

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

Level 2: 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 | 4. a |
| 2. f | 5. d |
| 3. b | 6. e |

2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Note that *ageism* (paragraph 10) means *thinking older people are less important or treating them in a negative way because they are older*. The word *gig* is normally only used for performances of rock or pop music. If people have feelings of *nostalgia*, they are usually thinking about a period in the past with the impression that their life was better then. A *rut* is literally the groove made by a vehicle on a muddy track. If you are *in a rut*, the idea, idiomatically, is that you can't get out.

Key:

- | | |
|--------------|-----------------|
| 1. weird | 6. high |
| 2. nostalgia | 7. electrifying |
| 3. gig | 8. intoxicating |
| 4. rut | 9. evaporate |
| 5. stagnate | 10. yell |

3. Comprehension check

- a. The answers given are only suggested, and students may correctly answer the questions in different ways, e.g., in item 3, they may say, 'It's the other way round' or similar.

Key:

1. True
2. True
3. False. It is 14 for men and 13 for women.
4. True
5. False. They produce happy, positive feelings.
6. True
7. True
8. False. They are big business again.
9. False. She can still find music she loves.
10. False. She really wants to see them.

4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers by looking at the text. The answers match the expressions used in the text.

Key:

a.

1. lead singer
2. hit song
3. cultural phenomenon
4. musical taste
5. big business

b.

1. big business
2. musical taste
3. cultural phenomenon

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5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

6. In your own words

- a. The task could also be done as homework, and students could then present their reports to the class.