



Field Work

Objectives:

- ▶ Ss develop research skills and strategies.
- ▶ Ss develop teamwork skills.
- ▶ Ss develop competence in questioning.

Time: Unit time span

Steps:

- ▶ Set guidelines for time and procedures for the project appropriate to Ss' ability level.
- ▶ Divide the class into groups. Give the groups guidelines for managing the task and the deadline for completion. The group decides who will do what and who will keep a log of its activities.
- ▶ Encourage Ss to design questions which cover as many aspects of their musical preferences as possible.
- ▶ Remind Ss of time management throughout the project.
- ▶ Encourage flexible presentation forms, e.g. the use of visual aids and storytelling.

Notes:

- ▶ Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions on cooperation from the teacher should come in. As Ss get used to the Field Work, they will become more experienced in these respects.
- ▶ If Ss find it difficult to ask questions in English, do some practice on interview questions in class. Ss can go round the class questioning others and noting down what they say by using questionnaires.
- ▶ Assessment is based on group achievement as well as individual performance.

T Speaking

Task 1

Objective: Ss develop a vocabulary suited to the theme.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 1.
- ▶ Ss list the words about the pictures individually.
- ▶ Ss speak out the words in class.
- ▶ Invite one student to write them on the board.
- ▶ Get Ss to work in pairs and write as many words as possible according to the given table.
- ▶ Add some of the following words to the table if they are not already there.

Notes:

- ▶ A dictionary is allowed in the task.
- ▶ For a class with lower English proficiency, add some simple words from the following. For a class with higher English proficiency, the difficult ones can be introduced as well.

Kinds of Music	classical music, folk music, popular music, jazz (music), rock and roll music/rock (摇滚乐), country music, street music, hot music (热门音乐), serious music, light music, symphony, Chinese instrumental music (中国民族器乐), soundtrack (电影配乐)
Musical Instruments	piano, organ (风琴), accordion (手风琴), violin, cello (大提琴), guitar, harp (竖琴), flute (长笛), saxophone, trumpet, drum, mouth organ (口琴), bag pipe (风笛)
Titles for Musical People	conductor, composer, singer, vocalist (声乐家), pianist, violinist, musician, drummer, guitarist, leading singer (领唱), popular singer/pop singer, folk singer, professional singer, amateur singer, tuner (调音师), disc jockey (DJ)
Singing	singing with action (表演唱), cantata (大合唱), vocal solo (独唱), group singing, male chorus (男声合唱), female chorus (女声合唱), duet (二重唱), trio (三重唱), quartette (四重唱)

Task 2

Objective: Ss can use the vocabulary from Task 1 and the dialogue for Task 2 to practice talking about music.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 2.
- ▶ Ss work in pairs to practice the given dialogue.
- ▶ Ss go to the front of the classroom and perform it.
- ▶ Ss make up their own dialogues about music. They can use some of the vocabulary from Task 1.

Note:

- ▶ In some weaker classes, the last step can be skipped.

Task 3

Objective: Ss are able to ask and answer questions about music and give a report based on the answers given to the questions.

Time: 15 minutes

Steps:

- ▶ Ss read Speaking Task 3.
- ▶ Ss take 5 minutes to interview each other using the given questions or their own and take notes.
- ▶ Ss prepare an oral report using their partners' answers.
- ▶ Some Ss present their reports.

Note:

- ▶ If Ss' English proficiency is lower than the target level, just let them practice asking and answering questions. Then organize the answers into a short passage.



Reading A

Task 1

Objective: Ss are prepared to deal with the topic.

Time: 10 minutes

Steps:

- ▶ Ss read Reading A Task 1.
- ▶ Explain the questions when necessary.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ For each question, ask one student to give his answer. Encourage complete sentences.
- ▶ Ask the class for different ideas as to each question.

Note:

- ▶ Give positive comments and avoid negative feedback.

Task 2

Objective: Ss can get the main idea or find some specific information in the passage.

Time: 30-35 minutes

Steps:

- ▶ Ss read Reading A Task 2.
- ▶ Allow 15 minutes for Ss to do the task.
- ▶ Ask Ss to give the difficult parts they have marked

Suggested Answers:

(The underlined parts are points from the text.)

1. Blues, Jazz, country music, Rock and Roll, R & B, RAP, Hip Hop, etc.
2. It was popular in the 1930s, 40s and 50s.
3. American music dominates the world, and it has influence on many groups and individuals.

for your explanation. Then explain.

Notes:

- ▶ You may want other Ss to explain some of the easier points.
- ▶ Time spent on the explanation of difficult language points varies for each individual class.



Language Points in the Passage

Elaboration on language points can help improve Ss' comprehension, but it's not recommended that a teacher spend too much time on it. Language skills are best acquired through completing language tasks.

Paragraph 1

1. **worldwide:** *a. & ad.* in or all over the world
e.g. Japanese cars enjoy a worldwide reputation for reliability.
French cheeses are famous worldwide.

Paragraph 2

2. **claim:** *v.* to state or declare, esp. in the face of opposition; maintain
e.g. They claim to have discovered a cure for the disease, but this has not yet been proved.
3. **have its roots in:** to originate
e.g. His illness has its roots in unhappiness.
4. **melting pot:** a place where there is a mixing of people of different races and nations
e.g. America has been a melting pot since its beginnings.

Paragraph 3

5. **volatile:** *a.* of a quickly changing, undependable nature; unstable
e.g. The situation in the streets is highly volatile, and the army is being called in.
6. **originate (in/from):** *v.* to have as an established starting point
e.g. This TV series originated from a short story.
7. **start out:** to begin to do or deal with
e.g. Shortly after he retired, he started out to write his novel.

Paragraph 4

8. **trace (back to):** *v.* to find the origins of something by finding proof or by going back in time

e.g. The custom can trace back to the ancient times.

Paragraph 5

9. **be born of:** to exist as a result of
e.g. He finished the task with a speed that was born of experience.
10. **sophisticated:** *a.* not easily understood
e.g. Country music became more sophisticated than it used to be.

Paragraph 6

11. **fuel:** *v.* to make something increase or greater in degree; supply something with material burned to produce heat or power
e.g. His rude words only fueled the argument further.
12. **merge:** *v.* to combine or cause (two or more things) to combine, esp. gradually
e.g. The firms were merged into a bigger company.

Paragraph 7

13. **reflect:** *v.* to express, make clear, or be a sign of; show
e.g. His behavior reflects his lazy attitude to work.
Does this letter reflect how you really think?
14. **be alive with:** to be covered with or to be filled with
e.g. The dead tree is alive with insects.
The pond was alive with fish.

Task 3

Objective: Ss can find some specific information in the passage.

Time: 15 minutes

Steps:

- ▶ Ss read Reading A again.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Select some Ss to give the answers.
- ▶ Give the key.

Suggested Answers:

Forms	Roots	Characteristics
Rock and Roll	The mixing of Black Rhythm and Blues with Country and Western	Labeled as rebellious, primitive, black music
Rhythm and Blues (R&B)	Jazz, Ragtime, and the old black Gospel and Spiritual standards	Putting emphasis on rhythm and storytelling
Modern Country and Western Music	Folk songs of the rural south and the cowboy music	Moving from "hillbilly music" to a more sophisticated and polished form

T **Vocabulary and Structure**

Task 1

Objective: Ss know the spelling and meaning of the vocabulary from the unit.

Time: 5-10 minutes

Steps:

- ▶ Ss read Vocabulary and Structure Task 1.
- ▶ Allow 5 minutes for Ss to do the task.
- ▶ Ss close their books and do the following: Ss work in pairs. One student reads the items randomly in the column on the right while the other writes down the words or phrases.
- ▶ Ss switch roles.
- ▶ Check the answers.

Optional follow-up:

- ▶ Allow 5 minutes for Ss to locate the expressions in Reading A and review the context concerned.

emphasis	_____
label	_____
fuel	_____
reflect	_____
blend	_____
trace	_____
claim	_____
primitive	_____
alive	_____ with _____
born	_____ of _____

Task 2

Objective: Ss can use the vocabulary from Reading A.

Time: 10 minutes

Steps:

- ▶ Ss do Vocabulary and Structure Task 2.
- ▶ Ask Ss to work individually.
- ▶ Check the answers.

1. blend	2. reflects
3. emphasis	4. alive with
5. fuelled	6. are labeled
7. born of	8. primitive
9. trace	10. claimed

Task 3

Objective: Ss can use the vocabulary from Reading A in other contexts.

Time: 15 minutes

Steps:

- ▶ Ss rewrite the sentences individually.
- ▶ Ss share their sentences with each other.
- ▶ Check the answers.

Suggested Answers:

1. At first I didn't want to come into conflict with her, but what she said fueled my anger.
2. The young couple's divorce was born of their frequent quarreling.
3. The new policy is a clear reflection of the government's concern about the current economic situation.
4. To the fisherman's great joy, the small lake is alive with fish.
5. Several directors went on record as disagreeing to all the decisions made by the board.

Task 4

Objective: Ss can express ideas in writing using the two models outlined for Task 4.

Time: 10 minutes

Steps:

- ▶ Read the models to Ss with an explanation if needed.
- ▶ Ss work in pairs.
- ▶ Check the answers.

Key:

1. We don't know what made them act like that.
2. He showed great interest in what was advertised on TV.
3. I began to recall what I had heard about the Pyramids of Egypt.
4. Everyone is required to be responsible for what they are doing.
5. Now most people can afford what they considered impossible in the past.

Task 5

Objective: Ss can use the vocabulary in Reading A for translation.

Time: 15 minutes

Steps:

- ▶ Ss work individually or in pairs and translate the sentences.
- ▶ Two Ss write their translations on the board.
- ▶ Comment briefly on their work with emphasis on the structures of their sentences.

Suggested Answers:

1. After the battle both sides claimed victory.
2. He started out to study French but ended up as an English translator.
3. I must put emphasis on the fact that they are only children.
4. She went on record as being against building a new airport on this rich farmland.
5. That pop song alive with rhythms is born of his inspiration, and is very popular with the young worldwide.

For further practice in class or homework, refer to Vocabulary Card.

T Listening

Listening for General Purposes

Task 1

Objective: Ss can accurately write down sentences using the vocabulary from Reading A.

Time: 10-15 minutes

Script & Key:

1. American popular music forms—Blues, Jazz, Country, Rock, R&B, RAP, and Hip Hop, are loved and studied worldwide.
2. The Beatles and many other British groups and individual performers all claim American music as their source of inspiration.
3. Originating in the northern urban centers in predominately black areas, Rock and Roll started out being labeled as rebellious, primitive, black music.
4. Music forms are no longer separated by race today as the forms have merged across the lines of culture in America.
5. American music is the story of the country, a reflection of a nation alive with change, filled with curiosity, and led by hope and excitement.

Task 2

Objective: Ss can understand an oral dialogue related to the theme.

Time: 20 minutes

Script:

1. **M:** Mom, listen to this song. It's my new record. Do you like it?
W: Well, it sounds too emotional to me.
Q: What can we infer from the dialogue?
2. **W:** Hey, Mike! I saw your favorite singer in a downtown hotel today.
M: But he's supposed to be in New York.
Q: What does the man mean?
3. **M:** Margaret, did you go to last night's concert?
W: Oh, the rock 'n' roll, it drove me crazy. Only those fifteens love it.
Q: What does Margaret suggest?
4. **W:** The fantastic hip-hop singers from the United States took Hong Kong by storm.
M: Really? I would love to fly to Hong Kong and see them now.
Q: What is true according to the dialogue?
5. **W:** I won't be able to go to the performance of the school band tonight.
M: That's too bad, but I wish you would have told me earlier so I could have found someone else to go with.
Q: What does the man mean?

Key:

C

B

C

C

A

Task 3

Objective: Ss can listen for specific information about music.

Time: 15 minutes

Script:

- W:** Hey, Andrew! What're you doing?
M: Me? I'm writing my assignment.
W: Your assignment?
M: Yes. I'm taking a selective course called "History of Music" in the Department of Arts and my tutor asked us to write something about Jazz.
W: Jazz? Very interesting. You must know a lot about it. Come on. Tell me something about it.
M: OK. Actually, Jazz is one type of popular music with national and international appeal. It is basically American.
W: Really? I heard Jazz originated from African religious and folk music, didn't it?

- M:** Yes, the themes and melodies of Jazz music have historical origins. They come from songs sung by black Americans in church or at work.
W: What kind of Jazz do you like?
M: All kinds, especially Blues.
W: Sounds interesting. What about modern Jazz?
M: Modern Jazz music has developed into a complex musical style enjoyed more by musicians than by the public.
W: You know a lot about Jazz. Do you often go to Jazz concerts?
M: No, I prefer listening to records and the music programs on the radio.

Key: 1. × 2. √ 3. × 4. ×

Task 4

Objective: Ss can find specific information from listening to a passage related to the theme.

Time: 15 minutes

Script & Key:

Great Crimes in Classical Music

One of the great crimes in classical music today is that artists are afraid to remove themselves from the classical venue (地点) to perform classical music. And the longer that kind of situation lasts, the harder it's going to be for younger audiences, those who are under the age of 25 or 35, to feel comfortable appreciating classical music. I'm not saying that we shouldn't present classical music in classical venues. But I know plenty of young musicians who don't want to play their music in Carnegie Hall (卡奈基音乐大厅) or to go to the Philharmonic (爱乐交响乐团), but who certainly want to play music. They'd rather do it downtown. That's not a bad thing. If we don't deal with addressing the audience of young people and the way the younger people want to appreciate their classical music, it's going to be very difficult to continue to grow when there isn't the demand for it.

Listening for Specific Purposes

Task 5

Objective: Ss can listen for the specific information about welcoming visitors.

Time: 20 minutes

Script:

(Mr. Smith goes out of the customs and proceeds toward a young woman holding a board.)

M: Excuse me, I'm John Smith.

W: Mr. Smith, it's a great pleasure to meet you. I'm Barbara Zhang, secretary to the general manager of Yinhe Fashion Ltd. Welcome to Beijing.

M: Thank you, Miss Zhang. Nice to meet you.

W: Mr. Smith, did you have a good flight?

M: Yes. The flight was very good and the service was excellent. It took around 10 hours non-stop from London.

W: That's really a long journey. Let me take you to the hotel.

(10 minutes later, the two persons are seated in a car, talking with each other on the way to the hotel.)

W: Is it your first visit to Beijing?

M: Yes, it is.

W: So I will try to make your stay here pleasant and interesting.

M: It's very kind of you. When can I get the arrangement of my stay in Beijing?

W: Tomorrow morning. I'll come to meet you at 9 o'clock and give you the schedule.

M: Thank you so much!

Key:

1. London
2. secretary to the general manager
3. 10 hours
4. first
5. tomorrow morning (9 o'clock tomorrow morning)

Task 6

Objective: Ss can use the given situation to create role-plays.

Time: 25 minutes

Steps:

- ▶ Ss read Task 6.
- ▶ Ss work together to create the role-play.
- ▶ Select Ss to present their role-play.
- ▶ Comment on Ss' performance.

Note:

- ▶ As an introduction to peer evaluation, remind students that they are the audience and they will be asked to comment on their classmates' performance.

Task

Objective: Ss can comprehend the specific information taken from a given text.

Time: 20 minutes

Steps:

- ▶ Ss read the passage.
- ▶ Ss complete the task.
- ▶ Ss compare their work with others.
- ▶ Select Ss to present their work.
- ▶ Comment briefly.

Words & Expressions:

debut /'deɪbjʊ:/ n.	首次演出
cement /sɪ'ment/ v.	巩固
soundtrack /'saʊndtræk/ n.	电影配乐; 音带, 声带
spawn /spɔ:n/ v.	引起; 酿成
smash /smæʃ/ n.	〈口〉大成功; 大卖座
accolade /'ækəʊleɪd/ n.	赞美; 荣誉
resentment /rɪ'zentmənt/ n.	愤怒, 怨恨
intrusion /ɪn'tru:ʒən/ n.	侵扰; 闯入
crap /kræp/ n.	废话

Suggested Answers:

Time	Events	Significance
1963	She was born in Newark, New Jersey.	/
1985	Her self-titled debut album was released.	The album rocketed her to stardom, remaining one of the biggest-selling debuts in music history.
1987	<i>Whitney</i> was released.	The album cemented her superstardom.
1990	<i>I'm Your Baby Tonight</i> was released. She was successful in the film <i>The Bodyguard</i> .	<i>I Will Always Love You</i> earned countless awards and accolades.
1991	She was chosen as one of the 50 Most Beautiful People in the world.	/
1992	She married Bobby Brown.	/
1993	She held the Number One spot on <i>Billboard's</i> Hot 100 Chart for 14 weeks with <i>I Will Always Love You</i> . She gave birth to daughter Bobbi Kristina Brown.	/
2003	Her Christmas album will be released in fall.	/



Reading C

Task 1

Objective: Ss can make correct choices based on the information taken from a given text.

Time: 15 minutes

Steps:

- ▶ Ss do the task.
- ▶ Check the answers.

Words & Expressions:

bubble /'bʌbl/ v.

沸腾；激动

reticent /'retɪsənt/ a.

沉默寡言的

empower /ɪm'paʊə(r)/ v.

赋予力量；授权

Key:

1. B 2. C 3. A

Task 2

Objective: Ss can scan a passage to find correct answers to the questions.

Time: 10 minutes

Steps:

- ▶ Ss do the task.
- ▶ Check the answers.

Suggested Answers:

1. He knew how to play the piano and guitar, and had some knowledge of singing. He also loved Broadway musicals, Gilbert and Sullivan, and classical music.
2. Because it is a great tool for recovery and growth.

For further practice in class or homework, refer to Reading Card.

T Writing

Writing for General Purposes

Task 1

Objective: Ss can get familiar with the process of writing.

Time: 15 minutes

Steps:

- ▶ Ss do the task individually.
- ▶ Ss compare with each other.
- ▶ Provide help if needed.
- ▶ Present the answers and explain.

Suggested Answers:

1. Pre-writing
2. Revising
3. Writing a first draft
4. Pre-writing
5. Pre-writing
6. Revising

Task 2

Objective: Ss can develop a good habit of keeping a journal.

Time: 15 minutes

Steps:

- ▶ Ss do the task individually.
- ▶ Ss compare with each other.
- ▶ Ss present their journals to the class.
- ▶ Comment briefly.

Note:

- ▶ Task 2 can also be assigned as regular homework. The teacher can check it once a week, or every two weeks.

Writing for Specific Purposes

Task

Objective: Ss can read and comprehend a letter of establishing business relations.

Time: 30 minutes

Steps:

- ▶ Ss do the task individually.
- ▶ Ss compare with each other.
- ▶ Provide help if needed.
- ▶ Present the answers and explain.

Key:

Gentlemen:

Having obtained your name and address from the newspaper, we are writing to you with a desire to establish trading relations with you.

We are an experienced manufacturer and an exporter of bicycles, and are enjoying a good reputation all over the world. For your reference we have enclosed the catalogue and the latest price list which we believe would be of interest to you.

Your early reply would be very much appreciated.

Yours faithfully,

John Smith

Note:

- ▶ If time allows, the teacher may provide students with more expressions listed here after finishing the two sample letters provided.

More Useful Expressions for Teachers' Reference:

Your name and address have been given to us by...

We owe your name to...

We learn from... your name and address.

Your company has been introduced to us by...

We have read your advertisement in... and have pleasure in establishing business relations with you.

On the recommendation of... we have learned with pleasure the name of your firm.

We are writing to you in the hope of establishing business relations with you.

We have been engaged in... for 30 years and are closely connected with large manufacturers in our country.

We are established as... and are enjoying high reputation for good credit.

Our latest price list and catalogue will be sent to you upon request.

If your prices are reasonable/competitive/attractive/favorable, we trust important business relations can be established.

Your early reply would be appreciated.

We are looking forward to pleasant business relations with you.



Presentation

Objectives:

- ▶ Ss can make a 5-minute group presentation based on the field work assignment and can correctly use the language skills learned to this date and improved presentation skills.
- ▶ Ss can take notes based on an oral presentation of their peers.

Time: 30 minutes, 5 minutes for each group

Steps:

- ▶ Each group gives a presentation in front of the class.
- ▶ Ss who are listening take notes or complete the Presentation Notes.
- ▶ Give feedback to the presenters.

Notes:

- ▶ Remind Ss to prepare before class.
- ▶ Comment and elicit Ss' comments after a presentation.