

Far East English Reader	Book 2	Lesson 4	A Prescription for Mozart	台南市立永仁高中 蔡孟芬
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Introduction

When it comes to reading and writing, students in Taiwan seem not to have much confidence in themselves. The main reason could be that they do not learn how to analyze articles and organize their ideas. One of the purposes of this lesson plan is to offer an example of how to help students read effectively with the help of graphic organizers and to bridge the gap from reading to writing.

Besides reading and writing skills, life education will be integrated into teaching. Sympathy and human concern should be highly-emphasized in the global village. Critical thinking will also be used to help students think in a different way and to stand in the shoes of others.

The lesson “A Prescription for Mozart” is a descriptive. It mentions the positive effects of Mozart music on a premature baby, Asians learning English in America, traffic in Canada and cows in France. The author tries to provide evidences to convince the readers of the unbelievable influence of Mozart.

Recently, Japan has been struck by earthquakes and tsunami. As a global villager, it’s the high time for students to show their human concern and sympathy for the victims. Students also an opportunity to reflect on themselves. Compared with the victims, they should really appreciate what they have.

For the warm-up section, I design some activities trying to get students involved in the world of music through various types of music. Students are welcome to share their thoughts and feelings about different music. For the reading section, graphic organizers play an important role to provide a rough picture of the whole reading. Then students answer the questions by skimming and scanning the article. As for the writing section, the activity of exchanging letters is designed to invite students to use imagination and express thoughts between a victim in Japan and a friend in Taiwan.

Target Students : PR 65

Number of Students : 36

Time : 4 periods

Text Difficulty Level : Elementary Intermediate Upper-intermediate Advanced

Mode(s) of Writing : Descriptive

Teaching Focus :

1. Reading—to train students how to grab the key points in the story through graphic organizers, clarifying/factual questions, and so on.
2. Writing—to encourage students to write with human concern and sympathy by writing letters between friends

Reading

Imagine going to your doctor with a headache. Your doctor gives you a prescription. It is not for aspirin, but for Mozart.

Many kinds of music can produce strong feelings. For some people, romantic music brings feelings of love. Spiritual music can help some people feel peace. But one musician in particular seems to have an ability to heal the human body: Wolfgang Amadeus Mozart. Scientists have found Mozart's music to be able to calm its listeners. It can also help them express themselves clearly.

Many cases in which Mozart is used as a healing aid have been reported. For example, a premature baby named Krissy, who weighed just one and a half pounds, was on total life support. Doctors thought she had little chance to live. But her mother kept playing Mozart for Krissy and thought it might save her daughter's life. To their surprise, Krissy lived, and at the age of four she showed an interest in music. Krissy was able to play musical pieces from memory that were far beyond the ability of an average four-year-old.

Other stories also show the effect of Mozart's music. Officials in Washington State report that newcomers from Asia learn English more quickly when they listen to Mozart. In Canada, it seems that Mozart string quartets performing in city squares can calm pedestrian traffic. Even animals respond to Mozart. In France, cows give more milk when they "listen" to Mozart.

Why Mozart, not Bach or the Beatles? Any kind of music can have an effect on some people. But Mozart has more balance than most. It is not too fast or too slow; it is just right. Don Campbell, writer of *The Mozart Effect*, says, "It's like food. A hot spicy meal will affect you differently than a sweet dessert. While you might love these foods, they aren't good for you to eat every day. You need simple, nutritious food on a steady basis. That's the way Mozart is. It's like a well-balanced meal that brings order and harmony to your body."

Lesson Plan

Section 1

I. Raising Students' Awareness

Before the class starts, the class are divided into groups to do group discussion and brainstorm ideas.

1. Half of the lights in the classroom are turned off to create a quiet and peaceful atmosphere. When playing the following musical selections, the teacher has to pause for a while between two pieces of music.

- (1) 黃昏的故鄉 (folk song)
- (2) 牛仔很忙 (pop music)
- (3) My Hip-Hop Remix 2 (hip hop)
- (4) What A Wonderful World (jazz)
- (5) 手放開 (pop music)
- (6) Bosa Nova (new jazz)

2. The teacher shows the questions on PPT and asks students if they have different feelings as they listen to different music. After 5-minute discussion, each group gives a 1-minute report about which song impresses them most and explains why.
3. The following questions are on personal opinions so students have to make their personal choices. The teacher chooses 5 students to share their answers.

(1) What kind of music is your favorite?

- folk music
- pop music
- classical music
- jazz
- rock
- heavy metal
- hip-hop

(2) What can music do for you?

- calm me down
- refresh my mind
- help me concentrate on my study
- help me recover from deep sorrow
- increase my appetite
- help me sleep well
- others _____

4. The teacher plays Mozart and asks students if they like classical music. In what kind of environment do you feel like listening to it? Why?

II. Vocabulary Learning

1. The teacher plays the CD of the reading and students listen and do silent reading with the CD. After that, students mark the known words and unknown words in the word-list and fill the KWL chart. (See Appendix 1)

KWL

K (words I already knew)	W (words I don't know)	L (words I have learned)

2. The teacher reminds students to focus on the words they don't know and read the example sentences in the textbook. The following sheet is for them to write down the collocations or special usages of the new words.

unfamiliar/new word	collocations or special usages of the new word

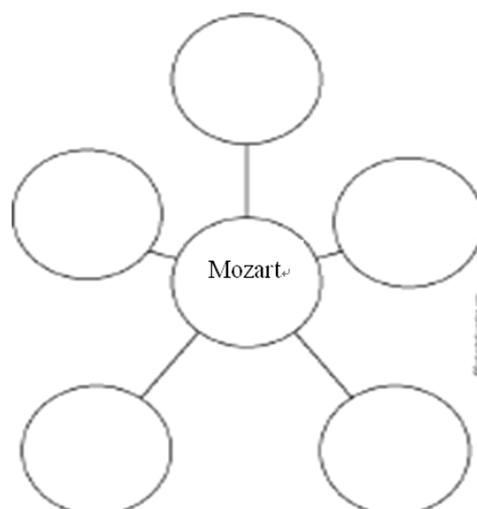
Section 2

I. Vocabulary Instruction

1. The teacher analyzes the words in students' KWL charts and teaches the words most students are unfamiliar with. The teacher leads students to check the English definitions and gives more explanations or example sentences of the unfamiliar words. Sometimes there are two example sentences showing the use of a verb and the teacher asks students how are they different.
2. When teaching "able", the teacher can teach "disabled" and tells students what is "politically correct".
3. "Scientist" means someone who is trained in science and in doing scientific research. The teacher asks students to turn to the *ivord* part and find more job words ended with "-ist" or "-ian" and then students do the crossword puzzle.

II. Presenting the Text

1. The teacher asks students to give any information/words that would come up to their mind when it comes to "Mozart Music." Students have to fill the words into the outside circle. (See Appendix 2)



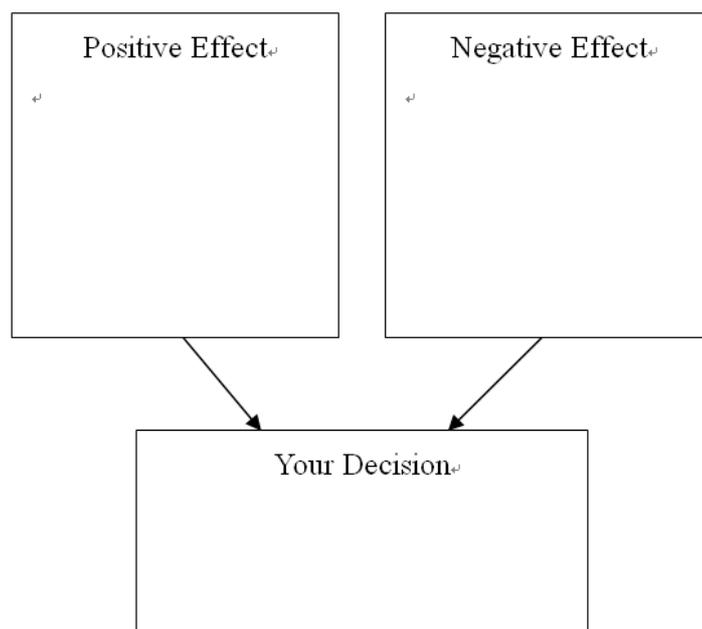
2. The teacher reads the reading aloud for students with addition emotion so as to help students learn where important clues are. The teacher stops from time to time to ask questions on the parts worth paying attention to.

- What functions have scientists found about Mozart’s music?
- How much did Krissy weigh when she was born?
- How did Krissy’s mother do when doctors almost gave up her daughter?
- What talent did Krissy have to make her more extraordinary than other four-year-old children?
- According to a research in Washington State, what is the effect of Mozart on newcomers from Asia?
- Why can cows give more milk when they “listen” to Mozart?
- Why does Mozart have such magical power on people?

3. Then the teachers asks questions for critical thinking and students discuss in groups

- Do you think it was actually Mozart’s music that helped Krissy live? Why?
- Would other kinds of music, such as rock-and-roll or pop songs, have the same effect on healing the human as Mozart does? Why?
- Would Mozart have the same effect on different people? Why?
- What are the positive and negative effects that music has on people?

Is it helpful or not to listen to music while you study? Why?



Section 3

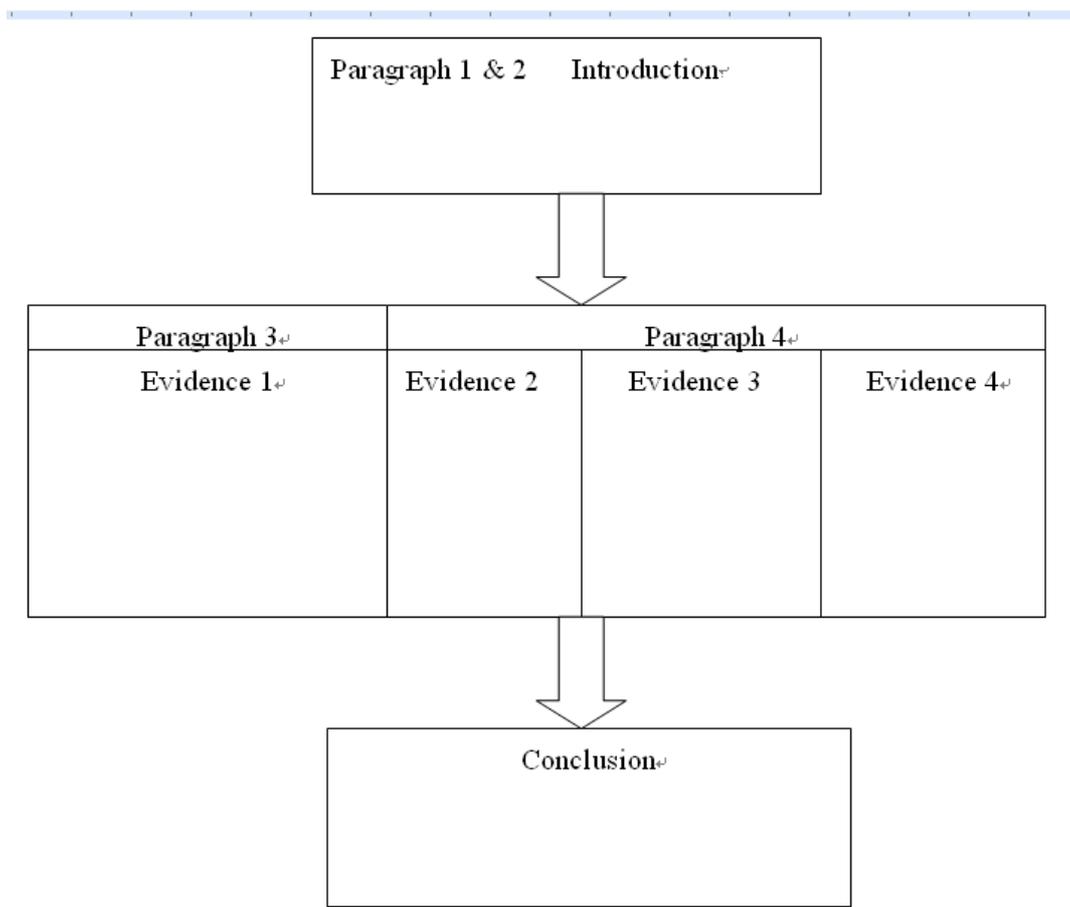
Students are divided into group of four to complete the graphic organizers based on the lesson content. Each group has to fill out the graphic organizers by using their own words. The following are the directions for students.

- (1) Make a story map of the reading. (See Appendix 3)

Story Map

What (What music is used as a prescription?)
Who (Who is the musician who seems to have an ability to heal the human body?)
What (What are the cases in which Mozart is used as a healing aid?)
When (When was Krissy able to play musical piece from memory?)
Where (In which country cows give more milk when they listen to Mozart?)
Why (Why does Mozart have better effects on people?)

- (2) Discuss with your group members and fill in the blanks to form a graphic organizer of the whole reading. (See Appendix 4)



(3) Little Krissy weighed just one and a half pounds and was on total life support. Doctors thought she had little chance to live. From the doctors' points of view, what would you say? Krissy's mother never gave Krissy up. She kept playing Mozart for Krissy. If you were her mother, what would you say? (See Appendix 5)

The condition of Krissy : ↵

↵

↵

↵

↵

Doctors ↵

↵

↵

↵

↵

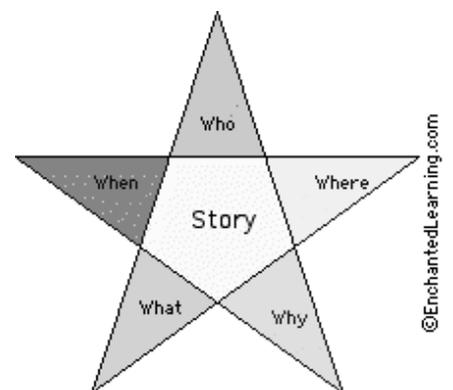
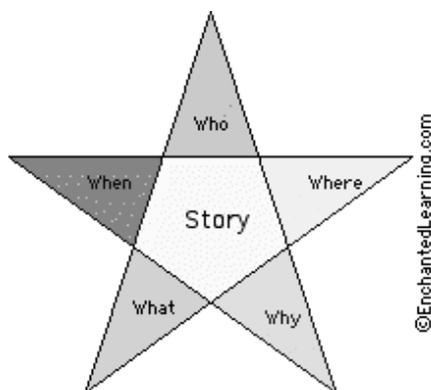
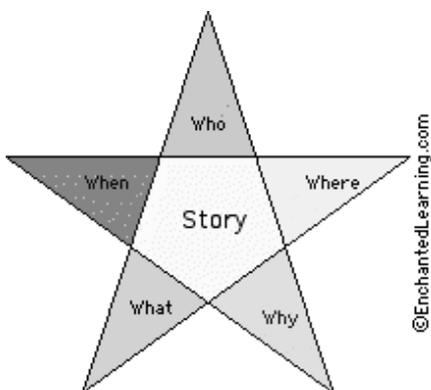
Krissy's Mom ↵

↵

↵

Result : ↵

(4) Find three examples of music effects on people in the third paragraph and fill the star graphic organizers. (See Appendix 6)



Section 4

I. Bridge Reading to Writing

1. The teacher reads students a piece of news about the earthquake and tsunami in Japan. (See Appendix 7)

On March 11, 2011, Japan was hit by a devastating earthquake. The Japan Meteorological Agency (氣象廳) has confirmed that based on detailed information collected, the earthquake measured 9.0 on the Richter scale. Afterwards, a tsunami triggered by the earthquake swept over many areas of Japan. On March 13th, the US Geological Survey reported that the 9.0 Richter scale earthquake was the fourth largest earthquake in the world since 1900. Currently, the largest earthquake in the world since 1900 was the 9.5 Richter scale earthquake in Chile in 1960. That earthquake resulted in 5700 deaths. The Japanese Self-Defense Forces and international rescue teams have saved a total of 12,000 people.

Because of the quake and tsunami, Japan is also dealing with a damaged nuclear power complex in Fukushima (福島). Radiation (輻射) levels have been rising around the plant, and several explosions have occurred. The Japanese military is using high-pressure fire hoses to spray water on earthquake-damaged nuclear reactors in a desperate attempt to cool down dangerously-hot fuel rods, as it acknowledges that time is running out. Regarding this problem, Japanese Prime Minister Naoto Kan says he will consider maintaining a legal point of view in order to strictly regulate and manage any similar incidents in the future.

Adapted from VOA News

2. Students work in pairs. Student A is an earthquake victim in Japan who seems to lose everything after the natural disaster. Student B is his/her friend in Taiwan who tries to comfort him/her and encourage him/her to face all the difficulties. The teacher provides writing grading criteria for students to check before they hand in the written assignments. (See Appendix 10)

For Student A (a victim in Japan)

Imagine that you were a victim in Japan Earthquake in 2011. Write an e-mail to tell your friend in Taiwan about your situation and your feelings. Your home disappears and some of your relatives are missing. It seems that you has lost everything. Happiness and hope also go away from you. You don't know what to do so you ask for help from your good friend in Taiwan. (See Appendix 8)

Dear _____,

Sincerely yours,

For Student B (a friend in Taiwan)

After receiving the letter from your friend in Japan, you know his/her condition in Japan is very bad. Your friend are suffering a lot from the natural disaster. A friend in need is a friend indeed. In this very moment, your encouragement would be great help to him/her. Write a letter to your friend and attach a piece of music or song to make your friend feel better. Write with your deep concern, your friend needs the love and hope from Taiwan. (See Appendix 9)

Dear _____,

Sincerely yours, _____

II. Class Presentation

1. Each pair has to prepare a class presentation. Student A and Student B show the content of the letters with PPT and read the letters aloud in front of the class. When Student B reads his/her letter, the music or song attached plays.
2. Assessment of the presentation:

Presenters fill the speech grading sheets and hand the sheets to the teacher before the presentation. The rest of students fill the speech grading sheet during the presentation. (See Appendix 11)

Appendix 1

Book 2 Lesson 4 A Prescription for Mozart

I. Please look through the vocabulary listed in the textbook and fill the KWL chart.

KWL

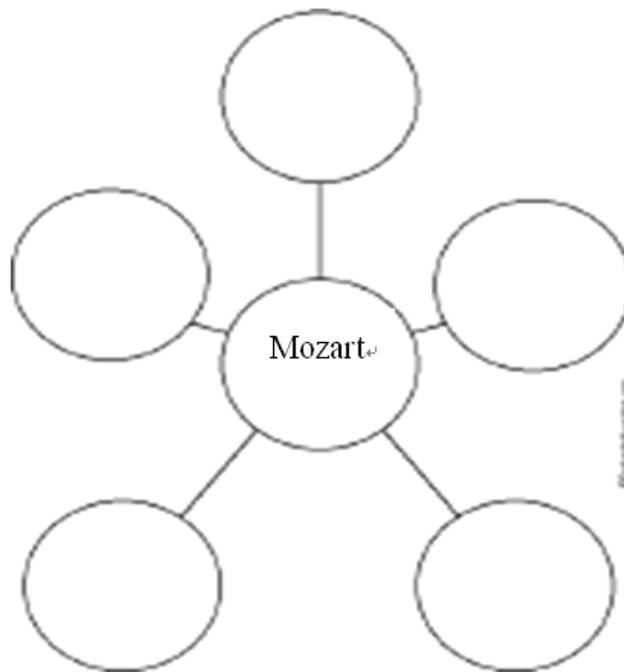
K (words I already knew)	W (words I don't know)	L (words I have learned)

II. The following sheet is for you to write down the collocations or special usages of the new words.

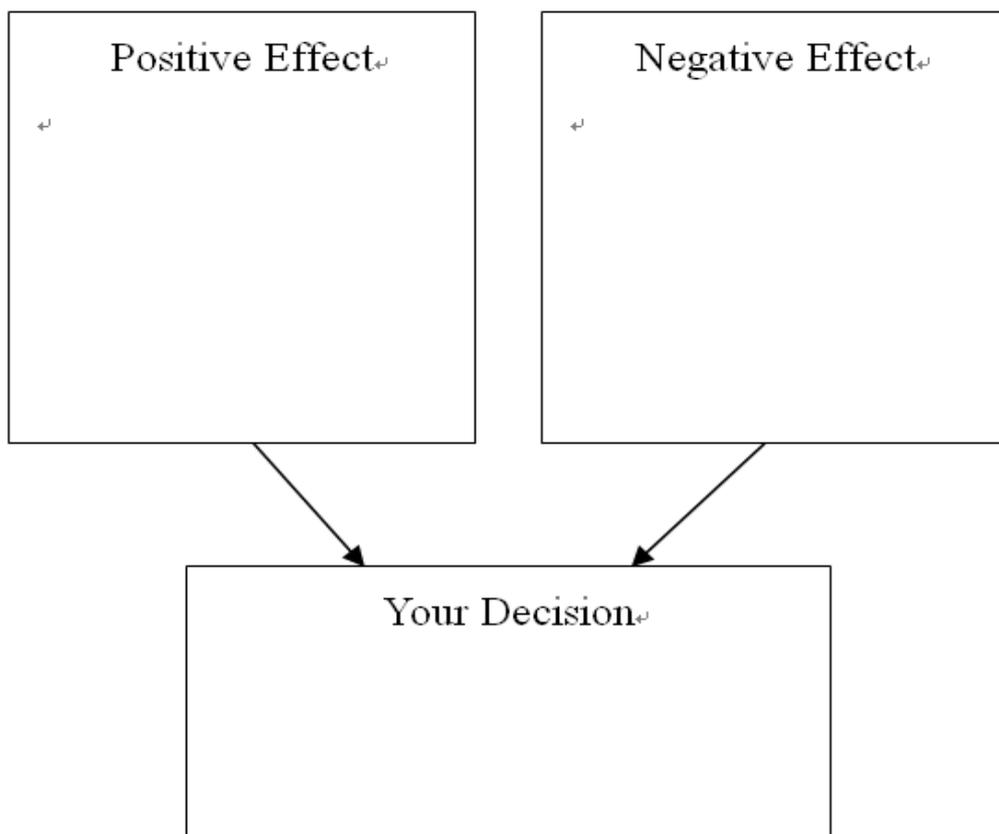
unfamiliar/new word	collocations or special usages of the new word

Appendix 2
Thinking Circles

- I. Please give any information/words that would come up to your mind when it comes to “Mozart Music.” You have to fill the words into the outside circle.



- II. What are the positive and negative effects that music has on people? Is it helpful or not to listen to music while you study? Why?



Appendix 3

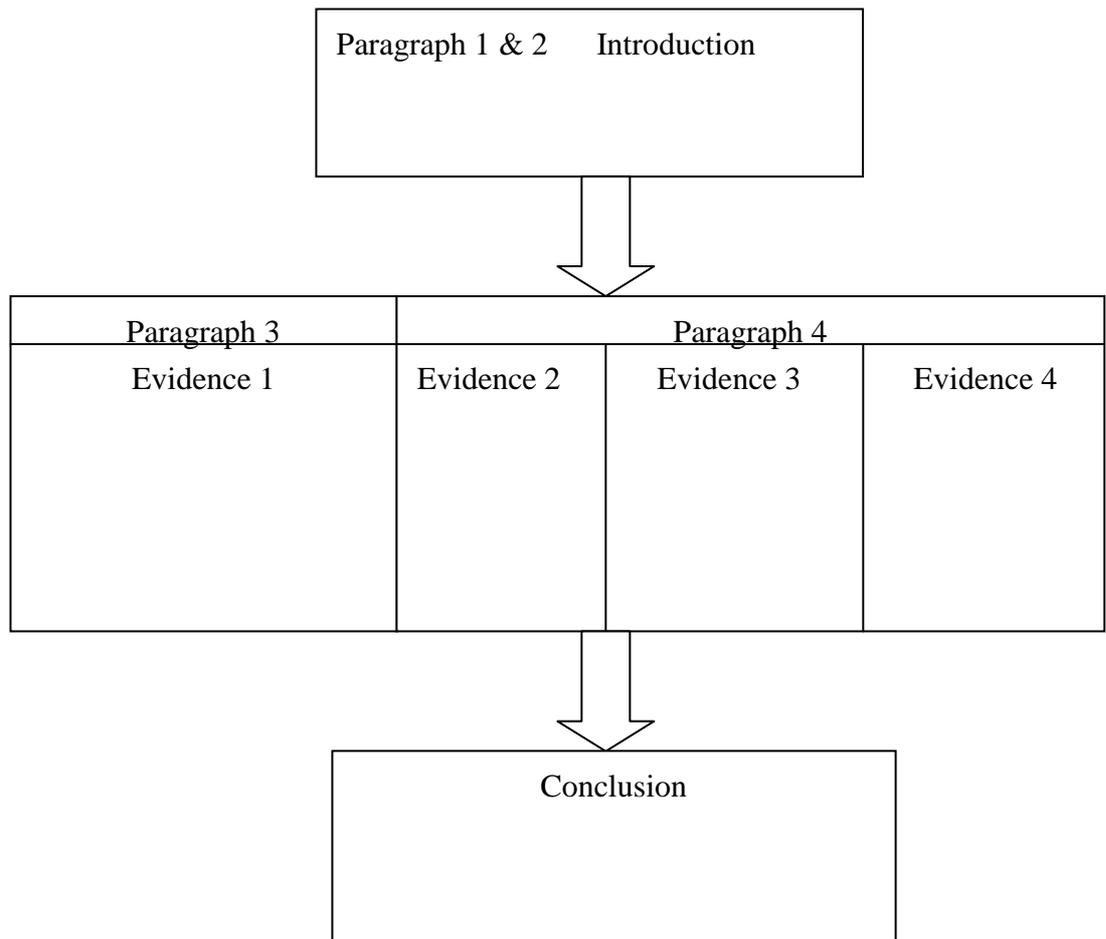
Discuss with your group members and tries to find out the following elements of the reading.

Story Map

What (What music is used as a prescription?)
Who (Who is the musician who seems to have an ability to heal the human body?)
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When (When was Krissy able to play musical piece from memory?)
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Why (Why does Mozart have better effects on people?)

Appendix 4

Discuss with your group members and fill in the blanks to form a graphic organizer of the whole reading.

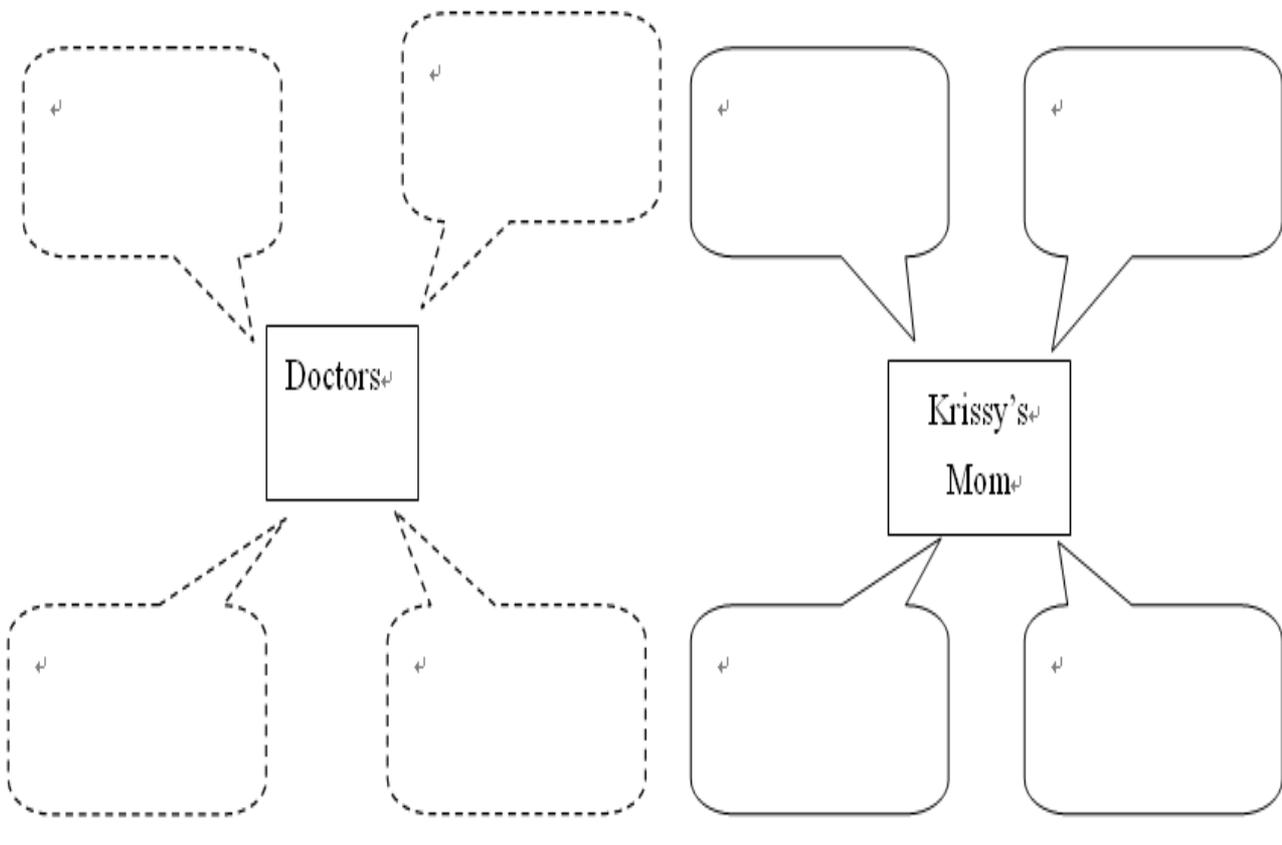


Appendix 5

Class: Number: Name:

Little Krissy weighed just one and a half pounds and was on total life support. Doctors thought she had little chance to live. From the doctors' points of view, what would you say? Krissy's mother never gave Krissy up. She kept playing Mozart for Krissy. If you were her mother, what would you say?

The condition of Krissy :

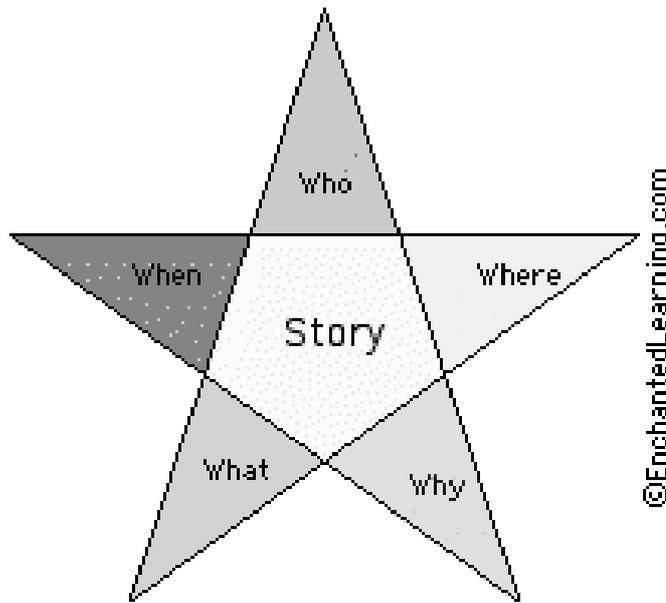


Result :

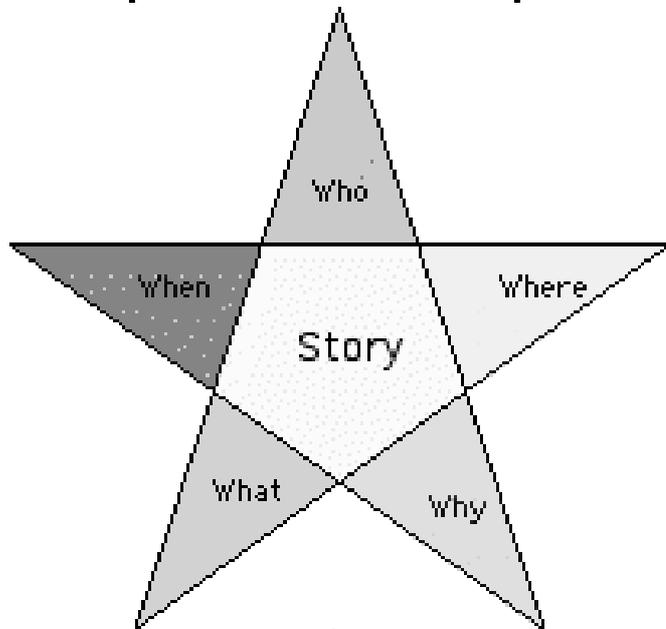
Appendix 6 Star graphic

Class: Number: Name:

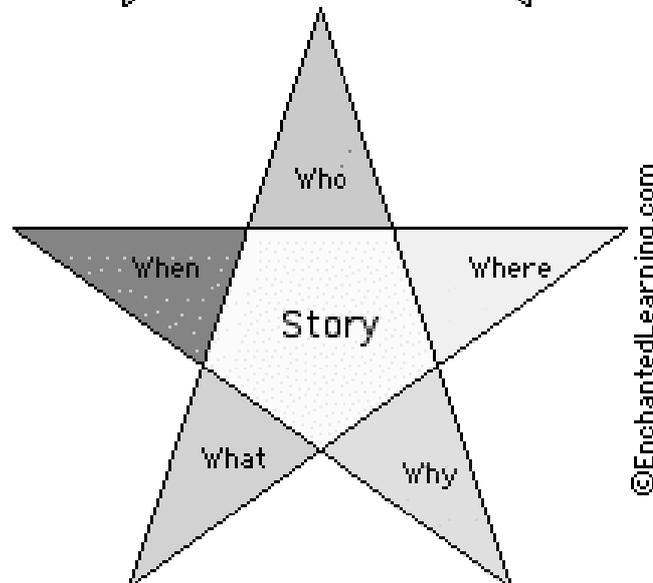
Find three examples of music effects on people in the third paragraph and fill the star graphic organizers.



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Appendix 7

News about the earthquake and tsunami in Japan

On March 11, 2011, Japan was hit by a devastating earthquake. The Japan Meteorological Agency (氣象廳) has confirmed that based on detailed information collected, the earthquake measured 9.0 on the Richter scale. Afterwards, a tsunami triggered by the earthquake swept over many areas of Japan. On March 13th, the US Geological Survey reported that the 9.0 Richter scale earthquake was the fourth largest earthquake in the world since 1900. Currently, the largest earthquake in the world since 1900 was the 9.5 Richter scale earthquake in Chile in 1960. That earthquake resulted in 5700 deaths. The Japanese Self-Defense Forces and international rescue teams have saved a total of 12,000 people.

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Adapted from VOA News

Appendix 8

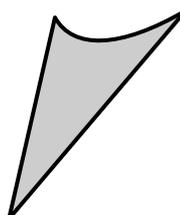
For Student A (a victim in Japan)

Class: Number: Name:

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Dear _____,

Sincerely yours, _____



Appendix 9

For Student B (a friend in Taiwan)

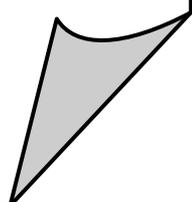
Class: Number: Name:

After receiving the letter from your friend in Japan, you know his/her condition in Japan is very bad. Your friend are suffering a lot from the natural disaster. A friend in need is a friend indeed. In this very moment, your encouragement would be great help to him/her. Write a letter to your friend and attach a piece of music or song to make your friend feel better. Write with your deep concern, your friend needs the love and hope from Taiwan.

Dear _____,

Sincerely yours, _____

music attached



Appendix 10

Class: Number: Name:

Writing Criteria

Before you hand in your letter assignment, please check the four main concerns which will be taken into consideration when evaluating your written assignments. Each will given approximately the same weight. Below are a few suggestions regarding each of these concerns.

<i>Composition</i>	A clear and logical presentation of ideas Coherent and concise paragraph construction. Be concise and precise.
<i>Grammar</i>	Pronoun/noun consistency Adjective/adverb use Subject/verb agreement Spelling
<i>Sentence Structure</i>	Coordination of subjects within the sentence Clarity, lack of wordiness Proper use of modifiers Consistency in tenses, mood, and voice etc.
<i>Punctuation</i>	Commas, colons, and semi-colons Hyphens/dashes, and parentheses Other common practices

Appendix 11

Class: Number: Name:

Criteria	Speaking Hallmarks of Excellence	points available	points
Eye Contact	Toward entire audience (not just teacher) Speaker doesn't read straight from notes. He/She isn't note bound.	5	
Gestures	Speaker uses hands to indicate what being described. Speaker avoids swaying, rocking, playing with his/her hair or doing other distracting movements.	5	
Volume	Audience should be able to hear the speaker without straining. Speaker keeps his/her head up and speaks with a consistent volume.	5	
Language	Speaker pronounces words correctly and uses good grammar. Rate of delivery is smooth and consistent.	5	
Preparation	Speaker avoids excessive referencing of notes and speaks with confidence. Visual aid is complete and used during the speech to help clarify meaning. Music is tested and set up before the presentation.	5	
TOTAL			
Comments			