

## Pan pipes, pinot noir and productivity: the hidden power of music

**Level:** Intermediate – Teacher's notes

**Article summary:** How music is integral to our lives and why we are all musical, even if we don't think we are.

**Time:** 90 minutes

**Skills:** Reading, speaking, writing

**Language focus:** Vocabulary, speaking, writing

**Materials needed:** One copy of the worksheet per student

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

**Key:**

1. *concourse*
2. *productivity*
3. *agitation*
4. *sufferers*
5. *distracting*
6. *lingering*

### 4. Understanding the article

- a. Students first read the statements and decide whether they are true or false according to the article and correct any that are false.

**Key:**

1. *False. Turn It Up is the title of an exhibition at the Science and Industry Museum, Manchester, which tries to make university research accessible to everyone.*
2. *False. The other way round: he was asked to say what tastes certain music brought to mind. Two of his examples were strawberries and lemons.*
3. *True*
4. *False. In western music, there are associations between major keys and happiness and minor keys and sadness, but that is not the same in all cultures.*
5. *False. In group music-therapy sessions in care homes, a study found that music could reduce the amount of medication needed – not stop it completely.*
6. *True*
7. *True*
8. *False. That was a joke. The best kinds of songs to listen to while driving are ballads.*

### 1. Warmer

- a. In this warmer task, students work with a partner or in groups of three and brainstorm music genres and write them into the box. Then they scan the article to find which ones are mentioned there and add them to their boxes if they hadn't thought of them. Then they discuss the questions, come up with suggestions and share them with the rest of the class.

### 2. Short discussion

- a. Students discuss the questions from the subtitle of the article and then read the article to find out what it says about these topics.

### 3. Key words

- a. Students write the correct word from the wordpool next to the definitions on the lines provided. Then they find and highlight them in the article to read them in context. Note that the radio programme Desert Island Discs, mentioned in the article, is explained and expanded on in task 7.

**Key:**

- |                     |                        |
|---------------------|------------------------|
| 1. <i>lush</i>      | 6. <i>lingering</i>    |
| 2. <i>lullaby</i>   | 7. <i>concourse</i>    |
| 3. <i>sufferer</i>  | 8. <i>soothing</i>     |
| 4. <i>agitation</i> | 9. <i>productivity</i> |
| 5. <i>distress</i>  | 10. <i>distracting</i> |

### 5. Key language

- a. Students match the words to make word pairs from the article, find out their meanings and then use them in sentences about the article.

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**Key:**

- |             |              |
|-------------|--------------|
| 1. <i>d</i> | 6. <i>f</i>  |
| 2. <i>a</i> | 7. <i>b</i>  |
| 3. <i>h</i> | 8. <i>g</i>  |
| 4. <i>c</i> | 9. <i>j</i>  |
| 5. <i>i</i> | 10. <i>e</i> |

### 6. Discussion

- a. Students discuss the questions that are related to the article.

### 7. In your own words

- a. Students read the explanation and look up 'Desert Island Discs' to find out more about it. You could even play (part of) one of the radio shows, which are all available for free online as podcasts. Then they do the task as explained on the worksheet.