

MODULE 12 Western music

UNIT 1

It's so beautiful!

Listening and vocabulary

Preparation

- Ask students if they like music. Write “music” on the board and elicit one or two types of music.
- Tell students to brainstorm all the types of music they know in English in groups of 3-4.
- Ask some students to come up to the board at the same time. Each writes some type of music on the board.
- Check the types of music together, and add any, like “opera”, that they might not have included or do not know. Correct any spelling mistakes as a class.
- Ask students to talk about different music in pairs again. For example, they can ask and describe modern, traditional, pop and rock music etc.
- Elicit some of their descriptions and put them on the board.

1. Listen and number the words as you hear them.

- Tell students to look at the words in the box and repeat them chorally after you.
- Play the recording. Tell students to number the words as they hear them.
- Students check their answers in pairs.
- Play the recording again for them to check.
- Elicit answers from the class.

Answers

lively—7;	modern—5;	music—1;
noisy—9;	pop—8;	rock—6;
sound—3;	violin—4;	Western—2

Tapescript

Tony: What kind of music do you like, Dad?

Tony's dad: I like traditional Western music, especially the sound of violins. What about you, Tony? What kind of music do you like?

Tony: I like modern music. I love rock. It's great. You like rock, don't you, Mum?

Tony's mum: Yes, it's very lively. But you don't like traditional Western music, do you, Tony?

Tony: No. It's too slow. I can't dance to it. I like pop music.

Tony's dad: I'm not a big fan of pop music. It's too noisy.

2. Work in pairs. Answer the questions about the conversation in Activity 1.

- Ask students to talk about the questions in pairs and try to guess the answers.

Now listen again and check.

- Play the recording twice. Tell students to listen and check to see if they were right. Ask them to correct those that are different.
- Students check in pairs.
- Elicit answers from the class and ask why.

Answers

1. He likes pop and rock music.
2. It's lively.
3. It's too slow.
4. He thinks pop music is too noisy.

3. Listen and read.

- Ask students if they know where Germany and Austria are and what languages people speak in these two countries.
- Students repeat the country names for pronunciation.
- Tell the class to listen to a new recording and decide what kinds of music they are talking about.

- Play the recording through twice while the students listen to find the answers.
- Have students check their answers in pairs.
- Tell students to read the conversation as they listen to the recording again and check.
- Elicit their answers: traditional Western music, pop music, Beijing opera, rock music.

Now check (✓) the true sentences.

- Ask students to read the statements and decide if they are true or false.
- Tell them to read the conversation again and underline key information.
- Then they check their answers in pairs.
- Elicit the answers in full sentences and ask students to correct those that are not true.

Answers

1. ✓ 2. ✓ 3. × 4. × 5. ✓

4. Check the types of music the students like (✓).

- Ask students to read the table, and then go back to the conversation to find the answers.
- Ask them to underline key information when they find it, then fill in the table.
- Students talk about the answers and check with their partners.
- Elicit full information from the class. Or ask them to fill in a table on the board.

Answers

Name Music	Tony	Lingling	Betty	Daming
traditional Western music			✓	✓
Beijing opera		✓		
pop		✓	✓	
rock	✓			

5. Complete the sentences with the correct form of the words from the box.

- Tell students to read the sentences and then the words in the box.
- Ask them to complete the sentences individually.
- Students work in pairs to check their answers.
- Elicit full sentences from the class.

Answers

1. German 2. drums; noisy 3. believe
4. both 5. voice

6. Complete the sentences about yourself.

- Ask students to make a list of the different types of music and add some words to describe them.
- Read the sentences in Activity 5 with the whole class again and tell them to use them as a model to write sentences about their favourite music.
- Students complete the sentences in Activity 6 individually, and use conjunctions to make them into a paragraph.
- Put students in groups of 4-6 to exchange their paragraphs. Tell them to find out who feels the same way as they do about different types of music.
- Circulate and monitor as they work.
- Ask the groups to report back to the class. Collect the paragraphs and sort them into groups according to who likes similar music.

Pronunciation and speaking

7. Listen and read.

- Explain to the students that this activity is to practise the tone of exclamations.
- Play the recording without stopping and tell them to listen and pay attention to the intonation.
- Play again and pause at the end of each sentence for students to repeat chorally and individually.
- You may ask students to make more similar sentences and read them with exaggerated tone.

8. Work in pairs. Ask and answer questions about the music you like or don't like.

- Demonstrate the activity with the students. Have them ask you about the music you like or don't like.
- Put students into pairs to ask and answer. Tell them they can say what music they really like or don't like and why.
- Put students into different pairs to ask again. Then they can ask about each other's partners.
- Elicit answers from pairs.

UNIT 2

Vienna is the centre of European classical music.

Reading and vocabulary

Preparation

- Ask students if they can play a musical instrument and when they started. Elicit some musical instruments. Write them down if students don't know how to say them in English.
- Show some pictures of different musical instruments on the screen. Elicit/Teach what they are (e.g. organ, piano, violin).
- Tell students to talk in pairs about their favourite musical instruments and musicians (e.g. pop singers, rock bands, classical musicians).
- Elicit what types of musical instruments and musicians they like and why.

1. Describe the picture. Use the words from the box to help you.

- Ask students whether they have ever been to a traditional Western music concert. Find out if any of the students sing in a choir or play in an orchestra.
- Read the words in the box and have students repeat them after you.

- Ask where they can go when they want to hear a pop singer or classical music. Ask if anyone knows what a waltz is.

- Put students in pairs to describe the picture.

- Elicit descriptions from pairs in different parts of the classroom.

2. Read the passage and check (✓) the true sentences.

Pre-listening

- Tell students some information about Vienna in Austria. Show them a picture of Vienna if you can and ask if it is a modern city or an old one. Elicit the answer "It is an old city."
- Use the picture to teach the key vocabulary.
- Ask students whether they know some famous classical musicians. Elicit answers in full sentences from the class.

Listening

- Tell students they are going to listen to a passage about some famous classical musicians that came from Austria.
- Tell students to listen and answer the following questions:
 - 1) How many musicians are there in the passage? *(Three.)*
 - 2) Who was a very young musician? *(Mozart.)*
 - 3) When did Mozart start playing piano? *(Before he was six.)*
- Play the recording twice. Students listen and try to answer the questions individually.
- Check their answers in pairs.
- Play the recording again for them to check.
- Elicit answers from the class.

Reading

- Ask students to read the statements and make their own judgement before reading the passage.
- Tell them to read the passage and underline key information when they find it and not to worry about the vocabulary they don't know.

- Students check their answers in pairs.
- Elicit answers from the class.
- Ask students to explain why some are false.

Answers

1. ✓ 2. × 3. ✓ 4. × 5. ×

3. Answer the questions.

- Read the questions with the students.
- Put students into pairs to talk about the questions. Tell them to ask you about anything they aren't sure of.
- Tell students to read the passage again to find the answers on their own. They can underline key information they find in the passage.
- Tell them to check in pairs and go back to the passage if their answers are different.
- Ask some pairs to ask and answer the questions in full sentences.

Answers

1. It is in Austria. / It is in the centre of Europe.
2. He wrote music for traditional dances, called the waltz.
3. He wrote over 150 waltzes.
4. He was born in 1756.
5. He was 35.

4. Complete the passage with the correct form of the words from the box.

- Ask students to read the words in the box with you.
- Ask if there are any they don't understand.
- Ask them to complete the passage individually. Then check their answers in pairs.
- Elicit answers from the whole class in sentences.

Answers

1. elder
2. popular
3. Another
4. poor
5. perfect
6. European

Writing

5. Use the notes to write a passage about the Chinese composer Xian Xinghai.

- Tell students to read the notes about Xian Xinghai.
- Students discuss in pairs and decide if the notes are in the right order and what the order should be.
- Tell them to use the notes to write full sentences.
- Ask students to put the sentences together in a passage.
- While the class are writing, ask two students who finish before the others to come up and write their passages on the board.
- Check their passages and correct any mistakes as a whole class exercise.

Possible answer

Xian Xinghai is one of the great composers of classical and traditional music. He was born in Macao, China, in 1905, and studied in Paris. He used traditional Chinese music to write songs. He was famous for the song *The Yellow River*. He wrote it in 1939 in only a few days. He died young at the age of 40 in 1945. His songs are still popular today. He is called the "People's Musician".

Learning to learn

- Read the information in the box and answer any questions.
- Point out that some words students need to use in a sentence can help them choose the correct tense.

UNIT 3

Language in use

Language practice

Preparation

- Go through the sentences in the practice box with the students.

- Ask students to repeat them after you chorally and individually.

- Ask students to think about their own answers to the question and elicit answers from the class.

1. Write questions.

- Demonstrate what to do. Go through the prompts with the class.

- Tell students to read the example, and then write the questions individually.

- Students check their answers in pairs by asking and answering the questions.

- Elicit answers from the class by having students ask and answer.

Answers

1. Is Strauss German or Austrian?
2. Is this pop music or rock music?
3. Do they play traditional music or modern music?
4. Does he play the piano or the violin?
5. Where can we hear rock music, in New York or in London?

2. Write exclamations with *What (a)...!*

- Read the example with the class.

- Tell students to change the statements into exclamations individually using “What (a)...!”

- Put students into pairs to check their sentences.

- Ask some students to write their answers on the board. Correct any mistakes.

- Ask the class to read the exclamations aloud.

Answers

1. What a beautiful old city Vienna is!
2. What a successful concert it is!
3. What noisy drums they are playing!
4. What a wonderful party it was!
5. What a famous composer Mozart is!

Extension

- Introduce exclamations with pictures.

- Show different pictures and prompt responses by saying, “It’s very or really funny/beautiful/sweet/

fantastic/soft/wonderful/great/exciting etc.”

- Elicit students to answer with exclamations. (e.g. What a funny dog it is!)

- The following are some example prompts: funny dog, sweet baby, lovely scarf, fantastic jacket, exciting match, beautiful park, great shoes, colourful socks etc.

- Check the plural. (e.g. What beautiful houses they are!)

- Put students into pairs for Ping-Pong practice. For example, A says “It’s funny.” B says “What a funny dog it is!” Then they alternate roles.

3. Put the words and expression into the correct column.

- Write the three headings on the board and elicit a couple of examples under each.

- Read the words in the box out for the class and ask students to repeat them chorally.

- Put students into groups of 4-6 to brainstorm words they know.

- Tell them everyone in the group thinks of one word for each heading. Start with the words in the box.

- Have a competition between groups. Each group of students write down as many words as possible in the table.

- Each group select a group leader to present their table at the front. The group coming up with the most words wins the competition.

Possible answers

Types of music	Instruments	People
pop	drum	fan
rock	piano	musician
traditional music	violin	

4. Complete the conversation with the correct form of the words from the box.

- Ask students to read the conversation and complete it with the words in the box individually.

- Ask who it is about. Elicit the answer “It is about Mozart and Beethoven.”

- Tell students to check their answers in pairs.
- Elicit answers from the class in full sentences.
- Ask some pairs to read the conversation.

Answers

1. love 2. learn 3. gave 4. write 5. came
6. heard

Around the world: Vienna New Year's Concert

- Ask students to look at the picture and describe what they can see. Read the information and talk about it with the class.

- Ask students why they think this tradition exists. Explain that New Year comes after Christmas and these are both very important festivals in Europe which are celebrated with music and other forms of entertainment.

Module task: Talking about Chinese music

5. Work in pairs. Talk about one or two types of Chinese music.

- Put students into pairs and tell them they are going to talk about their favourite Chinese music. It can be modern or traditional.

- Tell them to imagine you know nothing about Chinese music and you would like them to tell you about it. The following are some prompts:

- 1) What kind of music is it? (noisy/quiet)
- 2) What instruments do they play? (piano/violin)
- 3) What kind of songs do they sing? (happy/sad)

- Put some vocabulary (e.g. piano, violin, rock, pop, classical) and questions on the board as prompts. (e.g. Who...? Where...? What...? When...?)

- Go around and monitor while students are talking.

Now talk about Chinese music in front of the class.

- Collect some ideas from the whole class in one of the following ways.

- Ask some pairs to come up and give a presentation about the music they chose to talk about.

- Put pairs together into larger groups and ask them to compare their ideas.

- Ask individual students to report to the whole class.