

THE PHOTOCOPIABLE RESOURCE Series

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Traditional Folk Songs

15 folk songs from Britain and Ireland
to liven up your lessons





with **CD-ROM / Audio CD**



1 Scarborough Fair



Track 01

CLIL content	History: Mediaeval fairs Botany: The uses of herbs
Vocabulary	mediaeval fairs; botany; agriculture
Levels	Lesson 1: C1 Lesson 2: C1 Lesson 3: B1
Language structures	imperatives
Language functions	telling people what to do asking and answering riddles
Time	Lesson 1: 30 minutes Lesson 2: 40 minutes Lesson 3: 20 minutes
Preparation	Perhaps bring with you a range of herbs, fresh or dried, for Lesson 1, Step 6.

Lesson 1

- 1 Tell students that they are going to listen to a very old and very famous English traditional folk song called *Scarborough Fair*. Elicit any information anyone can tell the class about Scarborough (e.g. where it is, or what kind of place it is).
- 2 Next, ask students to tell you what they know about fairs – what they are, what happens at them, and so on.
- 3 Give out Worksheet 1.1 (CLIL: History: Mediaeval fairs) and ask students to do Task 1 with a partner. Elicit meanings from the whole class.

Answers

<i>fair:</i>	a large market held on a special occasion
<i>market:</i>	a place where people buy and sell things
<i>trader:</i>	a person who sells things at a market
<i>merchant:</i>	a businessman
<i>stall:</i>	the wooden table where the trader sells their products
<i>seaside:</i>	by the side of the sea
<i>port:</i>	a protected place where boats come to deliver things
<i>holy:</i>	religious
<i>mediaeval:</i>	from the Middle Ages (approx 500–1450 CE)
<i>strategic:</i>	in a very good position
<i>royal:</i>	connected to the king or queen
<i>ruin:</i>	an old building which has partly fallen down

- 4 Ask students to read the text and answer the questions in Task 2 individually, then check with a partner. Elicit answers from the whole class.

Answers

- a) On the NE coast of England, in Yorkshire.
- b) No, there isn't.
- c) Because of its position.
- d) No, people from all over Europe went there.
- e) Wool, cloth, pots, animals, weapons, tools.
- f) Because the north was no longer very important for business.

- 5 Ask students to work in groups of four to do Task 3. Ask them to list fairs they know about and places where they are held, and what they are famous for. Elicit and discuss their answers as a class. This activity will vary, depending on whether you are teaching a monolingual class from the same area of one country, or a multilingual group from several countries.
- 6 Ask students what they know about herbs – what they are and what they are used for (aromatic plants, largely used in healing and cooking). You might like to show the students your samples of herbs.
- 7 Give out Worksheet 1.2 (CLIL: Botany: Herbs and their uses) and ask students to read the text, look at the pictures and answer Task 1. Discuss the information with them.

Answers

- Parsley: the most commonly used herb, flat green leaves; used fresh or dried in all kinds of soups and stews; often as decoration on cold meats and salads.
- Sage: aromatic, grey hairy leaves; particularly used for flavouring meats such as turkey and pork.
- Rosemary: aromatic, spiky green leaves; very often used with roast lamb and rabbit; also good with fish.
- Thyme: aromatic, green leaves; used on pizzas, and with tomatoes; also good with fish and meat.

- 8 Ask students to think about Task 2 individually, and use a bilingual dictionary if they are unsure about the names of any of the herbs. Elicit answers from the class and start a discussion.
- 9 Ask the class to continue the discussion by answering Task 3.

Lesson 2

- 1 Give students Worksheet 1.3 (*Scarborough Fair: Exploring the song*) and ask students to do Task 1 individually, then check their answers with a partner. Elicit answers from the whole class.

Answers

- a) Before 1670.
- b) No, it is English.
- c) Paul Simon is an American contemporary folk musician; Martin Carthy is a British traditional folk musician.
- d) They had a number of hit records.
- e) Simon and Garfunkel performed the song for the soundtrack of the film.

- 2 Give students the song sheet. Ask them to look at Worksheet 1.3 and do Task 2 individually, then check their answers with a partner. If they can't remember what a 'refrain' is, refer them to the introductory activity on p 6. Elicit answers from the whole class.

Answers

- a) - (3) (the speaker, the listener, the true love)
- b) - almost certainly (1) (since the true love is called she)
- c) - (3) (remember me to means 'say hello to')
- d) - (2) (she once was in the past)
- e) - (1) (it's frequently repeated and it plays no actual part in what the speaker is saying)

- 3 Ask students to read all the words of the song and to go through the glossary at the bottom to ensure that they understand it, as these are the most likely unknown words in the song.
- 4 Hand out Worksheet 1.4 and ask students to look at Task 1, then play the recording of the song while they follow the words. Ask them to discuss the meaning of the song in groups of four. Elicit some ideas from the whole class.

Answers

It is about a man asking someone to ask his former lover to perform a series of impossible tasks, so that she will be his true love again.

- 5 Ask students to do Task 2 individually, then check their answers with a partner. Elicit answers from the whole class.

Answers

VERSE	TASK SHE HAS TO PERFORM	HOW SHE HAS TO DO IT
2	<i>Make a cambric shirt</i>	<i>with no seams or needlework</i>
3	<i>Wash the shirt</i>	<i>in a dry well</i>
4	<i>Dry the shirt</i>	<i>on a thorn tree which never had flowers</i>
5	<i>Find an acre of land</i>	<i>between the sea water and the beach</i>
6	a) <i>Plough the land</i> b) <i>Sow the land</i>	a) <i>with a lamb's horn</i> b) <i>with one peppercorn</i>
7	a) <i>Reap the crop</i> b) <i>Beat the crop</i>	a) <i>with a sickle of leather</i> b) <i>with a bunch of heather</i>

- 6 Read the rubric and the examples in Task 3 with the class and make sure they understand how riddles work. Ask them if the examples work in their mother tongue, and if they know any riddles they can translate into English. If you share a mother tongue with your students you can discuss this in depth.
- 7 Task 4: ask the class to discuss the riddles in the song with you.

Answers

The tasks are all impossible, in the same way that riddles seem impossible when you first look at them.

- 8 Ask students to discuss the questions in Task 5 with a partner, and offer some suggestions to the class.

Answers

Since all the tasks are impossible it doesn't seem as though he wants to start the relationship again. Perhaps he asks her to do these things in order for her to prove that she really loves him.

- 9 Ask the class to read Task 8 and answer the questions individually.

Answers

He won't have any proof, apart from the cambric shirt made as requested.
Her 'reward' will be that he will become her true love again.
No, there is nothing to lead us to assume that she wants to restart the relationship.

Lesson 3

- 1 Give out Worksheet 1.5 (*Scarborough Fair*: Language work) Ask students to do Task 1 to practise the agricultural language (it will be particularly useful if you do *John Barleycorn* with the class later).

Answers

(b) plough; (c) sow; (d) reap; (e) beat

- 2 Revise the imperative with the class briefly, by eliciting some examples. Play the song again and ask students to follow the words on the song sheet that you gave them in Lesson 2. Ask them to say *Imperative* each time they hear one being used.
- 3 Ask students to do Task 2. Elicit some examples from around the class.
- 4 Ask students to do Task 3, and share their ideas with a partner. Elicit some examples from the class. Ask for comments on them – are they really impossible? Are they interesting examples?
- 5 Give students Worksheet 1.6 (Performers' Corner). Ask the class to answer Task 1 individually.

Answers

a) Led Zeppelin; b) Kiss; c) Slayer

- 6 Ask them to do Task 2 individually, then check their answers with a partner. Elicit answers from the whole class.

Answers

a) Washington, USA; 30 years
b) because it was a concept album (it had a theme or story linking the songs)
c) to make a gentler contrast with their louder, more aggressive music
d) students' own answers

- 7 Hand out Worksheet 1.7 and either show the class one of the YouTube videos of Queensrÿche playing *Scarborough Fair* if you can do this in class, or ask them to watch it at home. Then elicit their opinions of it. They could compare it with versions by some of the other people mentioned in 1, and others they find on YouTube.
- 8 Ask them to discuss Task 2 in a group, and report back to the class.
- 9 Play the song once more to conclude the sequence, and elicit students' answers to the questions in Task 3.

CD-ROM Scarborough Fair

1. Are you go-ing to Scar - bo-rough Fair? Pars-ley, sage, rose -

7 ma-ry and thyme; re - mem - ber me to one who lives there,

14 for once she was a true love of mine.

Chord symbols: Dm, Am, C, Dm, Am, Dm, G, Dm, Dm, Dm, F, F, C, C, Dm, G, C, Dm, Dm.

- | | | | |
|---|---|---|--|
| 1 | Are you going to Scarborough Fair?
Parsley, sage, rosemary and thyme,
Remember me to one who lives there,
For she once was a true love of mine. | 5 | Tell her to find me an ⁸ acre of land,
Parsley, sage, rosemary and thyme,
Between the salt water and the ⁹ sea strand,
And then she'll be a true love of mine. |
| 2 | Tell her to make me a ¹ cambric shirt,
Parsley, sage, rosemary and thyme,
Without ² no ³ seams nor fine needlework,
And then she'll be a true love of mine. | 6 | Tell her to ¹⁰ plough it with a lamb's horn
Parsley, sage, rosemary and thyme,
And sow it all over with one peppercorn,
And then she'll be a true love of mine. |
| 3 | Tell her to wash it in ⁴ yonder dry well,
Parsley, sage, rosemary and thyme,
Where water ⁵ ne'er sprung, nor drop of rain
fell,
And then she'll be a true love of mine. | 7 | Tell her to ¹¹ reap it with a ¹² sickle of leather,
Parsley, sage, rosemary and thyme,
And beat it all out with a bunch of wild
¹³ heather,
And then she'll be a true love of mine. |
| 4 | Tell her to dry it on yonder ⁶ thorn,
Parsley, sage, rosemary and thyme,
Which never bore flowers since ⁷ Adam was
born,
And then she'll be a true love of mine. | 8 | And when she's done and finished her work,
Parsley, sage, rosemary and thyme,
Tell her come to me with my cambric shirt,
And then she'll be a true love of mine. |

¹ **cambric**: fine white linen; ² **no**: (here) any; ³ **seams**: where different pieces of cloth join in clothes; ⁴ **yonder**: the one over there; ⁵ **ne'er**: never; ⁶ **thorn**: tree with thorns; ⁷ **Adam**: the biblical first man; ⁸ **acre**: 4046 square metres; ⁹ **sea strand**: beach; ¹⁰ **plough**: to turn over the earth ready to plant seeds; ¹¹ **reap**: to cut a crop such as wheat; ¹² **sickle**: the tool used to hand-cut a crop; ¹³ **heather**: a purple-flowered plant which grows on British hills

CLIL History: Mediaeval fairs | Worksheet 1.1

1 Look at these words and make sure you understand them. Talk to a partner about their meanings, and use a dictionary if necessary.

fair market trader merchant stall
 seaside port coast castle strategic
 royal ruin



2 Read the text and answer the questions below.

MEDIAEVAL FAIRS

The title of the song you are going to listen to refers to a fair – a large market – which took place in the town of Scarborough, which used to be a very important port and trading centre at a strategic point on the Yorkshire coast. Many mediaeval fairs were originally connected to a religious festival or ‘holy day’ (which became a ‘holiday’).

Scarborough Fair started in the time of King Henry III in 1253, and was open from August 15th until September 29th each year. The town was well positioned to attract local traders as well as international merchants – businesspeople who bought and sold things – from all over the British Isles, and also across the North Sea from Norway, Denmark, the Baltic countries and even further away. They came to buy and sell all kinds of products: woollen cloth (Yorkshire is still famous for its sheep and wool), metal and pottery pots for cooking and eating, farm animals, bows and arrows, farming tools and so

on. It also attracted people who made and sold food, provided entertainment and just went for fun.

But gradually Scarborough Fair declined. After Scotland joined England and there was no threat of attack from Scandinavia, Scarborough became strategically less important, and trade centred on London and south east England; by the late 18th century, Scarborough Fair no longer existed.

Now the word *fair* is most usually applied to a Fun Fair, where you can go to enjoy yourself on roundabouts, big wheels and ghost trains, as well as shooting air guns, throwing darts or throwing balls to knock over coconuts.

- a) Where is Scarborough? _____
- b) Is there a fair there now? _____
- c) Why was it an important town? _____
- d) Did only people from England go to the fair? _____
- e) What did they buy there? _____
- f) Why did Scarborough Fair stop? _____

3 In a group of four, discuss these questions and note your answers. Do you know of any important fairs which took place in the past, or still happen, in your area or your country? Where and when were/are they? What special things did/do people do there?

CLIL Botany: Herbs and their uses | Worksheet 1.2

Read the text, look at the pictures, then answer the questions.

The chorus of *Scarborough Fair* mentions four different herbs. These are special plants which people grow to help those with particular health or other life problems, and because they give special flavours to food. In mediaeval times, these four herbs were believed to protect

people from the plague. They are also often symbolic of different parts of the human character. Parsley is for joy and victory, sage for wisdom and immortality, rosemary for love and fidelity, and thyme for courage and strength.



Parsley (*Petroselinum crispum*)



Sage (*Salvia officinalis*)



Rosemary (*Rosmarinus officinalis*)



Thyme (*Thymus vulgaris*)

1 What do people use these four herbs for now?

- Parsley: _____
- Sage: _____
- Rosemary: _____
- Thyme: _____

2 Does your family use any of these herbs at home, and if so, what for?

dill oregano marjoram basil tarragon

3 Can you name any other herbs that we put into food or make drinks from?

Exploring the song | Worksheet 1.3

1 Read this information about the song *Scarborough Fair*, and answer the questions.

The song you are going to listen to – *Scarborough Fair* – has been sung for hundreds of years. An earlier version of it called *The Elfin Knight* was first mentioned in 1670, but is certainly very much older. The version you are going to hear probably dates from the 19th century. Although it is an English folk song, it was made internationally famous in the 1960s by the American duo Simon and Garfunkel. It was the opening song on their 1966 record *Parsley, Sage, Rosemary and Thyme*, which stayed in the US Billboard Pop Album Chart for an incredible 145 weeks, getting to No 4! Their version of *Scarborough Fair* became even better known when it was used in the 1967 film *The Graduate*, starring Dustin Hoffman, for which the director, Mike Nicholls, won an Oscar. The record of the film soundtrack went to No 1 in the charts in 1968. Paul Simon had spent time in England and learnt the song from traditional music singer/guitarist Martin Carthy. Since then, it has been recorded in many versions and styles by musicians from all over the world.

- a) When was the song called *The Elfin Knight* probably first sung? _____
- b) Is *Scarborough Fair* an American song? _____
- c) Who are Paul Simon and Martin Carthy? _____

- d) How do you know Simon and Garfunkel were successful? _____

- e) How is *Scarborough Fair* connected to the film *The Graduate*? _____

2 Read the first verse of the song and answer the questions.

- a) How many people are involved?
 - 1) one
 - 2) two
 - 3) three.
- b) What sex is the speaker?
 - 1) male
 - 2) female
 - 3) don't know.
- c) What does the speaker want the listener to do to the woman in Scarborough?
 - 1) ask her a question
 - 2) say goodbye to her from him
 - 3) say hello to her from him.
- d) What is the relationship between the speaker and the woman in Scarborough?
 - 1) they are married
 - 2) they were lovers before
 - 3) they are lovers now.
- e) What is *Parsley, sage, rosemary and thyme*?
 - 1) a refrain
 - 2) what the speaker sends to the woman
 - 3) what he wants the listener to buy.

Exploring the song | Worksheet 1.4

- 1 Listen to the whole song and follow the words. What do you think the song is about? Discuss your ideas in a group of four.
- 2 In verses 2–7, the speaker asks the listener to tell the woman in Scarborough to do a series of tasks. Complete the table below with details of the tasks and how she has to do them. The first one is done for you as an example.

Verse	Task she has to perform	How she has to do it
2	<i>Make a cambric shirt</i>	<i>without any seams or needlework</i>
3		<i>in a dry well</i>
4		
5	<i>Find an acre of land</i>	
6	a) b) <i>Sow the land</i>	a) <i>with a lamb's horn</i> b)
7	a) <i>Reap it</i> b)	a) b) <i>with a bunch of heather</i>

- 3 A **riddle** is a kind of interesting problem; it is often a situation which seems to be impossible, and the listener is asked to solve it. Here are two examples:

Question: What gets bigger the more you take away from it?

Answer: A hole.

Explanation: If you take something away from something else, it usually gets smaller, not bigger!! (e.g. *taking away pieces from a cake*)

Question: The more you have of it, the less you see. What is it?

Answer: Darkness.

Explanation: If you have more of something, you usually see it increasingly easily!! (e.g. *if you have more money, you can see it in your wallet*)

Translate these riddles into your mother tongue. Do they still work? Try them on your family and friends. Do you know any riddles in your own language? If so, do they work when you translate them into English?

- 4 *Scarborough Fair* is known as 'a riddle song' because of the type of things which the speaker wants the woman in Scarborough to do. **In what way are all the things she has to do similar to riddles? Write your answer in your notebook.**
- 5 Look very carefully at what the speaker says in verses 2–7. Do you think that he really wants the woman in Scarborough to become his true love again? Why does he ask her to do these things? Explain your answers to a partner.
- 6 Read the last verse again. What will the woman in Scarborough have to do to show the speaker that she has *done and finished her work*? What will she get in return? Do you think what the speaker offers in the last line is something the woman wants?

Language work | Worksheet 1.5

1 Put the verbs in the box into the correct place in the sentences without looking back at the words of the song.

grow	beat	plough	reap	sow
------	------	--------	------	-----

When you want to grow (a) a crop like wheat, the first thing to do is _____ (b) the field. After that, you can _____ (c) the seeds in the ground. The sun and rain then do their work, and over the next months the crop develops until it is time to _____ (d) it. Once it is cut, the workers can _____ (e) the heads to get out the grain, which is the part that we use for food.

2 The song is structured around a set of imperatives, *Tell her to...* Think about some of the imperatives you have used, or heard others (e.g. parents, teachers, friends) use in the past few days, and write them in English

e.g. Meet me at four o'clock, Peter.

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

3 Look back at the impossible tasks which the speaker wanted the woman to do. Try to invent three of your own – they can include modern concepts.

e.g. Tell her to build me a computer that never crashes.

- a) _____
- b) _____
- c) _____

Share your impossible tasks with a partner.

CD-ROM Performers' Corner | Worksheet 1.6

1 Talk to a partner about heavy metal music. Name some groups who play in that style, and say what you think of it. Here are three famous heavy metal bands with their names jumbled – who are they?

a) DEL PLNEPIZE _____

b) ISKS _____

c) REYLAS _____

2 Read about Queensrÿche and answer the questions.

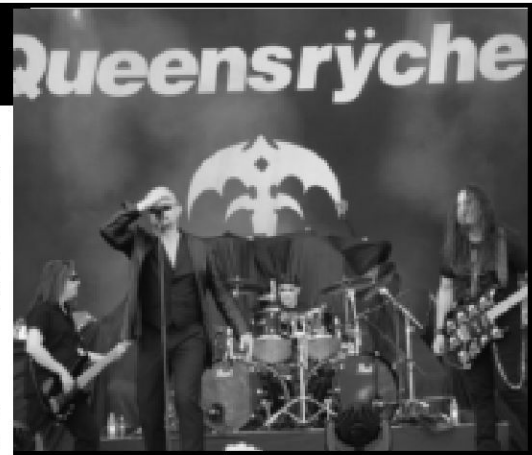
queensrÿche METAL MEETS FOLK

Many heavy metal bands like to show their quieter side, too. The use of quieter and more melodic tunes helps heavy metal bands to make a contrast with their louder rock music. The most popular heavy metal band of all time, Led Zeppelin, used traditional British folk influences in their most famous song *Stairway to Heaven*. Queensrÿche are no exception to this musical trend.

Queensrÿche first got together in 1981 in Bellevue, Washington, USA, with Geoff Tate (vocals, keyboards), Michael Wilton (guitars), Chris DeGarmo (guitars), Eddie Jackson (bass), and Scott Rockenfield (drums). They play an original progressive heavy metal music. Their first album *The Warning* (EMI, 1984) got to No 61 in the US Billboard charts, after which they did their first US tour, opening for *Kiss*. In 1988, their third album *Operation: Mindcare* was a great critical and commercial success. It was a concept album (i.e. telling a story), which has been compared to The Who's classic, *Tommy*.

Their biggest commercial success came in 1990, when *Empire* got to No 7 in the US charts, selling more than 3 million copies. It was this album which contained their version of *Scarborough Fair*, and also their first Top Ten single, *Silent Lucidity*. In 2011 they issued their 12th studio album, *Dedicated to Chaos*.

See their website: www.queensryche.com You can watch and listen to Queensrÿche's version of *Scarborough Fair* on YouTube. There are several versions to watch and hear.



a) Where are Queensrÿche from? How many years have they been together?

b) Why was their third album interesting?

c) Why do heavy metal bands play songs like *Scarborough Fair*?

d) What did you think of their version of *Scarborough Fair*? Talk to a partner about it.

Performers' Corner | Worksheet 1.7

If you want to listen to some other versions of this song, try these:

Martin Carthy (1965) *Martin Carthy*. (Topic)

Simon & Garfunkel (1966) *Parsley, Sage, Rosemary and Thyme* (Columbia)

Pentangle (1993) *One More Road* (Permanent Records)

Sarah Brightman (2000) *La Luna* (Angel Records)

The Imagined Village (2010) *Empire and Love* (Emerson, Corncrake & Constantine)

- 2 There are also versions of *Scarborough Fair* by musicians working in many different styles, for example: My Dying Bride (UK avant-garde doom metal band), Bryn Terfel (Welsh operatic bass-baritone singer), the Gap Mangione Big Band (US jazz/funk pianist and band), Carly Simon (US folk-rock singer/ songwriter), Leaves' Eyes (Norwegian/German gothic metal band), Angelo Branduardi (Italian folk/mystical musician/singer), Al Di Meola (US jazz/fusion/latin guitarist), Scooter (German hard dance/techno/happy hardcore band) and Celtic Woman (UK female vocal group). Some of these performances can be seen on YouTube.

What is it about the song, do you think, which leads so many different musicians to record it?

- 3 **What is your opinion of this song? Do you like the melody? What do you think of the words? Do you know any similar songs from the folk tradition of your own country? Discuss your ideas with others, giving reasons for your opinions.**

