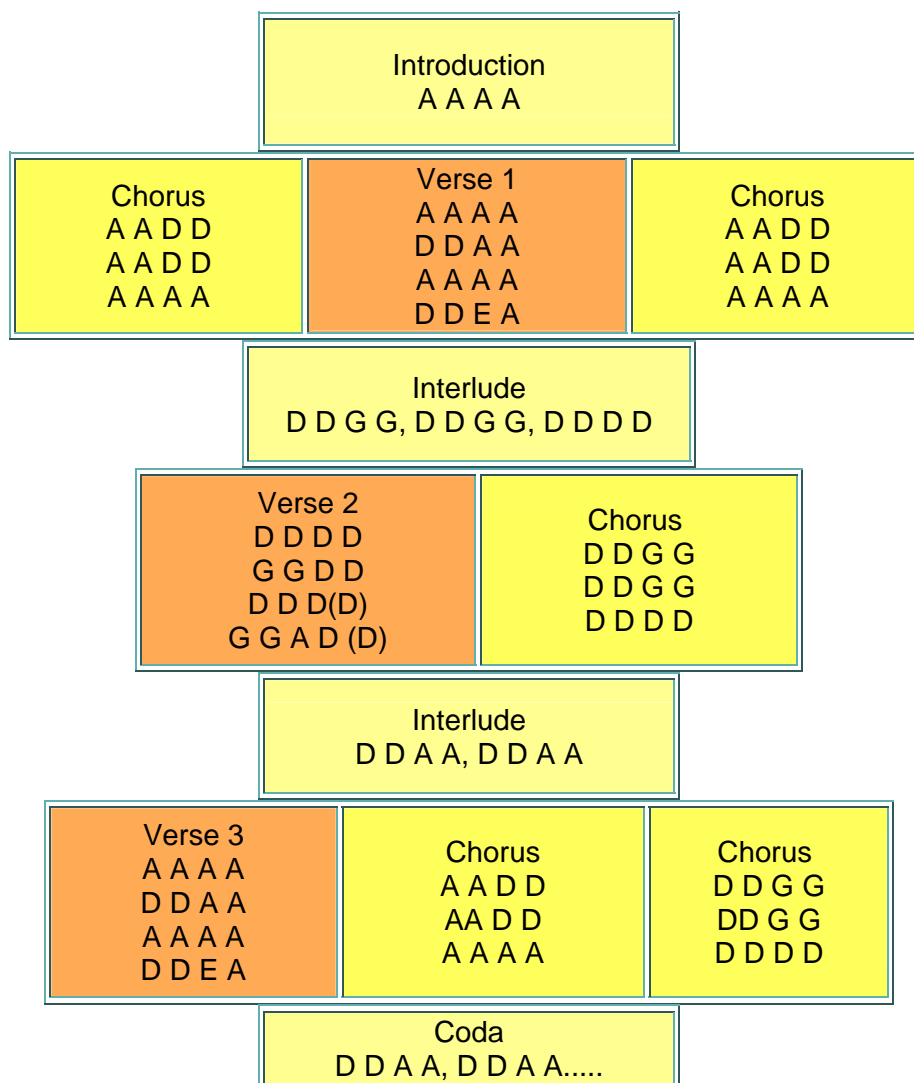
Say in which verse you can hear the pedal note of the bagpipe? _____

Activity 6

Look at this music chart below. You will find that this song is more complex and difficult than other songs you have learnt till now.

But, why is more difficult? _____

What is the weird thing in the song? _____



Activity 7

Put the chords in the right place. Underline first the syllables accented and afterwards place the chords. The three first accented syllables are done for you. They are in bold.

Box 2

MULL OF KINTYRE

By Paul McCartney

Mull of Kintyre Oh **mist** rolling in from the sea, A A D D A

My desire is always to be here oh Mull of Kintyre. A D D A A A A

Far have I travelled and much have I seen A A A A

Dark distant mountains with valleys of green. D D A A

Past painted deserts the sunset's on fire A A A A

As he carries me home to the Mull of Kintyre. D D E A (A)

Mull of Kintyre Oh mist rolling in from the sea, A A D D A

My desire is always to be here oh Mull of Kintyre. A D D A A A A A A

D D G G D D G G D D

Sweep through the heather like deer in the glen D D D D

Carry me back to the days I knew then. G G D D

Nights when we sang like a heavenly choir D D D (D)

Of the life and the time of the Mull of Kintyre. G G A D (D)

Mull of Kintyre Oh mist rolling in from the sea, D D G G D

My desire is always to be here oh Mull of Kintyre D G G D D

D D A A D D A A

Smiles in the sunshine and tears in the rain A A A A

Still take me back where my memories remain D D A A

Flickering embers grow higher and higher A A A A

As they carry me back to the Mull of Kintyre. D D E A (A)

Mull of Kintyre Oh mist rolling in from the sea, A A D D A

My desire is always to be here oh Mull of Kintyre. A D D A A A A

Mull of Kintyre Oh mist rolling in from the sea, D D G G D

My desire is always to be here oh Mull of Kintyre. D G G D D D D

D D A A D D A A ...

Let's go to play this song

Activity 8

Write the words you are able to remember with no help.

Music words	Translation		Non music words	Translation

UNIT 5

LET'S GO TO PLAY

LESSON FOUR

I'm Gonna Be
by The Proclaimers

This song was written in 1989 by a Scottish pop band called The Proclaimers. The band is composed of identical twins, Charlie and Craig Reid. They were born in the Capital of Scotland: Edinburgh. *I'm gonna be*, is one of their most popular songs.

Activity 1

Listen to the song and try to fill the gaps. You can take the words from the box on the right.

I'm Gonna Be	
When I wake up, well I know I'm gonna be, I'm gonna be the man who wakes up next to you When I go_____, well I know I'm gonna be I'm gonna be the man who goes along with you If I get _____, well I know I'm gonna be I'm gonna be the man who gets _____ next to you When I haver, I know I'm _____be I'm gonna be the man who's havoring to you	
Chorus But I would walk 500 miles And I would walk 500 _____ Just to be the man who walks a thousand miles To ____ down at your door	
When I'm _____, yes I know I'm gonna be I'm gonna be the _____ who's working hard for you And when the _____, comes in for the work I do I'll pass almost every penny on to you When I come home (When I come home), well I know I'm gonna be I'm gonna be the man who comes back _____ to you When I grow-oold, (When I grow-oold) well I know I'm gonna be I'm gonna be the man who's growing old with you	
But I would walk 500 miles And I would walk 500 _____ Just to be the man who walks a thousand miles To ____ down at your door	
da da da (da da da), da da da (da da da) Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da	
da da da (da da da), da da da (da da da)	

<p>Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da</p> <p>When I'm lonely, well I know I'm gonna be I'm gonna be the man who's lonely _____ you And when I'm dreaming, well I know I'm gonna dream I'm gonna Dream about the _____ when I'm with you When I go out (When I go out), well I know I'm gonna be I'm gonna be the man who goes along with you And when I come ____ (When I come home), yes I know I'm gonna be I'm gonna be the man who comes back home with you I'm gonna be the man who's coming home with you</p> <p>But I would walk 500 miles And I would walk 500 _____ Just to be the man who walks a thousand miles To ____ down at your door</p> <p>da da da (da da da), da da da (da da da) Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da</p> <p>da da da (da da da), da da da (da da da) Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da</p> <p>da da da (da da da), da da da (da da da) Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da</p> <p>da da da (da da da), da da da (da da da) Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da</p> <p>And I would walk 500 miles And I would walk 500 _____ Just to be the man who walks a thousand miles To ____ down at your door</p>	<p>working</p> <p>out</p> <p>money</p> <p>man</p> <p>home</p> <p>time</p> <p>fall</p> <p>gonna</p> <p>more</p> <p>up</p> <p>without</p>
---	---

Activity 2

Now, you are going to learn the words you don't know. But this time you will have to guess the meaning of these words by mimicry.

Activity 3

Listen to the song as you follow the words. In pairs, answer these questions below:

- a. What is the time signature of the song? (Find the beats and the musical accents)

2/4	3/4	4/4
-----	-----	-----

b. Now, focus your attention on *be* that is in bold in the lyrics. Do you think that the beat and the musical accent happens at the same time in *be*? Do you know the musical name for this sound place off the beat?

Activity 4

Listen to the song again and place the chords in the right place. These are the chords used in this piece.

verse E A B E E A B E	chorus E E A B E E A B
-----------------------------	------------------------------

First of all, underline the syllables accented and afterwards place the chords. The four first accented syllables are done for you. They are in bold.

I'm Gonna Be

Verse 1

When I **wake** up, well I **know** I'm gonna be,
 I'm gonna **be** the man who wakes up next to **you**

When I go out, well I know I'm gonna be
 I'm gonna be the man who goes along with you

If I get up, well I know I'm gonna be
 I'm gonna be the man who gets up next to you

When I haver, yes I know I'm gonna be
 I'm gonna be the man who's havoring to you

Chorus

But I would walk 500 miles
 And I would walk 500 more
 Just to be the man who walks a thousand miles
 To fall down at your door

Verse 2

When I'm working, yes I know I'm gonna be
I'm gonna be the man who's working hard for you
And when the money, comes in for the work I do
I'll pass almost every penny on to you

When I come home , well I know I'm gonna be
I'm gonna be the man who comes back home to you
When I grow-oold, well I know I'm gonna be
I'm gonna be the man who's growing old with you

Chorus

da da da (da da da), da da da (da da da)
Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da (Twice)

Verse 3

When I'm lonely, well I know I'm gonna be
I'm gonna be the man who's lonely without you
And when I'm dreaming, well I know I'm gonna dream
I'm gonna dream about the time when I'm with you
When I go out (When I go out), well I know I'm gonna be
I'm gonna be the man who goes along with you
And when I come home (When I come home), yes I know I'm gonna be
I'm gonna be the man who comes back home with you
I'm gonna be the man who's coming home with you

Chorus

da da da (da da da), da da da (da da da)
Da Da Da Dun Diddle Un Diddle Un Diddle Uh Da Da (three times)

Chorus

Let's go to play this song

Activity 5

Write the words you are able to remember with no help.

Music words	Translation		Non music words	Translation

UNIT 6

LET'S GO TO PRACTISE

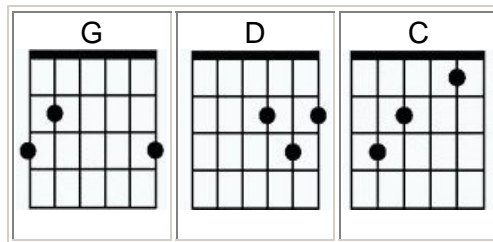
LESSON ONE: G D E

Auld Lang Syne

In this Unit you are going to practise some chords with guitar in order to get the skills to play some Scottish songs.

In Unit 1, Lesson Three you will learn about chords.

The chords you are going to practise in this lesson are these below:



Practise these exercises: Strum each chord once and count (one) two, three, four,

Box 1

1	G ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4
2	D ! 1 2 3 4	D ! 1 2 3 4	D ! 1 2 3 4	D ! 1 2 3 4
3	C ! 1 2 3 4	C ! 1 2 3 4	C ! 1 2 3 4	C ! 1 2 3 4

Box 2

1	G ! 1 2 3 4	G ! 1 2 3 4	D ! 1 2 3 4	D ! 1 2 3 4
2	G ! 1 2 3 4	G ! 1 2 3 4	C ! 1 2 3 4	C ! 1 2 3 4
3	G ! 1 2 3 4	G ! 1 2 3 4	D ! 1 2 3 4	D ! 1 2 3 4
4	G ! 1 2 3 4	C ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4

When you feel confident doing these exercises above, play them again counting one, two. That is, instead of using a four four time, you'll use a two four time.

Box 3

1	G ! 1 2	G ! 1 2	D ! 1 2	D ! 1 2
2	G ! 1 2	G ! 1 2	C ! 1 2	C ! 1 2
3	G ! 1 2	G ! 1 2	D ! 1 2	D ! 1 2
4	G ! 1 2	C ! 1 2	G ! 1 2	G ! 1 2

Here you have to play very quickly.

Box 4

1	G D ! ! 1 2 1 2
2	G C ! ! 1 2 1 2
3	G D ! ! 1 2 1 2
4	G C G ! ! ! 1 2 1 2

These are the chords used in the song: Auld Lang Syne

verse: G D G C G D G C G	chorus: G D G C G D G C G
--------------------------------	---------------------------------

Use these patterns if you need them. You should add more sentences in order to express your opinion.

ENGLISH PATTERN (difficulties)	ENGLISH PATTERN (easiness)
I'm stuck with this chord My fingers hurt I have problems with my left hand How can I change this chord quickly I can't play this chord This is really difficult I can change C easily but I can't change F	I really like this piece This is very easy Can I play something more difficult? I would like to have the chords of this song, could you get them for me? Can I help my partner?

Now you can go to Unit 4, Lesson One.

UNIT 6

LET'S GO TO PRACTISE

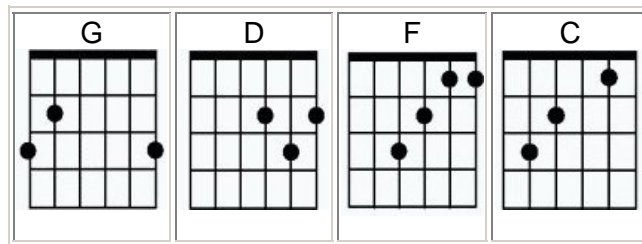
LESSON TWO: G, D, C, F

Flower of Scotland
by The Corries

In this Unit you are going to practise some chords with guitar in order to get the skills to play some Scottish songs.

In Unit 1, Lesson 3 you will learn about chords.

These are the chords used in this lesson:



Practise these exercises: Strum each chord once and count: (one) two, three, four,

1	G ! 1 2 3 4	G ! 1 2 3 4	D ! 1 2 3 4	D ! 1 2 3 4
2	G ! 1 2 3 4	G ! 1 2 3 4	C ! 1 2 3 4	G ! 1 2 3 4
3	D ! 1 2 3 4	D ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4
4	C ! 1 2 3 4	C ! 1 2 3 4	C ! 1 2 3 4	C ! 1 2 3 4
5	G ! 1 2 3 4	G ! 1 2 3 4	C ! 1 2 3 4	G ! 1 2 3 4
6	G ! 1 2 3 4	G ! 1 2 3 4	C ! 1 2 3 4	G ! 1 2 3 4
7	G ! 1 2 3 4	G ! 1 2 3 4	F ! 1 2 3 4	G ! 1 2 3 4

When you feel confident doing these exercises above, play them again counting (one) two. That is, instead of using a four four time, you'll use a two four time.

First, play it strumming once in each chord. Afterwards try it again strumming One down and One up. Be careful because you will have to play another chord in the second beat in some occasions.

1	G	G	D	D
	!	!	!	!
	1 2	1 2	1 2	1 2
2	G	G C	G	G
	!	! !	!	!
	1 2	1 2	1 2	1 2
3	D	G D		
	!	! !		
	1 2	1 2		
4	G	G C	G	G C
	!	! !	!	! !
	1 2	1 2	1 2	1 2
5	G	G F	G	G
	!	! !	!	!
	1 2	1 2	1 2	1 2

These are the chords used in the song, Flower of Scotland

verse: G G D D G G (C) G G D G (D)	chorus: G G (C) G G (C) G G (F) G G
---	---

Use these patterns if you need them. You should add more sentences in order to express your opinion.

ENGLISH PATTERN (difficulties)	ENGLISH PATTERN (easiness)
<p>I'm stuck with this chord My fingers hurt I have problems with my left hand How can I change this chord quickly I can't play this chord This is really difficult I can change C easily but I can't change F </p>	<p>I really like this piece This is very easy Can I play something more difficult? I would like to have the chords of this song, could you get them for me? Can I help my partner? </p>

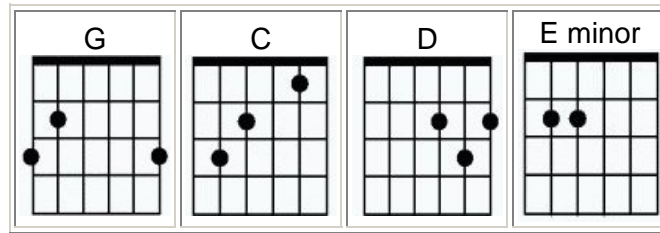
Now you can go to Unit 5, Lesson 1.

UNIT 6 LET'S GO TO PRACTISE

LESSON THREE: G-C-D-E minor

The Massacre of Glencoe
by Jim McLean

In this Unit you are going to practise some chords with guitar in order to get the skills to play some Scottish songs.



Practise these exercises: Strum each chord once and count one, two, three, four,

1	G ! 1 2 3 4	G ! 1 2 3 4	C ! 1 2 3 4	G ! 1 2 3 4
2	G ! 1 2 3 4	G ! 1 2 3 4	D ! 1 2 3 4	D ! 1 2 3 4
3	G ! 1 2 3 4	G ! 1 2 3 4	C ! 1 2 3 4	G ! 1 2 3 4
4	C ! 1 2 3 4	D ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4
5	G ! 1 2 3 4	D ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4
6	D ! 1 2 3 4	D ! 1 2 3 4	G ! 1 2 3 4	D ! 1 2 3 4
7	G ! 1 2 3 4	D ! 1 2 3 4	G ! 1 2 3 4	em ! 1 2 3 4
8	C ! 1 2 3 4	D ! 1 2 3 4	G ! 1 2 3 4	G ! 1 2 3 4

When you feel confident doing these exercises above, play them again counting one, two, three. That is, instead of using a four four time, you'll use a three four time.

First, you can strum once in each chord. Afterwards try it again strumming One down and One up in the third beat.

Box 2

1	G ! i 1 2 3	G ! i 1 2 3	C ! i 1 2 3	G ! i 1 2 3
2	G ! 1 2 3	G ! 1 2 3	D ! 1 2 3	D ! 1 2 3
3	G ! 1 2 3	G ! 1 2 3	C ! 1 2 3	G ! 1 2 3
4	C ! 1 2 3	D ! 1 2 3	G ! 1 2 3	G ! 1 2 3
5	G ! 1 2 3	D ! 1 2 3	G ! 1 2 3	G ! 1 2 3
6	D ! 1 2 3	D ! 1 2 3	G ! 1 2 3	D ! 1 2 3
7	G ! 1 2 3	D ! 1 2 3	G ! 1 2 3	em ! 1 2 3
8	C ! 1 2 3	D ! 1 2 3	G ! 1 2 3	G ! 1 2 3

These are the chords used in: Flower of Scotland

chorus: G G C G, G G D D G G C G, C D G G	verse: G D G G, D D G D G D G e, C D G G
---	--

Use these patterns if you need them. You should add more sentences in order to express your opinion.

ENGLISH PATTERN (difficulties)	ENGLISH PATTERN (easiness)
<p>I'm stuck with this chord My fingers hurt I have problems with my left hand How can I change this chord quickly I can't play this chord This is really difficult I can change C easily but I can't change F </p>	<p>I really like this piece This is very easy Can I play something more difficult? I would like to have the chords of this song, could you get them for me? Can I help my partner? </p>

Now you can go to Unit 5, Lesson 2.

UNIT 6

LET'S GO TO PRACTISE

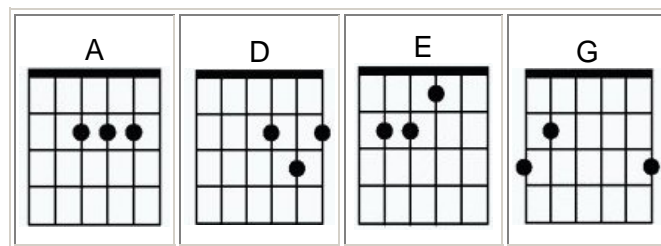
LESSON FOUR: A, D, G

Mull of Kintyre
by Paul McCartney

In this Unit you are going to practise some chords with guitar in order to get the skills to play some Scottish songs.

In Unit 1, Lesson Three you will learn about chords.

The chords you are going to practise in this lesson are these below:



Practise these exercises: Strum each chord once and count one, two, and three

1	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
	Chorus			
2	A 1 2 3	A 1 2 3	D 1 2 3	D 1 2 3
3	A 1 2 3	A 1 2 3	D 1 2 3	D 1 2 3
4	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
	Verse 1			
5	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
6	D 1 2 3	D 1 2 3	A 1 2 3	A 1 2 3
7	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
8	D 1 2 3	D 1 2 3	E 1 2 3	A 1 2 3
	Chorus			

9	A 1 2 3	A 1 2 3	D 1 2 3	D 1 2 3
10	A 1 2 3	A 1 2 3	D 1 2 3	D 1 2 3
11	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
Interlude				
12	D 1 2 3	D 1 2 3	G 1 2 3	G 1 2 3
13	D 1 2 3	D 1 2 3	G 1 2 3	G 1 2 3
14	D 1 2 3	D 1 2 3	D 1 2 3	D 1 2 3
Verse 3				
15	D 1 2 3	D 1 2 3	D 1 2 3	D 1 2 3
16	G 1 2 3	G 1 2 3	D 1 2 3	D 1 2 3
17	D 1 2 3	D 1 2 3	D 1 2 3	D 1 2 3
18	G 1 2 3	G 1 2 3	A 1 2 3	D 1 2 3
Chorus				
19	D 1 2 3	D 1 2 3	G 1 2 3	G 1 2 3
20	D 1 2 3	D 1 2 3	G 1 2 3	G 1 2 3
21	D 1 2 3	D 1 2 3	D 1 2 3	D 1 2 3
Interlude				
22	D 1 2 3	D 1 2 3	A 1 2 3	A 1 2 3
23	D 1 2 3	D 1 2 3	A 1 2 3	A 1 2 3
Verse 4				
24	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
25	D 1 2 3	D 1 2 3	A 1 2 3	A 1 2 3
26	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
27	D 1 2 3	D 1 2 3	E 1 2 3	A 1 2 3

	Chorus			
28	A 1 2 3	A 1 2 3	D 1 2 3	D 1 2 3
29	A 1 2 3	A 1 2 3	D 1 2 3	D 1 2 3
30	A 1 2 3	A 1 2 3	A 1 2 3	A 1 2 3
	Chorus			
31	D 1 2 3	D 1 2 3	G 1 2 3	G 1 2 3
32	D 1 2 3	D 1 2 3	G 1 2 3	G 1 2 3
33	D 1 2 3	D 1 2 3	D 1 2 3	D 1 2 3
	Coda			
34	D 1 2 3	D 1 2 3	A 1 2 3	A 1 2 3
35	D 1 2 3	D 1 2 3	A 1 2 3	A 1 2 3

Afterwards, follow the teacher's instructions

UNIT 6

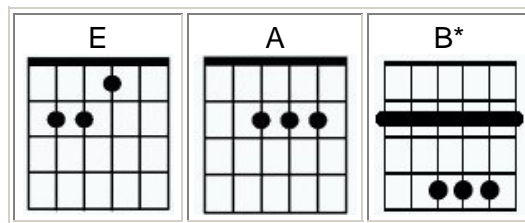
LET'S GO TO PRACTISE

LESSON FIVE: E-A-B

I'm Gonna Be
By The Proclaimers

In this Unit you are going to practise some chords with guitar in order to get the skills to play some Scottish songs.

In Unit 1, Lesson 3 you will learn about chords.



* To create a barre, place your index finger across the strings as is shown

Practise these exercises: Strum each chord once and count one, two, three, four,

Box 1

1	E !	E !	E !	E !
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2	A !	A !	A !	A !
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3	B !	B !	B !	B !
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Box 2

1	E	E	A	B	E
	!	!	!	!	!
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2	E	E	A	B	E
	!	!	!	!	!
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3	E	E	A	B	E
	!	!	!	!	!
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4	E	E	A	B	E
	!	!	!	!	!
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5	E	E	A	B	
	!	!	!	!	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
6	E	E	A	B	
	!	!	!	!	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
7	E	E	A	B	
	!	!	!	!	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
8	E	E	A	B	
	!	!	!	!	
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	

When you feel confident doing these exercises above, play them again counting one, two, three. That is, instead of using a four four time, you'll use a three four time.

Try to play this chord progression below, it belongs a song called: I'm Gonna Be
First, play it strumming once in each chord. Afterwards try it again strumming One Down and Two ups.

These are the chords used in this song

verse	chorus
E A B E	E E A B
E A B E	E E A B

Use these patterns if you need them. You should add more sentences in order to express your opinion.

ENGLISH PATTERN (difficulties)	ENGLISH PATTERN (easiness)
<p>I'm stuck with this chord My fingers hurt I have problems with my left hand How can I change this chord quickly I can't play this chord This is really difficult I can change C easily but I can't change F </p>	<p>I really like this piece This is very easy Can I play something more difficult? I would like to have the chords of this song, could you get them for me? Can I help my partner? </p>

Now you can go to Unit 5, Lesson Four.