

Topics: Music by Adrian Tennant

LEVEL: Intermediate +
AGE: Teenagers / Adults
TIME NEEDED: 90 minutes + project
LANGUAGE FOCUS: Expressions of time, understanding vocabulary in context, topic words

LEAD-IN

Put students in pairs. Ask students to look at the pictures and discuss what they can see. Elicit ideas from each pair and write up some of the ideas on the board.

Key a

Picture A – a man looking at CDs in a shop; Picture B – a classical music conductor; Picture C – the cover of a music magazine; Picture D – a band playing at a gig

Next, ask the pairs to look at the words and match each one to the correct picture. Check the answers as a class.

Key b

1. C; 2. D (*feedback is the sound you sometimes get from an amp, especially if you hold an electric guitar too close to it*); 3. B; 4. A (*these are found on the back or inside of a CD case*)

PRE-READING: KEY WORDS

Work as a whole class and see if the students can explain the five words, making sure they can distinguish between each term. You might want to elicit the type of information each one might contain and how the information might be presented.

PRE-READING: MUSIC TEXTS

Ask students to read the five texts and match the words from the Pre-reading: Key words exercise to the correct text. Put students in pairs and get them to discuss their ideas together before checking as a class.

Key a

1. *listing*; 2. *review*; 3. *sleeve notes*; 4. *ticket*; 5. *advert*

Next, ask students to read the five questions. Get them to work in pairs and try to answer the questions together.

Key b

1. *on Radio 3 / on the radio*; 2. *that it is very good / that fans won't be disappointed*; 3. *The Dive*; 4. *The Maze*; 5. *three*

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Do the first question as a whole class. Get students to read the question and try to work out the answer. Elicit a few ideas, writing them up on the board, and then tell them the correct answer. Check they understand why and explain if necessary.

Put students in pairs and ask them to help each other answering the other four questions. Monitor and help where necessary before checking the answers as a class.

Key

1. *meaning 'on the radio' as this is a listing, probably under the programmes for that day*; 2. *the opening track*; 3. *All (of the) tracks (were) written ...*; 4. *(The) doors (will) open (at) 19:30*; 5. *(We / The group) already have (some / a number of) gigs set up*.

Focus 2: Language use

Ask students to look back at the texts and circle all the different ways that time is mentioned. Get them to compare / discuss their answers together in pairs before checking the answers as a class.

Key

20:00-21:30; season (students might find this difficult so, as it is also practised in the 'Working with vocabulary' section, you can come back to it later); tonight; 2010; 19:30; Thursday 10 November 2012; at the moment

WORKING WITH VOCABULARY

Focus 1: Meaning

Ask students to look back at the texts and find words that match the definitions. Encourage them to work in pairs and discuss their ideas. Monitor and help where necessary before checking the answers as a class.

Key

1. *season* 2. *tribute*; 3. *haunting*; 4. *hype*; 5. *assistant*; 6. *prohibit(ed)*; 7. *trio*; 8. *influence(s)*

Topics: Music by Adrian Tennant

Focus 2: Topic-related words

Next, ask students to complete the sentences with the words from the box. Put students in pairs and ask them to check their answers together before checking as a class.

Key _____
1. *gig*; 2. *tune*; 3. *album*; 4. *conductor*; 5. *track*; 6. *classical*

LISTENING

Ask students to listen to a short radio announcement. Play the announcement and ask students which text it is about.

Key _____
text 1

Ask students to read the first text and circle any differences they can remember from the text and radio announcement. Encourage them to work in pairs and discuss their answers together. Play the recording again, if necessary, and check the answers as a class.

Transcript:

Radio host:

We're extremely excited to announce that starting tomorrow evening we have a new season of classical concerts. From eight thirty, here on Radio 4, we'll have a one-hour broadcast live from the Royal Albert Hall. For those of you who missed the last programme from the previous season, which was a tribute to André Previn, there will be a chance to hear it again next Friday evening.

Key _____
starting tomorrow / continue our season; from 20:30 / 20:00; Radio 4 / Radio 3; Royal (same but not mentioned in text); the André Previn tribute concert was the last programme of the last season / the André Previn tribute concert is tonight

SPEAKING

Put students in small groups and ask them to discuss the questions together. Afterwards, ask a few groups to report back on their discussion. You might want to open this out to the whole class.

PROJECT

Ask students to carry out the project for homework and follow it up in the next lesson.

Topics: Music
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LEAD-IN

a. Look at the pictures below. What can you see?

A.



C.



B.



D.



b. Look at the words below and match them to the correct picture.

1. article
2. feedback
3. orchestra
4. sleeve notes

Topics: Music
by Adrian Tennant

PRE-READING: KEY WORDS

Look at the words in the box below. Try and explain the meaning of each one.

advert listing review sleeve notes ticket

READING: MUSIC TEXTS

a. Read the different types of music-related texts below. Match each one to the words in the Pre-reading exercise.

1.



2.

"FANS WAITING FOR THIS – HER THIRD ALBUM – WON'T BE DISAPPOINTED. FROM THE OPENING TRACK, WITH ITS UPBEAT RHYTHM AND CATCHY TUNE, ALL THE WAY THROUGH TO THE FINAL HAUNTING SONG THIS IS AN ALBUM THAT LIVES UP TO THE HYPE."
LB ★★★★★

3.

All tracks written and performed by The Black Spots
Produced by: Bernie Allen
Assistant Engineer: Nick Mitchell
Recorded at: The Dive, San Francisco
Remastered: Metropolis Studios
Cover art: Sam Smith
© 2010 Red Label Music (Publishing) Ltd

4.

THE MAZE TICKET 128

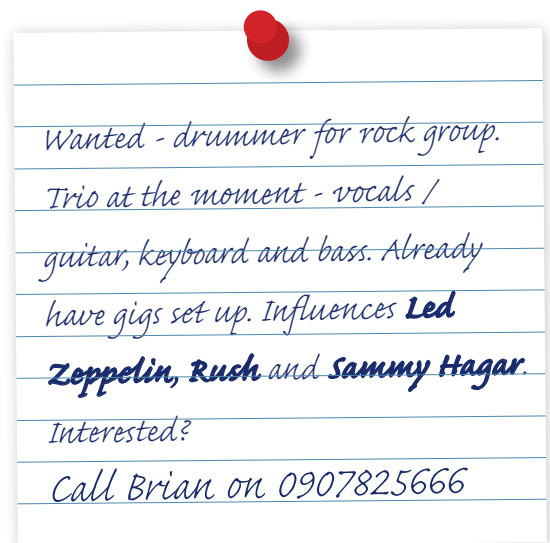
Thyme Music presents

Lorna Milligan
Support act – The Barn Owls

Thursday 10 November 2012
Doors open: 19:30
£24.50

RESALE OF THIS TICKET IS PROHIBITED

5.



b. Read the texts again and answer these questions.

- Where can you hear the concert if you can't go?
- What does the reviewer think of the album?
- What's the name of the recording studio in San Francisco?
- Where is the Lorna Milligan concert on 10 November?
- How many musicians are already in the band that is looking for a drummer?

Topics: Music by Adrian Tennant

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Answer the questions about the music texts.

1. In text 1, why is the word *here* used when the concert is at the Albert Hall?
2. In text 2, what does the word *its* refer to in the phrase ... *with its upbeat rhythm* ...?
3. In text 3, what words have been left out of the phrase *All tracks written* ...?
4. In text 4, what words have been left out of the phrase *Doors open: 19:30*?
5. In text 5, what words have been left out from the sentence *Already have gigs set up*?

Focus 2: Language use

Look back at the texts. How many different ways of talking about time can you find? Write them in the box below.

WORKING WITH VOCABULARY

Focus 1: Meaning

Find words in the music texts that match the definitions below.

1. a period of time during which certain events take place
2. something that you do, say or build to show that you respect and admire someone
3. beautiful in a way that makes you feel sad and remember something for a long time

4. a use of a lot of advertising and other publicity to interest people and make something or someone sound exciting and interesting
5. someone whose job is to help another person in their work, for example by doing the easier parts of it
6. to officially stop something from being done, especially by making it illegal
7. a group of three people or things
8. person or thing that has an effect on someone's decisions, opinions or behaviour

Focus 2: Topic-related words

Complete the sentences with the words in the box. Be careful! There are two extra words.

album	classical	conductor	gig
tune	perform	rock	track

1. Wow! That was a fantastic _____ . When are they playing again?
2. Don't you hate it when you get a _____ in your head but you can't name the song?
3. Her new _____ is released next week and costs £12.
4. I've never really understood what a _____ does. They just seem to stand in front of the orchestra waving their hands around!
5. Which is your favourite _____ on the CD?
6. My parents love _____ music. My dad enjoys opera and my mother likes Bach.

LISTENING

Listen to the radio announcement and answer the questions below.

1. Which text is about the same topic?
2. How many differences between the radio announcement and the text did you hear? What were they?

**Topics: Music
by Adrian Tennant****SPEAKING**

Discuss these questions in groups.

1. What's your favourite type of music? Why?
2. Do you have a favourite group / artist? Who is it?
3. When was the last time you went to a gig or concert? What was it?
4. What was the last CD / album you bought / downloaded?
5. Do you buy music online or from a store?
6. In the UK, there's a programme called *Desert Island Discs*. Guests are allowed to select their favourite songs or tracks to take with them to a desert island. What three songs would you choose if you were on the programme? Why?

PROJECT

Do you know any musicians or bands from your local area? What kind of music do they play? Are they famous?

Either choose a famous group or musician from your local area and find out as much as you can about them so you can give a short presentation, or find out about an upcoming musician or group and write a short review of a gig, track or album.