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AUTHOR:

CRISTHIAN ALFREDO CALERO ANDRADE

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INTRODUCTION

The following is the presentation of my complex exam-practical components prior the obtaining of the degree of Licenciado in Bilingual Education. It is of vital importance to tell you that I have chosen this topic as well as this profession because I really enjoy teaching. I am full time teacher and one of the aspects I consider the most important is the relation of the learning and teaching process, which is the base for the interaction between teacher and students. I must emphasize that through this process there will be a variety of activities which required a change of attitudes of the participants in this process of education. Moreover motivation is a key tool to engage students in this leaning atmosphere. We have to give emphasis in motivation because through it we can organize ourselves better as teachers and grab the learner's attention.

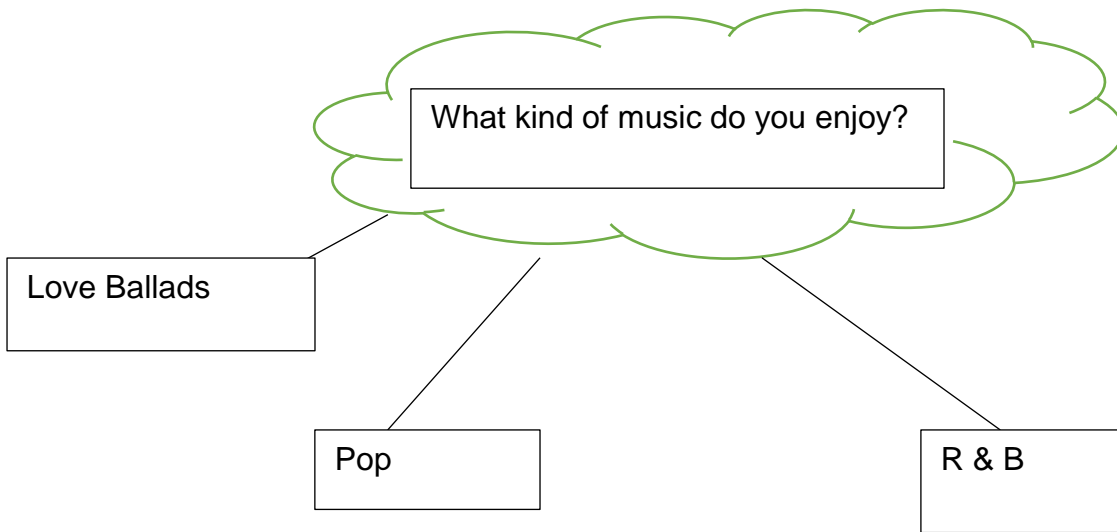
Due to my experience acquired as a teacher during the time I have been working in different schools, I could manifest that the development and practice of the four language abilities as listening, reading, speaking and writing are essential for the expressing language in their own terms in oral and written form. However, without the stimulation in the application of these four abilities there would not be a way to express our thought efficiently.

LESSON PLAN – WRITING

Topic:	Music in USA
Unit title:	Pop music
Skill:	Writing
Level:	Upper intermediate
Objectives:	
Linguistic component	<p>Music origin</p> <ul style="list-style-type: none"> - People - Genres - Styles
Pragmatic Component	<p>Discourse competence: Reading the terms popular music and pop music</p> <p>Functional competence: Inferring meaning from context.</p> <p>Design competence: To acquire and align the perception of the events described in the passage with that of the reader's own understanding according to their personal mind schemes and former experience with pop music.</p>
Sociolinguistic component	<ol style="list-style-type: none"> 1. . To reflect on use of vocabulary, use of grammar; is it conventional or not? Are words missed out in pop music? Is music reflect on mood, is the tone in pop music important? 2. To prepare students for encountering differences in the target language and culture related to different kind of music in USA. 3. To compare politeness conventions from pop music and other musical genres.
MATERIALS AND RESOURCES:	<p>PC and projector</p> <p>Whiteboard and whiteboard makers</p> <p>Trailer of pop music film</p> <p>Documentary film</p>

PRESENTATION:	<p>Warm up: Short elicitation</p> <p>Presentation on socio-cultural context:</p> <p>Brief facts about pop music in the world.</p> <p>Basic information about pop music in USA.</p> <p>Video projection of pop music in the United States.</p>
PRACTICE:	Students analyze a simple essay outline and infer and extract a base essay outline structure.
PRODUCTION:	Students are encouraged to try their own essay outline with a prescriptive topic given by the instructor.
ASSESSMENT:	Students' outlines are collected by the teacher for one on one revision.

Warm-Up



----- A brief conversation about music I like and why.

- Mention 80's and 90's music.

--Give handout

--Video Projection



306120334.mp4

Post-Production

1. What can you conclude from this activity or topic?

2. Was it interesting for you?

LESSON PLAN – READING COMPREHENSION

Topic:	Music in USA
Unit title:	Pop music
Skill:	Reading Comprehension
Level:	Upper intermediate
Objectives:	
Linguistic component	<p>Music origin</p> <ul style="list-style-type: none"> - People - Genres - Styles
Pragmatic Component	<p>Discourse competence: Reading the terms popular music and pop music</p> <p>Functional competence: Inferring meaning from context.</p> <p>Design competence: To acquire and align the perception of the events described in the passage with that of the reader's own understanding according to their personal mind schemes and former experience with pop music.</p>
Sociolinguistic component	<ol style="list-style-type: none"> 1. To reflect on use of vocabulary, use of grammar; is it conventional or not? Are words missed out in pop music? Is music reflect on mood, is the tone in pop music important? 2. To prepare students for encountering differences in the target language and culture related to different kind of music in USA. 3. To compare politeness conventions from pop music and other musical genres.
Materials and resources:	<p>PC and projector</p> <p>Whiteboard and whiteboard makers</p> <p>Trailer of pop music film</p> <p>Excerpt from the film</p>

PRESENTATION:	<p>Warm up: Video projection of pop music in the United States and short elicitation.</p> <p>Presentation on socio-cultural context:</p> <p>Brief facts about pop music in the world.</p> <p>Basic information about pop music in USA.</p>
PRACTICE:	<p>Students perform a reading comprehension activity. They read an excerpt from figures in the history of pop music.</p> <p>Students answer open ended questions on the text to check for comprehension.</p> <p>Students watch a video projection corresponding pop music they have just read and discussed (If the class moves fast).</p>
PRODUCTION:	<p>Students write some ideas about text on three of the main music figure mentioned in the excerpt, while encouraged to use some vocabulary items from the passage.</p>
ASSESSMENT:	<p>Elicitation and consolidation of language structures.</p>

Warm-Up

Start by asking the following:

1. What decade are you from?

--Wait for an answer--

2. What do you think about Pop music of the 80's? Do you like it?
3. Would you consider Pop music to be timeless?

Pre-Production

Now we are going to go more in depth on the topic Pop music.

--Give Handout and instructions:

- A. Identify facts
- B. Elicit facts about reading.
- C. Ask students for their opinion on what they just read.

Show video



306120334.mp4

READING ACTIVITY

Read the following questions, give a detailed explanation to support your answer.

1. After World War II, what inventions altered the American music scene? _____

2. What did Sam Phillips report or say that he could make a fortune out of? _____

3. What kinds of music did the early British colonists bring with them to the USA that influenced Pop Music?

4. What kind of singers were the POP stars of the 19th century?

5. Describe the origin of the Tin Pan Alley and its contribution to Pop Music.

6. In what way did Eduard-Leon Scott and Thomas Edison influence pop music?

Post-Production

A. Elicit information seen on the video played.

B. Mention some important aspects you have watched in the video.

C. What fact was the one that called the most your attention? Explain.

LESSON PLAN – SPEAKING

Topic:	Music in USA
Unit title:	Pop music
Skill:	Speaking
Level:	Upper intermediate
Objectives:	
Linguistic component	<p>Music origin</p> <ul style="list-style-type: none"> - People - Genres - Styles
Pragmatic Component	<p>Discourse competence: Reading the terms popular music and pop music</p> <p>Functional competence: Inferring meaning from context.</p> <p>Design competence: To acquire and align the perception of the events described in the passage with that of the reader's own understanding according to their personal mind schemes and former experience with pop music.</p>
Sociolinguistic component	<ol style="list-style-type: none"> 1. . To reflect on use of vocabulary, use of grammar; is it conventional or not? Are words missed out in pop music? Is music reflect on mood, is the tone in pop music important? 2. To prepare students for encountering differences in the target language and culture related to different kind of music in USA. 3. To compare politeness conventions from pop music and other musical genres.
MATERIALS AND RESOURCES:	<p>PC and projector</p> <p>Whiteboard and whiteboard makers</p> <p>Trailer of pop music film</p> <p>Excerpt from the film</p>

PRESENTATION:	<p>Warm up: Video projection of pop music in the United States.</p> <p>Short elicitation</p> <p>Presentation on socio-cultural context:</p> <p>Brief facts about pop music in the world.</p> <p>Basic information about pop music in USA.</p>
PRACTICE:	<p>Students watch a video projection of a documentary.</p> <p>Students are given a set of open ended questions about the video they've watched, and sit in pairs to discuss the answers to those questions. Each student must pay attention to what his or her classmate has discussed, for they are instructed that they will later share their peer's response.</p>
PRODUCTION:	<p>Students take turns to share with the class, orally, a brief summary of what their partner believes are the correct answers to the questions.</p>
ASSESSMENT:	<p>Elicitation and consolidation of language structures and vocabulary.</p>

Warm-Up

On the board write the following facts:

- Pop music was influenced since the times of the Pilgrims.
- Italian opera singers redefined the sound we know today.

What contribution do you think opera singers gave to the Pop genre?

- Many pop singers were movie stars, sex symbols, and promoters.

Why do you think many Pop stars diversified into many roles?

-----Give handout-----

Show video



306120334.mp4

SPEAKING ACTIVITY

Role play an interview between an interviewer and interviewee (Elvis Presley, The Beatles, Michael Jackson, the Rolling stones, Sinatra, Madonna, etc.

Presentation Demo (interviewer questions)

What inspired you to become a Pop Singer?

What song do you consider to be your most influential and why?

Who gave you the name "The King of Pop" and why?

Why did you separate from your original group, "The Jackson Five"?

Post-Production

Based on the reading and video shown, answer the following:

If you were to choose what decade to be born in; what year would it be and why?

LESSON PLAN – LISTENING COMPREHENSION

Topic:	Music in USA
Unit title:	Pop music
Skill:	Listening Comprehension
Level:	Upper intermediate
Objectives:	
Linguistic component	<p>Music origin</p> <ul style="list-style-type: none"> - People - Genres - Styles
Pragmatic Component	<p>Discourse competence: Reading the terms popular music and pop music</p> <p>Functional competence: Inferring meaning from context.</p> <p>Design competence: To acquire and align the perception of the events described in the passage with that of the reader's own understanding according to their personal mind schemes and former experience with pop music.</p>
Sociolinguistic component	<ol style="list-style-type: none"> 1. To reflect on use of vocabulary, use of grammar; is it conventional or not? Are words missed out in pop music? Is music reflect on mood, is the tone in pop music important? 2. To prepare students for encountering differences in the target language and culture related to different kind of music in USA. 3. To compare politeness conventions from pop music and other musical genres.
MATERIALS AND RESOURCES:	<p>PC and projector</p> <p>Whiteboard and whiteboard makers</p> <p>Trailer of pop music film</p> <p>Excerpt from the film</p>

PRESENTATION:	<p>Warm up: Short elicitation</p> <p>Presentation on socio-cultural context:</p> <p>Brief facts about pop music in the world.</p> <p>Basic information about pop music in USA.</p> <p>Video projection of pop music in the United States.</p>
PRACTICE:	<p>Students watch a video projection of a documentary.</p> <p>Students answer open ended questions about the dialogues they've seen.</p>
PRODUCTION:	<p>Students go back to the film trailer and, while listening more carefully, they are given 3 to 5 minutes to jot down what they think the key facts about the video.</p> <p>Students take turns to share with the class, orally, a brief summary of what they believe the plot is about.</p>
ASSESSMENT:	<p>Elicitation and consolidation of language structures and vocabulary.</p>

Warm-Up

1. Have you ever heard the artist known as Michael Jackson? His music?

2. What is pop music to you?

--Wait for an answer—

-----Give (orally) brief description of Pop music.

- Talk brief history

Show video



306120334.mp4

LISTENING ACTIVITY

1. When was the term pop music first used?

2. Who is considered the first pop star in history?

3. What song did Elvis Presley sing that made him popular and when did he record it? _____

4. When did the Beatles become famous and how many number one hits did they have by 1963?

5. What period was known as “The British Invasion” and why?

6. What album sold fifty million copies?

7. What type of pop began in the 1970's?

8. Name some of the artists mentioned.

9. Who did MTV help rule the charts in the 1980's?

10. Name 3 groups mentioned that made the 1990's explode with pop music.

Post-Production

Summarize what you just saw and listened.

Now from what you know about Ecuadorian music; compare the two countries and what music has meant to its people when they were recorded.

CONCLUSION

The elaboration of this project for me has been enriching. I have been doing all the activities in function of my experience as an English teacher and based on the same experience I consider that the practice and application of the 4 language abilities are vital in teaching a foreign language. I suggest applying such abilities on the daily process of teaching and learning to be able to get bilingual thinking and speaking students.

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