



Stages	Procedure	Time
Objectives	<ol style="list-style-type: none"> 1. To practice <ol style="list-style-type: none"> a. scanning and skimming for details b. identifying main ideas and supporting details c. making inferences 	
Warmer	<ol style="list-style-type: none"> 1. Teacher can put on a background music throughout this lesson. 2. Teacher begins the lesson by asking the following questions: <ol style="list-style-type: none"> a. Do you like music? b. What kind of music do you listen to? 3. Teacher elicits for responses. 4. Teacher directs students to the title of the article – <i>Music for the Brain</i> 5. Teacher asks students what they think the article is going to be about. Elicit for responses. 	5 mins
Pre-reading	<ol style="list-style-type: none"> 1. Teacher puts students into small groups and distributes Task 1. 2. Without referring to the article, teacher gets students to match each topic sentence (taken from the article) to its supporting statement. 	5 mins
While-Reading	<ol style="list-style-type: none"> 1. Teacher then asks students to skim and scan the article to confirm their answers for Task 1. Teacher discusses and elicits for answers. 2. Next, teacher continues with Task 2. 3. Teacher puts students into groups and gets them to answer the inference questions in Task 2 by referring to the article. 4. Teacher elicits and discusses answers. 	5 mins 15 mins
Post-reading	<ol style="list-style-type: none"> 1. Teacher distributes Task 3. 2. Teacher gets students to complete the organisation chart based on the details of the article. 3. Teacher confirms answer. 	8 mins
Wrap	<ol style="list-style-type: none"> 1. Teacher wraps up lesson. 	2 mins

TASK 1

Match each topic sentence taken from the article to its supporting sentence.

Topic sentence	Supporting sentence
1. Everybody has a different preference when it comes to music genres.	A) The former gives you a feel-good state, whereas the latter helps you bond with other people.
2. Before we begin, let's look at how music reaches the brain.	B) Listen to a wide variety of genre by having multiple playlists to listen to.
3. This music-brain connection has tremendous benefits to humans, especially musicians.	C) Musicians' brains are more symmetrical and active for their brains are with larger areas for motor control, auditory processing and spatial coordination.
4. Music enhances brain function by stimulating the formation of brain chemicals namely dopamine and oxytocin when listen to it.	D) Whether it is loud, metal, blues or jazz, music is amazing to our brains.
5. Scientists have proven that music can help students in school.	E) Music protects adults against memory problems and cognitive decline.
6. It is not too late for your brain to benefit from music.	F) Sound vibrations that enter to the ear canal will be transmitted through an electrical signal that travels along the auditory nerve to the brain system.
7. If you cannot make it to a music class, here is what you can do.	G) Music improves our language development, increases our brain connectivity and enhances our spatial intelligence.

TASK 2

Read each paragraph below and choose the correct inference.

1. An otolaryngologist explains that music is based on the relationships between one note and the next. It is structural, mathematical and architectural so the brain has to do a lot of computing to make sense of it.

- a) Music is a rigid and methodical subject like math and architecture.
- b) Our brains process music and math the same way because both subjects require complicated analysis.
- c) Music stimulates our brains because our brains have to respond in varying ways.
- d) An otolaryngologist uses the process of computing to make sense of the relationships between musical notes.

2. Brain scans have shown that musicians' brains are different from other people. Their brains are noticeably more symmetrical and areas of the brain responsible for motor control, auditory processing, and spatial coordination are larger. They also have a larger corpus callosum, the band of nerve fibers that enables two hemispheres of the brain to communicate with each other.

- a) Musicians' brains are bigger compared to brains of the non-musicians.
- b) Musicians require equal use of both sides of the brain.
- c) Musicians need to have better motor control, auditory processing and spatial coordination.
- d) Musicians train their brains to perform many different processes.

3. Dopamine is the brain's "motivation molecule" which gives you a feel-good state when you do something pleasurable. Don't you feel more energetic when your favourite pop song airs on the radio? Oxytocin is the "trust molecule" and "moral molecule" that helps you bond with other people. It explains why you feel a great sense of belonging to the crowd at a live concert and to the singer you are listening to.

- a) Music creates various kinds of good molecule to our body.
- b) Music gives strength to people to socialise with others.
- c) Music makes you energetic because it helps you bond with others.
- d) Music can be used to motivate, form trust and foster social connections.

4. Early music lessons encourage brain plasticity, which is the brain's capacity to change and grow. It is worthy to note that short exposure to music training before age seven can enhance the brain for a lifetime. As little as four years of music lessons was found to improve brain functions, even after 40 years later!

- a) Learning music at a young age helps a child to develop skills that can last for a lifetime.
- b) It is not necessary to learn music for a long time as four years of music lessons is proven sufficient.

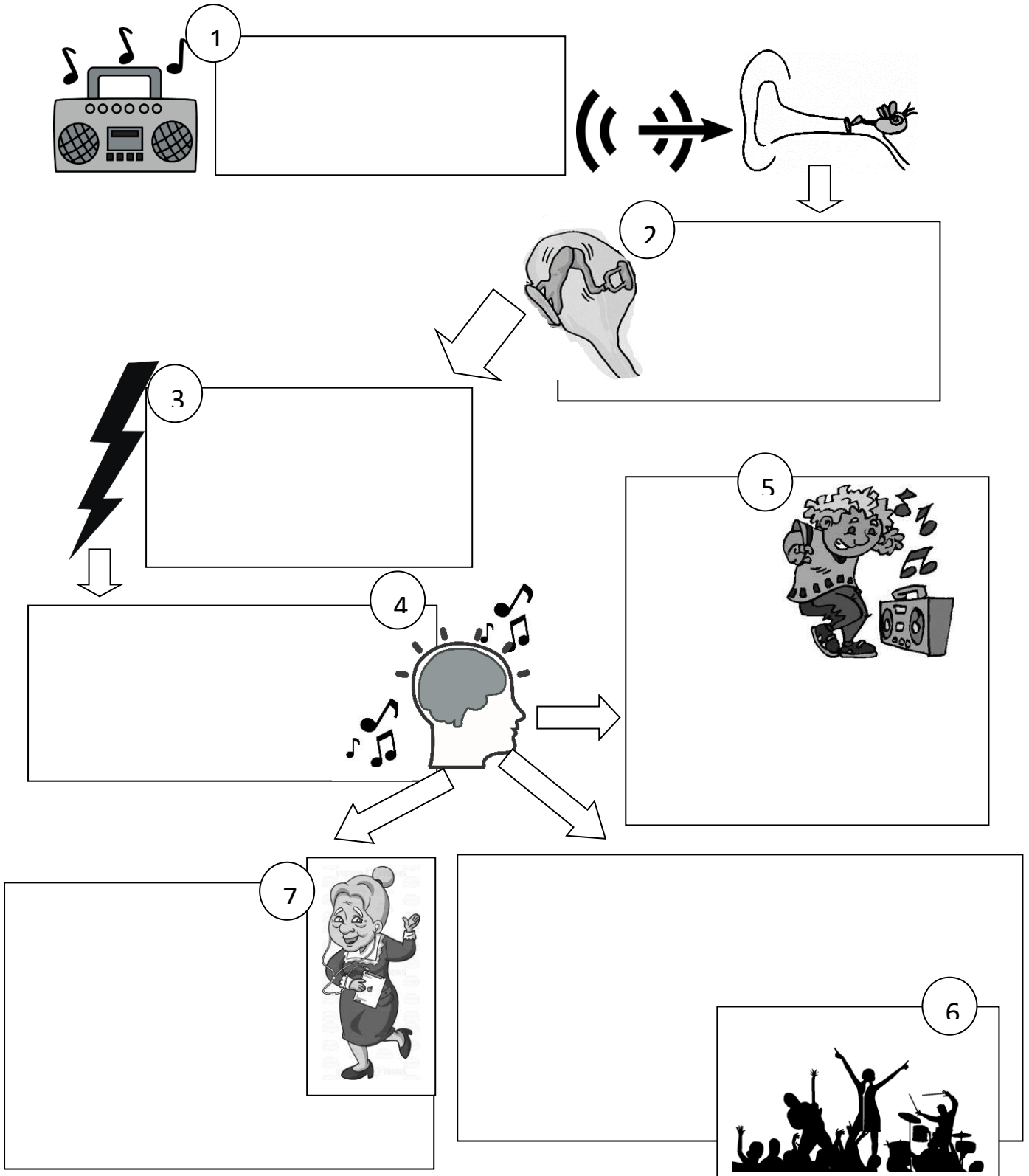
- c) Brain enhancement may not be effective if a child learns music after seven years old.
- d) It is too late for a seven-year-old child to learn music as the brain's capacity will stop to change and grow.

5. Studies note that adults who play an instrument, sing or dance reap physical, psychological and social benefits from music too. It protects them against memory problems and cognitive decline more than other leisure activities.

- a) Adults who play musical instruments will have better memories than those who do not play musical instruments.
- b) Adults who play musical instruments may have lesser risks of developing memory loss.
- c) Adults who have memory depletion and cognitive impairment can be cured by playing musical instruments.
- d) Adults who love music are physically, psychologically and socially better than others.

TASK 3

Complete the organization chart with details from the article.



ANSWERS

Task 1

1. D
2. F
3. C
4. A
5. G
6. E
7. B

Task 2

1. C
2. B
3. D
4. A
5. B

Task 3

(Students' answers may vary as they complete the chart with their own words)

Sample answers:

1. A stereo system sends out vibrations that travel through the air and enter the ear canal.
2. Vibrations tickle the eardrum.
3. Vibrations are transmitted through an electrical signal (that travels along the auditory nerve to the brain stem).
4. Electrical signal is reassembled into music (by the brain).
5. You feel more energetic when your favourite pop song airs on the radio.
6. You feel a great sense of belonging to the crowd at a live concert and to the singer you are listening to.
7. Adults gain physical, psychological and social benefits from music. / Music protects adults against memory problems and cognitive decline more than other activities.