

Actividad 2: *Music? I'm an expert*

PROPÓSITO

Se espera que los estudiantes identifiquen las características del artículo de opinión para luego redactar uno. Se busca conectar la escritura en inglés de artículos de opinión con los intereses de los jóvenes.

OBJETIVOS DE APRENDIZAJE

OA 1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

OA 3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

ACTITUDES

- Pensar con autorreflexión y autonomía para gestionar el propio aprendizaje, identificando capacidades, fortalezas y aspectos por mejorar.

DURACIÓN

4 horas pedagógicas

DESARROLLO

Comentando artículos relacionados con la música

- Trabajarán en torno a un artículo de opinión referido a la música. Se presenta dos artículos, el primero es más difícil que el segundo; el docente elige uno de ambos, según los objetivos propuestos o los grupos involucrados.
- Para motivarlos, les pregunta:
 - Why do you think music is important and how does it affect different people?*
 - What makes a song popular for you? The lyrics of the song, the melody, the singer or something else?*
- Ellos manifiestan sus opiniones y el docente los invita a usar expresiones como *In my belief, in my opinion, to my mind, I firmly believe, I disagree, I partly agree, etc.*, para promover la expresión oral.
- Reciben las siguientes indicaciones: *Read the following opinion article about music and then, do the activities below.*

Conexión interdisciplinaria

Música

OA 4

Analizar propósitos expresivos de obras musicales de diferentes estilos, utilizando conceptos disciplinarios.

Opinion article 1

My New Band Needs a Name

And, candidly, we're struggling with it. Not everyone comes up with a Who or Beatles on the first try — not even the Who and the Beatles.

By Steve Knopper



Mr. Knopper, a contributing editor for Rolling Stone, is the author of “Appetite for Self-Destruction: The Spectacular Crash of the Record Industry in the Digital Age.”

Sept. 12, 2018

Last year I sang in a rock 'n' roll cover band called Smaldone Faces. It was the best name of any band I've ever been in, even though we had to constantly explain it to people. (So

did the Ramones, at first, I kept saying.) We were based in northwest Denver, and a notorious **mob** family from the '50s and '60s, the Smaldones, used to run this neighbourhood. Our drummer, Bret, and I came up with the play on words with the British rockers Small Faces in a flash of inspiration one night before practice.

Not everybody **lands on** a Who or Beatles on the first try — they were once called the High Numbers and the **Quarrymen**, respectively, and who knows how history might have turned out if they hadn't **switched**?

My new band is **struggling** to find a name. Sid Delicious is our bassist's preference, but a few people have **staked out** that name on Twitter and Instagram. Our guitarist suggested Red Mollusk Sect, because we cover Blue Oyster Cult, but it's too hard to say.

With Smaldone Faces, we Photoshopped an electric guitar onto an old image of the family patriarch Clyde Smaldone and used the “Godfather” font for our fliers and Facebook page. It was a fun marketing shtick until I received an unexpected message from a bald, big-bearded, mixed-martial-arts fighter who said he was a Smaldone relative and was not amused by our use of his family name and likeness. He called us “cheesy little [expletives]” and added: “You don't know what my family endured.”

Extract of an opinion article about music taken from:

<https://www.curriculumnacional.cl/link/https://www.nytimes.com/2018/09/12/opinion/knopper-band-names-music.html>

Glossary

- ✓ **Mob:** organized crime.
 - ✓ **To land on:** creates a great name such as.
 - ✓ **Quarryman:** A man involved in quarrying (mining for stone).
 - ✓ **To switch:** to change.
 - ✓ **To struggle:** to try really hard.
 - ✓ **To stake out:** to say you own that.
 - ✓ **Blue Öyster Cult:** Psychedelic rock band.
- Para verificar que entendieron el **artículo 1**, el profesor les pide que expliquen las siguientes ideas. Los estudiantes trabajan con un compañero y responden en sus cuadernos; pueden usar el diccionario.
 - a. “My new band needs a name, and candidly we're struggling with it”.

- b. "Not everybody **lands on** a Who or Beatles on the first try".
- c. "A notorious **mob** family from the '50s and '60s, the Smaldones, used to run this neighbourhood".
- d. "I received an unexpected message from a bald, big-bearded, mixed-martial-arts fighter".
- e. "You don't know what my family endured".

Opinion article 2

'America's Got Talent': Courtney Hadwin signs record deal with Simon Cowell's blessing

Paul Sheehan

Reality TV December 18, 2018 5:05AM



Courtney Hadwin may have lost "America's Got Talent" this summer but she sounds like a winner to Arista Records which just signed her to a multi-disc deal. The label made the announcement in conjunction with Simon Cowell's Syco Music, which had inked a talent contract with her based on her success on "AGT."

The English schoolgirl **gushed** with excitement over the news. "I've always wanted to work on original songs and to be able to do that with the support of Syco while

staying true to myself and the music I like is a dream come true. I can't thank them enough for giving me this chance." And Simon said, "Courtney is an amazing artist. I will never forget her first audition on the show this year."

Back then, Simon **praised** her tenacity and **likened** her to lion. As you'll recall, the soft-spoken teen had admitted to being **plagued** with stage **fright**. Only with the encouragement of Mel B was she able to raise her voice in song. And what a voice it is. When she ripped through the Otis Redding classic "Hard to Handle," Hadwin sounded like a singer who had been performing for years. (Relive that moment by watching the video above.)

SEE 'America's Got Talent: The Champions' full list of 50 contestants includes Darci Lynne Farmer and 4 other 'AGT' winners

Indeed, with her **homage** to Rolling Stones lead man Mick Jagger, she harkens back to the swinging 60s. Howie Mandel invoked another 60s icon, Janis Joplin, when he hit the Golden Buzzer to send her straight through to the live shows. While Hadwin didn't take the "AGT" title, she is going to get a second chance when she competes on "America's Got Talent: The Champions" this coming January.

<https://www.curriculumnacional.cl/link/https://www.goldderby.com/article/2018/americas-got-talent-courtney-hadwin-record-deal-simon-cowell-agt-news/>

Glossary

- ✓ **To gush:** speak or write effusively or with exaggerated enthusiasm.
 - ✓ **To praise:** express warm approval or admiration of.
 - ✓ **To liken:** point out the resemblance of someone or something to.
 - ✓ **Plagued:** full of something.
 - ✓ **Fright:** fear.
 - ✓ **Homage:** tribute.
- Para verificar que comprendieron el **artículo 2**, el docente les pide completar las siguientes oraciones con sus propias palabras:
 - a. *The title says, "Courtney Hadwin signs record deal with Simon Cowell's blessing" and "blessing", here, means...*
 - b. *Courtney Hadwin lost "America's Got Talent" but that does not matter because...*
 - c. *In the second paragraph Courtney says, "while staying true to myself" and by this, she means...*
 - d. *Courtney Hadwin is compared to a lion because...*
 - e. *When the article says that Courtney was "being plagued with stage fright" it refers to...*
 - f. *When the writer of the article says "And what a voice it is" he means...*
 - g. *Mick Jagger and Janis Joplin are here compared because...*

Formulando ideas sobre música en un artículo de opinión

- A continuación, el docente presenta algunas preguntas referidas a ambos artículos y los alumnos responden en parejas: *In pairs, talk about the following questions:*
 - a. *Why does the title call the reader's attention?*
 - b. *Which audience do you think this opinion article is written for?*
 - c. *Identify three examples of humour in the articles.*
 - d. *Now answer the following: why would humour and a relaxed style of writing be suitable for an article about a music band?*
 - e. *Apart from humour, which other aspects make this text entertaining?*
- Ahora reciben el *template* (modelo) con ciertas variantes temáticas para entregar su opinión sobre los cambios musicales de ayer y hoy, y presentar dichas observaciones al curso.

Template

The contribution of different musical groups is relevant nowadays because

_____ (topic sentence). For example,

_____ and _____

_____ we can realize that (analysis of examples)

_____ *because*

_____ *(reasons to support your examples).*

- El docente revisa y retroalimenta el trabajo de los estudiantes, verificando en detalle el léxico, las estructuras y la idea general.

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Evalúan cómo se aplica las características y la estructura del artículo de opinión.
- Escriben un artículo de opinión, completando una pauta de escritura.