

TRACKS

teacher's book

● A2



THAT SOUNDS LIKE MUSIC TO ME

UNIT 6 BY THE WAY



A toddler recorded his first ever album before he was even born. Luca's parents are both musicians and the vibrations of the fetus in the womb were recorded and turned into music by a synthesizer. Pretty cool!



A Swiss cheese maker believes that if he plays music to his wheels of cheese they will taste better. He believes that the sound waves of the music improves the flavor.



The Laurel Canyon Animal Company is a record label with a difference. They make music CDs exclusively for animals. They have animals helping them pick out the music and then CDs are made for them.

That sounds like music to me

Play the video clip ***The Story of Music*** on the smartboard. Then display the following questions: *What kind of music do you like? What kind of music do you dislike?* In pairs, let students discuss these questions among themselves.

UNIT 6 LESSON 1A

Exercise 1

- a. Look at these groups of words. Which word does not fit? Why doesn't it fit? Sometimes there is more than one answer. Write it down and tell your classmate.

to run / to shake / to rush / to head _____

ballad / music / singer / rock _____

reject / feel bored / jump for joy / be worried _____

turn left / make a right / close the door / cross the street _____

- b. Make an exercise like this for your classmate, use the words from the vocabulary list. Make at least four groups. Write them down and swap books with your classmate. Can you find the odd one out?

Exercise 2

Form a group of four. Choose a word from the who, where, when, and what columns in the Extra Materials. These words are the building blocks of a story. Give your four words to the person sitting to your right. Now write a story with the four building blocks your neighbor has given you. After ten minutes, tell your short story to your classmates.

Who: _____ Where: _____

When: _____ What: _____

Exercise 1

- a. The students find the odd one out and explain why the word doesn't fit. There are more possible answers.

Example answers:

To shake - the others are moving in a direction

Singer - this is the only one that is a person

Jump for joy - this is the only positive one

Close the door - a door is a physical object

- b. The students make a similar exercise using their vocabulary list. They write their combinations in their student's books. Afterward, students swap books and try to find the odd one out. Walk around the classroom and check if students explain their answers.

Optional: Have some students read their combinations aloud in class and have the class guess the odd one out.

Exercise 2

Every (simple) story is built around four basic elements: *who, when, where, what*. These are the 'building blocks' that the students get to write a story with.

Divide the class into groups of four. The students choose four 'building blocks' from the columns in the Extra Materials. They pass their words on to the person sitting to their right. This person now has to create an original story of an 'acceptable length' using these four elements and tell their story to another group of students in class. The students can do the exercise again, starting from the beginning. It might be interesting to have some students tell their story in class.

Exercise 3

- a. Watch and listen to the music show. Just imagine you are there for that show. What do you hear, see, and feel? Write at least five words.

- b. Write five sentences with these words and compare your sentences with your neighbor's sentences.

Exercise 4

Choose five nouns, five verbs, and five adjectives from the vocabulary list and write them in the right column. Next, write a sentence using one word from each column.

Example: guitars / playful / to be > The guitars are playful.

Write at least three sentences. Be creative! Remember to think about the music or going to a festival.

Put the sentences under each other. Write a good title, and there is your beautiful poem!

Read your poem to your neighbor.

Noun	Verb	Adjective	

 **Exercise 3**

As an introduction, have a class discussion about which words you can use to describe things you can see, hear, or feel when watching and listening to a music show or festival. Which nouns, verbs, and adjectives can they think of? (If necessary, explain noun, verb, and adjective.)

Write students' suggestions on the smartboard.

Example: crowd, people, lights, singing, bored, crazy, mysterious, quiet, soft, worried, happy, open, loud, play musical instruments, smile, shake, on stage, electric instruments, piano, sad song, drums, nice experience, wish, dancing, energy, band ...

- a. Show the music clip **Ed Sheeran - Shivers** on the smartboard. (It is possible to use another music video entirely, depending on personal preferences.) Students write at least five words that describe what they see, hear, or feel when watching and listening to this music show. They can use the list of words from the introduction.

- b. The students write five (or more) sentences with these words in their student's book. They compare the sentences with their neighbor's. Were there any similarities? Ask a couple of students to read their sentences aloud in class.

 **Exercise 4**

Students choose five nouns, five verbs, and five adjectives from the vocabulary in the columns in the student's book. Check if students understand the different types of words. The students write sentences using one word from each column. This way they create their own poem about 'music' or 'going to a festival.' Students write a minimum of three verse lines. They read their poem to their neighbor.

Students may, of course, add words if that produces a better poem. Show a few examples on the smartboard, so students can get a better understanding of what is expected of them.

UNIT 6 PROJECT 2

My Web Page: The design

Last week you looked up some information on musical styles.

This week, try to find six online songs for your six styles.

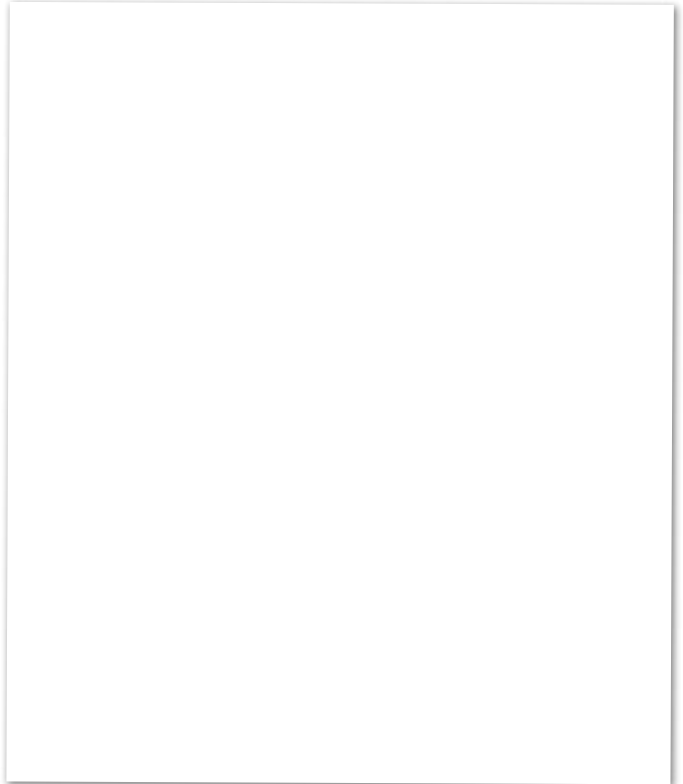
Save these songs and copy the links into your web page. When designing your web page, think of the following:

- the colors and font you will use
- the information you will have on your site
- your six songs, including the links
- the header, which should match the musical style

Use this page to make notes or sketch out your web page.

You can use Google Sites (sites.google.com) or any other app to make a web page.

Next week you will have to present your webpage to your classmates.



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My Web Page: The design

Last week students looked up some information on musical styles.

This week, they need to find six online songs to match their music genres. Students save these songs and copy the links into their web page.

The online webpage the students are going to design is for teenagers, so they have to make sure it appeals to their target audience. Students can brainstorm about what colors and font they are going to use and the overall layout of their page. You can give them a couple of tips like: *use headers, use easy-to-read fonts, keep your information simple, etc.*

Students can use Google Sites (sites.google.com) or any other app to make a web page. Walk around the classroom and help out where needed.

Next week students need to present their webpage in class. You can ask students to prepare a short pitch talk at home, or you can give them some time to practice it in class.

UNIT 6 PROJECT 3

My Web Page: The pitch talk

Today you are going to finish working on your web page. Share your page or send a link to your teacher. Your teacher is going to show your site on the smartboard. Prepare a two-minute pitch talk about your web page.

What kind of information can people find on your site? What can they learn from it? Prepare your pitch talk with your classmate. Who says what? You must both talk for one minute.

Which web page did you like best? Why? Give at least three reasons. Use complete sentences.



My Web Page: The pitch talk

This week, students finish working on their webpage. They share their page with you or send you a link. Show all of their sites on the smartboard and make sure each pair gives a two-minute pitch talk about their web page.

Give the students some time to practice their pitch talk in class. Make sure each student talks for at least a minute. Afterward, students answer the questions in their student's book about which web page they liked best. Make sure students substantiate their answers and use complete sentences in answering these questions.