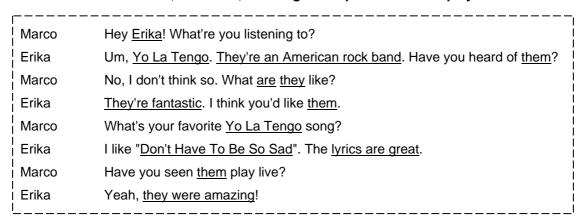
### **Music Matters**

Warm Up

Work with a partner.

- What kinds of music do you like to listen to? Why?
- **2** Conversation Practice #1 Practice with a partner.

Scene: Marco sees Erika, his friend, listening to her personal music player.



- **3** Comprehension Check Ask and answer these questions with your partner:
  - 1) What is the name of the band that Erika is listening to?
  - 2) Has Marco heard of them before?
  - 3) What is Erika's favorite Yo La Tengo song? Why?
  - 4) Did Erika enjoy the concert?
- 4 Vocabulary #1 Think of some different kinds of music. Fill in the boxes.

| Rock |      | Рор |
|------|------|-----|
|      | Soul |     |
|      |      |     |

**5** Vocabulary #2 Think of some positive adjectives. Fill in the boxes.

| Good      |       | Awesome   |
|-----------|-------|-----------|
|           | Great |           |
| Fantastic |       | Brilliant |

### **6** Vocabulary #3

### Think of some vocabulary for parts of a song.

| Lyrics |       | Guitar solo |
|--------|-------|-------------|
|        | Drums |             |
| Verses |       | Vocals      |

| <b>7</b> | Conversation Practice #2 | Practice the conversation |
|----------|--------------------------|---------------------------|
|----------|--------------------------|---------------------------|

| Marco | Hey! What're you list      | ening to?           |    |
|-------|----------------------------|---------------------|----|
| Erika | Um,                        | . Have you heard of | _? |
| Marco | No, I don't think so. What | like?               |    |
| Erika | I think yo                 | u'd like            |    |
| Marco | What's your favorite       | song?               |    |
| Erika | I like "". The _           | ·                   |    |
| Marco | Have you seen              | play live?          |    |
| Erika | Yeah,                      |                     |    |

### 8 Conversation Practice #3 Practice changing the conversation.

Practice again. This time, have a conversation without looking at the worksheet.

### **9** Discussion

### Discuss these questions in groups.

- What is your favorite band or group? Why?
- > Who is your favorite singer? Why?
- Who is your favorite musician? Why?
- Can you play a musical instrument?
- Are there any kinds of music that you don't like? Why don't you like them?
- Where do you buy your music? Do you have a favorite store?
- Do you like to listen to music on vinyl, cassette, CD or some other format?
- Do you download music from the Internet? Which sites do you use?
- Do you have a personal music player? Why or why not? If you do, what kind do you have?
- Why is music so important to some people?
- Could you live without music? Why or why not?
- Your ideas!



## **Music Matters: Teaching Notes**

| Target Structure: | Vocabulary building / third-person pronouns / discussion |  |
|-------------------|--|--|
| Vocabulary:       | Music-related  |  |
| Level:            | Lower-Intermediate, but can be adjusted for other levels |  |
| Time:             | 45 minutes (depending on discussion)                     |  |
| Preparation:      | None   |  |

#### **Suggested Teaching Method**

This worksheet is a great way to review basic tenses, third-person pronouns and more. There are also a number of vocabulary building exercises. If you have students who are interested in music, there are lots of discussion questions at the end, so make sure you leave plenty of time.

- Direct students to question one. Students should work in pairs. Don't spend too long here, since the discussion comes mainly at the end of the worksheet.
- Set the scene of the conversation. Students should practice the conversation aloud once, and then change roles. Answer any vocabulary questions the students have.
- 3 Students can work alone, and check in pairs.
- For these three exercises, students can work in pairs or small groups. Go through the answers with the group at the end. The answer key has many suggestions. However, accept anything that is sensible.
- This exercise allows your students to personalise the music conversation by using some of the vocabulary from the last three exercises.

Demonstrate with a confident student. Then place students in new pairs. Encourage eye-contact when speaking.

- 8 Follow the instructions on the worksheet.
- Maximize student talking time by putting students in pairs, or small groups. Students should read all the questions first, before beginning the discussion.

While the students are speaking, monitor the conversations, but try not to interrupt. When the discussion comes to a close, ask a few of the questions yourself, and go through any points of English you made a note of while monitoring.

The answer key can be found on the next page.

# **Music Matters: Answer Key**

### Other answers may be possible.

- 1) Yo La Tengo.
  - 2) No, he hasn't.
  - 3) "Don't Have To Be So Sad", because of the lyrics.
  - 4) Yes, she did.

4

| Rock   | Jazz      | Нір-Нор | Electronica | Heavy Metal |
|--------|-----------|---------|-------------|-------------|
| Blues  | Classical | Ska     | Рор         | Punk        |
| Reggae | Soul      | R&B     | Disco       | House       |

6

| Good       | Wonderful | Cool        | Marvelous | Amazing   |
|------------|-----------|-------------|-----------|-----------|
| Stupendous | Beautiful | Great       | Magical   | Excellent |
| Fantastic  | Superb    | Magnificent | Awesome   | Brilliant |

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| Lyrics  | Intro  | Instrumental | Verses     | Guitar solo |
|---------|--------|--------------|------------|-------------|
| Rhythm  | Melody | Drums        | Percussion | Tempo       |
| Harmony | Vocals | Ending       | Chorus     | Bassline    |

#### Your Feedback



We're always pleased to hear about how this lesson went for you. Contact us!

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