

Continuing the 'close to home' theme, this Unit looks at the students' aesthetic preferences in terms of art and music. These are important topics in a world that is frantically chasing utilitarianism and as a consequence failing to show students the beauty and universal values contained in and expressed by the arts. Not only can the arts open up personal meaning for students, but they offer valuable hobbies and pastimes. Finally, the arts express the human condition - something that adolescent students are typically exploring as they try to find meaning and direction in life.

Students might well make the comment that they don't have time for art and music because of their heavy study schedules. However, they will mostly be familiar with the latest pop trends and might be surprised how much this form of pop art is already embedded in their lives.

Page 65

Brainstorming (individuals)

- Students set up the learning schema by thinking of how many artists, musicians, composers and pop stars they can think of.

Pop culture is included in this Unit since it is seen as a form of art - Pop Art - that is meaningful to many students.

Task 1 (groups)

- They then continue to build the learning schema by playing 20 Questions.
- Sample input language is provided on this page.
- Student A should count the number of questions and mark them off on the chart provided.

Students should by now be able to understand the instructions and carry them out.

Task 2 (pairs)

- Students interview each other about their favorite musicians, artists and performers.

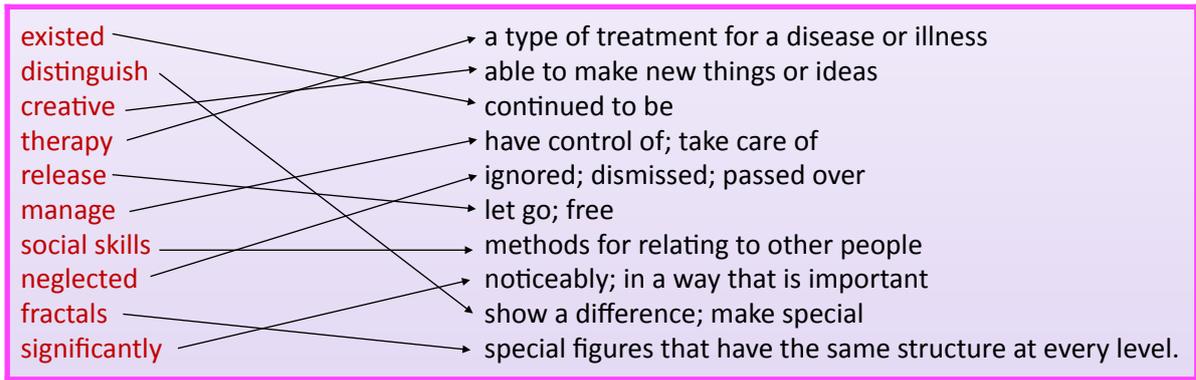
The teacher might like to ask students to write the responses in complete sentences: *My favorite artist is Vincent van Gogh.*

Page 66

Art as Therapy (pairs or groups)

- Students talk about the title.
- T: Play the audio CD (Track 42) and ask students to read the paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

As in Units 1, 2 and 3, students can use Classroom Language. They can also study one paragraph per group (jigsaw activity) if they wish. This will make the reading easier.



Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

Page 67

Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.

Students should by now be able to check their answers with each other. They might also like to try another method at this stage. How about reading the comprehension questions before the reading passage? Students could talk about the questions and see if they know any of the answers. This would promote curiosity about the topic. Then they could read the reading passage to satisfy their curiosity.

Answers

1. One of the things that distinguishes humans from other species is art.
2. Creativity is important for personal development. It helps us to concentrate, manage our emotions and increase our confidence.
3. Art help us to think about our place in the universe and express our ideas about life. In addition, artistic hobbies and pastimes are great for reducing stress. Art therapy, music therapy, and dance therapy have become popular ways of dealing with various sicknesses
4. Art therapy improves the physical, mental and emotional health of people of all ages and helps them to explore their problems through pictures.
5. Dance therapy lets people release their feelings through movement.
6. The arts are often neglected in schools because science and math are considered to be more important.
7. students who play musical instruments have significantly improved concentration and memory. Because of this they score significantly higher in standardized tests.
8. The conclusion of this passage is that it is time, perhaps, to revive the arts in education.

Think for Yourself

Students think about the meaning and nature of art. They are also encouraged to do a google search for M. C. Escher. This will introduce them to a way in which art and math are combined. Escher has described

various visual paradoxes through his work and students should find his pictures very interesting. His works can also be viewed by doing a Google Images search.

Background Information

This information here is about the way in which music and art overlap in real life, and with famous people. This should also encourage students to find out more on this topic.

Page 68

Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Expressing strong opinions' and 'Mild agreement/disagreement.'

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

These questions raise various art-science-life issues. Students who are interested might like to make a presentation about any of these.

Suggested answers:

1. - I really feel that art is one thing that distinguishes us from other species. It is our way of expressing ourselves - our ideas, our feelings, our worries, everything.
- Science and art have always been seen as different. However, many great artists and composers were also good at math. Many famous scientists were also musical. For example, Einstein played violin. I'm convinced that science and art help each other. They are both important to life. Imagine a life without science. Our lifestyles would be completely different. Imagine a life without art. Our lives would be empty.
2. - Yes, I would like to be an artist, musician, or dancer. I would feel that my career was also my love. I could express myself through painting, or through the works of famous composers. I could be passionate in my work. My life would have meaning.
- No, I would not like to be an artist, musician, or dancer. I think these things are OK as hobbies or on the TV. However, I'm positive that real progress in life is made by science and math. Everything you do each day involves smart technology or even electricity. Our whole world is based on science. This is much more important for me than art. I want my life to be about developing science even further.
3. - Off the top of my head, some famous artists and composers from earlier centuries include the following: Bach, Haydn, Mozart, Beethoven, Brahms, Tchaikovsky, Leonardo da Vinci, Michelangelo, Renoir, Goya, Van Gogh, and Monet.
- I'm absolutely sure that the reason they are still famous after their deaths is that art is very important to us as human beings. Art is about the meaning of life. It is the expression of our hopes and fears about life.
- I'm not sure whether any living artists and musicians will be famous 100 years later. It's impossible to tell.
4. - I'm certain that art and music should be taught in schools. Students need to learn how to express themselves and how to appreciate great art. They need to learn about the lives of great

artists and how they overcame great problems to carry on with their art. Students also need to know how to relieve stress through art. Finally, playing a musical instrument is a great skill as well as very good for personal development. Students should have the opportunity to learn an instrument in school. When we think of the purpose of education, then art is absolutely necessary in schools. It is easily as important as science and math.

- Without a doubt, there is no place for art in schools. Schools prepare us for life and this means getting ready for a career. Art is OK for hobbies and pastimes, but it won't help us get a good job. Schools should focus on science and math for the good of their students.

5. - Yes, I have been to an art festival. It was a Korean Folk Art Festival. I really enjoyed it. I learned about traditional art in Korea and saw many exciting performances.

- I'm convinced that there are lots of art festivals in Korea these days because art is becoming more popular. People have more spare time now and they want a better quality of life. Watching art festivals helps them to come into closer contact with art and life.

6. - Yes, I have been to an art exhibition in Insa-dong in Seoul. It was very interesting to see all the different pictures in various styles. I like modern art and I always like seeing what the newest painters are doing. As with every type of art (music, dance, painting), it is always best to have the real experience of being there. I love live art.

- No, I have never been to a live concert, a dance performance, or an art exhibition. I can't see the point. These days we can watch everything on YouTube or elsewhere on the Internet. Furthermore, we can get a good view. When you go to a concert, you can't see the stage for all the people in front of you. Concerts are crowded and you don't get a good view, even though you've paid a lot of money. The performers are always way in front of you and the people next to you start talking or looking at their smart phones. As far as I'm concerned I'm going to watch concerts in the comfort of my home and save the entry fee.

7. - Yes, I think *Hallyu* and *K-pop* are really art forms. After all, every modern type of art is always criticized by old people. Art is never recognized until much later. I really feel that *Hallyu* and *K-pop* are expressions of modern society and modern culture.

- I'm positive that *Hallyu* and *K-pop* are not art. In my opinion they are just commercial and will be short lived. The people in *Hallyu* and *K-pop* are just in it for the money. There is no artistic value to anything they produce. All I see are some young people dancing around to boring music that is always the same. Furthermore, most of them are lip-syncing. They aren't even singing! How can this be called art?

8. - I'm absolutely sure that modern art is important and real. I think that modern art will still be remembered 100 years from now and modern artists will be famous. Think of Picasso and Escher. Every artist is modern in his/her own time, and many people don't understand him/her at that time. Van Gogh only became famous after his death.

- I'm certain that modern art is rubbish. What is it? Just a load of strange shapes on canvas, or flashing lights on video. Anyone can do that. You don't have to be a genius to throw paint at a canvas. I think we have lost the real meaning of art.

9. - Without a doubt, art, dance and music can heal people. This has been shown by research and by all the hospitals helping people in this way. Art therapy is now an important profession.

- No, I do not think that art, dance and music can heal people. Healing is the job of the doctor. Other people shouldn't get involved.

Further [Conversation Strategies](#) are offered. These appear throughout the book and help students to structure their discussions.

Page 69

Dialogue (groups of three people)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 43 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Answers

1. At the beginning of the dialogue Grandma Brown is painting a picture.
2. Kevin doesn't think the painting is fantastic because he is not the 'arty' type.
3. Perhaps Ji-hye is an 'arty' type, since she likes Grandma Brown's painting
4. Kevin's favorite scientist is Albert Einstein.
5. Grandma Brown said that Einstein loved music in order to show Kevin that science and art go together. They are not completely separate.
6. After the dialogue they will all go to Grandma Brown's room to look at her paintings.

As already mentioned, this need not be a whole-class activity. If students are working well on reading and discussion, this page can be looked at by individual groups rather than the whole class. When they have finished the other pages, they can perform the dialogue (as in Reader's Theatre), perform it again with different roles if wished, and even start on their own role play about art and music.

The teacher could play the CD-Rom at the end of class as a nice way of closing.

The dialogues in the book present informal language about the main topic. However, they can be useful sources of stimulation for a role-play project. Students could write, prepare and perform a role-play for a mid-term assignment or test. This can be based on one of the Units already studied.

In terms of assessment, there are various oral-performance and performance-English resources online. For example:

<http://www.pearsonlongman.com/primaryplace/pdf/oral-assessment.pdf>

<http://www.pearsonlongman.com/ae/worldview/wvvideospeakingrubric.pdf>

Page 70

Debate Corner (groups of 4 or 5)

- Students in groups choose one of 4 motions for their debate topic.
- They choose two students to give the 'Pro' arguments, and two to give the 'Con' arguments. If they have 5 members, then one student can be the Timekeeper.
- The rest of the page is taken up with suggested phrases.

These phrases are different from page 62. The two pages (62 and 70) can be used as basic reference. Other phrases will appear later in the book, but these are the basic ones. Phrases from the other Units (Conversation Strategies, etc.) should also be used as they appear and added to the stock of debating and discussing vocabulary.

Phrases are also given for the Timekeeper/Chairperson on this page. If there is a 5th student in the group, then he/she can be valuable in terms of controlling the debate. Each speaker can be given 1 or 2 minutes (for example) and the Timekeeper can control this. At the end of the debate, the Timekeeper/Chairperson can decide whether the motion has been accepted or rejected. If possible there can be a vote, perhaps of students in another group.

In addition, page 72 shows the structure of a debate, from the point of view of the timekeeper/chairperson/judge. This page can be used for reference in all the following debates in other Units.

Page 71

Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion on this page.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55, 62 and 70).
- The timekeeper should look at the phrases on pages 70 and 72 and think about how to start and end the debate. Page 72 has been specially added to show the timekeeper/chairperson/judge how to do this.

Argument Samples

- Students listen to Tracks 44 and 45 on the CD-Rom.
- At the same time, they read the Argument Samples on the this page. Argument 1 is in favor of the proposition. Argument 2 is a sample rebuttal.

Page 72

Let's Debate!

- Students listen to Track 46 on the CD-Rom. This presents a model for the timekeeper/chairperson.
- Students can try reading this model out loud if they wish and practice using suitable stress and emphasis.
- When they have finished listening, the Timekeeper/chairperson starts the debate using the phrases on this page.
- Speaker 1 of the Pro pair gives their three arguments, followed by speaker 1 of the Con pair.
- Speaker 2 of the Pro pair then disagrees with the Con pair and gives the Pro conclusion.
- Speaker 2 of the Con pair then does the same.
- Speakers should use the phrases on pages 55, 62 and 70.

The debate is getting more structured now and the phrases more sophisticated. It will be worth spending time acquiring the phrases on pages 62 and 70.

The sample structure given on this page mentions that the audience can ask questions and vote. This is up to the teacher. If he/she feels that students are ready he/she can invite groups to perform their debate before the whole class, who will be the audience. This can turn into a project or an assignment. For example, one group each week can be asked to prepare a debate and perform it to everyone.

Levels of proficiency tend to vary significantly even in a streamed class of students. The teacher should therefore allow students to perform at their particular level. If reasoned argument is too difficult for the students, there are a number of alternatives:

1. They can be encouraged to do what they can, following the structure in this book, but using whatever language they can manage (such as a number of short sentences). In this case they need positive feedback and assistance.

2. They can read the sample debate and the Argument Samples on page 71 as if they were Readers' Theatre.
3. There are a number of online debate sites where they can find sample arguments. For example: <http://idebate.org/debatabase>. There are many debates on this site, including ones similar to the ones in this book. Students having difficulty with making their own arguments can find arguments on this site and either memorize them or adapt them to their needs. This is not cheating; it is modeling. Many great artists learn their skill by copying the masters. Students can do the same and gradually learn how to make their own arguments.

Here are some more Argument Samples based on the other topics. First of all, based on the first motion: 'Art is the greatest expression of humanity.'

Pro Speaker 1: Yes, I'm absolutely convinced that art is the greatest expression of humanity. Let me give you three reasons. First, I'm saying that art is good for every aspect of life. It gives meaning to everything we do. Second, art is an expression of beauty. The point is that beauty is without price. Art can express our wonder at the flowers of spring and the beauty of the mountains and the sea. Third, I'm talking about what the meaning of life. Art is a way of showing our hopes and fears and our thoughts about creation, the cosmos, and everything. Don't get me wrong. I don't think that art is everything. What I mean is it is at the core of our existence.

Con Speaker 1: What do you mean? Are you really serious? First of all, when did art ever put a meal on your table? You can't eat art and you can't live by art. Second, you can't mean that art is the only way of expressing ourselves. There are many other ways to express our thoughts about existence. We can go to philosophers; scientists can also tell us everything about creation and where we come from. Third, you may be right about your last point, but art is abstract. You can't really say what it is and what it isn't. Many people disagree about this. Is art an expression of humanity, or is the action of doing art more important?

Here are some more Argument Samples based on the third motion: 'Art and music are unnecessary in schools.'

Pro Speaker 1: I'm certain that art and music are unnecessary in schools. First of all it's pretty obvious that the purpose of education is to prepare students for adult life. This means getting a good job, having a family, and supporting the nation's economy. What I'm saying is art and music have no place in this process. They are just hobbies and entertainment. Second, there is little time in school as it is and so much to learn. The point is that there is no time to learn these unnecessary subjects. Third, if students really want to take up art and music, they can do it in their own time. Let me put it another way. The nation should not have to pay for students' hobbies. Let's put education in its real place, preparing students to be engineers, doctors, and even politicians.

Con Speaker 1: Come off it! Everyone knows that life is meaningless without art and music. In fact listening to music is the most popular activity for students in their spare time. Let's get it straight. Education is not just about learning a profession. It is also about being a human being, with feelings, emotions and ideas. Second, art and music develop the whole person, not just the intellect. Are you saying that you want engineers, doctors and politicians with no artistic sensibility? What sort of country would it be then? Third, art actually develops many learning skills, including concentration and memory. Students who study art and music do better in national tests. In other words, they can learn science and math better by studying music. I hope you will realize the truth of what I am saying soon.

Here are some more Argument Samples based on the fourth motion: 'Art and music help us physically and mentally.'

Pro Speaker 1: This motion is obviously correct, but let me give you three reasons to support it anyway. First, we all know that music has a healing property. It also speaks to us of love. As Shakespeare wrote, 'If music be the food of love, play on.' Second, art and music therapy is

becoming very popular these days. People with disabilities, traumas and mental problems are learning to express themselves through art and music and bring out their fears and stress. Third, art and music are used everywhere we go to make us feel comfortable. Even when we go to the dentist soft music calms us down and helps us relax. Research has shown that soft classical music even helps plants to grow. It makes sense. Art and music can heal us.

Con Speaker 1: What are you trying to say? Do you really think that? If I break my leg should I sit down and listen to music instead of going to hospital? If I have a mental breakdown, should I paint a picture? This is obviously missing the point. Art and music are just entertainment. They can't heal our bodies or minds. Don't get me wrong. I know it's nice to listen to music and look at a picture, or even paint one. But these are only spare-time activities. If we really want to heal ourselves we have to go to a doctor and take medicine or have an operation. It's as simple as that. Finally, there are many famous composers, musicians and artists who went crazy during their lives. Look at Van Gogh, who cut off his ear. Art didn't help him, or the other artists who had strange lives. What I'm saying is that there is a place for art and music and there is a different place for physical and mental healing.