

**Level:** Intermediate (B1) – Upper intermediate (B2)

**Age:** Teenagers

**Time:** This lesson can be divided up in various ways to suit the time you have with your students. Below are two options you can choose from depending on the length of your class. However, these are just suggestions and there are plenty of other ways you could divide the lesson up.

90 minutes – Complete all activities in Make a musical **and** Performing artists

45 minutes – Complete all activities in Make a musical **or** Performing artists

**Summary:** This lesson is divided into two sections: Make a musical and Performing artists. Students will (depending on the length of the lesson):

- 1 identify famous musicals;
- 2 create their own musical;
- 3 talk about performing artists;
- 4 take a survey of interest in the performing arts;
- 5 tell the imaginary life story of a street performer.

**Key skills:** Reading, writing, speaking

**Subskills:** Writing plot summaries, describing a musical idea, giving opinions, making guesses, talking about things you're good at, telling life stories

**Materials:** One copy of worksheets Make a musical and Performing artists; one sheet of poster paper per small group of students; projected photos of performing artists or one copy of the Photos page per pair of students

## MAKE A MUSICAL

1 Write *A good night out* on the board and ask students what they think it means. Confirm the meaning of the phrase (*a fun evening when you go to the movies, the theater, a party, etc.*).

2 Put the students in small groups. Tell them to write at least six things that constitute a good night out for teenagers and then six things for adults.

3 Make a class list on the board. Then, discuss the following with them:

- Are there any things that would be a good night out for both age groups? If not, why not?
- Would you want to go and see a musical on stage? Why or why not?
- What musicals are currently playing at theaters where you live?
- Are stage musicals very popular?

4 Tell students they're going to play a game. Working in groups, students should write down the names of all the musicals they can think of. These can be stage or movie musicals. Groups now take turns to describe one of the musicals on their list. Can the other groups guess the musical?

5 Get a class list of musicals on the board and conduct a vote to find out which musicals they think are best. Each student can vote for three musicals. Announce the winning musical.

6 Hand out the Make a musical worksheets and refer students to the list of musicals (a–m). These represent the results of a survey to choose the UK's favorite musicals of all time. How many of these musicals are on the class list? Are there any musicals that students don't recognize? Tell them to see if they can match each title with the correct description (1–13).

7 Check answers. Then, see if students can guess which musical came first in the survey (*Grease*).

**Key:** 1 i; 2 c; 3 k; 4 a; 5 e; 6 d; 7 g; 8 f; 9 h; 10 b; 11 j; 12 m; 13 l

8 Tell the students that they are going to try to come up with an original idea for a musical. Put them into groups. Each group must think of an idea or borrow one from a movie or book, write a brief description of the plot, and think of two songs that they want to include in it. They must then create a poster for their show on the poster sheet provided, or on the worksheet.

9 When everyone's ready, have the groups present their ideas to the class. Take a vote. Which idea does the class think a producer would be most interested in investing money in?



10 Put students in pairs. Point them toward the Phrasebook on the Make a musical worksheet 2 and go through it with them. It gives them the language they will need to complete the upcoming activity.

11 Write the titles of the well-known movie songs below on the board. Which pair can match the most songs with the movies they come from?

- 1 "Over the Rainbow" (**The Wizard of Oz**)
- 2 "Money, Money, Money" (**Mamma Mia**)
- 3 "You Can't Stop the Beat" (**Hairspray**)
- 4 "Stayin' Alive" (**Saturday Night Fever**)
- 5 "My Heart Will Go On" (**Titanic**)
- 6 "You're the One That I Want" (**Grease**)
- 7 "Come What May" (**Moulin Rouge**)
- 8 "We're All in This Together" (**High School Musical**)
- 9 "Love Is an Open Door" (**Frozen**)
- 10 "Hakuna Matata" (**The Lion King**)

## PERFORMING ARTISTS

1 Either project your own photos of performing artists you have found on the internet or hand out the photos from the photo sheet. Have the students describe what they can see in the photographs. Encourage them to give you as much detail as they can and teach them any new vocabulary.

2 Ask students what the people in the photos all have in common. Don't provide the answer at this point.

3 Hand out the Performing artists worksheet. Tell students to check what the people have in common by reading the first sentence of the text.

4 Discuss briefly the bulleted questions on the worksheet. Point students to the Phrasebook to help them answer the questions.

5 Ask if anyone in the class is interested in the performing arts. Tell students they will take a short survey of interest. Have students rank their interest in each performing art with 0-4, using the description on the worksheet.

6 Divide the class in pairs, and have them ask and answer the survey questions. Find out if anyone has an interest in or talent for the performing arts.

7 Put students into pairs and assign each pair one photo from the earlier activity. Pairs should invent an identity for the performer(s) or artist(s) in their photo and write down some notes.

- Who are they?
- Where do they live?
- What does their daily routine consist of?
- Where do they perform?
- What's their story?

8 Have students tell the rest of the class about their performer(s) or artist(s).

## HOMEWORK TASK

Students should write a text about their performer(s) or artist(s) from the final activity. Tell them to be as imaginative as possible.



## MAKE A MUSICAL

Each year more than 12 million people enjoy a night out in London's West End, and most of them go to see a musical. Read the titles of some famous stage and movie musicals and match them with the descriptions.

- |    |   |   |                                 |
|----|---|---|---------------------------------|
| 1  | Based on a novel by Gaston Leroux, it tells the story of a disfigured man who lives under the Paris Opera House and his love for a singer called Christine.             | a | <i>High School Musical</i>      |
| 2  | This musical follows the adventures of Caractacus Potts, the inventor of a flying car, a lady called Truly Scrumptious, and a couple of kids.                           | b | <i>Chicago</i>                  |
| 3  | After years of exile, Simba is persuaded to return home to claim his kingdom and complete the "Circle of Life."   | c | <i>Chitty Chitty Bang Bang</i>  |
| 4  | Basketball player Troy and smart, shy Gabriella discover that they can sing and audition for their school production.   | d | <i>Grease</i>                   |
| 5  | Based on Victor Hugo's monumental novel, it tells the story of Jean Valjean's life in revolutionary France.   | e | <i>Les Misérables</i>           |
| 6  | This is the story of the friendships, romances, and adventures of a group of 1950s high-school kids, including Danny and Sandy.   | f | <i>Mary Poppins</i>             |
| 7  | Professor Higgins finds Eliza Doolittle in London's Covent Garden and tries to transform her into an elegant duchess in order to win a bet.                             | g | <i>My Fair Lady</i>             |
| 8  | A magic nanny comes to work for a banker's unhappy family. She helps his children explore the world around them.  | h | <i>Oliver!</i>                  |
| 9  | This is an adaptation of Charles Dickens's novel about social injustice on the streets of Victorian London.   | i | <i>The Phantom of the Opera</i> |
| 10 | Velma Kelly, a singer who killed her husband and sister, and Roxie Hart, who killed her boyfriend, find themselves on death row together.                               | j | <i>Annie</i>                    |
| 11 | An optimistic red-haired girl leaves an orphanage to look for her parents, but finds a home with a kind, rich man instead.  | k | <i>The Lion King</i>            |
| 12 | The two rival families from William Shakespeare's <b>Romeo and Juliet</b> become the gangs of New York. What happens when two youngsters from rival gangs fall in love? | l | <i>The Sound of Music</i>       |
| 13 | This is the story of the von Trapp family and their governess Maria, who marries her boss and then helps the family escape from the Nazis.                              | m | <i>West Side Story</i>          |



## PHRASEBOOK



### Asking your partner for his or her guesses

- Do you know what movie number 1 is from?
- Any ideas for number 4?
- What about number 9?

### Making guesses

- Number 3 sounds familiar. I think it's from ...

- If I had to make a guess, I would say ...

- Oh, I know this one! It's from ...

### When you don't know the answer

- I have no idea what movie number 5 is from. Do you?

- That doesn't ring a bell at all.

- I've never heard of that one, I'm afraid.

Can you think of an idea for a musical? Your musical can be an original idea or an adaptation of a book or movie. You have to:

- think of a title for the musical
- write a short summary of the plot
- include the titles of two songs from the show

Can your musical be the next hit show at London's Shaftesbury Theatre or Broadway's Palace Theater? Create a poster for your show that people will see outside the theater.



Good luck! Maybe your musical will be a West End and Broadway hit.

## PERFORMING ARTISTS

The people in the photographs all have one thing in common: they are all performing artists.

Would you like a career as a performing artist?

- Which kind of performing artist in the pictures do you like to watch?
- How often do you attend performances of music, theater, mime, circus, or dance?
- Do you take music, dance, or acting lessons?
- Do you ever think about performing at a professional level one day?
- What performing artist would you like to meet? Why?

### PHRASEBOOK

#### Talking about the performing arts and artists

- I really like watching / listening to ...
- I go to concerts / plays / street theater about once a week / month / year.
- I take hip-hop / piano / singing lessons.
- I'd like to be a ... one day because ...
- I'd like to meet ... one day because ...

## BE A PERFORMING ARTIST

Would you choose the performing arts as a career?

For each question below, write 0, 1, 2, 3, or 4 in the box, depending on what your answer is. When you've finished, look for any 3s or 4s. You might have a career as a performing artist.

- Can you sing?
- Can you dance?
- Can you play an instrument?
- Can you stand perfectly still for long periods?
- Are you good at telling jokes?
- Can you speak without moving your lips?
- Are you good at mime?
- Can you juggle three objects?
- Do you like acting?

- 0 - I've never tried and have no interest.
- 1 - I do this at home when I'm alone.
- 2 - I do this for fun with my family and friends.
- 3 - I take lessons and really enjoy this.
- 4 - I'm ready to do this in public. It's my passion!





Photos



ARTS AND MEDIA

