



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 that use the present simple & present perfect with *ever tried*

KEY LANGUAGE

a concert; a gig = small informal concert  
 an elective (subject)  
 to compose = to write music  
 to have/take piano lessons  
 to read notes = read music  
 I've (never) heard of ...  
 It has a good atmosphere  
 to study music = do it as a school subject  
 to play (the) cello, flute, guitar, piano, ukelele

a didgeridoo  
 genre (of music)  
 an instrument  
 a music festival  
 self-taught  
 It's a lot of fun!

To prepare in advance:	Lesson stage; justification	Teacher's lesson actions	Comments; additional details
	[1] <u>Set the topic</u>  <i>to give context &amp; get stds warmed-up &amp; interested</i>	<ul style="list-style-type: none"> <li>• Inform students that the lesson topic is Music.</li> <li>• On the board, write: <i>I've (never) heard of him/her/it.</i></li> <li>• Below that, list all the names mentioned in the video (next column)</li> <li>• Instruct students to tell their neighbours if they know who/what these are. They should give details if they can - or just say <i>I've heard of Amy Shark</i> if they know the name but not much else.</li> <li>• After 2-3 mins, stop the activity and ask random students to tell the class what they know. Tell them anything they don't know.</li> </ul>	<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: <b>Amy Shark, Guy Sebastian &amp; Missy Higgins</b> = Aussie singers; <b>Ed Sheeran</b> = American singer; <b>Mackelmore</b> = American rapper. <b>GarageBand</b> = music-recording software, used in some schools. <b>The Grass is Greener</b> = a 1-day Music Festival in Cairns in October.</p> <p>Keep this stage short as it's only a warm-up.</p>



<p>Organise how to display ex.1, or photocopy it for each student.</p> <p>Decide how to explain new vocabulary</p>	<p>[2] <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"> <li>• Put students in groups of 2-4 dep. on class size.</li> <li>• Show or give out <b>exercise 1 on Student Page 1</b></li> <li>• Check the meaning of any unfamiliar vocabulary on the worksheet, such as <i>instrument, didgeridoo</i>.</li> <li>• Look at the example, qu 1, then elicit qu 2, <i>Can you play an instrument?</i> and write it on the board.</li> <li>• Instruct students to complete qus 3-6 in their groups</li> <li>• Remind students that they are only making the questions, not answering them yet!</li> <li>• Walk around, monitoring, as students work together.</li> </ul>	<p>This stage checks &amp; practises students' grammar. These questions are a mix of <b>present simple &amp; present perfect</b> tenses. Forming questions is rather tricky in English, needing constant practice.</p> <p><b>The first students who finish</b> 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>[3] <u>Checking</u></p> <p><i>to correct any mistakes in question forms before continuing</i></p>	<ul style="list-style-type: none"> <li>• Now check the questions on the board for accuracy with the whole class.</li> <li>• Drill the pronunciation of each question: instruct the class to repeat each question after you.</li> <li>• Select 1 or 2 students and ask them how an Aussie student might answer: e.g. <i>Yes, I can / I can play the didgeridoo</i> etc Accept all sensible suggestions.</li> </ul>	<p>(see Teachers' Answers)</p> <p>Don't erase these questions from the board if possible, as you'll come back to them in stage [9].</p> <p>Research shows that prediction before a listening is useful to help students listen more attentively and recollect more clearly.</p>
<p>Cue up the video clip ready to go</p>	<p>[4] <u>1<sup>st</sup> "Gist" video listening</u></p> <p><i>for students to understand the overall idea</i></p>	<ul style="list-style-type: none"> <li>• Ask if students remember anybody from previous videos. Explain that they will watch the Australian teenagers answer the same 6 questions.</li> <li>• Set these gist qus:             <ol style="list-style-type: none"> <li>1. <i>Who likes the same type of music as you?</i></li> <li>2. <i>Who seems the most musical?*</i></li> </ol> </li> <li>• Instruct students to watch, then answer.</li> <li>• Play the video without stopping.</li> </ul>	<p><b>Video:</b> <b>You Tube – Aussie Teen English – Music II</b></p> <p>It's good practice to write the gist questions on the board - not all students will remember them.</p> <p>**probably Jordan</p>



	<p>[5] <u>Check after 1<sup>st</sup> listening</u></p> <p><i>to ensure basic comprehension before continuing</i></p>	<ul style="list-style-type: none"> <li>• Put students into pairs</li> <li>• Instruct each pair to discuss their gist answers for 1-2 mins. Monitor what they're saying.</li> <li>• Next, call the whole class to attention. Invite 2 or 3 confident students, or those you heard giving interesting responses, to tell the class.</li> </ul>	<p>Pairwork maximises student speaking time (SST). Just pair students with the person next to them.</p> <p>Students are more confident about speaking in front of the whole class if they've had a chance to practise beforehand in pairwork, so you get less shyness &amp; better responses.</p>
<p>Photocopy ex.2 for each student, or organise how to display it.</p>	<p>[6] <u>2<sup>nd</sup> "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"> <li>• Instruct students to look at <b>exercise 2 on Student Page 2</b> .Tell them that they will re-watch the video &amp; write the answers of just 1 teen in one column.</li> <li>• Divide the class into <b>7 groups</b>. Give each group one Aussie teen's name.</li> <li>• Instruct – each group will focus on their own teen, and summarise his/her answers in that column.</li> <li>• Play the video again.</li> <li>• Tell each group to compare notes; in English of course.</li> <li>• Walk round monitoring conversations. Respond only if they have a query, then move on to the next group.</li> </ul>	<p>7 Aussie teens: <b>Amber, Emm, Jordan, Marie, Paige, Sebastian &amp; Tony</b>. (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>While comparing, maximise speaking time by putting students into pairs (within each group). If they disagree or have no answer, they can check with another pair from their group.</p>
	<p>[7] <u>1<sup>st</sup> Speaking Focus – Info sharing</u></p> <p><i>an opportunity to compare, impart &amp; correct information</i></p>	<ul style="list-style-type: none"> <li>• Display useful phrases on the board, such as:             <ol style="list-style-type: none"> <li>1. Paige / Sebastian said...</li> <li>2. Did you hear... ? – I heard...</li> </ol> </li> <li>• Rearrange students into <b>new groups of 7</b>. They need one person each who watched A, E, J, M, P, S &amp; T.</li> <li>• Instruct stds to complete the table by sharing their information.</li> </ul>	<p>I don't usually make such large groups for any activity! But it's necessary here. So far each student has heard all the Aussie teens, but only written one teen's answers. Now they can complete the table, which will feel satisfying, without being overwhelmed.</p> <p>Expect a short period of noisy confusion if students are unused to regrouping (changing seats with new partners).</p>
	<p>[7] contd...</p>	<ul style="list-style-type: none"> <li>• Monitor and help any groups that are slow to get started, then stand back.</li> <li>• Allow plenty of time to complete the table. <b>What is important is not actually the answers</b> (the teacher could just give those!) <b>but the chance to practise speaking &amp; listening.</b></li> </ul>	<p>This is the first Speaking Focus. It's an <b>information gap activity</b> – 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 display the table Teacher's Answers</p> <p>Decide how to explain any new vocabulary</p>	<p>[8] <u>Check after 2<sup>nd</sup> listening</u></p> <p><i>to confirm the answers</i></p>	<ul style="list-style-type: none"> <li>• Display the table of answers to ex 2.</li> <li>• Give students plenty of time to read it and check or change what they've written.</li> <li>• Explain any additional unfamiliar vocabulary from the teens' answers, e.g. <i>run out of breath</i></li> <li>• See if students have any further questions for you</li> </ul>	<p><b>It's standard practice to play a video twice.</b> You might play it a 3<sup>rd</sup> time now, if you feel it's helpful. 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>[9] <u>Personalisation:</u></p> <p>to ensure adjusted questions are more relevant to your own students</p>	<ul style="list-style-type: none"> <li>• Get the whole class's attention.</li> <li>• Refer again to the 6 questions from ex 1, which may still be displayed on the board</li> <li>• Ask students which questions are aimed more at Australians than them (probably qus. 1, 3 &amp; maybe 6 too)</li> <li>• Invite them (i) to suggest improvements to make the question <b>more relevant</b> to their own lives.</li> <li>• Adapt the questions on the board.</li> <li>• Now invite students (ii) to suggest <b>interesting alternatives</b>, keeping the same grammar. Add their suggestions.</li> <li>• Display or hand out <b>exercise 3</b>. Instruct students to fill column1 with their preferred version of each question.</li> </ul>	<p><b>Personalisation</b> is a key concept in language teaching: <b>when a topic is relevant to them, students are (i) more motivated to participate and (ii) more likely to remember &amp; learn.</b></p> <p>Examples (i) more relevant</p> <ul style="list-style-type: none"> <li>• (qu 1) ...<i>best Australian Japanese singer</i></li> <li>• (qu 3) <i>play the didgeridoo gamelan</i></li> <li>• (qu 6) If your teens don't go to music festivals, use a local music venue or event, e.g. ...<i>been to the Teatro Colon?</i></li> </ul> <p>(ii) interesting alternatives</p> <ul style="list-style-type: none"> <li>• (qu 1) ...<i>best Japanese rapper? best Thai band?</i></li> <li>• (qu 3) ...<i>ever tried writing your own songs?</i></li> </ul> <p>Ideally, get alternatives for every qu. That way, in lesson stage [10] the students have to listen carefully since they won't know their partner's exact questions.</p>



	<p>[10] <u>2<sup>nd</sup> Speaking Focus – Q + A</u></p> <p><i>personalised &amp; contextualised speaking practice</i></p>	<ul style="list-style-type: none"> <li>• Pair the students with <b>somebody totally new</b>.</li> <li>• Instruct: Ask &amp; answer the column 1 questions. The listener makes notes in the 2nd column. Then swap roles.</li> <li>• Instruct: change partner &amp; repeat, writing the next student's answers in column 3. Keep changing partner until everybody has spoken to 3 or 4 people.</li> <li>• Monitor silently, but don't interrupt the conversations – <b>the aim here is fluency practice</b>, rather than total accuracy. If you hear a mistake repeatedly, make a note for future error correction.</li> </ul>	<p>Do this exercise with the students standing up, so it's easier to move &amp; change partners.</p> <p>Encourage students to</p> <p>(1) listen and answer without looking at their papers (2) use phrases from the video like “<i>pretty basic</i>” (= <i>ordinary, nothing special</i>) if they feel like it.</p> <p>This stage could easily total 20-30 mins, depending on students' language level. It's important that students get to talk to several people as they generally speak more comfortably the second or third time, plus they can hear a range of qus &amp; responses.</p>
	<p>[11] <u>Compare partners' answers</u></p> <p><i>for vocab reinforcement &amp; additional Speaking &amp; Listening practice</i></p>	<ul style="list-style-type: none"> <li>• When most stds have filled column 4, instruct them to return to their first partners (from stage 2) &amp; <b>compare results</b>. Allow several minutes' discussion time.</li> <li>• Get quick feedback by asking general questions like <i>Did you learn anything interesting?</i> or <i>Did anybody's answer surprise you?</i></li> <li>• Praise students' efforts and wrap up by asking them to review all the music vocab + qus before the next lesson.</li> <li>• If there's time, briefly review all today's new vocabulary.</li> <li>• If your students keep English journals/diaries, suggest writing about their experiences of learning music for homework.</li> </ul>	<p><b>Results comparison</b> is another time for motivating, genuine communication between students as they discuss different classmates' answers answers to their questions. As before, <b>the aim of this stage is fluency practice</b>.</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 (questions in 2 tenses) and music vocabulary.</p>

**Free extension activity:** intermediate level

Email me (Isobel) at [teenenglish@protonmail.com](mailto:teenenglish@protonmail.com) to request a 1-page grammar transformation exercise related to this topic. It practises transforming between **used to** and **not any more/no longer** in the context of music lessons. *Transformation* is a common question style in the Cambridge English exams like PET or FCE, and it's a really useful way of checking and improving your students' all-round grammar ability.



**Exercise 1:** Use these words to write **questions about music** – see example.  
Use “you” or “your” in some questions.

1. Who / best / Australian singer / moment?	<i>Who's the best Australian singer at the moment?</i>
2. Can / play / instrument?	
3. Ever / try / play / the didgeridoo?	
4. Study / music / school?	
5. What kind / things / learn / Music?	
6. Ever / been / concert / music festival?	



<b>Exercise 2:</b> <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?							
3. Tried playing the didgeridoo?							
4. Studies music?							
5. Learns?							
6. Been to a concert?							



<b>Exercise 3:</b> <i>Write your own questions about music here.</i>	Name: _____	Name: _____	Name: _____	Name: _____
best... at the moment?				
can / play ?				
ever / try ?				
study... ?				
things / learn ?				
ever / been to... ?				



Potentially new vocabulary is **bold & underlined**

**TEACHER’S ANSWERS for exs 1 & 2**

<b>Exercise 1: Use these words to write questions about music</b>	<b>Ex 2: Amber</b>	Emm	Jordan	Marie	Paige	Sebastian	Tony
1. Who / best / Australian singer / moment? <b>Who’s the best Australian singer at the moment?</b>	No answer – <i>That’s a hard one (= hard qu)</i>	<u>Missy Higgins</u>	<u>Amy Shark</u>	<u>Guy Sebastian</u>	No answer –she doesn’t know any!	<u>Guy Sebastian</u>	No answer – <i>It’s hard to <u>pick</u> one</i>
2. Can / play / <u>instrument</u> ? <b>Can you play an instrument?</b>	No	Piano & guitar, both <u>self-taught</u>	<u>Cello, trumpet</u> , piano, guitar & sings	No (used to play <u>flute</u> in primary school, 3 yrs)	Flute (took lessons) & piano (self-taught)	No (he wishes he could play one – too lazy)	No
3. Ever / try / play / the <u>didgeridoo</u> ? <b>Have you ever tried playing the didgeridoo?</b>	No	Yes, once (it was very difficult & she <u>ran out of breath</u> )	Yes, but she’s not very good at it	No	No	No (never)	No (it seems too <u>complicated</u> )
4. Study / music / school? <b>Do you study music at school?</b>	No (never)	Yes (takes a music class)	Yes	No, not any more (did for an <u>elective</u> )	No (not at the moment – but next year, hopefully)	Yes (when he was at school; but he didn’t like it)	No (did in Years 7 & 8 but has stopped)
5. What kind / things / learn ? <b>What kind of things do you learn?</b>  *Nb <i>determine genre</i> = work out what style	(No answer because she’s never studied music)	How to <u>compose music</u> + write songs	How to <u>read notes/music</u> ; play piano, guitar & <u>ukelele</u> ; show <u>emotions</u> ; determine <u>genre</u> *	How to play instruments; read notes	How to play songs (that others have written); compose music on. <u>GarageBand</u>	How to play the flute; (not fun, didn’t learn much – just <u>do-re-mi</u> ) “ <u>pretty basic</u> ”	How to edit music; play guitar or piano
6. Ever / been / concert / music festival? <b>Have you ever been to a <u>concert</u>* or <u>music festival</u>?</b>  *(Emm asks Sebastian “ ... to a <u>gig</u> , concert, or music festival – <i>gig</i> is an informal word for a small concert)	Yes (went to a <u>Macklemore</u> concert with her mum in Brisbane)	Yes, quite a few (saw an <u>Ed Sheeran</u> concert for her birthday - in Brisbane with her sister) - <i>it was <u>a lot of fun</u></i>	No (not yet but she’d love to go to one)	Only locally (to a local Cairns <u>production</u> - <i>it was fun for a cheap concert!</i> )	No (but one year she wanted to go to one with her brother for his birthday)	No (not that he remembers)	No (but he’d like to go to <u>The Grass is Greener</u> because <i>it seems fun &amp; <u>has a good atmosphere</u></i> )