

Concerts



Which of the following music genres is your favourite? Why?



Rock 'n' roll



Classical music



Jazz

My favourite music genre is _____ because _____

Vocabulary Exploration

A. Read the following dictionary entries and complete the sentences.

1. **appear (v):** to show up somewhere
2. **applause (n):** the sound of people clapping their hands to show enjoyment or appreciation of a performance
3. **choreography (n):** the art of planning a series of dance steps for a group to perform
4. **enthusiastic (adj):** very interested in something
5. **instrument (n):** an object that is played to produce musical sounds

1. The audience gave the band a big round of _____ for their stunning performance.
2. If you know how to play the piano, you could easily learn how to play other _____.
3. The students are very _____ about the field trip to Macau.

4. Do you remember the first time Pyotr Glazunov _____ on the show?
5. The ballet *Nutcracker* features _____ created by famous ballerina Charlotte Dunbar.

Reading Exploration

NSS Popular Culture

Reading the following concert review and answer the questions.

The Trinity Voice gave an incredible performance

The Trinity Voice, which has taken the world by storm since it won the most recent season of *The Sing-Off*, had their first concert in Asia. Using only a few **instruments** to accompany their singing, The Trinity Voice delivered a stunning performance at AsiaWorld-Expo last Saturday night.

- 5 The crowd was in an **enthusiastic** mood even before the show began. They screamed and waved their glow sticks in excitement. When the bass singer Casper Steinberg **appeared** on stage in Halloween costumes, there was an instant burst of screams from the audience.



- 10 They played a Beatles medley early in the night, then a mash-up of some heart-pounding pop songs and covers of Michael Jackson's classics. Bass singer Ivan Wesley took the spotlight by jamming a jazz version of Mozart's *Turkish March* on the cello, while beatboxing at the same time. But it was the closing song — their original *Eureka* — that brought the crowd to an awed hush. The infectious beats and the unique **choreography** elicited the loudest and
15 longest **applause** of the night.

Once again, the vocalists showcased their impeccable singing skills, impressive arrangements of songs and ability to engage the audience. The Trinity Voice is one of the few vocal bands whose live music sounds even better than the studio versions. Refreshing, charming and talented, the group is the epitome of musicianship and their live performance
20 was surely a joy to see.

B. Find expressions in paragraph 1 that mean the same as the following.

1. has been very successful

2. extremely impressive

C. Answer the following questions about the show.

1. Where did The Trinity Voice hold their performance?

2. How do we know the audience were excited about the performance?

3. What was special about the bass singer's performance?

4. Which song did the audience like the most? Why?

D. Decide whether the following statements about The Trinity Voice are **True, False or the information is **Not Given**. Blacken ONE circle only for each statement.**

- | | T | F | NG |
|---|-----------------------|-----------------------|-----------------------|
| 1. The Trinity Voice didn't write any of their songs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Many vocal bands' live performances are not as good as their recordings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The writer thinks that The Trinity Voice is the best vocal group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The Trinity Voice will soon hold another concert in Hong Kong. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Hints

Examples of words of emotion:

amaze
annoy
astonish
bore
confuse
depress
disappoint
excite
interest
relax
shock
surprise
terrify

Grammar Exploration

Using words of emotion

Words of emotion are used to talk about how we feel or how something makes us feel.

Comparing adjectives ending in ‘-ed’ and ‘-ing’

‘-ed’	‘-ing’
Adjectives ending in ‘-ed’ describe someone’s feelings: <i>E.g. My brother was stunned when he looked at the fossils.</i>	Adjectives ending in ‘-ing’ describe the thing or person that causes those feelings: <i>E.g. The exhibits displayed in the museum are stunning.</i>

E. Circle the correct word to complete each sentence.

1. I am very (pleased / pleasing) that you are interested in the exhibition.
2. How (surprised / surprising) to see such a large creature on earth!
3. The primary students were very (excited / exciting) when they arrived at the hall.
4. Are you (interested / interesting) in **archaeology**?
5. It was (amazed / amazing) to see the Great Pyramid of Giza from high above.

F. Read the following sentences. Choose from the words given below to make sentences and use the correct forms of words (‘-ed’ or ‘-ing’). One has been done as an example.

annoy confuse entertain frighten shock

e.g. Jonathan doesn’t understand the map of the hall. It is very unclear.

a. *Jonathan is **confused** by the map of the hall.*

b. *The map of the hall is **confusing**.*

1. There is a ghost story behind this picture. It makes me feel afraid.

a. _____

b. _____

2. We all enjoyed the video at the exhibition very much.

a. _____

b. _____

3. People cannot believe the discovery. It **rocked** the whole city.

a. _____

b. _____

Vocabulary checkpoint

archaeology (n)

考古學

rock (v)

震驚

Hints

Before the recording begins, study the table and ask yourself:

- What are the row and column headings of the table?
- What information will you need to write down?

Vocabulary checkpoint

rehearsal (n)
排練

G. You are Steve Cheung, the chairperson of the school choir. You and the vice-chairperson are having a meeting. Listen to the recording and read the leaflet below. Then fill in the missing information in the note sheet.

Details of the leaflet	
Aim of the school choir	(1) To provide members with _____ _____ (2) To help members improve their _____ _____
What members can learn	(3) _____ (4) How to appreciate _____ _____
Activities and events	(5) _____ (6) _____ in Hong Kong Concert Hall (7) Rehearsals are held every _____ evening
Requirements	(8) Have a _____ for _____ (9) _____ (10) Commit to the _____
Audition	(11) Date: _____ (12) Time: _____ (13) Venue: _____

Athens College Choir Now recruiting!



If you are passionate about singing, enjoy performing on stage, and would love to hang out with like-minded people, you belong with us!

Audition: 27 September

2.45pm

Music Room

Writing Exploration

Hints

When writing rules and regulations, we usually start the sentences with the basic form of the verb.

Switch off the light before you leave.

We use *Don't / Do not / Never ...* to tell someone not to do something.

Never run in the hall.

H. A notice may contain rules and regulations. The junior form students are going to attend a classical concert next week. You are preparing a notice to inform them about concert etiquette. Choose the correct headings and words below to complete the notice.

Headings:

Clapping your hands
Mobile devices
Students' conduct

Food and drink
Personal belongings

Intermission
Photography and recordings

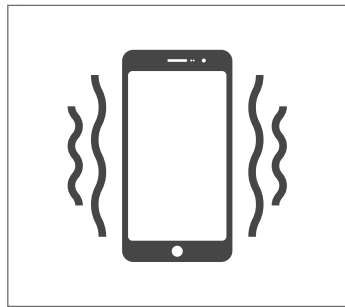
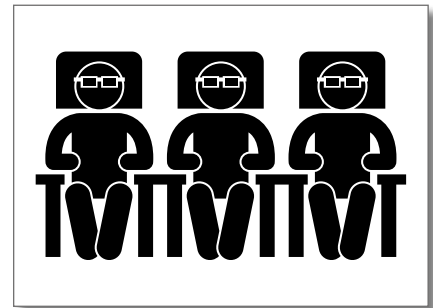
Words:

break	individual	latecomers	pauses	performance	photos
recordings	remain	responsible	return	seat	silent
snack	stolen	switch	welcome		

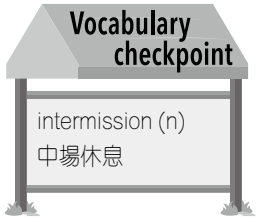
Notice to students

When attending a classical concert, you should observe the following rules.

1. (1) _____
(2) _____ in your assigned
(3) _____ and keep quiet during the
performance.



2. (4) _____
(5) _____ your phone and smartwatch
to (6) _____ mode or turn them off
before entering the concert hall. Do not text during
the (7) _____.



3. (8) _____
No (9) _____ or (10) _____
of any kind at any time inside the concert hall.
This includes pre-show, during the performance,
at **intermission**, and after the show.



4. (11) _____
Applaud to (12) _____ the performers
and in between (13) _____ pieces.
Do not clap your hands during long musical
(14) _____.

5. (15) _____
(16) _____ to your seat 5 minutes
before the intermission ends. (17) _____
will be asked to wait in the lobby until a
(18) _____ between two pieces.



6. (19) _____
Never eat or drink inside the concert hall. There is a
(20) _____ bar on the ground floor.

7. (21) _____
Keep an eye on your personal belongings. The
school is not (22) _____ for lost or
(23) _____ items.



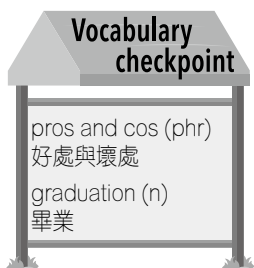
Understanding the question

There are different types of discussion topics in the examination. The purposes of the topics can be categorized as follows:

- a. Giving suggestions
- b. Problem solving
- c. Making comments
- d. Making a choice
- e. Planning an event

1. Read the following questions and identify their purposes. Write the letters (a–e) in the spaces provided.

1. Your school is going to hold an exhibition. Discuss the details with your group members.	
2. More and more students are late for school. Suggest possible ways to solve this problem.	
3. There has been a debate on whether students should wear a uniform to school. Explain the pros and cons of wearing a uniform.	
4. The school is now promoting energy saving. Suggest some ways that students can help in cutting the use of energy in school.	
5. Your group is going to choose a farewell gift for your class teacher. Discuss whether you should buy a bunch of flowers or a box of chocolates for him / her.	
6. Your group is organizing the graduation dinner for all S5 students. Discuss the details with your members and make arrangements for the event.	
7. Your group is asked to discuss whether studying abroad or studying at a local school would be better for an S1 student.	



Skills Exploration

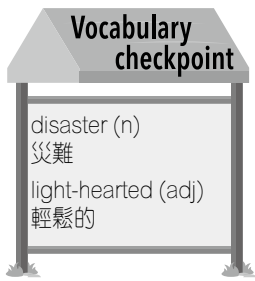
Identifying the genres of fiction

Fiction refers to made-up novels, short stories or fables. One way to categorize fiction is to divide it into different **genres**, which refers to the type or style of the text. The following are some common types of reference words:

1. Write the correct genre in the table on the next page.

Classics	Comedy	Fantasy	Mystery
Romance	Science fiction	Thriller	Tragedy





Genre	Description	Example
1.	Stories about death, suffering or disasters , that usually make people sad	<i>The Tragedy of Dr Faustus</i>
2.	Stories which are usually light-hearted and entertaining with a happy ending	<i>The Jumping Frog</i>
3.	Stories related to romance and love	<i>Jane Eyre</i>
4.	Storylines based on unreal scientific discoveries of the future, life on the other planets, etc.	<i>Twenty Thousand Leagues Under the Sea</i>
5.	Stories about strange and unusual happenings, sometimes with hidden causes	<i>The Big Mistake and other Stories</i>
6.	Works of literature that have been recognized for their value and quality	<i>A Tale of Two Cities</i>
7.	Stories which are exciting, usually about crime and detectives	<i>Classic Detectives Stories</i>
8.	Stories involving magic and terrible monsters	<i>American Horror</i>

K. Below are some of the greatest novelists in the world. Match the books with the authors. Write the names in the spaces provided.

Roald Dahl (1916–1990)

Roald Dahl had written many incredible stories for adults and children. His stories are mostly constructed from the point of view of the child protagonists, who fight against adult villains.

Steven Edwin King (1947–present)

This American author is famous for horror, science fiction and fantasy. Many of his books have been turned into films and television shows.

Arthur Conan Doyle (1859–1930)

Doyle was born to a prosperous Irish-Catholic family. He is most noted for the fictional detective series Sherlock Holmes.

Jane Austen (1775–1817)

Austen is considered an important figure in English literature. She is best known for her novels, which often explore the dependence of women on marriage in the pursuit of favourable social status and financial security.

Victor Hugo (1802–1885)

Hugo was an esteemed French poet, novelist and playwright. His works touch on political and social issues of his time.

1. *A Study in Scarlet*

The novel follows a murder investigation by an amateur detective and his friend.

Author: _____

2. *Charlie and the Chocolate Factory*

The story features the adventures of Charlie Bucket inside Willy Wonka's chocolate factory.

Author: _____

3. *Under the Dome*

The story is about aliens trapping a small town under an invisible barrier and treating humans like ants.

Author: _____

4. *Les Misérables*

The novel focuses on the lives of people in France in the late 19th century. It elaborates upon the history of France and examines the nature of romance, morality and justice.

Author: _____

5. *Sense and Sensibility*

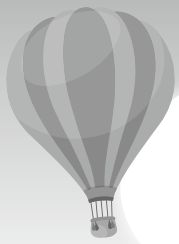
It tells the story of two sisters from an English family, who face issues of marriage, morality and misconception.

Author: _____

 **Self-assessment**

Review the skills you have learnt and give yourself a mark by putting a tick (✓) in the appropriate box. (1: poor; 6: excellent)

	1	2	3	4	5	6
1. Reading Exploration: Reading a concert review						
2. Grammar Exploration: Using words of emotion						
3. Listening Exploration: Completing a note sheet						
4. Writing Exploration: Writing notices, rules and regulations						
5. Speaking Exploration: Understanding the question						
6. Skills Exploration: Identifying the genres of fiction						



Elective Exploration

Learning English through Drama

What is a drama?

A drama is a story that is intended to be performed on a stage. It can be classified into comedy¹, tragedy², tragicomedy³, musical, mime⁴, opera⁵, etc. Sometimes it is called a play.

1. The structure of a drama

A drama is generally divided into different acts⁶ and / or scenes⁷:

(i) Acts:

An act is one of the main parts of a drama.

(ii) Scenes:

A scene is a part of an act in which a series of events happen in the same place.

(Note: A short drama may only contain one or two scenes instead of having both acts and scenes.)

2. The elements of a script

A script⁸ is the written version of a drama. It contains the story and all the information needed for the performance:

(i) On stage production:

- Narrator's narration⁹: Parts of the drama are told as a story by a narrator
- Actors' dialogue¹⁰: The conversation between two or more actors
- Stage directions¹¹: Actors' movements and non-verbal actions, the changing and position of props¹², etc.

(Note: Actors show their emotions, feelings and motivations through verbal and non-verbal cues¹³. For example, to show the actor is happy, he may say, 'That's great!' (verbal) or smile and open his eyes wide (non-verbal). These instructions are clearly stated in the script.)

(ii) Backstage production:

- Lighting, sound effects, setting, make up, costumes, etc.

¹喜劇 ²悲劇 ³悲喜劇 ⁴默劇 ⁵歌劇 ⁶幕 ⁷場 ⁸劇本 ⁹敘述者的講述 ¹⁰演員間的對話 ¹¹舞台指示 ¹²道具 ¹³暗示

A. Read the following play script and fill in the blanks with the elements of dramas.

A perfect gift for mum

Cast

Tracy — An S4 student

Arthur — Tracy's classmate

Mrs Lee — Tracy's mother



Act I

Scene I

(Lights come up in the garden. Tracy is sitting on a stool. Arthur is walking towards her.)

Narrator: *(Standing to the side)* Mother's Day is approaching. Tracy is sitting on a stool in a garden thinking about the perfect gift for her mum. At this moment, her classmate, Arthur, comes by.

Arthur: *(Waving his hands towards Tracy)* Hi, Tracy! *(He sits next to Tracy and looks at her)* You look troubled! What's the matter?

Tracy: *(Turning to Arthur)* Hi, Arthur! Yes, I'm thinking about what to buy for my mum on Mother's Day. Do you have any suggestions?

...

Act II

...

Scene II

(Lights come up in the living room. Tracy plays the piano when Mrs Lee enters the room.)

Tracy: *(Singing)* Mama, you are the best! I love you ... *(Mrs Lee walks towards Tracy and stands next to her. Tracy stops singing and hugs Mrs Lee.)* Mum, I wanted to get you the perfect gift, so I decided to compose a song for you.

Mrs Lee: *(Smiling and looking at Tracy)* Oh, darling, that's so sweet! This is really a perfect gift!

(Lights dim.)

END OF PLAY

(1) _____:
show all the characters who appear in the drama

The first act and first
(2) _____

(3) _____:
lighting and setting

The narrator's
(4) _____

The actors' (5) _____
and (6) _____
(in italics)

The second act and second scene

Ending