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todos

Country Music: Stories And Memories

NIVEL DE EDUCACIÓN SECUNDARIA / 4.º, 5.º Y 6.º AÑO
LENGUA EXTRANJERA: INGLÉS

Palabras clave: music / listening / speaking / reading / writing



ISEP

Country music: stories and memories Música country: historias y recuerdos



Fuente: Pixabay

Hey, guys! Haven't you ever wondered why music is so important to you? Why is it that sometimes it cheers you up and other times it makes you sad? How many times have you thought about previous experiences when listening to a certain song? Or why do you remember the lyrics of a catchy one?

Music has been a means of communication throughout the history of mankind and has evolved into different genres. Because we know about how paramount music is for people, we have prepared activities which will be related to an important genre: country music.

¡Hola! ¿Se han preguntado alguna vez por qué la música es tan importante?, ¿por qué a veces nos alegra y, otras, nos pone triste? ¿Cuántas veces pensaron en experiencias previas al escuchar una determinada canción? ¿Por qué algunas letras nos resultan pegadizas?

A lo largo de la historia de la humanidad, la música ha sido un medio de comunicación y ha evolucionado en diferentes géneros. Como conocemos su importancia en la vida de las personas, hemos preparado actividades que estarán relacionadas con un género esencial en la música de habla inglesa: la música country.

**Encontrarán la letra de la canción
y las respuestas al final del documento**

:: Parada 1 | This is country music! (Before listening)

- a) Read this short text about the origins of country music and answer the questions below.

This Is Country Music!



Country music is a genre of popular music that takes its roots from genres such as blues and old-time music, and various types of American folk music. Its popularized roots originated in the Southern United States (from Alabama to West Virginia) in the early 1920s. The origins of country music are found in the folk music of working class Americans and/or blue-collar American life. It was played on instruments like acoustic the guitar, the mandolin, the autoharp, the fiddle and the banjo.

In the 20', the Carter Family, became country music stars, and were among the first groups to record commercially produced country music. Their first recordings were made in Bristol, Tennessee. Carter wrote folk songs, and he sang them in harmony with his guitar-playing sister-in-law Maybelle and his wife Sarah.

Another of country music's earliest stars, Jimmie Rodgers, was taught how to play the guitar and sing blues and work chants by African Americans in railroad gangs in which he worked. He also heard old-time music and folk songs and combined all these styles in his own songs. He often used a vocal technique called *yodelling*. Other styles such as *Bluegrass*, *Honky tonk* and *Country Pop* developed in the following decades. In the 70s, Kenny Rogers (the white-bearded country music legend famed for such hits as *The Gambler*) and Dolly Parton (an icon and female trailblazer in country music) became famous.

Country songs tell stories about everyday people, stories to which they can relate. Popular songs usually include metaphors that offer real-world examples. These songs quite frequently use informal, everyday language. It's important to understand that the English register used in these kind of songs would not probably be right in formal writing (for example, the use of "gonna", "wanna", "gotta" or "ain't").

Fuente de la imagen: [Wikipedia](#)

1. Which social class did country music belong to in its very beginning?
2. Which instruments were used to play country music during the 20's?
3. Why did the Carters become famous?
4. Who was Jimmie Rodgers? What kind of music did he sing?
5. Which other styles were developed?
6. Who became famous in the 70s?

b) In the previous text, we mentioned two country music stars: Kenny Rogers and Dolly Parton. Let's listen to one of Roger's most famous songs!



Kenny Rogers, who was born in 1938 and died in 2020, was a very famous country music singer. He shared stage several times with his friend with Dolly Parton. We will deal with one of his biggest hits: *"The Gambler"*.

In this song, the singer tells a story in which a traveller, who is the narrator, meets a gambler, on a train, one night. The gambler tells the traveller that he can see that he is down on his luck ("out of aces") by the look in his eyes and offers him advice in exchange for his last swallow of whisky. After the gambler takes the drink (and a cigarette), he offers some advice, which is actually an extended metaphor of cards as life: "You have to know when to hold them; know when to fold them; know when to walk away, and know when to run..."

Fuente de la imagen: [Wikimedia](#)

:: Parada 2 | The Gambler! (While listening)

Listen to Kenny Rogers' song *The Gambler* and follow the different instructions (a-f). At the end, you will have to answer some questions using the vocabulary you have just learned. Enjoy!

THE GAMBLER – KENNY ROGERS



CLIC AQUÍ PARA VER VIDEO

<https://youtu.be/7hx4gdlfamo>

a) Listen to the first part of the song and fill in the blanks.


On a warm _____'s evenin' on a _____ bound for nowhere,

I met up with the gambler; we were both too tired to _____

So we took turns a starin' out the _____ at the darkness

'Til boredom overtook us, and he began to _____

- b) Listen to the second part of the song and fill the gap with the corresponding picture.

| | | | |
|---|---|--|---|
|  |  |  |  |
| eyes | aces | reading | whiskey |

He said, "Son, I've made my life out of _____ people's faces,
 And knowin' what their cards were by the way they held their _____
 So if you don't mind my sayin', I can see you're out of _____
 For a taste of your _____ I'll give you some advice."

- c) Put the verbs in parentheses into their past tense and then listen the third part of the song to check them out.

So I handed him my bottle and he (drink) _____ down my last swallow.
 Then he bummed a cigarette and (ask) _____ me for a light.
 And the night (get) _____ deathly quiet, and his face (lose) _____
 all expression.
 He (say) _____, "If you're gonna play the game, boy, ya gotta learn to play it right."

- d) In your copybook or in a piece of paper, copy this chart. Listening to the next section of the song, join the first part of the sentences in column A (1-4) with their corresponding parts in column B (a-d).

| A | B |
|---|--------------------------------------|
| 1) You got to know when to hold 'em, | a) and know when to run. |
| 2) Know when to walk away | b) when the dealing's done. |
| 3) You never count your money | c) when you're sittin' at the table. |
| 4) There'll be time enough for countin' | d) know when to fold'em, |

e) Listen to the following part of the song and complete the sentences.

Ev'ry gambler knows that the secret to _____.

Is knowin' what to throw away and knowing what _____.

'Cause ev'ry hand's a winner and ev'ry hand's _____.

And the best that you can hope for is to die _____.

f) Listen to the next section of the song and put the sentences in the correct order (1-4).

| | |
|--|---|
| | And when he'd finished speakin', he turned back towards the window, |
| | And somewhere in the darkness the gambler, he broke even. |
| | But in his final words I found an ace that I could keep. |
| | Crushed out his cigarette and faded off to sleep. |



ZOOM IN

Informal Language

You may have noticed that in this song, informal language is used; for example:

"If you're **gonna** play the game, you **gotta** learn to play it right.

I've made a life out of **readin'** people's faces, **knowin'** what the cards were

You've got to know when to hold **'em**, know when to fold **'em**"

These contractions are short forms of other words that are frequently used in speech in informal, colloquial English, particularly American English (English spoken in North America). You will also see them quotes of direct speech to show their conversational pronunciation.

These informal contractions are not always appropriate; do not use them in a written exam, or in a formal situation.

gonna = going to

"We're gonna (going to) carry on and try and get there before dark."

gotta = have to / must

"Prices are high and our kids gotta (have to) eat."

'em = them

"Let 'em (them) know who's boss."

If you want to read more about this topic, check out these websites.

CLIC AQUÍ

<https://bit.ly/3dJ9ude>

CLIC AQUÍ

<https://bit.ly/2Lq5t1k>

:: Parada 3 | Let's wrap it up! (After listening)

In this station, you will work with personal questions. If there's a special place dedicated to sharing it, you could send your answers or post them.

a) Listen to the song and, this time, pay attention to the story it tells. Then, answer the questions below.

1. What is your favorite card game?
2. Are you afraid of the dark?
3. Is money very important for you? Why? Why not?
4. Order the following items according to your liking: love, money, health, fame.
5. If you had to give a piece of advice to a close friend, what would it be?
6. Is there a similar musical style in our country?, Which one?, Why is it similar to country music?

b) Choose a song in English that you think tells an interesting story, then:

- Read the lyrics, paying attention to its vocabulary.
 - Underline informal vocabulary and words you don't know.
 - Use the dictionary (on line or on paper).
-

Key

I. Lyrics of the song

The Gambler

On a warm summer's eve
On a train bound for nowhere
I met up with the gambler
We were both too tired to sleep
So we took turns a-starin'
Out the window at the darkness
The boredom overtook us,
And he began to speak
He said, "Son, I've made a life
Out of readin' people's faces
Knowin' what the cards were
By the way they held their eyes
So if you don't mind me sayin'
I can see you're out of aces
For a taste of your whiskey
I'll give you some advice"
So I handed him my bottle
And he drank down my last swallow
Then he bummed a cigarette
And asked me for a light
And the night got deathly quiet
And his faced lost all expression
He said, "If you're gonna play the game, boy
You gotta learn to play it right
You've got to know when to hold 'em
Know when to fold 'em
Know when to walk away
And know when to run
You never count your money
When you're sittin' at the table
There'll be time enough for countin'
When the dealin's done
Every gambler knows
That the secret to survivin'
Is knowin' what to throw away
And knowin' what to keep
'Cause every hand's a winner
And every hand's a loser
And the best that you can hope for is to die
in your sleep

And when he finished speakin'
He turned back toward the window
Crushed out his cigarette
And faded off to sleep
And somewhere in the darkness
The gambler he broke even
But in his final words
I found an ace that I could keep
You've got to know when to hold 'em
Know when to fold 'em
Know when to walk away
And know when to run
You never count your money
When you're sittin' at the table
There'll be time enough for countin'
When the dealin's done
You've got to know when to hold 'em (when to hold 'em)
Know when to fold 'em (when to fold 'em)
Know when to walk away
And know when to run
You never count your money
When you're sittin' at the table
There'll be time enough for countin'
When the dealin's done
You've got to know when to hold 'em
Know when to fold 'em
Know when to walk away
And know when to run
You never count your money
When you're sittin' at the table
There'll be time enough for countin'
When the dealin's done

Fuente: [LyricFind](#)

II. Answers.

:: Parada 1 | This is country music! (Before listening)

1. Which social class did country music belong to in its very beginning?

The origins of country music are found in the folk music of working class Americans and/or blue-collar American life.

2. Which instruments were used to play country music during the 20's?

It was played on instruments like acoustic guitar, mandolin, autoharp, fiddle and the banjo.

3. Why did the Carters become famous?

Because they were the first group to record commercially produced country music.

4. Who was Jimmie Rodgers? What kind of music did he sing?

He was a famous country musician who combined different styles in his own songs. He often used a vocal technique called "yodelling".

5. Which other styles were developed?

Another styles such as Bluegrass, Honky tonk and Country Pop developed in the following decades

6. Who became famous in the 70s?

Kenny Rogers and Dolly Parton

:: Parada 2 | The Gambler! (While listening)

a)

On a warm summer's evenin' on a train bound for nowhere,
I met up with the gambler; we were both too tired to sleep
So we took turns a starin' out the window at the darkness
'Til boredom overtook us, and he began to speak.

b)



He said, "Son, I've made my life out of people's faces,



And knowin' what their cards were by the way they held their



So if you don't mind my sayin', I can see you're out of



For a taste of your

I'll give you some advice."

c)

So I handed him my bottle and he (drink) **drank** down my last swallow.
Then he bummed a cigarette and (ask) **asked** me for a light.
And the night (get) **got** deathly quiet, and his face (lose)**lost** all expression.
(say) **said**, "If you're gonna play the game, boy, ya gotta learn to play it right.

d)

| | |
|--|-------------------------------------|
| 1.You got to know when to hold 'em, | d.know when to fold'em, |
| 2.Know when to walk away | a.and know when to run. |
| 3.You never count your money | c.when you're sittin' at the table. |
| 4.There'll be time enough for countin' | b.when the dealing's done. |

e)

Ev'ry gambler knows that the secret to **surviving**
Is knowin' what to throw away and knowing what **to keep**
'Cause ev'ry hand's a winner and ev'ry hand's **a loser**,
And the best that you can hope for is to die **in your sleep**."

f)

| | |
|----|---|
| 1. | And when he'd finished speakin', he turned back towards the window, |
| 3. | And somewhere in the darkness the gambler, he broke even. |
| 4. | But in his final words I found an ace that I could keep. |
| 2. | Crushed out his cigarette and faded off to sleep. |

Pistas para los y las colegas docentes

Estimados colegas, en esta propuesta encontrarán actividades que tienen como objetivo aportar mayor información sobre un género musical tan importante como lo es la música country. Las paradas se organizan entorno a un tema musical: *The Gambler (El Jugador)*. Asimismo, buscamos aportar algunas notas sobre los aspectos culturales que nos parecen interesantes. Para 5.º y 6.º año, se sugiere profundizar en los aspectos culturales, sumar otras canciones y estilos dentro de este género musical. En las actividades propuestas, los alumnos podrán acceder a vocabulario propio del género musical y, además, a diferentes expresiones utilizadas en un registro más coloquial de la lengua. Incluimos enlaces a publicaciones que profundizan en este tema y agregan otras expresiones que pueden también resultar relevantes en sus prácticas. Esperamos que estas actividades colaboren con la tarea de acercar la lengua inglesa a sus alumnos y de generar contextos de aprendizaje que fomenten la curiosidad hacia otras culturas.

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FICHA TÉCNICA

Secuencia: Country Music: Stories and Memories

Nivel: Ciclo Orientado de la Educación Secundaria

Cursos sugeridos: 4.º, 5.º y 6.º año

Asignatura: Lengua Extranjera - Inglés

Ejes curriculares:

- Ámbitos de experiencia e interés: El discurso literario y otras manifestaciones artísticas: canciones.
 - Oralidad (escucha comprensiva)
 - Lectura
-

Objetivos:

- Enriquecer el bagaje lingüístico y cultural de los estudiantes y propiciar el reconocimiento y la revalorización de la diversidad lingüística en torno a distintas variedades de la lengua inglesa.
 - Reconocer las características de los distintos registros de la lengua inglesa.
 - Ampliar y fortalecer su capacidad de comprender textos escritos y orales la lengua extranjera.
 - Participación en prácticas de oralidad, lectura y escritura en situaciones formales e informales relacionadas, en este caso, con un género de música popular: la música country.
-

Aprendizajes y contenidos:

- Adquisición y reconocimiento de vocabulario perteneciente a géneros musicales e instrumentos.
- Desarrollo de las estrategias de lectura para extraer información específica de un texto.
- Participación en prácticas de lectura y escucha en textos sobre la historia de la música country y canciones.
- Comprensión de información general de una canción.
- Identificación de similitudes y diferencias en aspectos de la dimensión sociocultural entre la lengua extranjera y el español/lengua de instrucción.
- Identificación de distintos registros de la lengua oral (formal e informal) y sus características.

Sobre la producción de este material

Los materiales de *Tu Escuela en Casa* se producen de manera colaborativa e interdisciplinaria entre los distintos equipos de trabajo.

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