



# POWERFUL MUSIC



Scan to review worksheet

Expemo code:  
1DHN-H258-PRBR



## 1

### Warm up

In pairs, discuss the following questions.

1. What is your favourite type of music to listen to?
2. Do you listen to different music in different situations? If so, what do you listen to?
3. Do you listen to classical music? Why/why not?





## 2 Music vocabulary

Match the vocabulary to the definitions.

- |                               |  |
|-------------------------------|--|
| 1. <u>symphony</u> (n)        | a. an idea or phrase that is repeated and advanced throughout a piece of music   |
| 2. <u>instrumentation</u> (n) | b. a very large wind instrument that produces very low notes   |
| 3. <u>melody</u> (n)          | c. a short, loud piece of music that signals the arrival of an important person or the start of a significant event                              |
| 4. <u>motif</u> (n)           | d. a piece of written music  |
| 5. <u>flourish</u> (n)        | e. a wind instrument that plays high notes   |
| 6. <u>piccolo</u> (n)         | f. the manner in which a piece of music is written for particular set of instruments   |
| 7. <u>contrabassoon</u> (n)   | g. a piece of music, generally divided into three or four parts, which is written for either one instrument and a piano, or one instrument alone |
| 8. <u>composition</u> (n)     | h. the main tune in a piece of music, particularly when it's written for several instruments or different voices                                 |
| 9. <u>sonata</u> (n)          | i. a complex and long piece of music for a large orchestra which is divided into three or four main parts.                                       |

## 3 Focus on vocabulary

Complete the following vocabulary with the missing vowels (a,e,i,o,u).

1. \_ n \_ \_ sp \_ c \_ \_ \_ s (adj.) - giving a negative indication about what the future holds
2. p \_ rs \_ st (v) - keep going even when it is difficult to do so
3. f \_ rm \_ d \_ bl \_ (adj.) - inspiring fear or admiration because it seems difficult
4. \_ v \_ r \_ rch \_ ng (adj.) - very significant because it includes a range of things
5. r \_ m \_ nt \_ c \_ sm (n) - a style of art in the late 18th and early 19th century which put emphasis on feelings, imagination and being at one with nature
6. s \_ mbr \_ (adj.) - having a serious and sad tone
7. \_ m \_ n \_ \_ s (adj.) - indicating something negative will happen in the future
8. \_ ng \_ \_ sh (n) - extreme physical or mental pain creating difficulty and unhappiness



## 4

**Watching for details**

Watch the video and answer the following questions.

1. What two names, formal and informal, are given to the piece of music in the video? \_\_\_\_\_
2. In which city was it first played? \_\_\_\_\_
3. In which year was it first played? \_\_\_\_\_
4. In which year did Beethoven die? \_\_\_\_\_

## 5

**Understanding the video**

**Part A: Choose the correct answer for each of the following questions.**

1. What was the problem at the premiere?
  - a. there wasn't enough light for the orchestra to see the music
  - b. the orchestra hadn't practised enough
  - c. it was too cold, so there was a small audience
2. Who or what did Beethoven mostly write music for?
  - a. music publishers
  - b. religious occasions
  - c. private events for the wealthy
3. What does it mean when it says that Beethoven 'followed in the footsteps' of Mozart and Haydn?
  - a. he was just as popular as those composers
  - b. he had a similar career to those composers
  - c. his style was influenced by those composers
4. What did Beethoven's new piece of music contain that others hadn't?
  - a. a new style of sonata
  - b. an interesting melody
  - c. a distinctive motif



- 5. What instruments did Beethoven use for the piece that hadn't been used in music of this kind before?
  - a. drums
  - b. trombones
  - c. guitars
  
- 6. How did Beethoven create an emotional journey in the piece?
  - a. by building from a C minor note to a C major note
  - b. by building from a B minor note to a B major note
  - c. by going from C major to C minor across the piece
  
- 7. What did Beethoven lose while writing this piece?
  - a. his wife
  - b. his hearing
  - c. his house

**Part B: Answer the following questions in your own words.**

- 1. Why did a biographer call the motif in the composition the 'fate motif'?

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- 2. Who were 'the Allies'?

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- 3. Why did they play it when they were victorious?

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## 6 Scanning for synonyms

Find vocabulary in the article on page six which has the same meaning as the following synonyms.

1. \_\_\_\_\_ unequalled (adj., para. A)
2. \_\_\_\_\_ calming (adj., para. A)
3. \_\_\_\_\_ quieten (v, para. A)
4. \_\_\_\_\_ tranquilise (v, para. A)
5. \_\_\_\_\_ scale (n, para. B)
6. \_\_\_\_\_ energise (v, para. B)
7. \_\_\_\_\_ powerful (adj., para. C)



## 7 Reading for gist

Read the following sentences and match them to gaps 1 - 6 in the article on page six. There are more sentences than gaps.

1. There's also evidence linking music to improved memory.
2. They exist because it works.
3. Music also has strong links with our ability to learn.
4. The effect of this can be seen in genres such as Gangsta Rap and Death Metal.
5. So wherever you are, let the music move you.
6. Studies have shown that an increase in the beats per minute (BPM) can directly increase the heart rate, making physical activity more likely.
7. Prolonged periods of listening have been shown to reduce the symptoms of certain diseases.
8. Should you doubt this, try watching any film with the sound off.



## Fast and slow

### The power of music

- A. The power of music over the way in which we experience the world is unparalleled. If you've ever entered a plane or annoyingly been kept on hold for longer than you thought was necessary, you may have been aware of the calming music aimed at trying to bring your mind to a peaceful place. This tactic is also used to good effect in any spa you may enter, the gentle music forming a key part of the soothing experience. We're exposed to the effects of relaxing music early on, with all cultures having their own rhymes and songs to placate tired and upset babies. \_\_\_\_\_<sup>1</sup> Studies have also been done on the effects of music during medical operations, with the results showing that the amount of drugs required to sedate a patient was lowered when they were exposed to certain types of gentle music.
- B. At the other end of the spectrum, music can motivate and invigorate too. \_\_\_\_\_<sup>2</sup> You'll be well aware of this if you've ever entered a gym or club and found yourself working out or dancing in time with the music without fully realising it. The rush of adrenaline that high-energy music provides is often used to good effect in film and television to inspire excitement and fear. Affecting us on a deeper level which we might not even be aware of, music has the power to draw us into the world and the emotions of the characters and experience the film in a more sensory way. \_\_\_\_\_<sup>3</sup> The chances that you will enjoy it in the same way are slim.
- C. \_\_\_\_\_<sup>4</sup> When we hear music, particularly that which is new to us, our whole brain is required to process it. With both the left and the right sides working, this enhances our ability to make connections and be creative. Studies conducted on school children showed that if they were studying music, they generally had better verbal skills and a larger vocabulary than those who didn't. \_\_\_\_\_<sup>5</sup> While we've all been transported back in time to a special place or remembered a long forgotten friend when listening to music, research shows that it can aid patients who have suffered significant memory loss due to accidents or illness. From education to medicine to therapy, music has been shown to be influential in the way we interact with, and experience the world. \_\_\_\_\_<sup>6</sup>

Sources: *Very Well Health, Science Direct, HUM Nutrition Blog, UK Essays*

## 8

### Reading comprehension

Read the article on page six and decide which paragraphs A - C the following ideas are mentioned.

1. The effect of music on the intelligence of school pupils. \_\_\_\_\_
2. The way in which music can be used during surgery. \_\_\_\_\_
3. The way music stimulates our brains. \_\_\_\_\_
4. The way in which the experience of a film is enhanced with music. \_\_\_\_\_
5. The calming effect of music in potentially stressful situations. \_\_\_\_\_
6. The ability of music to help our mental recall. \_\_\_\_\_
7. The way an increase in beats in a piece of music affects our heartbeat. \_\_\_\_\_



9

## Talking point

In pairs, discuss the following questions.

1. What did you learn about Beethoven's 5th that you didn't know about before?
2. What memories do you have that are particularly connected to a certain song or piece of music?
3. Can you play an instrument? If yes, why did you choose to learn that particular instrument? If not, why did you choose not to learn an instrument?
4. In what situation has music had a definite effect on your mood?

10

## Extended activity/Homework

Choose four of your favourite songs that are meaningful to you in some way. Then write about why they are important to you and what they remind you of.

Consider the following questions:

- Which songs would you find it difficult not to have access to?
- Which songs remind you of important events, situations or people in your life?
- What is it about the songs that you like so much?
- How do they affect you on an emotional level?

You should:

- Write at least 250 words.
- Check your grammar, spelling and punctuation.



# Transcripts

## 4. Watching for details

**Narrator:** These eight ferocious notes open one of the most explosive pieces of music ever composed. Ludwig van Beethoven's Symphony Number Five premiered in 1808, on a blisteringly cold Vienna night. The piece was just one small part of a lengthy programme, and the orchestra had been hastily assembled and under-rehearsed. But despite this inauspicious premiere, the symphony quickly won acclaim. One critic likened the piece to "glowing beams of light, piercing through the darkness." This intensity persists throughout the composition, and its dramatic musicality continues to move listeners today. So what exactly makes Beethoven's Fifth so captivating?

**Narrator:** When the symphony premiered, Beethoven already had a formidable reputation. While his peers produced music exclusively for religious functions or private events held by their wealthy patrons, Beethoven was one of the first freelance composers. He made his living composing and selling his music to publishers in multiple countries and showcasing his compositions to an adoring public. This career choice gave him the flexibility to compose for self-expression and Beethoven was always pursuing new ways to translate his powerful emotions into music. At the time, most composers worked within the Classical style, which offered limited options for a piece's overarching structure and instrumentation. Beethoven composed most of his earlier pieces in this tradition, following in the footsteps of role models like Mozart and Haydn.

**Narrator:** But with his Fifth Symphony, he experimented with elements of Romanticism. This blossoming mode of composition was known for its expressive melodies, extended forms and surprising instrumentations. The first movement of Beethoven's Fifth uses a Classical sonata form, in which a central musical idea is explored, developed, and repeated in an altered manner. Within these parameters, he explores a simple idea with incredible depth. A single rhythmic motif serves as the building block for most of the movement: three short notes, followed by a lingering fourth. One of Beethoven's biographers would later call this pattern the "fate motif," because it suggests the figure of fate knocking at the door.

**Narrator:** While it's not clear if Beethoven composed the motif with fate in mind, these notes certainly create a gripping hook. The rhythmic pattern creates forward movement, while the prolonged fourth note signals doom. This motif haunts the symphony, including its accompanying parts and rhythmic flourishes. Beethoven experiments with dozens of variations, playing out across different instruments and pitches. Throughout the piece, this motif is passed around the orchestra like a whisper, gradually reaching more and more instruments until it becomes a roar.



- Narrator:** The motif's inventive repetition is a large part of what makes this piece so memorable, but it's not the only innovation on display. This was the first major orchestral composition to use trombones, and Beethoven also employs a high-pitched piccolo and a low-pitched contrabassoon to give the orchestra a wider range than most classical compositions. Exaggerated musical dynamics further heighten the drama. And harmonically, the piece has a clear emotional arc— beginning in a sombre C minor and ending in a triumphant C major. This progression, from ominous unease to majestic resolution, is a testament to Beethoven's ability to inject raw emotionality into his music.
- Narrator:** He wrote this symphony while battling with hearing loss, and his anguish can be heard in the composition's thunderous and repeating musical phrases. Beethoven continued to compose even after he became completely deaf, producing innovative music until his death in 1827.
- Narrator:** And the Fifth Symphony's central motif has continued to resound through the ages. Outside of concert halls, the piece has become a symbol for suspense, revelation, and triumph. The fate motif sounds out the letter V in Morse code, and during World War II, the Fifth Symphony became a code for victory amongst the Allies. The iconic composition can be found in film scores, and it's even been explored through musical reinterpretations and visual art. But whatever the context, Beethoven's Fifth takes its listeners through a dark world, then guides them into the light.



# Key

## 1. Warm up

5 mins.

This opens the lesson by asking students to reflect on their own taste in music. You may want to extend this section by playing all or part of Beethoven's 5th to them and asking them to tell you what emotions and ideas it creates in their heads. If you do this, you can skip the first question in the Watching for details exercise.

## 2. Music vocabulary

5 mins.

This specifically deals with the vocabulary related to music which is specialised and high-level. You may have to allow students to use a reference, but see what they can do without one first.

1. → i.    2. → f.    3. → h.    4. → a.    5. → c.    6. → e.    7. → b.    8. → d.    9. → g.

## 3. Focus on vocabulary

5 mins.

This focuses on the spelling of some of the higher-level general vocabulary in the video. Again see what they can do without a reference, but allow them to use one later on if needed.

1. inauspicious	2. persist	3. formidable	4. overarching
5. romanticism	6. sombre	7. ominous	8. anguish

## 4. Watching for details

5 mins.

This allows students to watch the video ahead of the main comprehension while listening out for a few basic details.

1. Beethoven's Symphony number five/Beethoven's 5th
2. Vienna
3. 1808
4. 1827

## 5. Understanding the video

10 mins.

Part A

Ask students to attempt the questions after the first viewing, then allow them to watch it again to check their answers if needed.

1. b.    2. a.    3. c.    4. c.    5. b.    6. a.    7. b.

Part B

1. Because it was like fate itself was knocking on the door and reminding you that it was inescapable.



2. The nations who fought against Germany and the Axis powers in World Wars I and II.
3. Because the fate motif sounds out the letter 'V' in Morse Code, which stood for Victory.

## 6. Scanning for synonyms

5 mins.

Ask students to scan for the synonyms which will help them with comprehension of the article.

1. unparalleled
2. soothing
3. placate
4. sedate
5. spectrum
6. invigorate
7. influential

## 7. Reading for gist

5 mins.

You may want to set a time limit on this task to encourage skim reading rather than reading in detail.

1. They exist because it works.
2. Studies have shown that an increase in the beats per minute (BPM) can directly increase the heart rate, making physical activity more likely.
3. Should you doubt this, try watching any film with the sound off.
4. Music also has strong links with our ability to learn.
5. There's also evidence linking music to improved memory.
6. So wherever you are, let the music move you.

Sources:

[www.verywellhealth.com/using-music-in-alzheimers-disease-97624](http://www.verywellhealth.com/using-music-in-alzheimers-disease-97624)

"Implementation of Music as an Anesthetic Adjunct During Monitored Anesthesia Care" ScienceDirect

[www.humnutrition.com/blog/benefits-of-listening-to-music/](http://www.humnutrition.com/blog/benefits-of-listening-to-music/)

[www.ukessays.com/essays/music/the-power-of-music.php](http://www.ukessays.com/essays/music/the-power-of-music.php)

## 8. Reading comprehension

10 mins.

Ask students to read more carefully and to identify which ideas are contained in which paragraphs in the article.

1. Paragraph C
2. Paragraph A
3. Paragraph C
4. Paragraph B
5. Paragraph A
6. Paragraph C
7. Paragraph B

## 9. Talking point

10 mins.

Ask students to discuss the following questions in pairs or small groups. Circulate and help as needed.

## 10. Extended activity/Homework

40 mins+.

This is an activity for students to consider their own relationship with music and to be able to express what is important to them. Ask them to plan, write and edit their writing using the questions to help them think of ideas. Be sure to give them feedback on their work.