

AXE 1

UNIT 2

SHORT CUT

IRELAND: THE LAND OF MUSIC

How has Irish music helped to create a strong national identity?



YOUR PROJECT

Write your own Irish song or a poem, to take part in the "Takin' the Mic" Open Mic Night in Dublin.
Dare to perform it! 🎤

Au menu de cette unité :

DÉCOUVERTES CULTURELLES

- ♣ Les événements historiques majeurs qui ont influencé la musique irlandaise
- ♣ La harpe, symbole de résistance
- ♣ Les chansons traditionnelles irlandaises et les protest songs

OUTIL LINGUISTIQUE

- ♣ La prosodie

BEFORE CLASS!

Flash to watch!

Watch the video.

Be ready to talk about it in class!



VIDEO N°04



① Travelling for Music

Does music promote Ireland on a global stage?

1 What is Ireland famous for?

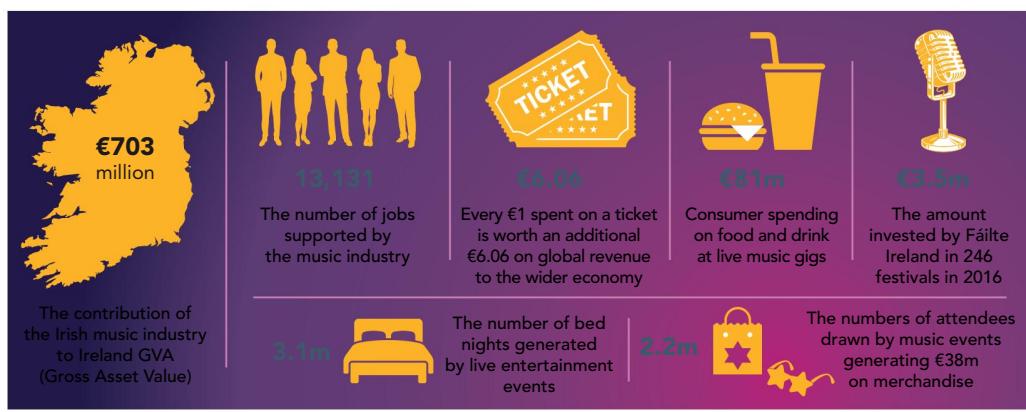
A. Brainstorm. What is the first thing that comes to mind when you hear the word "Ireland"? What is Ireland famous for?

B. Read the text on **Worksheet n°05** and sum up what you have learnt about the origins of Irish music (people, countries, period, evolution...).

2 Facts and figures

A. Pairwork. Read the infographic. How much can you remember? Close your book and test your classmate.

B. What does it show about Irish people and tourism in Ireland?



3 Teens and traditional music

A. Watch the video and focus on the places, the event and the people (age, instruments, feelings).

B. Go further. Imagine what motivates these Irish musicians to play their traditional Irish music overseas.



YOUR TURN! 4 Pick a quote!

Pairwork.

- Pupil A is the editor of an English textbook.

- Pupil B is the author.

Read the quotes and discuss together which of these quotes best sums up the page. Justify.

"The greatest achievement of the Irish people is their music. It tells their history, climate and character."

Thomas Davis, Irish philosopher (1814-1845)

"Music is part of our national identity, our psyche, our way of life. It surrounds us wherever we go. [...] As a Nation, we are proud of our musical talent, which is intrinsic to the perception of Ireland and of Irish culture on the world stage."

Eleanor McEvoy, Irish singer

2 Irish History Through Songs

Can music help to reclaim history and define a nation's identity?

1 The harp, a symbol of resistance

A. Observe the illustration: what symbolic elements can you see?

Imagine why the harp was considered a symbol of resistance.

B. Read the text and check your hypotheses. Then, explain what the harp symbolised for the English. Is it still the case today?

The Irish Harp is the oldest of the Irish instruments. A symbol of Irish identity: it appears on Irish coins and flag. Until the 16th century, harpists enjoyed quite a privileged position in Irish society. The ruling chieftains employed them under a patronage system to compose and perform music.

However the English had a dislike for the harpists. At the time efforts had been made to anglicise Ireland, the harpists were seen as 'keepers of the tradition'. So in 1571 Queen Elizabeth I issued a decree to "hang the harpers and burn their instruments". This, coupled with the 1607 "Flight of the Earls" where the last of the Irish chieftains fled to Europe, dealt a serious blow to the harpists. The skill went into decline for some time afterwards.

Alison Hughes,

, 3 March 2016



2 "The Wind that Shakes the Barley"

A. Look at the still below. Guess who these people are and what is going to happen.

B. Watch the video and check your guesses.

C. Read the Cultural fact. Guess what the song may symbolise.

D. Listen to the first verse (sung by Loreena McKennitt) MP3 n°

What kind of song do you think it is?

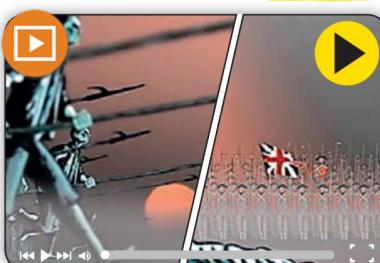
E. Read the song lyrics. Explain the historical context and what the barley symbolises.

F. Groupwork. Each group works on one topic: the story, the character's feelings, the representation of Ireland. Share your findings with the class.

VIDEO N°06

Cultural fact

The Irish Rebellion of 1798 was an uprising against British Rule in Ireland. Even though it failed, it paved the way for more rebellions such as the Easter Rising (1916) and the Irish Civil War (1922-1923).



I sat within a valley green,
I sat there with my true love,
My sad heart strove¹ the two between,
The old love and the new love,



⁵ The old for her, the new that made

Me think of Ireland dearly,
While soft the wind blew down the glade²
And shook the golden barley.

Twas hard the woeful³ words to frame⁴

¹⁰ To break the ties that bound us

Twas harder still to bear the shame
Of foreign chains around us
And so I said, "The mountain glen⁵
I'll seek next morning early

¹⁵ And join the brave United Men!"

While soft winds shook the barley.
While sad I kissed away her tears,
My fond arms 'round her flinging,
The foeman's⁶ shot burst on our ears,

²⁰ From out the wildwood ringing,

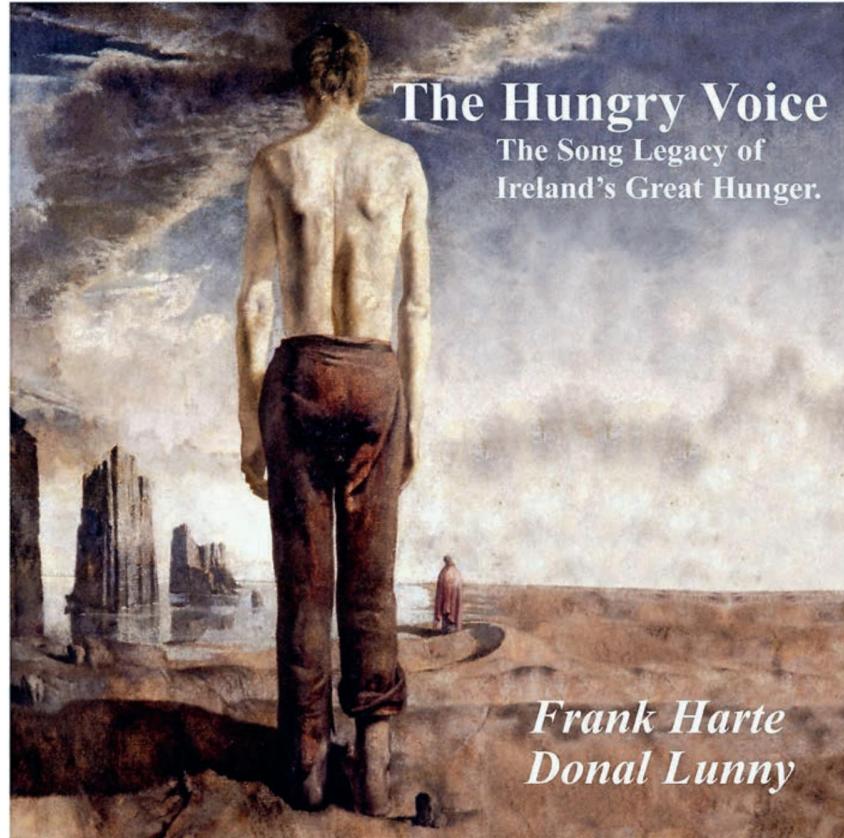
A bullet pierced my true love's side,
In life's young spring so early,
And on my breast in blood she died
While soft winds shook the barley.

¹ fight • ² an open space in a forest • ³ dreadful •

⁴ say • ⁵ a small, narrow valley • ⁶ enemy

3 The Hungry Voice

- A.** Observe the CD cover and describe it (title, colours, representation, message).
- B.** Read the text. Why did Declan O'Rourke record an album about famine? Why do such songs have a "contemporary resonance" (l. 13)?
- C. Go further.** Say what Frank Harte means when he says "*Those in power write the history, while those who suffer write the songs.*" (l. 6). Can you think of other examples that illustrate this quote?
- D. At home.** Go on the Internet and listen to *Along the Western Seaboard* by Declan O'Rourke. Share your impressions with the class. Can songs help to keep history alive?



HELP!

Nouns

- ballad = sentimental song
- lament: *complainte*
- silhouette
- desolation
- loneliness
- death
- shading off: *dégradé*

Adjectives

- melancholic
- depressed
- bare-chested: *torse nu*
- skeletal
- doomed: *condamné(e)*
- deserted /dɪ'zɜ:tɪd/

Verbs & expressions

- starve to death
- leave one's land
- emigrate

"There are very few songs about the famine¹ anyway. Musically, I think it was skipped over." [...]

O'Rourke just kept reading and reading. About 25 books. And the more he read, the more he came to the understanding that, as the late Dublin singer and song collector Frank Harte said: "Those in power write the history, while those who suffer write the songs."

"History books are full of academic renderings of the information and I wanted [my work] to be personal accounts," he says. "That's the kind of thing I was searching for, and that was the stuff that there was the least amount of in the books I read."

One of the most striking aspects of listening to these deeply lyrical songs of loss, of longing and of forced exile is their contemporary resonance.

[...]

¹ The Irish Potato Famine (1845–1852): a fungus destroyed the plantations and caused numerous deaths due to starvation and disease (almost 2 million). The number of Irish who emigrated to the United States during the famine may have reached 2 million.

Siobhan Long, *The Irish Times*, 30 October 2017

Rebellious Songs?

How do modern Irish artists use their cultural heritage to protest?

1 Writing “Sunday Bloody Sunday”

VIDEO N°07

- A. What do you know about *Sunday Bloody Sunday* and Irish rock band U2?
- B. Read the *Cultural fact* on [Worksheet n°06](#) and explain the historical context in which the song was written.
- C. Watch the video. What does Bono say about the song?
- D. Read the lyrics on the next page. Focus on the repetitions, the images used and the feelings conveyed. What is the message?

HELP!

- anthem: hymne
- committed
- peaceful = non-violent
- be appalled /ə'pɔ:lɪd/ = be shocked by
- protest = demonstrate = march
- retaliate = counter-attack



2 The Cranberries and “Zombie”

- A. What do you know about the song *Zombie*?
- B. Read the interview of Dolores O’Riordan and focus on the historical events, the singer’s feelings and her inspiration.
- C. Go on the Internet and listen to the song. What is the song’s meaning? Do you think the title *Zombie* is representative of the message?



The ferocity of the song made sense: O’Riordan was singing about the violence happening in Northern Ireland that was making constant headlines. On March 20, 1993, a bomb was planted in a trash bin in Warrington city centre by Irish republicans. It exploded, killing 12-year-old Tim Parry, three-year-old Jonathan Ball, and injuring dozens of people. The attack

appalled the UK, Ireland and O’Riordan.
“I remember at the time there were a lot of bombs going

- ¹⁵ off in London and the Troubles were pretty bad,” she told Team Rock. “I remember being on tour and being in the UK at the time when the child died, and just being really sad about it all. These bombs are going off in random places. It could have been anyone, you know?” [...]
- ²⁰ O’Riordan wrote “Zombie” alone in her apartment in between tours rather than a collaborative effort. The song was originally written on acoustic guitar, but then it was translated onto an electric guitar as it became a pure rock track.
- ²⁵ Of the track, O’Riordan said, “That was the most aggressive song we’d written.”

Ilana Kaplan, *The Independent*, 15 January 2018

YOUR TURN! 3 Historian talks about Irish Music

- A. Listen to Mick Maloney and focus on: topics of the songs, countries, people and influence [MP3 n°04](#).
- B. Recap what you have learnt in your own words.
- C. Go further. Browse through the unit and choose a document that supports Mick Maloney’s point of view.



YOUR PROJECT

Write a short song or a poem to participate in “Open Mic Night” in Dublin. It can celebrate the country, its history or famous people! Choose your topic, find inspiration and rehearse!

LANGUAGE LAB



- Unit's vocabulary
- Audio words
- MP3

OPEN YOUR EARS!

SHOW TIME

Lisez les paroles tout en écoutant la chanson sur Internet. Entraînez-vous à la chanter en faisant attention à l'intonation et aux contractions.

I can't believe the news today
 Oh, I can't close my eyes
 And make it go away
 How long?
 How long must we sing this song?
 How long, how long?
 'Cause tonight, we can be as one tonight
 Broken bottles under children's feet
 Bodies strewn across the dead end street
 But I won't heed the battle call
 It puts my back up
 Puts my back up against the wall
 Sunday, Bloody Sunday
 Sunday, Bloody Sunday
 Sunday, Bloody Sunday, Sunday, Bloody Sunday
 And the battle's just begun
 There's many lost, but tell me who has won
 The trench is dug within our hearts
 And mothers, children, brothers, sisters torn apart
 Chorus
 How long?
 How long must we sing this song?
 How long, how long?
 'Cause tonight, we can be as one
 Tonight, tonight
 Sunday, Bloody...

PHONOLOGY

La prononciation de « u » et « o »

MP3 n°05



- Écoutez les mots suivants et classez-les dans le tableau en fonction de leur prononciation. Puis, entraînez-vous à les répéter.
- must • under • Sunday • dug • loot (butin) • room • book • foot • bloody • song • bodies • across • lost • bottles • one • mother • brother

/ʌ/ begun	/u:/ food	/o/ song	/ʊ/ look
...

TRAVEL WITH ACCENTS!

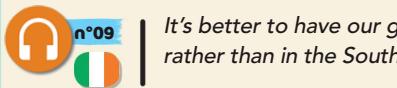
L'accent irlandais est souvent perçu comme étant plus proche de l'accent américain que de l'accent britannique.

1. Écoutez ces mots. Quelles sont les particularités de l'accent irlandais ?

a bargain • a bar • the thorn • better



2. Écoutez cet énoncé pour vérifier vos hypothèses.



It's better to have our gig in Dublin rather than in the South of the country.

3. Récapitulons.

- En anglais irlandais, tous les *r* sont prononcés, comme en anglais américain (devant les consonnes et à la fin des mots).
- Les *th* sont souvent prononcés [t] ou [d] au lieu de /θ/ et /ð/.

AUDIO MYSTERY

Listen to the audio recording. What is the name of the artist?

MP3 n°10

