

# Music

## Topic

Music

## Aims

- To review music vocabulary
- To practise speaking skills
- To practise reading skills
- To review question formation

## Age group

12 – adult

## Level

B1 / B2

## Time

60 - 90 minutes

## Materials

1. Music student worksheet
2. Internet links: <http://www.bbc.co.uk/dna/collective/A3299204> - Site with information about grime music  
<http://www.bbc.co.uk/music/artists/1a99cc88-aea3-4fe3-96b9-20791667f65f>- Profile of Dizzee Rascal  
<http://www.independent.co.uk/arts-entertainment/music/>- Independent's music pages.

## Introduction

This lesson offers a variety of activities based on the topic of music. First is a simple vocabulary building task where students think of words within the theme of music starting with each letter of the alphabet. Task 1 is a 'Find somebody who...' whole class mingle to get the students asking each other questions connected to music. Task 2 gives the students an opportunity to listen to different types of music and comment on them and Task 3 is a reading text for higher levels on the topic of UK 'grime' music. Task 4 is a role play about the topical issue of whether downloading music from the Internet should be allowed and Task 5 is a DIY music quiz for the students to produce and do in teams within the class. It will also give you an insight into the world of music in the country you are in.

## Procedure

<b>1. Introduce the topic – Music A - Z</b>	<p>Write the whole alphabet down the side of the board and write Music at the top. Ask students to think of words associated to the theme of Music that begin with the different letters of the alphabet. Students could work in teams and the team with the most at the end of five or ten minutes wins. You could pool all the teams' answers to see if between the whole class you get one word for each letter.</p> <p>Example:</p> <p><i>Acoustic</i></p> <p><i>Beat</i></p> <p><i>CD</i></p> <p><i>Drums</i></p> <p><i>Evanescence</i></p> <p><i>Funky</i></p> <p><i>Garage</i></p>
<b>2. Task 1 – Find someone who...</b>	<p>Before starting this whole class mingle activity ask the students to write two more statements in the blank spaces at the end of the table. Insist that all students stand up and move around to speak to different people. They should get as many different names as they can and mustn't use the same two or three classmates for all questions. Give some examples of the extra information they could ask for and check the group are confident with the question forms they need before starting.</p> <p><i>E.g. "Have you been to a concert recently?" "Yes"</i></p> <p><i>"Who did you see?" – for the extra information.</i></p>
<b>3. Task 2 – Music clips</b>	<p>This activity takes a bit of preparation on your part but a lesson on music without actually listening to any would be a shame. Most students would really appreciate the change in dynamic of the lesson so your preparation time should pay off! You will need to bring to the class a mixture of different types of music. (pop, classical, punk, reggae, hip hop etc) If you don't have a big collection maybe you could borrow from friends / students. Students listen to your clips and write their comments – try to encourage them to think about how they feel when they're listening to the different music types. You would review adjectives during this activity. The table provided is a basic guideline. If you need to</p>

adapt it, put one on the board and ask students to copy it into their notebooks.

**4. Task 3 – A  
New Teenage  
Sound**

This is a text from the Trend UK website. The level is quite high – upper intermediate and above. You could divide your group into 3 and each group reads one paragraph and then tells the rest of the class about what they've read.

*Answers:*

*1) How long does it take to produce a song and hear it on pirate radio nowadays? A few hours*

*2) Where did Dizzee Rascal produce his first album? At home*

*3) What computer game makes it possible for young people to make their own music? Playstation's Music 2000*

*4) What sort of music do the Animaniacs make? Eightbar*

*5) Why does the writer compare 'grime' to 'punk'? Because of the mix of drive, independence and DIY ambition.*

**5. Task 4 - Role  
play**

This role play looks at the topical issue of downloading music for free from the Internet or burning CDs to make copies. Depending on where you are teaching the students' attitudes towards this may vary but it could make for an interesting discussion. If you are in a place where pirate copies of CDs are readily available you could use that as a starting point. Ask your students if they've ever bought CDs from the vendors on the street / in the market (wherever they operate in your city) and if so if they've ever thought about the artist losing out. Give your own view on the topics that arise.

If the students will need a lot of help to prepare for this, you could put half the class together as As and half as Bs and they could gather their thoughts as a group before splitting them off into pairs of one A and one B to actually do the role play.

**6. Task 5 –  
Music Quiz**

Revise 'wh' question words before you start this activity with lower levels. Put the students into teams and ask them to each prepare ten questions about music. They must know the correct answers themselves. Go through the meaning of the 'wh' question words first (who, what, when, why, which) and encourage them to use a variety of them in their quiz. Give some examples of questions before they start. E.g. 'Which group was Robbie Williams in originally?' 'Who is number one at the moment?'

When all groups have ten questions ready you can use them however you like. The typical pub quiz format is the most simple. Each team reads out their questions and the other teams write the answers on a piece of paper. After each round swap the papers and mark them and add up the points as you go along.

**Contributed by**

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