

I'm only seeing bands I loved when I was 14. Am I in a musical rut – or is this growing up?

Level 1: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article describes how the author's musical tastes have remained the same as 20 years ago and discusses whether our interest in new music stops when we reach the age of 30.

Time: 45–60 minutes

Skills: Reading, Speaking

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to get students thinking about some well-known bands and solo musicians of different eras. You could expand the activity to ask students to suggest other names for each period, for example, Taylor Swift (the 2000s). Note that while we say *nineteen-nineties* for the 1990s and *twenty-tens* for the 2010s, we say *noughties* for the 2000s.

Key:

1. c
2. f
3. b
4. a
5. d
6. e

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. A *gig* is usually used for a performance of rock or pop music. A *rut* is the groove formed by the wheels of a vehicle on a muddy track. The idea is that when you are *in a rut*, you can't get out.

Key:

- | | |
|---------------------|---------------------|
| 1. <i>entire</i> | 6. <i>calculate</i> |
| 2. <i>Nostalgia</i> | 7. <i>high</i> |
| 3. <i>gig</i> | 8. <i>thrilling</i> |
| 4. <i>rut</i> | 9. <i>study</i> |
| 5. <i>taste</i> | 10. <i>Ageism</i> |

3. Comprehension check

- a. Ask students to work individually to answer the questions and then compare their answers in pairs or small groups. The answers given are just examples. Students may say something different that is correct. For example, in item 5, they may say, 'because of jobs and kids' or something similar.

Key:

1. *20 years ago*
2. *nostalgia*
3. *14 for men and 13 for women*
4. *falling in love*
5. *because they are busy with work and children*
6. *when they reach their thirties*
7. *the popular bands of the early to mid-2000s*
8. *finding new bands*

4. Key language

- a. Ask students to compare their answers in pairs before you check with the whole class.

Key:

a.

1. *in*
2. *of*
3. *by*
4. *in*
5. *of*

b.

1. *in a rut*
2. *a lot of time*
3. *worried by this*

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5. Discussion

- a. Allow students time to note down their ideas and encourage them to explain their answers.

6. In your own words

- a. This can be done as a homework task to give students enough time to research and prepare. They can give short presentations about their findings (1-2 minutes).