

# Music

## Live from London podcasts

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| <b>Author:</b> Lindsay Clandfield  |
| <b>Level:</b> Intermediate to upper-intermediate   |
| <b>Age:</b> Teenagers / adults   |
| <b>Time needed:</b> 40–60 minutes  |
| <b>Language and skills:</b> Listening for gist, listening for specific details, emphasis |

### Warmer

1. If you have some suitable music, you could have it playing as the students come into the class. Tell them that today's class is going to be about music.
2. Give students the worksheet and ask them to read through the questions in exercise 1. They should choose five that they are prepared to answer and mark them with an X. Do an example first to demonstrate.
3. When students have finished, ask them to sit in pairs. They should look at each other's worksheet and ask the questions their partner has marked. Circulate and monitor, helping with language where needed.

### Listening

1. Direct students' attention to exercise 3. Explain that they are going to hear people talk about music, and that they will be mentioning these kinds of music and bands or singers. Go through each one so students hear how it's pronounced. Ask if students know any of these.

**Optional note:** if you have the music of any of these groups or bands available, you could play clips for students to hear. In the past this would have been difficult, but with MP3 players around so much now, who knows?

2. Play the recording through once and ask students to put the music in the order that they hear it.

**Answers:** *Chill out, Jamiroquai, Nat King Cole, The Beautiful South, Leonard Cohen, Easy-listening, Panic at the Disco*

3. Play the recording again and ask students to do exercise 5. You may need to pause the recording after each person speaks.

**Answers:**

1. False; 2. True; 3. True; 4. True; 5. False; 6. True



### Language

1. For the language exercise, you may wish to write the sentences up on the board and ask the questions in full class mode. Explain that the **do / did** is used to add emphasis in affirmative sentences with the present and past simple.

**Answers:**

- a) *past simple, present simple, past simple*
- b) *split up, follow, see*
- c) *there is an auxiliary preceding it in each case (did or do)*

2. Now ask students to add emphasis to the sentences in the next exercise.

**Answers:**

- I do go to concerts.*
- I did listen to music last night.*
- I am listening to music right now.*
- I have been to a rock concert.*

**Optional extra:** If you want to give the students further restricted practice in this area, you could do a drill. Prepare a mixture of factually correct and incorrect sentences in the negative about your students in a mixture of tenses, e.g. *You're not from Poland. You don't live in Oxford. You didn't take the bus this morning.*

Tell the students that you are going to fire sentences at them. They have to answer "That's right" if the sentence is correct, or correct you if the sentence is incorrect. In the correction they should add emphasis. For example:

- T: *You're not from Poland.*
- S: *That's right. I'm from Ukraine.*
- T: *You don't live in Oxford.*
- S: *No, I do live in Oxford.*
- T: *You didn't take the bus this morning.*
- S: *No, I did take the bus this morning.*

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### Speaking

1. Explain to students that they are going to do a crossword puzzle together. Give them the puzzle and explain that they are to work in two groups, A and B.
2. Give group A the following words to write in their crossword. When they have done so, ask them to prepare definitions for each of the words they have written in.

#### GROUP A words

##### Across

1. metal
3. hiphop
5. speakers
6. orchestra
7. guitar
8. drums

3. Give group B the following words to write in their crossword. When they have done so, ask them to prepare definitions for each of the words they have put in.

#### GROUP B words

##### Across

10. chillout

##### Down

1. microphone
2. earphones
4. instrument
9. classical
10. concert

4. Now ask students to work in pairs of AB (one student from group A and one from group B in each pair). Neither can show their paper to the other. They should read out their definitions and complete the crossword.



### Transcript



#### Introduction

Welcome to onestopenglish's Live from London podcasts. In Live from London we go to different parts of London to ask locals and visitors questions about their daily lives. Today we went to Covent Garden and asked people about the importance of music in their lives.

#### Speaker 1 (female, British)

I know it's a bit of a cliché, but I listen to loads of different music. So, I listen to quite a lot of dance, like house. I like going to a lot of clubs, and going to Ibiza and stuff like that. So I listen to a lot of that sort of music. But then I also like a lot of chill-out or a bit like, I like Jamiroquai – I've seen him live, he's really good. So I do like to see a lot of gigs as well. I like a lot of my dad's music as well. So, I also like a bit of Nat King Cole and swing and, I'd say everything. I know it's, everyone says that they like everything, but – I do!

#### Speaker 2 (male, British)

Uh, I like The Beautiful South. I've been following them for, uh, about eight, nine years now. They did split up last year, but I do follow anything kind of related to them. Uh, I did go see their last concert in Sheffield, uh, which was in the start of 2007.

#### Speaker 3 (female)

I like classic music and I go to concert for those and I like also, I love Leonard Cohen's music, eh, which is not classic, but it's wonderful, it's beautiful.

#### Speaker 4 (male, Australian)

Um, music plays a big role in my life, even bigger now that iPods are pretty much an accepted appendage that could be basically sewn onto a human body and no one would ask much questions.

#### Speaker 5 (female)

Um, I like music, uh, easy-listening music, um, and I usually listen to that, uh, on radio, um, and on my CDs, uh. And I also like jazz, uh, but I don't go to concerts.

#### Speaker 6 (male, British)

Yeah, I listen to a bit of rock music now and again. I think the last concert that I went to was about six months ago. I went to see Panic at the Disco. I keep trying to see if there's any other concerts to go to, but nothing takes my fancy at the moment. Um, that's pretty much about it really.

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### Warmer



1. Choose five questions from the list below that you can answer, and don't mind telling a partner. Mark the questions with a tick.

🎵 10 questions about music 🎵

- What are you listening to these days?
- How often do you listen to music? What are your music-listening habits?
- Where do you like listening to music (e.g. in the car, in your room, at the gym...)?
- Do you have an mp3 player? What can it do?
- Do you have a favourite song at the moment? What is it?
- What was the first music you ever bought?
- Do you associate any particular songs with specific times in your life? Which ones?
- What was the last music concert you went to? How would you describe it?
- Are you, or were you in the past, a fan of a group or singer? Who?
- Have you ever sung or played a musical instrument in front of a group of people? When?

2. Work with a partner. Ask and answer the questions you have chosen.

### Listening

3. You are going to listen to people talk about music in their life. Read the information about some of the groups and singers they mention. Do you know this music / these groups?

**Chill out** – slow, mellow music often made with electronic instruments

**Easy-listening** – soft music with simple melodies; examples include Frank Sinatra, Barbara Streisand, Tom Jones or Barry Manilow

**Jamiroquai** – an English funk/acid jazz band

**Leonard Cohen** – a Canadian singer-songwriter

**Nat King Cole** – an American jazz singer-songwriter and pianist

**Panic at the disco** – an American pop punk group

**The Beautiful South** – an English pop group

4. Listen to people talk about these groups and number them in the order you hear them.

5. Listen again and decide whether the statements are *True (T)* or *False (F)*.

- Speaker 1 never listens to her father's music.
- Speaker 2 went to a concert to see The Beautiful South.
- Speaker 3 goes to classical music concerts.
- Speaker 4 thinks that iPods are acceptable in public.
- Speaker 5 goes to concerts.
- Speaker 6 would like to go to more concerts.

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### Language: Emphasis



6. Look at the examples and answer the questions.

*They did spill up last year.*  
*I do follow anything kind of related to them.*  
*I did see their last concert.*

- a) What tense are they in?
- b) What are the verbs?
- c) What do you notice about the main verb in each sentence?

7. Add emphasis to the following sentences.

*I go to concerts.*  
*I listened to music last night.*  
*I'm listening to music right now.*  
*I've been to a rock concert.*

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### Speaking

8. Work in two groups, A and B.

- Group A** Complete the puzzle with the words your teacher gives you. Then make definitions for those words.
- Group B** Complete the puzzle with the words your teacher gives you. Then make definitions for those words.

9. Work with a student from a different group. Give your clues for the other student to guess the words. Then swap roles and repeat.

### Music crossword

