



AIMS: for students to

- practise listening to the experiences of some Australian teens and their own classmates of playing & studying music
- practise talking about their experiences of playing & studying music
- learn or review key vocabulary related to performing music
- practice writing & asking questions in the present simple (plus one example of the present perfect with *ever tried*)
- practise short & long answers to these questions.

KEY LANGUAGE

- an instrument
- to play (the) cello, flute, guitar, piano, ukulele
- a didgeridoo (= Aboriginal instrument from Australia)
- to have/take [piano] lessons
- self-taught
- to read notes = read music
- to compose = to write music
- to study music (= do it as a school subject)

To prepare in advance:	Lesson stage; justification	Teacher's lesson actions	Comments; additional details
	<p>[1] <u>Set the topic</u></p> <p><i>to give context & get stds warmed-up & interested</i></p>	<ul style="list-style-type: none"> • Inform students that the lesson topic is Music. • On the board, write: <i>I (don't) know him/her/it.</i> <i>I think she/he/it...</i> • Below that, list all the names mentioned in the video (see right) • Instruct students to tell their neighbours if they know who/what these are and to give details if they can, e.g. <i>I know Guy Sebastian. He is Malaysian-Australian.</i> • After 1-2 mins, stop the activity and ask random students to tell the class what they know. Tell them anything they don't know. 	<p>Music is a popular topic so this should get your students' interest. Even better if any of your students know some of these artists.</p> <p>NAMES in VIDEO: Amy Shark, Guy Sebastian & Missy Higgins = Aussie singers (Guy has Malaysian parents); GarageBand = music-recording software, used in some schools.</p> <p>Keep this stage short as it's only a warm-up.</p>



<p>Use Google Images or similar to find pictures of these 5 instruments</p>	<p>[2] <u>pre-teach vocabulary (instruments)</u></p> <p><i>to ensure students can listen successfully</i></p>	<ul style="list-style-type: none"> • Display (or draw) pictures of these 6 instruments: <i>cello, flute, guitar, piano, ukulele, didgeridoo</i> • Point to one at a time, starting with the easy ones, and ask students to call out their names • Name the ones the students don't know. • Check they understand <i>instrument</i>, too. 	<p>I've only included the instruments that the Aussie teens mention in the video. Do add any other instruments that your own students play.</p>
<p>Organise how to display ex.1 (a & b), or photocopy it for each student.</p> <p>Decide how to explain new vocabulary</p>	<p>[3] <u>Pre-task:</u> Question formation (in writing)</p> <p><i>preparation so students can listen successfully (they will need to understand these questions in the video)</i></p>	<ul style="list-style-type: none"> • Put students in groups of 2-4 depending on class size. • Show or give out exercise 1a on Student Page 1 • Check the meaning of any remaining unfamiliar vocabulary on the worksheet. • Do qu 1 as an example and write it on the board. • Instruct students to complete qus 2-5 in their groups, helping each other and speaking English. • Remind students that they are only making the questions, not answering them yet! • Walk around, monitoring, as students work together. 	<p>This stage checks & practises some basic grammar forms. The questions are in the present simple (x4) & present perfect (x1). Forming questions is rather tricky in English, needing constant practice.</p> <p>Tell the students who finish first to write the qus on the board (while the others keep working). If you see a mistake, just mark that question "X" and let the students try to find the mistakes themselves, to encourage student independence.</p>
	<p>[4] <u>Checking</u></p> <p><i>to correct any mistakes in question forms before continuing</i></p> <p><i>to review short answer forms</i></p>	<ul style="list-style-type: none"> • Now check the questions on the board for accuracy with the whole class. • Drill the pronunciation of each question: instruct the class to repeat each question after you. • Now display exercise 1b. Do one example with the class, then let them do the rest. • Select 1 or 2 students and ask them how else an Aussie student could answer: e.g. <i>Yes, I can, Yes I can play the guitar, Yes, I can because my dad gave me piano lessons</i>, etc Accept all sensible suggestions. 	<p>(see Teacher's Answers page)</p> <p>Don't erase these questions from the board if possible, as you'll come back to them in stage [9].</p> <p>Short answers like <i>Yes, I do/Yes, I have</i> are also tricky for language learners and need frequent practice.</p> <p>Research shows that <u>prediction</u> before a listening means students listen more attentively and recollect more clearly.</p>



<p>Cue up the video clip ready to go</p>	<p>[5] <u>1st “Gist” video listening</u></p> <p><i>for students to understand the overall idea</i></p>	<ul style="list-style-type: none"> • At the start, ask if students remember any of the faces from previous videos. Explain that they will watch these Australian teenagers answer the same 5 questions. • Set these gist qus on the board: <ol style="list-style-type: none"> 1. <i>Who likes the same type of music as you?</i> 2. <i>Who is (the) most musical?</i> • Instruct students to watch, then answer. • Play the video without stopping. 	<p>Video: You Tube – Aussie Teen English – Music II</p> <p>It’s good practice to write the gist questions on the board - not all students will remember them.</p>
	<p>[6] <u>Check after 1st listening</u></p> <p><i>to ensure basic comprehension before continuing</i></p>	<ul style="list-style-type: none"> • Put students into small groups (3-4 people) • Instruct each group to discuss their gist answers for 1-2 mins. Monitor what they’re saying. • Next, call the whole class to attention. Invite 2 or 3 confident students, or those you heard giving interesting responses, to tell the class. [gist qu 2 – the answer is Jordan] 	<p>Although pairwork maximises student speaking time (SST), when low-level students are not confident of their understanding, they’ll feel safer in a group.</p> <p>Students speak more confidently in front of the class if they’ve had a chance to practise beforehand - less shyness & better responses.</p>
<p>Photocopy ex.2 for each student, or organise how to display it.</p>	<p>[7] <u>2nd “Detailed” video listening</u></p> <p><i>for students to understand more of the details, focusing on one teen</i></p> <p><i>to prepare for Speaking Focus (next stage)</i></p>	<ul style="list-style-type: none"> • Instruct students to look at exercise 2 on Student Page 2. Tell them that they will re-watch the video & write the answers of just 1 teen in one column. • Divide the class into 7 groups. Give each group one Aussie teen’s name. • Instruct – each group will focus on their own teen, and write his/her answers in that column. • Play the video again. • Tell each group to compare notes; in English of course. • Walk round monitoring conversations. Respond only if they have a query, then move on to the next group. 	<p>7 Aussie teens: Amber, Emm, Jordan, Marie, Paige, Sebastian & Tony. (Some also appear in the videos <i>Food I</i> or <i>Our 3 Favourite Places</i>).</p> <p>If each group has an equal number of students now, the next stage (info sharing) will be simpler to organise.</p> <p>Reassure students that they only need to answer the questions simply, e.g. Yes/No is enough for most questions. This is an example of “<u>Grade the task, not the text</u>” - a teaching mantra meaning that students can watch and benefit from videos that might seem “too hard” for them, provided the teacher gives them clear, simple questions.</p>



	<p>[8] <u>1st Speaking Focus – Info sharing</u></p> <p><i>an opportunity to compare, impart & correct information</i></p>	<ul style="list-style-type: none"> • Display useful phrases on the board, such as: <ol style="list-style-type: none"> 1. Paige / Sebastian said... 2. Did you hear... ? – I heard... • Check pronunciation: <i>hear (like ear)</i> & <i>heard (like bird)</i> • Rearrange students into new groups of 7. They need one person each who watched A, E, J, M, P, S & T. • Instruct stds to complete the table by sharing their information. • Monitor and help any groups that are slow to get started, then stand back. • Allow plenty of time to complete the table. What is important is <u>not</u> actually the answers (the teacher could just give those!) but the chance to practise speaking & listening. 	<p>I rarely teach with such large groups, but it's necessary here. So far each student has heard all 7 Aussie teens, but only written one teen's answers. (because writing all 7's answers would be too much). Now they can complete the table, which is important & will feel satisfying.</p> <p>Expect a short period of noisy confusion if students are unused to regrouping (changing seats & new partners). This is the first Speaking Focus. It's an Information Gap Activity – a chance for genuine, intensive communication in English with their classmates. So make sure students are really listening and speaking, not just looking at each others' papers to get the info.</p>
<p>Organise how to show Teacher's Answers</p> <p>Decide how to explain vocab</p>	<p>[9] <u>Check after 2nd listening</u></p> <p><i>to confirm the answers</i></p>	<ul style="list-style-type: none"> • Display the Teacher's Answers • Give students plenty of time to read it, checking what they've written. • Explain any additional unfamiliar vocabulary from the teens' answers, e.g. <i>hopefully</i> (Paige says it) • See if students have any further questions for you 	<p>It's "standard practice" to play a video only twice in class. You might want to play it a 3rd time now if you feel it's helpful – maybe pausing occasionally at key vocab, or for students to repeat.</p> <p>Alternatively, show students the Aussie Teen English channel and suggest that they watch again at home.</p>



<p>Organise how to display ex 3, or photocopy it for each student.</p>	<p>[10] <u>Personalisation</u>: <i>to prepare for next speaking; & to ensure adjusted questions are relevant to your students</i></p>	<ul style="list-style-type: none"> • Get the whole class's attention. • Refer again to the 5 questions from ex 1, which may still be displayed on the board • Ask students which questions are for Australians (probably qus.1 & 3) • Invite them (i) to suggest improvements to make the question more relevant to their own lives. • Adapt the questions on the board. • Now invite students (ii) to suggest interesting alternatives, keeping the same grammar. Add their suggestions. • Display or hand out exercise 3. Instruct students to fill column1 with their preferred version of each question. 	<p>Personalisation is a key concept in language teaching – when a topic is relevant to them, students are (i) more motivated to participate and (ii) more likely to remember & learn.</p> <p>Examples:- (qu 1) ...<i>best Australian Japanese singer</i> (qu 3) ... <i>play the didgeridoo gamelan</i></p> <p>(qu 1)... <i>best Swedish rapper / best Thai band</i> (qu 4) <i>Do you study drama?</i></p> <p>Ideally, get alternative(s) on the board for every qu because you don't want them all writing exactly the same qus. This way, in the next stage the students still have to listen carefully.</p>
	<p>[11] <u>2nd Speaking</u> <u>Focus – Q + A</u> <i>personalised & contextualised speaking practice</i></p>	<ul style="list-style-type: none"> • Pair the students with somebody totally new. • Instruct: Ask & answer the questions (column 1). The listener makes notes in column 2. Then swap roles. • Instruct: change partner & repeat, writing the new student's answers in column 3. Changing partner again, until everybody has spoken to 3 people. • Monitor silently, but don't interrupt the conversations – the aim here is fluency practice, rather than total accuracy. If you hear a few similar mistakes, make a note for future error correction. 	<p>Do this exercise with the students standing up, so it's easier to move & change partners.</p> <p>Encourage students to (1) listen and answer without looking at their papers (2) use phrases from the video like "<i>next year, hopefully</i>" if they feel like it.</p> <p>Even at low levels, this stage could take 10 mins, or longer if students can express detailed responses. It's important to talk to several people - most speak more fluently the 2nd or 3rd time and they also get to hear a range of qus & answers.</p>



	<p>[12] <u>Compare partners' answers</u></p> <p><i>for vocab reinforcement & for additional Speaking & Listening practice</i></p>	<ul style="list-style-type: none"> • When most stds have filled column 4, instruct them to go back to their original classroom seats and groups of 2-4 (from stage 2) to compare results. Allow several minutes' discussion time. • If you have any time left till the end of the lesson, review the lesson's new vocab • Praise students' efforts and wrap up by asking students to revise all the music vocab + qus before the next lesson. • If your students keep English journals/diaries, suggest writing about their experiences of learning music for homework. 	<p>Results comparison is another time for motivating, genuine communication between students as they discuss different classmates' answers answers to their questions. As before, the aim of this stage is fluency practice.</p> <p>Groups of 4 will obviously take longer than pairs to do this, so plan your grouping.</p> <p>Writing will really help reinforce the lesson's grammar (2 tenses) and music-related vocabulary.</p>
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Exercise 1a: Questions about playing music.

Choose the best one (sometimes 2 are possible).

<p>Who's the best <u>Australian singer</u> at the moment?</p> <p>Can you play _____?</p> <p>Have you ever tried playing _____?</p> <p>Do you study Music _____?</p> <p>What kind of things do you learn _____?</p>	<p>the didgeridoo</p> <p>an instrument</p> <p>in Music</p> <p>at school</p> <p>✓ Australian singer</p>
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Exercise 1b: Answers about playing music.

Find the best answer to the questions in 1a.

- ~ Yes, I do.
- ~ Yes, I can.
- ~ No, I haven't.
- ~ I don't know!
- ~ Singing, and how to read notes.



Exercise 2: <i>follow one teenager as you watch the video..</i>							
Question:	Amber	Emm	Jordan	Marie	Paige	Sebastian	Tony
1. Best Aussie singer?							
2. Plays an instrument?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
3. Tried playing the didgeridoo?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
4. Studies music?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
5. Learns how to...?	(no answer)						



Exercise 3: <i>Write your own questions about music here.</i>	Name: _____	Name: _____	Name: _____
1. ...best ... at the moment?			
2. Can / play ...?			
3. ...ever tried playing ...?			
4. ... study ... ?			
5. ...kind of things / learn?			



Hard vocabulary is **bold & underlined**

TEACHER'S ANSWERS for exs 1 & 2

Ex. 2 answers are underlined

Answers to Exercise 1a & 1b	Exercise 2: Amber	Emm	Jordan	Marie	Paige	Sebastian	Tony
1a Q: Who's the best Australian singer <u>at the moment</u>? 1b A: I don't know!	<u>No answer</u> – <i>That's a hard one (= hard qu)</i>	<u>Missy Higgins</u>	<u>Amy Shark</u>	<u>Guy Sebastian</u>	<u>No answer</u> –she doesn't know any Australian singers!	<u>Guy Sebastian</u>	<u>No answer</u> <i>They're all pretty good</i>
2 Q: Can you play an <u>instrument</u>? A: Yes, I can.	<u>No</u>	Yes Piano & guitar, both <u>self-taught</u>	<u>Yes</u> <u>Cello, trumpet,</u> piano, guitar & she sings	<u>No</u> (played <u>flute</u> 3 years in primary school)	<u>Yes</u> <u>Flute</u> (took lessons) & <u>piano</u> (self-taught)	<u>No</u> (too lazy)	<u>No</u>
3 Q: Have you ever tried playing the <u>didgeridoo</u>? A: No, I haven't	<u>No</u>	<u>Yes, once</u> (it was very difficult)	<u>Yes,</u> (but she's not really good at it)	<u>No</u>	<u>No</u>	<u>No</u> (never)	<u>No</u> (it seems too <u>complicated</u>)
4 Q: Do you <u>study</u> music at school? A: Yes, I do.	<u>No</u> (never)	<u>Yes</u> (takes a music class)	<u>Yes</u>	<u>No</u> (for a music class, but not any more)	<u>No</u> (not at the moment – but next year, <u>hopefully</u>)	<u>Yes</u> (when he was at school; but he didn't like it)	<u>No</u> (did in Years 7 & 8 but stopped)
5 Q: What kind of things do you <u>learn</u>? A: Singing, and how to read notes	(no answer) (because she's never studied music)	<u>How to <u>compose music</u> + write own <u>songs</u></u>	<u>How to <u>read notes/music:</u> play piano, guitar & <u>ukelele</u>;</u>	<u>playing instruments; reading notes</u>	<u>How to play songs compose music on. GarageBand</u>	<u>playing the flute;</u> (not fun, didn't learn a lot)	<u>How to edit music play the guitar or piano</u>