

ENGLISH AUDIOPIEDIA
SUPPLEMENTARY MATERIALS

THE BOY WHO PLAYED PIANO

A. IDENTIFICATION

Code	:	15/EAP/IX SMP
Theme	:	Literature / Art
Subtheme	:	Music
Social Function	:	Delivering a message about perseverance in learning music through a story
Grade	:	Grade 9 Junior High School

B. KEY VOCABULARY

ordinary (adjective)	:	biasa
ability (noun)	:	kemampuan
pursue (verb)	:	mengejar
recital (noun)	:	pertunjukan musik
chords (noun)	:	akord
keys (noun)	:	tuts piano
deaf (adjective)	:	tuli

C. MONOLOGUE SCRIPT

I am a music teacher. Once, I taught piano lessons to a boy named Robby. Robby's musical ability was ordinary. He said that his mum wanted to hear him play someday. To me, it seemed hopeless. I only knew his mother from a distance when she dropped Robby off or picked him up.

One day, Robby stopped coming for his lessons. I assumed because of his lack of ability he decided to pursue something else. I was glad he had stopped coming.

Several weeks later, I mailed a flyer recital to all my students. To my surprise, Robby asked to join. I told him that because he had dropped out, he did not qualify to join. He said his mother was sick and unable to take him to his piano lessons, but he had been practicing so I thought it would be all right.

Robby played the closing part. He looked messy. It seemed he hadn't dressed up for the concert. He chose Mozart's Concerto No.21. His fingers were dancing on the keys. His suspended chords were

magnificent. I had never heard my students play Mozart so well before.

Everyone applauded him. I ran up on stage and hugged him in joy. "You never played like that before, how did you do it?" Softly he said, "My mum actually had cancer and passed away this morning. She was born deaf, so tonight was the first time she heard me play. I wanted to make it special."

His answer left us speechless. All of us were silent in tears.

(Adapted from <https://www.linkedin.com/pulse/boy-who-played-piano-his-deaf-mother-heart-touching-ajay-mishra>)

D. EXERCISES

Task 1: Explore

Listen to the audio and then answer the questions by choosing A, B, C, or D.

1. What is the story about?
 - A. a boy who played piano
 - B. a music teacher
 - C. a piano recital
 - D. a deaf mother

2. "Robby's musical ability was ordinary."
What is the synonym of the word "ability"?
 - A. dream
 - B. hobby
 - C. habit
 - D. skill

3. Why did Robby want to learn to play the piano?
 - A. His mother wanted to hear him play someday.
 - B. He wanted to be a professional pianist.
 - C. His teacher encouraged him to do so.
 - D. He knew he was talented in music.

Key Answer

1. A. a boy who played piano
2. D. skill

3. A. His mother wanted to hear him play someday.

Task 2: Explore

Listen to the audio and then answer the questions by choosing A, B, C, or D.

1. What can we learn from the story?
 - A. how to convince someone about what we want
 - B. how to be confident when we are performing
 - C. the fact that humans have limited abilities
 - D. the meaning of love and perseverance
2. "My mum actually had cancer and passed away this morning."
What does the sentence imply?
 - A. Robby had never told his teacher that his mum had cancer.
 - B. The teacher knew why Robby didn't come to the lessons.
 - C. Robby forgot to tell the teacher about his mother's illness.
 - D. The teacher had known that Robby's mum had cancer.
3. Why did Robby stop coming to his piano lessons?
 - A. No one dropped him off or picked him up.
 - B. The teacher refused to teach him any longer.
 - C. He was interested in learning something else.
 - D. His mother found another piano course for him.

Key Answer

1. D. the meaning of love and perseverance
2. A. Robby had never told his teacher that his mum had cancer.
3. A. No one dropped him off or picked him up.

Task 3: Apply

Listen to the audio and then answer the questions by choosing A, B, C, or D.

1. Which group of words is similar in meaning?
 - A. register, join, participate
 - B. joy, happiness, surprise
 - C. skill, ability, competence
 - D. exercise, play, perform

2. Which is the most suitable following sentence?

“He said that his mom wanted to hear him play someday. To me, it seemed hopeless. I only knew his mother from a distance when she dropped Robby off or picked him up.”

- A. She always waved and smiled, but never dropped in.
- B. She was an ambitious and hardworking woman.
- C. Robby always rode his bike wherever he went.
- D. Robby liked to take public transportation.

Key Answer

- 1. C. skill, ability, competence
- 2. A. She always waved and smiled, but never dropped in.

Task 4: Present

There are three activities offered in this task. You don't have to do all of them. Your teacher will assign you the activity that suits you the most or s/he will let you choose one of them.

- 1. Retell the story of “The Boy who Played Piano” using your own words. In retelling the story, you should at least mention the title, the orientation, the complication and the resolution of the story.
- 2. What do you think the teacher would have done if she had known that Robby's mother had passed away before the recital?
- 3. Make a timeline about the story of “The Boy who Played Piano”. You can make simple drawings to describe the details of the story. Your timeline must at least include the title, the orientation, the complication and the resolution of the story. You can make simple drawings or browse pictures on the internet to describe the details of the story.

Key Answer

Alternative Answers

Activity 1: Retell the story of “The Boy who Played Piano” using your own words.

Alternative answer:

There was a boy named Robby. He was not really talented in music but he really wanted to learn to play the piano. At first, his teacher underestimated his musical ability. But Robby didn't give up. He continued leaning by himself even when his mother could not drop him off and pick him up for his piano

lessons. One day, he told his teacher that he wanted to perform in a recital. His teacher let him join. His performance was great and the audience applauded him. When his teacher asked about his amazing progress, Robby said that he wanted to give his best for that recital because it was the first time his mother could hear him playing. His mother was born deaf and she had passed away that morning.

Activity Guideline

When retelling the story, students should at least include the following structure:

- 1) Orientation,
e.g.: There was a boy named Robby. He was not really talented in music but he really wanted to learn to play the piano.
- 2) Complication,
e.g.: At first, his teacher underestimated his musical ability. But Robby didn't give up. He continued leaning by himself even when his mother could not drop him off and pick him up for his piano lessons.
- 3) Resolution
e.g. One day, he told his teacher that he wanted to perform in a recital. His teacher let him join. His performance was great and the audience applauded him. When his teacher asked about his amazing progress, Robby said that he wanted to give his best for that recital because it was the first time his mother could hear him playing. His mother was born deaf and she had passed away that morning.
- 4) Reorientation (optional)
e.g: Robby's sad story has taught us about the value of perseverance and the efforts in doing our best for the people we care about.

Activity 2: What do you think the teacher would have done if she had known that Robby's mother had passed away before the recital?

Alternative answer:

If she had known that Robby's mother had passed away before the recital, she probably would have:

- given him her condolences before he started his recital.
- dressed him up to look neater.
- given him some supportive words to make him feel loved and supported.

Activity Guideline

Conditional If type 3 includes:

If clauses (the condition), Main clause (results)

If+ Past Perfect, /would+ Present Perfect

Activity 3: Make a timeline about the story of The Boy Who Played Piano.

Alternative answer:

The example of the timeline is as follows:

THE BOY WHO PLAYED PIANO

There was a boy named Robby. He was not really talented in music but he really wanted to learn to play the piano..

At first, his teacher underestimated his musical ability. But Robby didn't give up.

He continued leaning by himself even when his mother could not drop him off and pick him up for his piano lessons..

One day, he told his teacher that he wanted to perform in a recital. His teacher let him join. His performance was great and the audience applauded him.

When his teacher asked about his amazing progress, Robby said that he wanted to give his best for that recital because it was the first time his mother could hear him playing.

His mother was born deaf and she had passed away that morning.

Activity Guideline

The timeline should at least include the following components:

- 1) Title
- 2) Visuals (pictures/ photos)
- 3) The sequence events in the story

E. REFERENCES

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Honor, Mildred. (2015, 15 Desember). The Boy who Played Piano for His Deaf Mother - A Heart Touching Story. Retrieved from <https://www.linkedin.com/pulse/boy-who-played-piano-his-deaf-mother-heart-touching-ajay-mishra>.

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