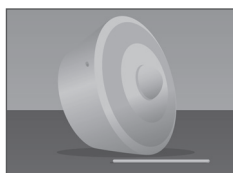
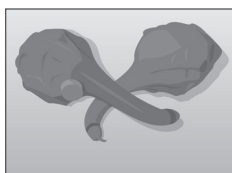
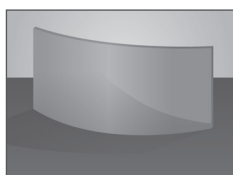
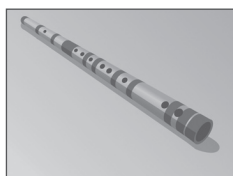
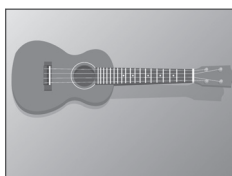


Before you watch

Look at the pictures and work with a partner. How many different types of musical instrument do you know? Which instruments would you like to learn to play?

**While you watch****1 Music and young people**

Watch the introduction and answer the questions.

- 1 Where are Elsie and Josh going?
- 2 Which part of London are they in?
- 3 Who is Ben Skelton and what are Elsie and Josh going to talk to him about?

2 A wide range of activities

- a** Listen to Ben describing the centre to Elsie and Josh. Circle the correct verb.

- 1 Young people with no experience at all can *come* / *go* along.
- 2 We *offer* / *give* tuition in drums and electric guitar.
- 3 We *tell* / *teach* people how to DJ.
- 4 We have bands who *are* / *were* into heavy metal and rock.
- 5 We *will have* / *have* accredited courses.

- b** Rewrite the direct questions Elsie and Josh ask so that they are in the indirect form.

- 1 What kind of activities can the young people do here?
Elsie wondered
- 2 Do you have to be able to play an instrument already to come to the music sessions?
Josh wanted to know
- 3 How many people come to the drop-in sessions?
Elsie wanted to know
- 4 What sorts of skills do the young people learn?
Josh wondered
- 5 What different kinds of music can they make?
Elsie wondered

3 A success story

Listen to Louis. Mark the sentences (T) true or (F) false. Correct the false sentences.

- 1 Louis did a music production course at the centre first. ☐
- 2 Louis is studying at college. ☐
- 3 Louis is studying DJing at college. ☐
- 4 Louis volunteers part-time at the centre. ☐
- 5 Louis would like to teach at the centre one day. ☐

4 At the centre

Watch the whole programme again. Put the events in order.

- a ☐ Louis talks about his experience at the centre.
- b ☐ Ben explains the work of the centre.
- c ☐ Elsie and Louis watch Josh playing the drums.
- d ☐ Elsie and Josh say they are going to the Ham Youth Centre.
- e ☐ Elsie tries playing the bass.
- f ☐ Louis shows Josh and Elsie the midi keyboard.

After you watch

At the end of the programme Josh says that schemes like the Ham Youth Centre are important for 'bringing out young people's creativity and giving them a sense of purpose.' Imagine your town or city wants to build a youth community centre. Work with a partner and design the kind of centre that you would like to use. What activities will you be able to do there? Where will it be located? Design your youth community centre and explain it to the rest of the class.

2

Community Music Studio

Programme overview

SUMMARY

In this programme the presenters visit The Ham Youth Centre in southwest London, where young people can do sport, arts, cooking and music. They talk to club manager Ben Skelton about the community music scheme and meet Louis, who attends the centre. Louis talks about his experience at the centre and shows Elsie and Josh the recording studio. The presenters have a go at using the equipment.

LANGUAGE

This programme corresponds to Unit 11 of *English in Mind* Second edition Level 4.

Grammar: Indirect questions
Verbs + *wh*-questions

Vocabulary: Qualifying comparisons
Listening to music

Before you watch

Students work in pairs to ask and answer the questions. At the end of the task, ask a few pairs to feedback.

While you watch

1 Music and young people

Watch Scene 1. Then put students in pairs to answer the questions.

Answers 1 the Ham Youth Centre 2 southwest
3 the manager of the centre; the community music scheme

2 A wide range of activities

a Before starting this activity, you may want to pre-teach the meaning of *twice-weekly* and *drop-in session*. Allow students time to read the sentences. Watch Scene 2 and ask students to circle the correct verbs.

Answers 1 come 2 offer 3 teach 4 are 5 have

b Ask students to rewrite the direct questions in the indirect form. Students can work in pairs to complete this task.

Answers

- 1 what kind of activities the young people could do there.
- 2 if you had to be able to play an instrument already to go to the music sessions.
- 3 how many people went to the drop-in sessions.
- 4 what sorts of skills the young people learned.
- 5 what different kinds of music they could make.

3 A success story

This task practises listening for specific detail. Scene 3 introduces Louis, who talks about his experience at the centre. Ask students to listen to Louis and mark the sentences true or false. To extend the task, ask students to correct the false sentences.

Answers

1 F (he first did a DJ course, then he moved on to a music production course) 2 T 3 F (he's studying music production) 4 T 5 F (he also teaches at the centre)

4 At the centre

Before starting this task, allow students time to read the sentences. Then watch the whole programme again and ask students to order the sentences.

Answers 1d 2b 3a 4e 5c 6f

After you watch

Tell students that their local town council wants to open a new youth community centre and are inviting people to submit proposals. Students should design a centre which should offer young people the chance to learn how to do new things. Encourage students to use qualifying comparisons where possible in their discussion, e.g. *It's far better to have a recording studio than a film studio; It's nowhere near as expensive as you'd think to have a regular dance class*. Ask students to show their proposals to the class and explain them.