

## Lesson plan | Music is GREAT

**Topic:** Music and music festivals

### Objectives:

- To discuss music tastes and trends
- To identify the meaning of vocabulary in the context of music festivals
- To practise reading for gist and specific detail
- To find out more information about music festivals in the UK and internationally

**Level:** Intermediate+

### Introduction:

This lesson is about music and, in particular, music festivals, which have become an increasingly popular phenomenon in recent times. The lesson aims to develop speaking and listening skills and provides practice of the sub-skills of reading for gist and reading for specific detail. The students' own experiences and opinions form the basis of all discussion and extension work.

### Procedure:

#### Warmer (5 mins)

##### Task 1

- Hand out Task 1 and ask the students to make sentences from the words in the word cloud
- Elicit, from the word cloud, the phrase 'The UK is home to some of the world's greatest music' – ask students if they agree with this statement
- Show the 'Music is great' poster and ask students if they can tell where the photograph is taken
- Ask students to choose the adjectives from the box that they would use to describe the poster and elicit further ones, giving extra support with unfamiliar words. Establish whether the students feel positively or negatively towards the image they have been shown
- Tell the students that before they learn more about music festivals, they will discuss their own attitudes towards music

#### Speaking (10 mins)

##### Task 2

- Allocate pairs
- Hand out Task 2
- Give students a few minutes to prepare their responses to question 1 and then monitor as they give a short talk about their own attitudes, giving feedback where required and making a note of common errors
- Encourage students to join up with another pair to discuss music in a wider context (question 2) for a few more minutes and then feed back as a whole group, promoting effective debate in relation to the different opinions of those present

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- Address any common errors noted during pair and group discussion

### Pre-reading vocabulary activity (10 mins)

#### Task 3

- Hand out Task 3
- Ask students to match the words to their definitions

### Reading task (gist) (5 mins)

#### Task 4

- Hand out Task 4
- Ask students to consider the question while they read the text
- Explain that, because they are reading for gist, and not detail, you will give them a time limit
- After reading, ask students if Glastonbury is an event they'd like to go to

### Reading task (specific detail) (15 mins)

#### Task 5

- Hand out Task 5
- Ask students to write sentences in relation to the given numbers
- Monitor, giving additional support where required
- Ask students if any of the information surprised them

### Information gap activity (15 mins)

#### Task 6

Each student will need a copy of worksheet 2, however the texts will only need to be copied once per four students

- Divide the class into groups of four
- Give each student a copy of the blank fact files and one of the texts which get progressively longer/ more complex from text 1-4
- Ask them to complete a fact file for their text
- Once completed, instruct them to ask questions to the other people in their group to complete the remaining fact files (it may be useful to elicit the questions prior to starting the activity in order to include a focus on question formation and model target language)
- Monitor the activity, making a note of common errors
- Ask students to consider which of the festivals they would most like to go to and why
- Discuss their responses as a whole group and address any common errors noted

### Extension activities

#### Task 7

- Hand out Task 7
- Briefly explain the two options and allow students to make their own choice about which task they would like to do

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- Monitor and give guidance where required, although try to avoid inhibiting creativity by necessitating complete accuracy
- Ask students to present their work to the class

### Notes

#### Warmer

##### Task 1

- The word cloud creating web tool automatically removes very high frequency words, such as *the, is, to, some* and *of*. If you are interested in making your own word cloud, visit [www.wordle.net](http://www.wordle.net)

#### Pre-reading vocabulary activity

##### Task 3

- For a more interactive approach, you may want to cut up the vocabulary table prior to the lessons, allocating each student a word or a definition as the basis of a mingling activity
- For differentiated learning, you could ask the higher-level students to write the vocabulary in sentences or use the National Corpus (<http://www.natcorp.ox.ac.uk/>) to find examples of the word in context and common collocations associated with it
- Images are particularly useful to illustrate the words *quagmire* and *wellies* – Creative Commons images can be found at [www.flickr.com](http://www.flickr.com)

#### Reading task (gist)

##### Task 4

- Before handing out Task 4, you could provide the first paragraph as the text for a ‘running dictation’ activity. Instruction for this can be found here: <http://www.teachingenglish.org.uk/activities/running-dictation>
- If you have access to an interactive whiteboard, you could go to <http://www.Flickriver.com> to show some Glastonbury images as part of the introduction to this task
- The BBC provides extensive coverage of the festival and images, videos, etc. may be watched here: <http://www.bbc.co.uk/music/festivals/glastonbury/2011/>

#### Reading task (specific detail)

##### Task 5

- To consolidate this activity, check understanding and add a lively, competitive element, you may like to play a ‘number grabbing’ game. Students are divided into small groups, and each group is given a set of the numbers from the text. The teacher then reads out a sentence in relation to one of the numbers, and one student from each group must ‘grab’ the relevant number and take it to the teacher, who accepts the first correct card and allocates a point to the relevant team. The procedure is repeated until all the numbers have been used up

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### Information gap activity

#### Task 6

- The information for this activity is about four UK festivals. The activity could be easily adapted, however, to include festivals that the students may be more familiar with
- Another alternative would be to make it into a 'Webquest' activity whereby students need to use the Internet to complete the fact files. If you decide to do this, the following links might be of use:

<http://www.glastonburyfestivals.co.uk/>

<http://glyndebourne.com/>

<http://www.creamfields.com/>

<http://www.cambridgefolkfestival.co.uk/>

<http://www.readingfestival.com/>

### Extension activities

#### Task 7

- Internet access would certainly be useful for the extension activities, but not essential
- For more guidance on using 'Glogsters' with your students, visit <http://www.teachingenglish.org.uk/activities/using-glogster-creating-interactive-online-posters>

### Suggested answers

### Pre-reading vocabulary activity

#### Task 3

1. C
2. E
3. B
4. H
5. F
6. A
7. D
8. G

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### Reading task (specific detail)

#### Task 5

1,500	<i>The number of people who attended the first Glastonbury festival.</i>
100,000	<i>The number of tickets sold in the year 2000.</i>
2013	<i>The year the next Glastonbury festival will take place.</i>
150,000	<i>The approximate number of people who attended in 2011/ The approximate number of 'fence-jumpers' in 2000</i>
4	<i>The number of hours in which tickets sold out in 2011.</i>
1970	<i>The year the festival began.</i>
1997	<i>The year in which the festival is renowned most for being very muddy.</i>
>1,000,000	<i>The amount of money that was donated to charity in 2003.</i>
250,000	<i>The number of people who attended the festival in 2000.</i>
195	<i>The price (in pounds) of tickets in 2011.</i>
2002	<i>The year security was tightened and the 'superfence' was created.</i>
1994	<i>The year in which the pyramid stage burnt down.</i>
1	<i>The price (in pounds) of a ticket to the first Glastonbury festival.</i>

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### Information gap activity

#### Task 6

##### Text 1

Festival name	<i>Cambridge Folk Festival</i>
When it began	<i>1964</i>
Location	<i>Cherry Hinton Hall, south of the city</i>
When it takes place	<i>July</i>
How often it happens	<i>Every year</i>
How long it lasts for	<i>Four days</i>
Price of ticket	<i>Around £120</i>
The sort of music played	<i>Folk</i>
Famous artists	<i>Paul Simon, Nick Cave, Billy Bragg</i>
Other attractions	<i>Crafts, workshops, world foods</i>

##### Text 2

Festival name	<i>The Glyndebourne Festival</i>
When it began	<i>1934</i>
Location	<i>Glyndebourne, East Sussex, England</i>
When it takes place	<i>Summer time</i>
How often it happens	<i>Every year</i>
How long it lasts for	<i>A few months</i>
Price of ticket	<i>Varies</i>
The sort of music played	<i>Opera</i>
Famous artists	<i>Melly Still, Michael Grandage</i>
Other attractions	<i>Beautiful surroundings</i>

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### Text 3

Festival name	<i>Creamfields</i>
When it began	<i>1998</i>
Location	<i>Cheshire, north-west England</i>
When it takes place	<i>August</i>
How often it happens	<i>Every year</i>
How long it lasts for	<i>Three days</i>
Price of ticket	<i>£120 if booked in advance</i>
The sort of music played	<i>Dance</i>
Famous artists	<i>Primal Scream, RunDMC, Sasha, Daft Punk</i>
Other attractions	<i>Fairground</i>

### Text 4

Festival name	Reading Festival
When it began	1970s
Location	Reading (Richfield Avenue) and Leeds (Bramham Park)
When it takes place	August
How often it happens	Every year
How long it lasts for	Three days
Price of ticket	About £200
The sort of music played	Rock
Famous artists	The Jam, The Who, Pink Floyd, Guns 'n' Roses
Other attractions	The Alternative Stage (comedy and other cabaret acts)