



Module 4



Music:
The Universal Equalizer

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Section 1 - Music in our lives

1 Read the following.

1. Do you agree with these ideas? Why? Why not?
2. Do you feel identified with any of them?

a)

"The music is not in the notes, but in the silence between."

Mozart

b)

From childhood to adulthood music is an important part of our lives. The music we listen to always influences us because there are many different messages in songs.

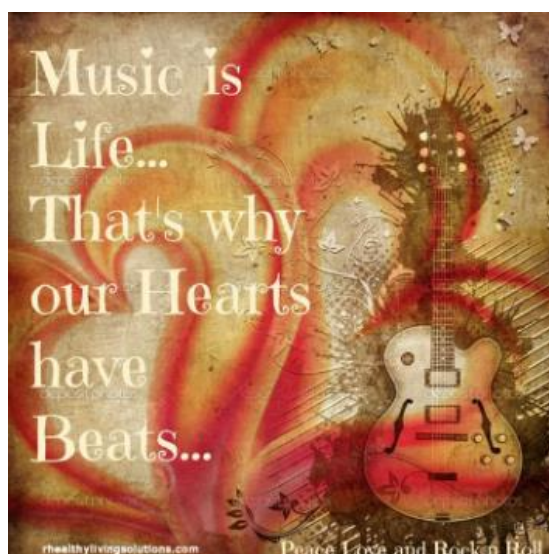
c)



d)

The best way to describe music is by talking about the emotions it evokes and how the messages in the songs touch our souls.

e)



2 Listen to this song and choose an expression from this box to describe your emotions as you listen to it.

https://www.youtube.com/watch?v=IASvjVx-Mg4&ab_channel=KATTIVIK62

amused- annoyed - anxious- calm- peaceful - dreamy- energized - pumped up - defiant-
joyful- cheerful - sad- depressed - scary - fearful - triumphant- heroic

I feel...

I am...

This song makes me feel...

.....

.....

- 3** Read the lyrics of this song called MUSIC. Is there any connection between this the song and the ideas discussed before?

Music was my first love
And it will be my last
Music of the future
And music of the past

To live without my music
Would be impossible to do
In this world of troubles
My music pulls me through



- 4** Read the following texts and whenever possible use ideas from them to answer the questions below.

a)

Music has the power to bring people together in different ways on several occasions. It can also be termed as a good source of communication. In our daily life, there are certain feelings which we fail to express but through music, all the missing words find their way and we can easily communicate our message to the people. We find the words to express either by writing songs or just listening to it.

b)



c)



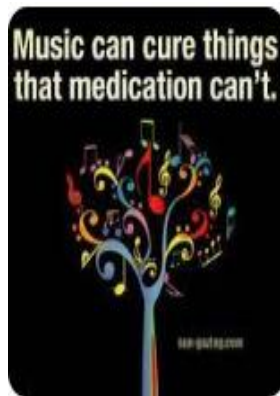
d)



e)



f)



g)



h)

When we listen to music, our brains release dopamine, a neurotransmitter associated with pleasure. This neurological response can create feelings of joy, satisfaction, and overall well-being, making music a source of pleasure and enjoyment.



i)

Music improves learning skills, problem-solving skills, cognitive ability and improvement in academic performances, because it changes in human emotional status. Fast tempo music of 120-130 beats per minute increases anxiety, happiness, causes rise in blood pressure and a rise in heartbeat whereas slow tempo music with 50-60 beats per minute is shown to cause the opposite effect.

1. From 1 to 10, how important is music in your life? Why?

.....
.....

2. Do you have a favourite song? Is it possible to love just one song?

.....

.....
3. What do you recall when you listen to your favourite song/s?

.....
.....
4. Do you listen to music when you study? Account for your answer.

5 Complete these ideas with information from the texts you have read.

1. If you have an unsolved problem, music

.....
2. You will never feel alone during difficult times in your life if.....

.....
3. When you cannot find the words to communicate easily with other people,

.....
4. Music can help you to express yourself when

.....
5. We should listen to music when.....



Phrases to show acknowledgement.

We use these phrases to show interest in what the other person is saying and to let the person know you are listening as he or she speaks.

Oh, wow.

Indeed!

Really?

That's interesting / crazy / funny / weird.

I didn't know that!

Cool!

No way!

Oh, no!

Right. (This means "I agree/acknowledge what you are saying")

That sounds fun / cool / interesting.

6 Complete this dialogue with the options in the box.

A tutor and her student are talking about the advantages of listening to music to improve academic results.

- a. I didn't know that. Can music help me to concentrate?
- b. Indeed! So I always put off studying for my exams.
- c. Do you think that if I listen to music, I will pass all my exams?
- d. That's weird. I get distracted with music.

Tutor: Do you find it hard to concentrate when you study?

Student:¹

T: You should try listening to music.

St:²

T: There are study-focused playlists on streaming platforms.

St:³

T: There are studies that show that certain music improves our concentration because it isolates us from the background.

St:⁴

T: Ha, ha! There's no magic, but it can help you. Tell me by the end of the term if this tip helped you.

7 Write a dialogue based on one of the topics below. Use expressions to introduce your opinions, agree or disagree and show your acknowledgement.

1. Negative study habits and tips to improve them.
2. Inclusive policies are useful.
3. At present, women have the same rights as men.
4. Music is a universal equalizer.

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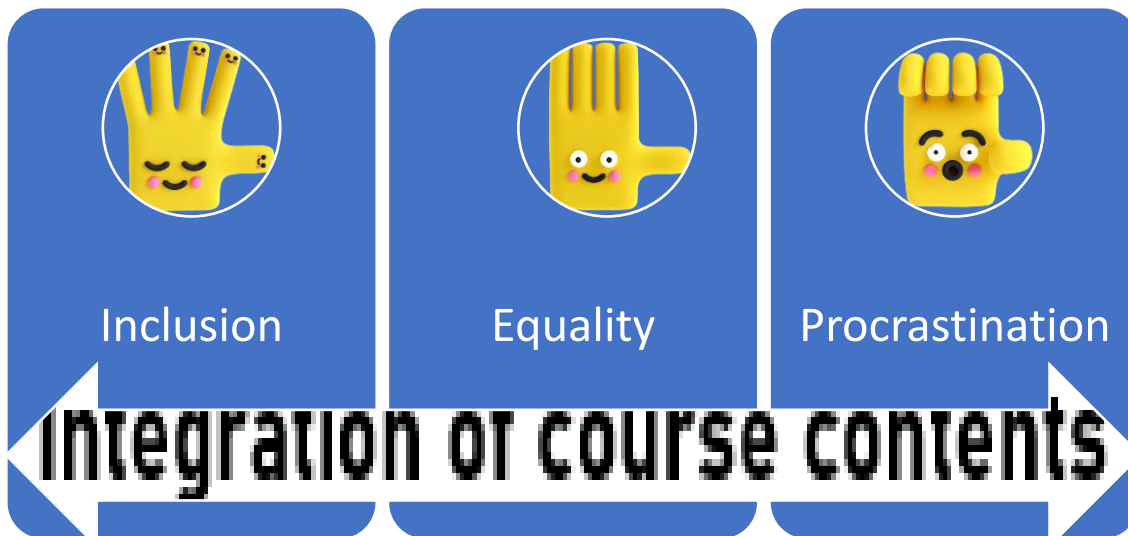
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8 Group work: Discuss the following questions. Choose a speaker who will share the information suggested in the group

1. Watch these videos with songs from three popular Disney's movies. Can you connect the messages given in each song with the topics discussed so far in our course? Which one relates to each topic?
2. Do they express similar or different ideas from those described in the previous modules?

a. Inclusion

.....

.....

.....

b. Equality

.....

.....

.....

c. Procrastination

.....

.....

.....

I'll make a man out of you

<https://drive.google.com/drive/folders/1202DZIFxQh25HuaK0JK4WnWfxeqVALwQ?usp=sharing>



Hakuna Matata

<https://drive.google.com/drive/folders/1XcZNFaYvjVFhBzu1ayqh4HiMtMWx8UK?usp=sharing>



Someday

<https://drive.google.com/drive/folders/1vWCiw2bUVCyWLUbMBZOUlyKcpLXRUgkq?usp=sharing>





TIP TO IMPROVE YOUR SPEAKING

There is no magic pill that would help you speak better. You must put yourself in situations where you are forced to speak in English to get better at it. Start small. Agree or disagree with your fellow students.

Expressing Agreement

Informal:

Yes, you're right!
I agree with what you said.
Fair enough, I think you may be right.
You're quite/absolutely right.
I couldn't agree more.

Formal:

I've come to the same conclusion.
I hold the same opinion.
We are of one mind about that matter.
I have no objection to what you said.

Expressing Disagreement in English

Informal:

Not at all!
You're wrong (this one can easily annoy people. Use it only with your friends)

Formal:

I am afraid that is not quite true.
I have to state that I think otherwise.
I take a different view.

- 9** Write a short dialogue with your seatmate giving your opinion about the songs in activity 7. Agree and disagree using the expressions above and on page 99.

.....

.....

.....

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.....

.....



MleL

Log in for more practice.

Section 2- A Challenging or Controversial Song?

1 Have you ever heard this song?

<https://youtu.be/G7KNmW9a75Y>



First listening activity: We think you know it so we will ask you to listen to the whole song and write words or phrases you can identify. Don't worry if you don't understand every single word. That is not the idea.

Singer:

Name of song:

Words or phrases:

.....

2 Second listening activity: let's listen to the first part of this song (up to 0:35') and answer:

1. Who does she refer to when she uses the pronoun "we"?

.....

2. Why does she include these three lines and who is she talking to?

I didn't want to leave you

I didn't wanna fight

Started to cry but then remembered I...

.....

3. In what tense is this fragment narrated? Why?

.....

3 Third listening activity: let's listen to the following part of the song (0:32 –1:15). We are going to listen to this part twice: the first, for meaning and the second, to match the actions on the left column with their corresponding connected phrases in the right column:

Actions	Connected phrases
Buy	my name in the sand
Write	my nails cherry red
Talk	my own hand
Say	myself dancing
Take	things you don't understand
Hold	myself flowers
Paint	to myself for hours

4 Fourth listening activity: now we are going to listen to the last part of the song (1:15-up to the end). Why do you think she sings these three lines?

I didn't want to leave you

I didn't wanna fight

Started to cry but then remembered I...

.....

5 Complete the name of the song and the singer.

.....

We were good, we were gold
Kinda dream that can't be sold
We were right 'til we weren't
Built a home and watched it burn

Mm, I didn't wanna leave you
I didn't wanna lie
Started to cry but then remembered I

I can buy myself flowers
Write my name in the sand
Talk to myself for hours
Say things you don't understand
I can take myself dancing
And I can hold my own hand
Yeah, I can love me better than you can

Can love me better
I can love me better, baby
Can love me better
I can love me better, baby

Paint my nails, cherry red
Match the roses that you left
No remorse, no regret
I forgive every word you said

Ooh, I didn't want to leave you, baby
I didn't wanna fight
Started to cry but then remembered I

I can buy myself flowers
Write my name in the sand
Talk to myself for hours, yeah
Say things you don't understand
I can take myself dancing, yeah
I can hold my own hand
Yeah, I can love me better than you can

Can love me better
I can love me better, baby
Can love me better
I can love me better, baby
Can love me better
I can love me better, baby
Can love me better
Oh, I

I didn't want to leave you
I didn't wanna fight
Started to cry but then remembered I

I can buy myself flowers (oh)
 Write my name in the sand (mmh)
 Talk to myself for hours (yeah)
 Say things you don't understand (never will)
 I can take myself dancing, yeah
 I can hold my own hand
 Yeah, I can love me better than
 Yeah, I can love me better than you can

Can love me better
 I can love me better, baby (oh)
 Can love me better
 I can love me better (than you can), baby
 Can love me better
 I can love me better, baby
 Can love me better

6 Read the lyrics and answer.

- How could the person who wrote this song feel?
.....
- What do you think happened to her/him?
.....
- Did this ever happen to you? Would you like to talk about it?
.....
- What did you do on that occasion?
.....
- How can you describe the woman who sings this song?
.....
- How did she overcome difficulties? Do you think she is empowered?
.....
- How can women change and participate in this changing world?
.....
- What piece of advice can you give to the singer?
.....



TIP TO IMPROVE YOUR SPEAKING

Common phrases don't need to be too polite. We can speak of ourselves in the first person and follow the introduction with our opinion. It's enough to say 'from my point of view' to let the other person know that it's your personal opinion.

1 Revising expressions to give your opinion. We are going to discuss ideas about this song.

To do so, you will have to answer these questions and add your own idea. Use the common phrases on page 36.

1. Do you think women can develop without anybody's help in this world?
.....
2. Do you think there are memories and people we never forget?
.....
3. Do you prefer buying yourself flowers than receiving them from another person?
Which situation is better in your opinion?
.....
4. Can you remember other songs with a similar topic?
.....
5. Is the perspective in the song similar to the perspective shown in Module 2 Sections 1 and 2?
.....

 **MleL** Log in for more practice.

Section 3- Fiction Time: Harrison Bergeron

1 Read this review about the story. Some words are not coherent with what we have read so far. Can you underline them?

In "Harrison Bergeron," Vonnegut describes a dystopic democratic government that congratulates and accompanies its citizens to achieve its goal of physical and mental freedom among all Americans.

The idea in Harrison Bergeron is that these people live in a society that invites social equality on the citizens by means of government programs and enforcement. This is inherently a dystopian society which favours people's freedom and helps everyone but the lowest and least abled in the society.

2 Use the words in the box to replace the ones that are not coherent with the story and re-write the review.

oppresses - tortures - totalitarian – forces - tramples - equality – executes

.....

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Part 4

After a long deep noise, the photo on the Bergerons' TV screen was replaced by Harrison himself, who had entered the studio violently. He said that he was the emperor, the greatest ruler in history, and that everyone had to obey him. Then he furiously took off all his handicaps. He was incredibly handsome and powerful. He said that the first woman brave enough to stand up would be his empress. A ballerina stood up. Harrison removed the handicaps, the weights and mask, revealing a beautiful woman.

He ordered the musicians to play, and promised a reward if they did their best. Harrison was dissatisfied with their initial attempt. They tried again and did better. After listening to the music, Harrison and his empress danced. They moved through the air, flying towards the ceiling. Then, still in the air, they kissed each other passionately.

Diana Moon Glampers entered the studio and killed Harrison and the empress with a shotgun. The Bergerons' screen went dark. George, who had left the room to get a beer, returned and asked Hazel why she had been crying. She said something sad happened on TV, but she couldn't remember exactly what. He told her not to remember sad things. Then, a noise sounded in George's head, and Hazel said it was unusually bad. He asked her to repeat that, and she repeated that it sounded unusually bad.

3 Complete the following sentences with the missing character, the subject of the sentence.

1. walked into the studio violently and said that he was the emperor and that everybody had to obey him. Then, he took off all his handicaps.
2., the bravest, stood up and he removed all her handicaps.
3. told the musicians to play.
4. didn't play very well and Harrison wasn't happy with the music. But then they tried again, and it was better.
5. danced and kissed each other.
6. walked into the studio and killed them.
7. couldn't watch the TV because the screen went black.
8. didn't remember why she was crying.
9. told her not to remember sad things, while a noise sounded in his head.
10. said that this noise was unusually bad.

Why did Hazel say that this noise was unusually bad?

4 Watch the last part of the story and answer the following questions



1. Why did Harrison walk into the studio violently?
.....
2. Why did Harrison offer a reward to the musician who did his/her best?
.....
3. How can you describe the effect of music in the way HB and his empress dance?
.....
4. Who shot Harrison and the ballerina?
.....
5. What do you think the charges against Harrison Bergeron were? Why was he killed?
and the ballerina?
.....
6. Why did the screen on the Bergerons' TV go dark? Is this a symbol in the story?
.....

5 After watching and reading part 4. Which of these themes are present in the last part of the story? Give examples from the story to support your answer.

1. Dystopian society and Utopian society
.....
.....
2. Totalitarian society as opposed to democratic society
.....
.....
3. Freedom, music and dance

.....

.....

4. Media and ideology

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6 With a fellow student, start working on the dialogue for Mid-term test II.

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 **MleL** Log in for more practice.

Section 4 Introduction to Academic Literacy: The Abstract

1 Read abstracts 7 and 8. Highlight the moves.

Abstract 7

The effect of listening to music on concentration and academic performance of the student: Cross-sectional study on medical undergraduate students

Abstract

Listening to music while studying has become a usual practice in the student population. While one group of students claim it would enhance their curricular efficiency, on the other hand, some researchers deny such assumptions. The overall objective of the study was to explore the effect of music on the curricular activity of the student and whether this trend is to rule out it is beneficial to the students in their academic performances. Present study involved 200 Malaysian students representing three major ethnicities. Among them, 120 students prefer to listen to music while studying and the remaining 80 were not. The study comprised of two ways of survey namely questionnaire based and experiment based. Data obtained from the responses of participants compiled in the form of graphs and charts 47% believes that music helps them to concentrate while studying. 29% claims that music would keep their mind calm, and 17% stated that it would prevent sleepiness. 78 out of 80 students said that listening to music while studying distract their concentration. Experimental data revealed higher incidence (75%) of correct answers while listening to soft music than other fast track or instrumental music. The positive finding as obtained from the study is relevant to justify the current trend of listening to music while studying as it may not pose any adverse effects on the concentration of student. In fact, it might also improve the performance of the student in their academic perspectives.

Abstract 8

Equality versus Freedom in “*Harrison Bergeron*” by Kurt Vonnegut: A Study of Dystopian Setting

Abstract

This article is devoted to the analysis of one of Kurt Vonnegut's dystopian short stories, *Harrison Bergeron*, through the setting analysis focusing mainly on the use of media as a means of creating mono logical setting and discussing the dance scene as an act of escape from this mono logical setting. Kurt Vonnegut, a contemporary American novelist and short story writer, using his experiences during World War II, reflects on the post war American society especially through his satirical works about power structures. And in this short story he satirizes the forced equality in an imaginary American society.

- 3** Are they similar or different to the ones discussed in the previous modules? What conclusions can you make about moves?
-



Log in for more practice.

