

## My daughter and I missed out on tickets to Taylor Swift – but I'm not sorry

### Level 2: Intermediate – Teacher's notes

**Article summary:** The article describes how trying to buy tickets for a pop concert reminded the author of the relationship a particular musical artist created between her and her (now grown-up) daughter.

**Time:** 45–60 minutes

**Skills:** Reading, Speaking

**Language focus:** Vocabulary

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

#### 1. Warmer

- a. The purpose of this activity is to introduce the topic of music and, as the artist featured in the article is Taylor Swift, to encourage learners to think about contemporary female artists and where Taylor Swift is located in the list of bestselling female singers of all time. Madonna is number one.

**Key:**

1. *Rihanna (2<sup>nd</sup> in the list)*
2. *Taylor Swift (6<sup>th</sup> in the list)*
3. *Adele (9<sup>th</sup> in the list)*
4. *Pink (15<sup>th</sup> in the list)*
5. *Shakira (27<sup>th</sup> in the list)*
6. *Ariana Grande (30<sup>th</sup> in the list)*

#### 2. Key words

- a. Ask students to do the exercise individually and compare their answers in pairs or small groups. Note that *groundbreaking* is often used in the expressions 'groundbreaking research' or 'a groundbreaking discovery'. *Reminisce* is usually associated with thinking (or talking) about pleasant experiences in your past. It is stressed on the final syllable.

**Key:**

- |                          |                         |
|--------------------------|-------------------------|
| 1. <i>desperately</i>    | 6. <i>stratospheric</i> |
| 2. <i>precise</i>        | 7. <i>fortunate</i>     |
| 3. <i>constant</i>       | 8. <i>role model</i>    |
| 4. <i>flashback</i>      | 9. <i>reminisce</i>     |
| 5. <i>groundbreaking</i> | 10. <i>eagerly</i>      |

#### 3. Comprehension check

- a. The answers given are only suggested answers, and students may correctly answer the questions in different ways, e.g., in item 3, they may say, 'They were near the front,' or similar.

**Key:**

1. *False. She didn't manage to get tickets.*
2. *True*
3. *False. They sat seven rows from the front.*
4. *True*
5. *False. She moved out six months ago.*
6. *False. She is saving money to travel.*
7. *True*
8. *False. It has lessened.*
9. *True*
10. *True*

#### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to do the exercise without looking at the text but to check their answers in the text.

**Key:**

1. *memories that will last a lifetime*
  2. *over the last couple of years*
  3. *I was one of the lucky ones.*
  4. *a great role model*
  5. *on the way home from school*
- b. Allow students time to write personalised sentences using phrases from task A they choose. Remind them that by doing this, they optimise their learning and memorization of the words/phrases.

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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 present their reports to the class.