

Unit

1

Roll over, Beethoven!



I

Lead-in

1. Work in groups and find if members

- like classical music / songs
- like popular music / songs
- like folk music / songs
- can play a musical instrument such as piano, violin, flute, *erhu* (a two-string Chinese violin), etc.

2. Ask them to explain why they like the type(s) of music or describe what they feel when they play a musical instrument.

Roll over, Beethoven!

Aims

- Making inferences
- Expressing likes and dislikes



Lead-in

Teaching tips

1. "Roll over, Beethoven" are words from a song by the Beatles. Music has changed a lot since Beethoven's days. The band asks Beethoven to roll over in his grave, listen to the new music, and tell the classical composer Tchaikovsky about it. Broadly speaking, older people need to advance with the times.
2. Display the following tips on the screen if students are unable to give enough reasons for their liking of a certain kind of music.
 - how you feel (happy, excited, courageous, calm, homesick, sad, forgetting worries, etc.)
 - developing one's imagination
 - promoting patriotism (e.g. the "Red Songs" sung in Chongqing)
 - understanding other cultures
 - contributing to health

II Listening skills

Making inferences

Listen to the dialogs and choose the best answer to each question you hear.

- 1 A) She's too busy to go to the concert.
B) She'll go with the man soon.
C) She prefers to go to the movies instead.
D) She'll go with the man next time.
- 2 A) The man should check in the car before it is too late.
B) The purse might be in the car.
C) The woman might find the purse around the car.
D) It is too late to look for the purse.
- 3 A) She likes a CD on thieves and robbers.
B) The man looks like a pirate.
C) She will probably buy the CD.
D) She won't buy the CD.
- 4 A) The singer might win in a beauty contest.
B) The singer is a very pretty woman.
C) The singer is unattractive.
D) No votes were cast for the singer at the beauty contest.
- 5 A) Tom might be in the dorm right now.
B) Tom will return to his dorm in a few hours.
C) The woman has no idea where Tom is.
D) Tom has left for his vacation.

Word tips

pirate /'paɪrət/ 盗版 (illegally copy and sell another person's work such as a book, a video or a computer program)

beauty contest 选美比赛



II Listening skills

Making inferences

1. Script

M: Why don't we go to the concert today?

W: I'll go get the keys.

Q: What does the woman imply?

B) She'll go with the man soon.

2. Script

W: I can't find my purse anywhere. The opera tickets are in it.

M: Have you checked in the car?

Q: What does the man imply?

B) The purse might be in the car.

3. Script

M: Are you going to buy that pirated CD?

W: Do I look like a thief?

Q: What does the woman imply?

D) She won't buy the CD.

4. Script

M: Do you think the singer is pretty?

W: Let's just say that I wouldn't vote for her in the local beauty contest.

Q: What does the woman imply about the singer?

C) The singer is unattractive.

5. Script

M: Have you seen Tom? I can't find him anywhere.

W: The light in his dorm was on just a few minutes ago.

Q: What does the woman mean?

A) Tom might be in the dorm right now.

III Listening in

Task 1 → Encore!



Listen to the passage and mark the statements T (true) or F (false).

- T F 1.** As soon as the singer finished the song, the audience screamed for another song.
- T F 2.** The singer was very glad to sing the song a second time.
- T F 3.** The singer sang the song ten times.
- T F 4.** The singer wanted to know why the audience liked the song so much.
- T F 5.** The audience enjoyed the song greatly.

Now listen again and check your answers.

Word tips

encore /'ɑŋ,kɔːr/ 再唱一首；再奏一曲；再来一个（演出结束时观众要求加演节目时的用语）（a word that the audience shout at the end of a performance when they want the performer to do more）

delighted /dɪ'laɪtəd/ 愉快的（very pleased and happy）

overjoyed /,oʊvər'dʒɔɪd/ 十分开心的（extremely pleased or happy）

III Listening in

Teaching tip

If students do these listening tasks out of class, teachers may use the Additional activity to check their work. Also, the Additional activity can be used in class to supplement the tasks and activities in the Student's Book.

Task 1 Encore!

Additional activity

Ask students to answer the questions.

- 1) What happened after the audience cried, "Encore! Encore!"?
(The singer was delighted and sang the song again.)
- 2) What did the singer ask the audience?
(She asked them why they were so interested in hearing the same song again and again.)
- 3) What did one of the people in the audience reply?
(One of them replied, "We wanted you to improve. Now it's much better.")

Script

As soon as the singer completed the song, the audience cried, "Encore! Encore!" The singer was delighted and sang the song again. She couldn't believe it when the audience shouted for her to sing it again. The cycle of shouts and songs was repeated ten more times. The singer was overjoyed with the response from the audience. She thanked them and asked them why they were so interested in hearing the same song again and again. One of the people in the audience replied, "We wanted you to improve. Now it's much better."

Key

- T ~~F~~ 1. As soon as the singer finished the song, the audience screamed for another song.
~~T~~ F 2. The singer was very glad to sing the song a second time.
 T ~~F~~ 3. The singer sang the song ten times.
~~T~~ F 4. The singer wanted to know why the audience liked the song so much.
 T ~~F~~ 5. The audience enjoyed the song greatly.

Task 2

What are your favorite songs?



Listen to the dialog and choose the best answer to each question you hear.

1. A) Classical songs.
B) Pop songs.
C) Folk songs.
D) Golden oldies.
2. A) He was a big fan of folk songs.
B) He liked pop songs.
C) He liked golden oldies.
D) He liked foreign songs.
3. A) They are cool.
B) They are hooked on pop songs.
C) They are no longer big fans of pop music.
D) They like old folk songs.
4. A) To lend him a DVD.
B) To buy him a DVD.
C) To invite him to a concert.
D) To introduce him to other songs.
5. A) Folk songs gain more popularity than pop songs.
B) Folk songs are popular only among old people.
C) A person's musical taste may change.
D) A person's musical taste is unlikely to change.

Word tips

hooked /hukt/ 上瘾的 (deeply attracted; addicted)
golden oldie 经典歌曲; 经典影片 (a song or movie that is old but still popular)

Now listen again and check your answers.

Task 2

What are your favorite songs?

Additional activities

1. Ask two or three pairs of students to role-play the dialog to the class.
2. Ask students to discuss the questions.
 - 1) Do you prefer new pop songs or “the golden oldies”? Why?
 - 2) Do your parents enjoy listening to the same music as you do? What could you do to narrow the generation gap in music appreciation?

Script

W: Hi, Bob! Do you want to go to a concert with me?

M: A concert? What's it about?

W: It features recent pop songs. Are you interested?

M: Hmm, I was crazy about pop songs when I was in high school, but now I'm no longer a big fan. Pop songs go out of fashion too quickly. I'm beginning to prefer old folk songs.

W: Many older people find those songs cool, and my parents are hooked on them too. By the way, a program of golden oldies was on TV yesterday evening.

M: Oh, what a pity! I missed it.

W: I have a DVD of oldies. I can lend it to you if you want.

M: Oh, that would be great. I'm dying to hear them. Many thanks.

Questions and key

1. What does the concert feature?
B) Pop songs.
2. What did the man like when he was in high school?
B) He liked pop songs.
3. What does the woman say about older people?
D) They like old folk songs.
4. What does the woman offer to do when she learns the man missed the program of golden oldies on TV?
A) To lend him a DVD.
5. Which of the following can we infer from the dialog?
C) A person's musical taste may change.

Task 3 Music and your mood

Listen to the passage and complete the table with what you hear.

Types	Examples	Effects
Slow music	Ballads and some forms of (1) _____ music.	It often creates a (2) _____ atmosphere that is good for (3) _____ after a busy day.
Very slow music below 50 beats per minute	(4) _____ and blues.	It can create an atmosphere of (5) _____.
Faster music	Rock, (6) _____ and dance music.	It tends to give us (7) _____ and make us feel full of life. It can be played at parties, (8) _____ and in cars. Rock music can be used to accompany (9) _____. It does not make sense to blame rock music for (10) _____.

Now listen again and check your answers.

Word tips

mood /mud/ 心情 (the way you are feeling at a particular time)

ballad /'bæləd/ 民谣 (a song that tells a story)

beat /bit/ 节拍; 节奏 (a unit of rhythm repeated regularly)

blues /bluz/ 布鲁斯音乐, 蓝调音乐

stir up 使激动 (make sb excited)

rap /ræp/ 说唱音乐 (a type of modern music with a fast strong rhythm and words that are spoken, not sung)

tempo /'tempou/ (音乐演奏的) 速度 (the speed at which music is played)

in time to 合节拍 (with the same speed and rhythm as the music)

distract /dɪ'strækt/ 使分心 (take someone's attention away)



Task 3

Music and your mood

Additional activity

Ask two or three students to give a talk on the relationship between various kinds of music and our mood.

Script

Music can influence our emotions, thoughts and behavior to a great degree. It can make us sad or happy, relaxed or full of energy.

Slow music calms people. Ballads and some forms of classical music often create a peaceful atmosphere that is good for relaxing after a busy day. If the music is slowed below 50 beats per minute, it can create an atmosphere of sadness. This kind of slow music can be found in many types of music, such as jazz and blues. Many people listen to slow music. It suits their mood when they are alone at night.

Faster music, such as rock, heavy metal and dance music, tends to give us energy and makes us feel full of life. This type of music is often played at sporting events to stir up the fans and the teams.

Rock, pop music and rap are played at parties. They can provide energy to the gathering. Since most rock, pop, and rap songs are easy to listen to, they are suitable for parties. Rock music is sometimes used to accompany physical labor. Its heavy fast tempo speeds up the heart, and one almost works in time to the music, making the work more enjoyable.

Some people think that rock music can cause road accidents. Drivers could become excited by the speed of the music and drive too fast. But there are so many things to distract a driver's attention that it does not make sense to blame rock music.

Key

Types	Examples	Effects
Slow music	Ballads and some forms of (1) classical music.	It often creates a (2) peaceful atmosphere that is good for (3) relaxing after a busy day.
Very slow music below 50 beats per minute	(4) Jazz and blues.	It can create an atmosphere of (5) sadness .
Faster music	Rock, (6) heavy metal and dance music.	It tends to give us (7) energy and make us feel full of life. It can be played at parties, (8) sporting events and in cars. Rock music can be used to accompany (9) physical labor . It does not make sense to blame rock music for (10) road accidents .

IV Speaking out

Expressing likes and dislikes

Model 1 Do you like jazz?

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.

Laura: Hey!
Bob: Hello!
Laura: (1) _____, Bob?
Bob: (2) _____. Do you like it?
Laura: Well, yes, I do. (3) _____ Wynton Marsalis.
Bob: Oh, he is a piano player, isn't he?
Laura: No, he is a trumpet player. So, (4) _____?
Bob: I like listening to rock.
Laura: (5) _____?
Bob: Er, The Cranberries. They are the greatest. What about you? Don't you like them?
Laura: Ugh! (6) _____!



Laura and Bob talk about a music player and a music group.

Word tip

Wynton Marsalis

/ˈwɪntən ˌmɑːrˈsɑːlɪs/ 温顿·马萨利斯 [人名]

Language and culture tips

Wynton Marsalis a well-known trumpeter born in 1961, active in the jazz and classical music fields

The Cranberries an Irish rock'n'roll band from the 1990s

(1) <input type="checkbox"/> Do you like jazz <input type="checkbox"/> Do you love jazz <input type="checkbox"/> How do you like jazz	(4) <input type="checkbox"/> are you a heavy metal fan <input type="checkbox"/> what kind of music do you like <input type="checkbox"/> what music do you like
(2) <input type="checkbox"/> I don't like it very much <input type="checkbox"/> No, not much <input type="checkbox"/> No, it's not for me	(5) <input type="checkbox"/> What group do you like best <input type="checkbox"/> Who's your favorite group <input type="checkbox"/> What's your favorite song
(3) <input type="checkbox"/> I'm dying to hear <input type="checkbox"/> I'm a real fan of <input type="checkbox"/> I'm crazy about	(6) <input type="checkbox"/> No, I can't stand them <input type="checkbox"/> They set my teeth on edge <input type="checkbox"/> They make my stomach turn

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.

IV Speaking out

Expressing likes and dislikes

Teaching tip

The three alternatives for each blank are similar in meaning. Ask students to pay attention to them and learn to use them.

Model 1 Do you like jazz?

Script

Laura: Hey!

Bob: Hello!

Laura: (1) Do you like jazz, Bob?

Bob: (2) No, not much. Do you like it?

Laura: Well, yes, I do. (3) I'm crazy about Wynton Marsalis.

Bob: Oh, he is a piano player, isn't he?

Laura: No, he is a trumpet player. So, (4) what kind of music do you like?

Bob: I like listening to rock.

Laura: (5) What group do you like best?

Bob: Er, The Cranberries. They are the greatest. What about you? Don't you like them?

Laura: Ugh! (6) They make my stomach turn!

Key

(1) <input checked="" type="checkbox"/> Do you like jazz <input type="checkbox"/> Do you love jazz <input type="checkbox"/> How do you like jazz	(4) <input type="checkbox"/> are you a heavy metal fan <input checked="" type="checkbox"/> what kind of music do you like <input type="checkbox"/> what music do you like
(2) <input type="checkbox"/> I don't like it very much <input checked="" type="checkbox"/> No, not much <input type="checkbox"/> No, it's not for me	(5) <input checked="" type="checkbox"/> What group do you like best <input type="checkbox"/> Who's your favorite group <input type="checkbox"/> What's your favorite song
(3) <input type="checkbox"/> I'm dying to hear <input type="checkbox"/> I'm a real fan of <input checked="" type="checkbox"/> I'm crazy about	(6) <input type="checkbox"/> No, I can't stand them <input type="checkbox"/> They set my teeth on edge <input checked="" type="checkbox"/> They make my stomach turn

Model 2 Do you like punk rock?

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.



Max and Frannie talk about the kinds of music each of them likes.

Max: What kind of music do you like?
Frannie: Well, (1) _____.
Max: (2) _____?
Frannie: Er, I especially like punk rock.
Max: Punk rock? (3) _____ the punk rock type.
Frannie: You should have seen me in high school. I had my hair dyed blue.
Max: Wow! That must have been a sight!
Frannie: It sure was. (4) _____? What's your favorite music?
Max: I guess I like jazz best. Hey, I'm going shopping for CDs tomorrow. (5) _____ come along?
Frannie: (6) _____.

Word tip

dye /daɪ/ 染色 (change the color of something such as clothing or your hair)

Language and culture tip

punk rock a type of fast, loud, often offensive music that was originally popular among young people in the late 70s (朋克摇滚乐)

(1) <input type="checkbox"/> I like different kinds <input type="checkbox"/> I love a lot of different types of music <input type="checkbox"/> I appreciate many different kinds	(4) <input type="checkbox"/> What about you <input type="checkbox"/> How about you <input type="checkbox"/> What types do you like
(2) <input type="checkbox"/> Do you like anything particularly <input type="checkbox"/> Any in particular <input type="checkbox"/> Do you prefer anything especially	(5) <input type="checkbox"/> What do you think if you <input type="checkbox"/> Would you like to <input type="checkbox"/> Why don't you
(3) <input type="checkbox"/> You don't look like <input type="checkbox"/> You don't seem to be <input type="checkbox"/> You don't seem like	(6) <input type="checkbox"/> Sounds wonderful <input type="checkbox"/> Sure, that sounds great <input type="checkbox"/> Certainly, I'd love to

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.

Model 2 Do you like punk rock?

Script

Max: What kind of music do you like?

Frannie: Well, (1) I like different kinds.

Max: (2) Any in particular?

Frannie: Er, I especially like punk rock.

Max: Punk rock? (3) You don't seem like the punk rock type.

Frannie: You should have seen me in high school. I had my hair dyed blue.

Max: Wow! That must have been a sight!

Frannie: It sure was. (4) What about you? What's your favorite music?

Max: I guess I like jazz best. Hey, I'm going shopping for CDs tomorrow. (5) Would you like to come along?

Frannie: (6) Sure, that sounds great.

Key

(1) <input checked="" type="checkbox"/> I like different kinds <input type="checkbox"/> I love a lot of different types of music <input type="checkbox"/> I appreciate many different kinds	(4) <input checked="" type="checkbox"/> What about you <input type="checkbox"/> How about you <input type="checkbox"/> What types do you like
(2) <input type="checkbox"/> Do you like anything particularly <input checked="" type="checkbox"/> Any in particular <input type="checkbox"/> Do you prefer anything especially	(5) <input type="checkbox"/> What do you think if you <input checked="" type="checkbox"/> Would you like to <input type="checkbox"/> Why don't you
(3) <input type="checkbox"/> You don't look like <input type="checkbox"/> You don't seem to be <input checked="" type="checkbox"/> You don't seem like	(6) <input type="checkbox"/> Sounds wonderful <input checked="" type="checkbox"/> Sure, that sounds great <input type="checkbox"/> Certainly, I'd love to

Model 3 It just sounds like noise to me.

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.

Philip: (1) _____! What on earth is it anyway!
Laura: But, dad... This is Metallica! (2) _____.
 They are one of the most famous heavy metal bands.
Philip: I don't care. (3) _____. I can't stand it!
Laura: I love this kind of music. But if you really hate it that much, I'll put on something else.
 (4) _____?
Philip: (5) _____ some popular easy-listening music. Maybe something like Celine Dion?
Laura: Not her again! Her music isn't very hip any more.
 (6) _____.



Philip and Laura disagree with each other on the music they like.

Word tips

Celine Dion /se'lin 'diɑŋ/ 席琳·迪翁 [人名]

hip /hɪp/ 新潮的 (modern and fashionable)

bore /bɔr/ 令人厌烦的人 (someone who is boring)

Language and culture tips

Metallica an American heavy metal band from Los Angeles, California, formed in 1981

Celine Dion an extremely popular artist in Canada long before her success on the U.S. and European charts. She achieved a huge worldwide hit with "My Heart Will Go On" from the soundtrack of the blockbuster movie, *Titanic*.

(1) <input type="checkbox"/> Stop the noise <input type="checkbox"/> Turn down that noise <input type="checkbox"/> Turn down the volume, please	(4) <input type="checkbox"/> What do you want to hear <input type="checkbox"/> What would you like to listen to <input type="checkbox"/> What are you thinking you'd like to hear
(2) <input type="checkbox"/> They're so cool <input type="checkbox"/> They are really appealing <input type="checkbox"/> They are simply wonderful	(5) <input type="checkbox"/> How do you like <input type="checkbox"/> What about <input type="checkbox"/> How about
(3) <input type="checkbox"/> It doesn't sound like music <input type="checkbox"/> It's too noisy <input type="checkbox"/> It just sounds like noise to me	(6) <input type="checkbox"/> I'll be bored to death <input type="checkbox"/> I think she is a bore <input type="checkbox"/> I've got tired of her

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.

Model 3 **It just sounds like noise to me.**

Script

Philip: (1) Turn down that noise! What on earth is it anyway!

Laura: But, dad... This is Metallica! (2) They're so cool. They are one of the most famous heavy metal bands.

Philip: I don't care. (3) It just sounds like noise to me. I can't stand it!

Laura: I love this kind of music. But if you really hate it that much, I'll put on something else.
(4) What do you want to hear?

Philip: (5) How about some popular easy-listening music. Maybe something like Celine Dion?

Laura: Not her again! Her music isn't very hip any more. (6) I think she is a bore.

Key

(1) <input type="checkbox"/> Stop the noise <input checked="" type="checkbox"/> Turn down that noise <input type="checkbox"/> Turn down the volume, please	(4) <input checked="" type="checkbox"/> What do you want to hear <input type="checkbox"/> What would you like to listen to <input type="checkbox"/> What are you thinking you'd like to hear
(2) <input checked="" type="checkbox"/> They're so cool <input type="checkbox"/> They are really appealing <input type="checkbox"/> They are simply wonderful	(5) <input type="checkbox"/> How do you like <input type="checkbox"/> What about <input checked="" type="checkbox"/> How about
(3) <input type="checkbox"/> It doesn't sound like music <input type="checkbox"/> It's too noisy <input checked="" type="checkbox"/> It just sounds like noise to me	(6) <input type="checkbox"/> I'll be bored to death <input checked="" type="checkbox"/> I think she is a bore <input type="checkbox"/> I've got tired of her

Now your turn

1. Create a dialog with your partner according to the given situation, using the expressions in the following table as well as the expressions in the previous model dialogs. The first two lines have been done for you.

Situation

A mother and her daughter are discussing what songs to listen to. The mother can't stand the popular music the daughter is playing and suggests some old songs of the 1970s, but the daughter likes none of them. Then the mother suggests two traditional-style songs, but the daughter is not interested.

Mother: That music is terrible! Turn it off!

Daughter: But, mom, this is Backstreet Boys' hit song "Get Down"! It's my favorite music.

Mother: ...

Expressing likes	Expressing dislikes
It's my favorite music.	They're / It's not for me.
I'm crazy about...	It's just noise to me.
I'm a real fan of...	I can't stand / bear / put up with it anymore.
I really enjoy (watching)...	It's driving me crazy.
They're / It's so cool.	They make my stomach turn.
They are really appealing / fashionable.	I'll be bored to death.
	She is a bore.
	I simply can't take it.

2. Work in pairs and discuss the advantages of pop music and classical music, with one favoring the former and the other the latter. You may refer to the following tips, though you are not limited to them.

Pop music:

- easy or simple music
- easy words
- about popular topics
- free body movements
- for ordinary people

Classical music:

- graceful and pure
- timeless
- serious
- carrying deep meaning
- relaxing
- exciting

Now your turn

Teaching tip

If students have little to say on the topic, you can display the reference dialog on the screen for about a minute as an example. This method can also be used throughout the book when necessary.

1. For reference

Mother: That music is terrible! Turn it off!

Daughter: But, mom, this is Backstreet Boys' hit song "Get Down"! It's my favorite music.

Mother: Nonsense. It's just noise to me. I can't put up with it anymore.

Daughter: Let's listen to some rock 'n' roll music then.

Mother: Oh, my God. It'll drive me crazy. It always makes my stomach turn.

Daughter: Now that you hate it so much, let's listen to something you like. What would you like to hear?

Mother: What about some old songs of the 1970s like "The White-Haired Girl"? It was so cool when I was young.

Daughter: Ha-ha-ha-ha, that's not cool anymore. I'll be bored to death.

Mother: Then let's listen to a newer song: "Qinghai-Tibetan Plateau" (《青藏高原》).

Daughter: Well, that's not for me. Why not something for children like a song from *Pleasant Goat and Big Big Wolf* (《喜羊羊与灰太郎》)?

2. For reference

Pop music:

- Pop music is easy and simple with a narrow range (音域) so that ordinary people can sing it.
- Pop music lyrics are often easy and lively.
- Pop music often covers popular topics.
- Pop music often involves free body movements.

Classical music:

- Classical musical pieces tend to be graceful and pure with deep meanings and belong to a cultured class.
- The more you listen to classical songs, the better you can understand them and the more you love them.
- Classical music is timeless while pop music and songs may become out of date soon.
- Peaceful classical music with profound meanings may relax busy people or those who are in low spirits.
- Some classical music with a fast beat and strong rhythm excites listeners into action.



Let's talk

The origin of the song "HAPPY BIRTHDAY TO YOU"



Word tips

Mildred Hill /'mɪldrɪd hɪl/
米尔德丽德·希尔 [人名]

Patty Hill /'pæti hɪl/ 帕蒂·希尔 [人名]

principal /'prɪnsəpl/ (中小学)
校长 (headmaster of a school)

entitled /ɪn'taɪtld/ 题为 (with the title of)

Robert Coleman /'rəbət 'kəʊlmən/ 罗伯特·科尔曼 [人名]

1. Listen to the passage and complete the table with what you hear.

Writers and songs	Results
Two sisters, Mildred Hill and Patty Hill	wrote a song for the children, entitled "(1)_____".
"Good Morning to All"	was a (2)_____ owing to the combination of Mildred's (3)_____ with her sister's knowledge of kindergarten education.
Robert Coleman	published the song (4)_____ the sisters' permission; added a (5)_____, which is the familiar "Happy Birthday to You".
"Happy Birthday to You"	altogether (6)_____ the sisters' original song "Good Morning to All".
Patty	took (7)_____ against Mr. Coleman; succeeded in proving that they were the (8)_____ of the song.

Now listen again and check your answers.



Let's talk

The origin of the song "Happy Birthday to You"

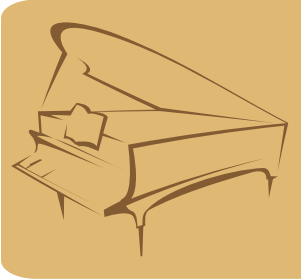
Script

The story of the song "Happy Birthday to You" began as a sweet one, but later became bitter. Two sisters, Mildred Hill, a teacher at a kindergarten, and Dr. Patty Hill, the principal of the same school, wrote a song for the children, entitled "Good Morning to All". When Mildred combined her musical talents with her sister's knowledge in the area of kindergarten education, "Good Morning to All" was sure to be a success. The sisters published the song in a collection entitled "Song Stories of the Kindergarten" in 1893. Thirty-one years later, after Dr. Patty Hill became the head of the Department of Kindergarten Education at Columbia University's Teacher's College, a gentleman by the name of Robert Coleman published the song, without the sisters' permission. He added a second part, which is the familiar "Happy Birthday to You". Mr. Coleman's addition of the second part made the song popular and eventually the sisters' original first part disappeared. "Happy Birthday to You" had altogether replaced the sisters' original song "Good Morning to All". In 1916 Patty took legal action against Mr. Coleman. In court, she succeeded in proving that they were the real owners of the song.

1. Key

Writers and songs	Results
Two sisters, Mildred Hill and Patty Hill	wrote a song for the children, entitled "(1) Good Morning to All ".
"Good Morning to All"	was a (2) success owing to the combination of Mildred's (3) musical talents with her sister's knowledge of kindergarten education.
Robert Coleman	published the song (4) without the sisters' permission; added a (5) second part , which is the familiar "Happy Birthday to You".
"Happy Birthday to You"	altogether (6) replaced the sisters' original song "Good Morning to All".
Patty	took (7) legal action against Mr. Coleman; succeeded in proving that they were the (8) real owners of the song.

2. Work in pairs and discuss factors that make a song popular. You may refer to the following tips, though you are not limited to them.



- good music and lyrics (words)
- sung by a famous singer
- sung by the right singer
- aiming at the right audience
- effective promotion

3. Plan a concert on campus.



1) Work in groups and talk about the following points:

- the occasion the concert marks
- the singers or bands
- the title of your concert
- the concert venue (location)
- the organizer
- the date and time
- the concert program
- the ticket prices

2) Design a concert poster.

3) Orally present your poster to the class.

2. For reference

- Good music can stir up people's emotions and good lyrics can encourage many people to sing them.
- If a famous singer is invited to sing a good song, this will greatly increase its popularity. For example, many songs Jay Chou and Faye Wong sang became popular.
- Popular songs are often sung by the right singer. (Some songs need a singer with a sad tone in his voice such as Dao Lang. Some inspiring songs require a singer with vigor and vitality.)
- If a song reflects the social trends, it is likely to become popular.
- Effective promotion helps to circulate the song.
 - Record companies' promotion (A record company may ask a record store in the downtown to play the recording of a certain song for at least one hour every day to promote it.)
 - Media (TV, the Internet)
 - Opportunities such as folk song contests, the super-girl competition, the Spring Festival Gala, etc. (Since such programs are watched by millions of people, a song there quickly attracts widespread attention.)
 - Fans' support (If a singer has a group of fans, they may talk to more people and post their favorable comments on the singer and her songs on the Internet.)
 - The theme song of a good movie

3. For reference

A sample poster

Music News

Come out to the concert "Carry on the Spirit of the May Fourth Movement in our Modernization Drive".

The singers: students from our university, plus two musicians from the Conservatory of Music (or two singers from the Municipal Opera House).

The program: chorus, male solo, female solo, violin concerto (协奏曲), flute solo, etc.

When and where: 7 p.m. May 3rd, in the University Auditorium.

All welcome.

Admission is free.

The Student Union

VI Further listening and speaking

Listening

Task 1

Thank you for the music.

Listen to the song and fill in the blanks with what you hear.

I'm nothing (1) _____, in fact I'm a bit of a bore
If I tell a (2) _____, you've probably heard it before
But I have a (3) _____, a wonderful thing
'Cause everyone listens when I start to sing
I'm so grateful and (4) _____
All I want is to sing it out (5) _____

So I say
Thank you for the music, the songs I'm singing
Thanks for all the (6) _____ they're bringing
Who can live without it, I ask in all (7) _____
What would life be
Without a song or a dance what are we
So I say thank you for the music
For giving it to me

Mother says I was a (8) _____ before I could walk
She says I began to sing long before I could (9) _____
And I've often (10) _____, how did it all start
Who found out that nothing can (11) _____ a heart
Like a melody can
Well, whoever it was, I'm a (12) _____

So I say
Thank you for the music, the songs I'm singing
...

Now listen again and check your answers.

Word tips

grateful /'grɛɪtful/ 感激的；感谢的 (feeling that you want to thank someone because of something kind that they have done)

capture /'kæptʃər/ 俘获；赢得 (gain control of)

melody /'melədi/ 美妙的音乐；歌曲 (a tune)

VI Further listening and speaking

Listening

Teaching tip

Listening exercises in this part are optional. Either use them in class or assign them as homework.

Task 1

Thank you for the music.

Script and key

I'm nothing (1) special, in fact I'm a bit of a bore
 If I tell a (2) joke, you've probably heard it before
 But I have a (3) talent, a wonderful thing
 'Cause everyone listens when I start to sing
 I'm so grateful and (4) proud
 All I want is to sing it out (5) loud

So I say
 Thank you for the music, the songs I'm singing
 Thanks for all the (6) joy they're bringing
 Who can live without it, I ask in all (7) honesty
 What would life be
 Without a song or a dance what are we
 So I say thank you for the music
 For giving it to me

Mother says I was a (8) dancer before I could walk
 She says I began to sing long before I could (9) talk
 And I've often (10) wondered, how did it all start
 Who found out that nothing can (11) capture a heart
 Like a melody can
 Well, whoever it was, I'm a (12) fan

So I say
 Thank you for the music, the songs I'm singing
 ...

Task 2

Mozart

Listen to the passage and choose the best answer to each question you hear.



Word tips

Mozart /'moutsɑ:t/ 莫扎特 (奥地利作曲家, 维也纳古典乐派主要代表之一)

Salzburg /'sɔ:lzbɜ:rg/ 萨尔茨堡 (奥地利北部城市)

Austria /'ɔ:striə/ 奥地利 (欧洲中部国家)

prodigy /'prɒdɪdʒi/ 神童 (a young person who has a great natural ability in a subject or skill)

compose /kəm'pəʊz/ 作曲 (write a piece of music)

symphony /'sɪmfəni/ 交响乐

Milan /mi'læn/ 米兰 (意大利北部城市)

orchestra /'ɔ:rkəstrə/ 管弦乐队 (a large group of musicians who play together on various instruments)

Vienna /vi'ena/ 维也纳 (奥地利首都)

composition /,kɒmpə'zɪʃn/ 作曲 (the process of writing pieces of music)

1. A) He was a slow learner.
B) He displayed a gift for music.
C) He mastered the piano.
D) He composed music.
2. A) He could write music.
B) He could teach music.
C) He could do business.
D) He could speak in public.
3. A) He was able to play all parts in a symphony.
B) He was able to play the piano well.
C) He was able to play the violin well.
D) He was able to compose an opera.
4. A) A musician good at both business and finance.
B) A musician good at business, though he had financial problems.
C) A successful musician and businessman.
D) A successful musician but a poor businessman.
5. A) Mozart's excellent ability to play musical instruments.
B) The gradual fall of Mozart.
C) The life of a great musician.
D) The contrast between music and life.

Now listen again and check your answers.

Task 2

Mozart

Script

Mozart was a great musician and composer whose fame continues to grow more than two centuries after his death. He was born in Salzburg, Austria, 1756. Before the age of four, he was already showing great musical talent. His father then decided to let him start taking music lessons. The boy's reputation as a musical prodigy grew fast. At five, he was composing music. From that time on, Mozart was performing in concerts and writing music. By his early teens, he had mastered the piano and the violin, and was writing symphonies and operas. His first major opera was performed in Milan in 1770 when he was only 14. At 15, Mozart became the conductor for an orchestra in Salzburg. In 1781, he left for Vienna, where he was in great demand as both a performer and a composition teacher, and his first opera was a success. But life was not easy because he was a poor businessman, and his finances were always in a bad state. His music from the next decade was not very popular, and he eventually fell back on his teaching jobs for a living. In 1788 he stopped performing in public, preferring to compose. He died in 1791 at the age of 35. Although he lived only a short life, he composed over 600 works.

Questions and key

1. Which of the following is true of the four-year-old Mozart?
B) He displayed a gift for music.
2. What could Mozart do at the age of six?
A) He could write music.
3. Which of the following is NOT mentioned as one of Mozart's accomplishments while he was in his early teens?
A) He was able to play all parts in a symphony.
4. Which of the following is true of Mozart?
D) A successful musician but a poor businessman.
5. Which of the following could be the most appropriate title for the passage?
C) The life of a great musician.

Task 3

Karaoke

Listen to the dialog and mark the statements T (true) or F (false).

- T F 1.** A bunch of Americans are going to a karaoke bar.
- T F 2.** American bars have special karaoke rooms.
- T F 3.** Chinese often spend time with friends in a karaoke bar.
- T F 4.** In America there are many famous singing groups but few opportunities for karaoke singing.
- T F 5.** Americans prefer to dance to music.

Now listen again and check your answers.

Speaking



Word tip

Elton John

/ˈeltən dʒɒn/ 艾尔顿·约翰 [人名]

Language and culture tips

“Can You Feel the Love Tonight?” a song in the movie *The Lion King*

Elton John an English singer, composer and pianist, who composed and sang the song “Can You Feel the Love Tonight?”

Watch the dialog and role-play it with your partner.

Tony: Listen! Quick, turn up the radio! Isn't that “Can You Feel the Love Tonight?”

Nancy: Yeah, it is, but what's the big deal?

Tony: When I was a little boy, my grandma took me to see the movie *The Lion King*. That's the Elton John song from the movie.

Nancy: I still can't understand why it's so important to you.

Tony: Because it was the first movie I ever saw with my grandma and because I really loved spending time with her. It is my favorite song of all times!

Nancy: The first time Tom and I went on a date, we went to see *Titanic*. I always think of the song “My Heart Will Go On” as our song! Whenever I hear it, I think of that night.

Tony: Oh, I can understand why you love that song! Isn't it interesting all the memories we connect with songs?


 Task 3

Karaoke

Script

Dalin: It's Mike's birthday on Friday, so a bunch of us are going to go to the karaoke bar. Would you like to come with us?

Laura: A karaoke bar? You have a special place just for singing? In America, bars sometimes have a karaoke night, where the customers can sing songs, but we don't have special karaoke bars!

Dalin: Really? In China, karaoke is a very popular way for friends to spend time together. We can select the music that our group enjoys. We mostly sing pop songs.

Laura: Do you sing individually or in groups? Singing is not a very in thing, so I don't sing very well.

Dalin: I'm surprised that you don't sing much in America. So many really cool groups come from there.

Laura: Yeah, music is popular, but mostly we just listen to it.

Dalin: If you just listen to it, you'll miss out on a lot of fun.

Laura: Well, we sometimes dance to the music.

Key

- T F 1. A bunch of Americans are going to a karaoke bar.
- T F 2. American bars have special karaoke rooms.
- T F 3. Chinese often spend time with friends in a karaoke bar.
- T F 4. In America there are many famous singing groups but few opportunities for karaoke singing.
- T F 5. Americans prefer to dance to music.