

English in Mind Second edition

Level 5 Unit 13

Lesson Plan

THE
INDEPENDENT

Slipped discs

AIMS

- to read extensively and study a text related to the Unit theme
- to read for gist, analyse text structure, and read for detail
- to expand vocabulary by understanding and using words in context
- to examine the effect of positive inversion
- to promote discussion
- to conduct a class survey (further work)

Total time (approx.): 1 hour 45 minutes

(Note: Some exercises can be set for homework)

Lead-in

- 1** Put students into groups. Tell them they are going to read an article about the changes in how we buy and listen to music. Provide each group with a blank piece of paper. To introduce some of the vocabulary in the article, give them 2 minutes to brainstorm different means of accessing music. Provide an example, e.g. CDs, to start them off. Feed back by asking each group in turn to write one method on the board, passing the board pen onto the next group. Include the following:

- records/discs (Note that 'a disc' is an alternative word for a hard-copy record; it is also the layer of cartilage between vertebrae in your backbone. The title 'Slipped discs' is a play on words as it generally describes a medical condition).
- LPs (long players)
- tapes/cassettes
- singles
- albums
- CDs (compact discs)
- downloads
- live gigs

The next two questions prompt students first to consider their own listening habits before moving on to a wider discussion of changes in our listening habits.

Time: 10–12 minutes

Reading comprehension (1):
understanding general ideas

- 2** Distribute the article and ask students to read it through quickly. They can then work with a partner to select the best subtitle, justifying their choices.

Key:

- 1 Incorrect. Some stores have 'died', but others are managing to survive.
- 2 Correct. The original subtitle. It summarises the central point made in the article.
- 3 Incorrect. True, but incomplete as a summary.

Time: 7–8 minutes

- 3** This task is designed to raise awareness of how the short paragraphs in the text can be grouped into topic areas. Understanding text structure in this way will help students to focus on the main ideas presented in the article. Once they have worked through the questions individually, they can compare answers with a partner.

Key: 2 12–17; 3 10, 11; 4 8, 9; 5 1, 3; 6 5, 6

Time: 10–12 minutes

Reading comprehension (2): reading
for detail

- 4** This reading race is a fun way of getting students to focus on the more detailed information contained in the article. The work done in Exercise 3 should help them to locate it quickly. Put them into teams of 3/4, with one member designated to mark all the answers on his or her worksheet. Start them all off together on the word 'Go'. Once the first team has completed all the questions, the other groups must also stop. Completed team sheets can then be passed to a different group for marking (in a different coloured pen, to avoid cheating!). Go through the answers. The team with the greatest number of correct answers wins.

Key: (paragraph numbers are given in brackets)

- 1 *Now That's What I Call Music* (10/12)
- 2 400 (2)
- 3 Action Records, Rough Trade East (13)

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- 4 over-30s (3)
- 5 WH Smith (9)
- 6 Borderline Records (14)
- 7 7 (1)
- 8 Drift Record Shop (16)
- 9 EMI (9)
- 10 £12 (3)
- 11 Cavern Club, Liverpool (15)
- 12 'due to its size', i.e. the audience was too big (13)
- 13 'at the click of a mouse', i.e. on the Internet (12)
- 14 Rod Emms (15)
- 15 'Last Shop Standing' (end of text)

Time: 12–15 minutes

Vocabulary

- 5 Wordsnake.** The 'wordsnake' is formed using some of the less familiar words in the article. Presenting them in this way not only makes the activity more fun, but also increases the challenge, as students have to work out where each word begins and ends. Make sure they check the text to find the words in context before matching them to their definitions.

Key: 1 swift 2 strive 3 droves 4 token 5 token
6 doomed 7 smoothies 8 carrier 9 cult

Time: 7–8 minutes

- 6 Words in context.** This exercise focuses on more words and phrases in everyday use from the article. Students should work through each question, finding the phrase in the text and then, using the context to help them, writing their own explanations of each key word or phrase. This task is best done in pairs. Note: suggested answers are given in the Key. Be flexible in what you accept, provided the essential meaning is conveyed.

Key:

- 2 *realm* an environment, place, frequented by
- 3 *cultivate* appeal to, try to attract
- 4 *revenue* income, money received
- 5 *token* (adj.) minimal amount (see also Ex 5, Qu. 4.)
- 6 *portion* part or share of something larger
- 7 *viable* able to succeed
- 8 *shot foot* spoiled the situation for itself
- 9 *money-spinner* something which earned (them) a lot of money
- 10 *edge* a slight advantage over competitors

Time: 8–10 minutes

- 7** Students now have an opportunity to use the words and phrases they have studied in Exercise 6. They can work individually to complete the sentences before they are checked in class.

Key: 2 portion 3 realm 4 viable 5 money-spinner
6 token 7 edge 8 shoot ... foot 9 cultivate 10 hang

Time: 5 minutes

Grammar: inversion

- 8** This exercise supplements work done on negative inversion in Unit 11. Here, the extracts show examples of inversion used in a *positive* way. Start by asking students to rephrase the extracts using normal word order. e.g.: 'The decline has been so swift ...' 'The majority of singles CDs are gone ...' The normal *subject + verb + adj./past participle* word order has been reversed to resemble question order, i.e. as in questions the auxiliary 'do' is required with verbs other than modals or the verb *to be*. This changes the emphasis of the sentence, placing more stress on the opening word(s). Read the phrases aloud to illustrate this. The device also helps to improve the flow of the text, by providing variety in sentence structure. The task which follows contains further examples of phrases which may be inverted. Some of these are set phrases (2, 3, 5). Explain that there are a limited number of these: inversion cannot be used with all sentences.

Key:

- 1 So enthusiastic was she ...
- 2 Lost and gone are the days of our youth.
- 3 Up you get now ...
- 4 So remarkable was his recovery ...
- 5 Little did we know ...
- 6 So perfect was her pronunciation ...

Time: 10–12 minutes

Discussion

- 9** The discussion questions provide an opportunity to explore the topic of the article further. The first two questions invite students to draw on their own knowledge and experience to exchange information and make comparisons. Question 3 raises a more general issue related to the changes in the way that we access our music and how this may affect

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the income of the musicians who create it. Allow students to express themselves freely in groups before sharing any interesting points with the class.

Time: 10–15 minutes

Each member of the group needs a copy of the questions. They will then interview members of a different group, and report back their findings to their team. Results can be presented in chart form and/or written up as a report.

Further work

10 The following is an idea for further work based on the topic of the article. ***Class survey: How we listen to music.*** Working in groups tell students to prepare 8–10 questions about music-listening habits to ask other members of the class. These might include:

- How many hours a week do you spend listening to music?
- How do you decide which music to listen to?
- Which are your favourite music websites?
- Do you download singles?

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