

Music

Activity Pack

Worksheets, Games, Crafts



**Practise A2-
B1 language
functions in
the context
of Music**



Pair / Group games to practise 4 vocabulary sets

4 in a row games

These games facilitate practice of the vocabulary sets in this pack:

- Musical instruments
- Musical Genres
- Components & People
- Adjectives of description

There is one extra item included in each set. You may wish to pre-teach them before playing the games: triangle, blues, microphone, fun.

Each vocabulary set can be practised independently with these worksheets. For combining practice of two sets together, see the **Connect 4** game sheets.

How to play

4 in a row is a more elaborate version of Tic Tac Toe or Noughts and Crosses. Play in two teams or in pairs. The more circles you can win that are next to each other, the more points you win. Instructions and scoring tables are included on each game board.

4 in a row - Instruments

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. Use the key to calculate your score.

Score key:	Example	Team A	Team B
XXXX = 20 points	X X O X	10 + 5 = 15	0 + 5 = 5
XXX = 10 points	O X X O	0 + 5 = 5	0 + 5 = 5
XX = 5 points	X X X O	10 + 5 = 15	0 + 5 = 5
X = 1 point	X X X X	10 + 5 = 15	0 + 5 = 5
		TOTAL = 35	TOTAL = 15

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4 in a row - Instruments

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4 in a row - Description

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. Use the key to calculate your score.

Score key:	Example	Team A	Team B
XXXX = 20 points	X X O X	10 + 5 = 15	0 + 5 = 5
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XX = 5 points	X X X O	10 + 5 = 15	0 + 5 = 5
X = 1 point	X X X X	10 + 5 = 15	0 + 5 = 5
		TOTAL = 35	TOTAL = 15

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4 in a row - Components

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. Use the key to calculate your score.

Score key:	Example	Team A	Team B
XXXX = 20 points	X X O X	10 + 5 = 15	0 + 5 = 5
XXX = 10 points	O X X O	0 + 5 = 5	0 + 5 = 5
XX = 5 points	X X X O	10 + 5 = 15	0 + 5 = 5
X = 1 point	X X X X	10 + 5 = 15	0 + 5 = 5
		TOTAL = 35	TOTAL = 15

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4 in a row - Genres

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. Use the key to calculate your score.

Score key:	Example	Team A	Team B
XXXX = 20 points	X X O X	10 + 5 = 15	0 + 5 = 5
XXX = 10 points	O X X O	0 + 5 = 5	0 + 5 = 5
XX = 5 points	X X X O	10 + 5 = 15	0 + 5 = 5
X = 1 point	X X X X	10 + 5 = 15	0 + 5 = 5
		TOTAL = 35	TOTAL = 15

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Instructions included on game boards

4 in a row games

These games facilitate practice of the vocabulary sets in this pack:

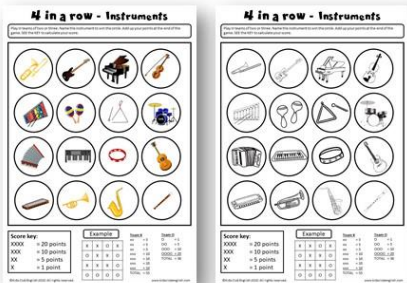
- Musical Instruments
- Musical Genres
- Components & People
- Adjectives of description

There is one extra item included in each set. You may wish to pre-teach them before playing the games: triangle, blues, microphone, fun.

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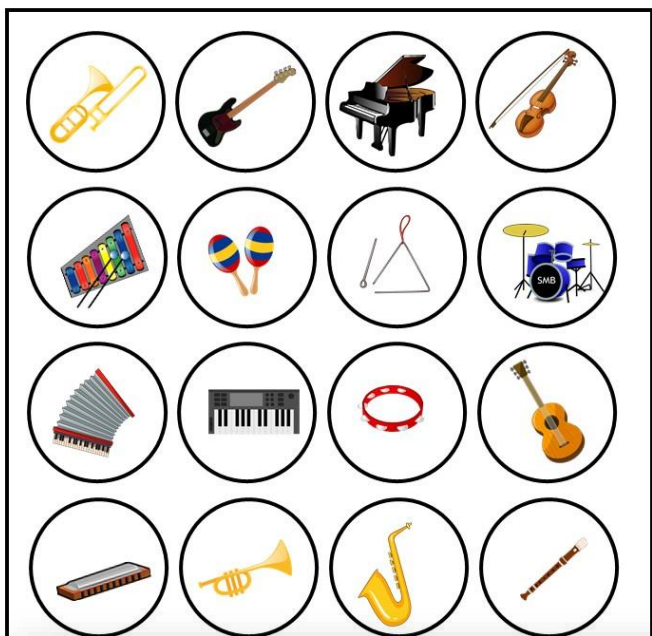
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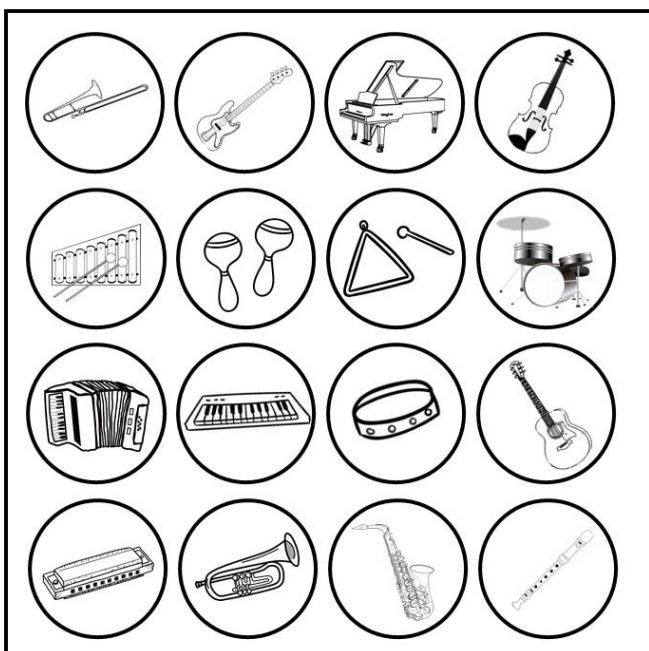
4 in a row - Instruments

Play in teams of two or three. Name the instrument to win the circle. Add up your points at the end of the game. SEE the KEY to calculate your score.



4 in a row - Instruments

Play in teams of two or three. Name the instrument to win the circle. Add up your points at the end of the game. SEE the KEY to calculate your score.



Score key:

XXXX = 20 points
XXX = 10 points
XX = 5 points
X = 1 point

Example

X	X	O	X
O	X	X	O
X	X	X	O
O	O	O	O

Team X

XX = 5
XX = 5
XX = 5
XXX = 10
XXX = 10
XXX = 10
XXX = 10
TOTAL = 55

Team O

O = 1
OO = 5
OOO = 10
OOOO = 20
TOTAL = 36

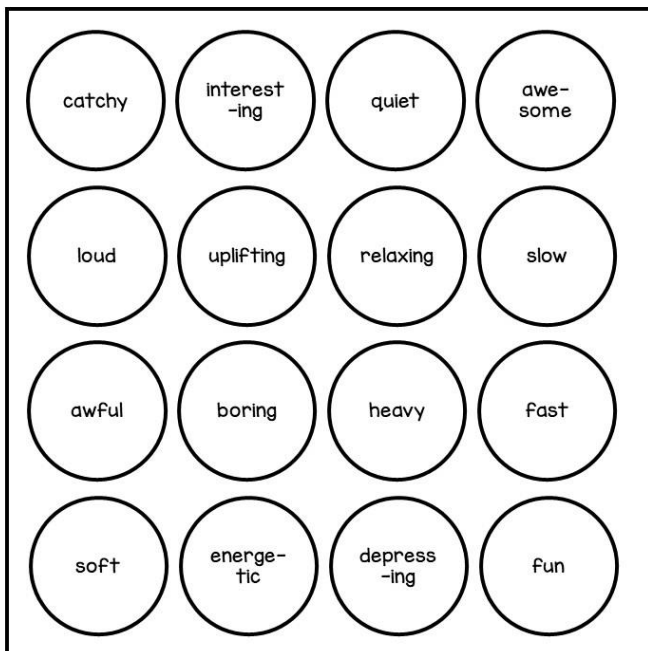
4 in a row - Genres

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. SEE the KEY to calculate your score.



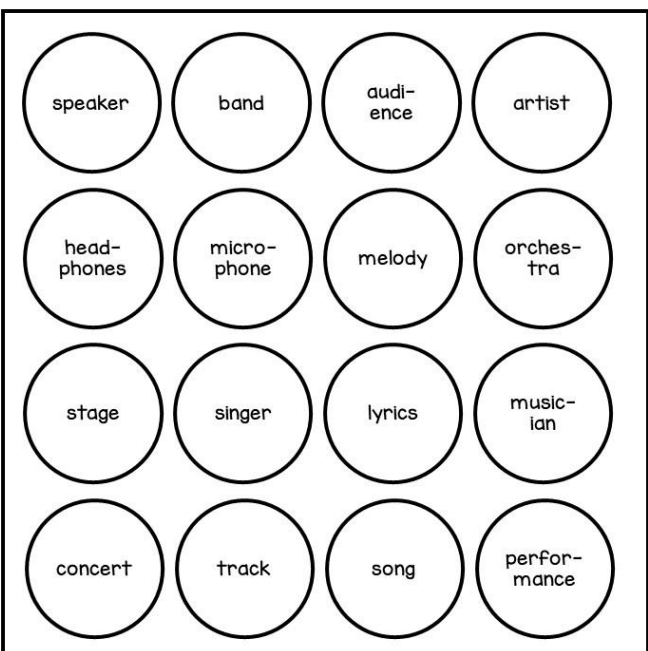
4 in a row - Description

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. SEE the KEY to calculate your score.



4 in a row - Components

Play in teams of two or three. Make a sentence to win the circle. Add up your points at the end of the game. SEE the KEY to calculate your score.



Score key:

XXXX = 20 points
XXX = 10 points
XX = 5 points
X = 1 point

Example

X	X	O	X
O	X	X	O
X	X	X	O
O	O	O	O

Team X

XX = 5
XX = 5
XX = 5
XXX = 10
XXX = 10
XXX = 10
XXX = 10
TOTAL = 55

Team O

O = 1
OO = 5
OOO = 10
OOOO = 20
TOTAL = 36

Pair / Group games to practise combined vocabulary sets

Connect 4

These games provide practice of the **vocabulary** sets in this pack AND language to express **preferences, likes/dislikes and opinions**:

- Musical instruments
- Musical Genres
- Components & People
- Adjectives of description

There are 4 different game boards, each available in colour or black and white. Each board combines 2 vocabulary sets. Each set is included in two different boards:

1. Genres and Instruments
2. Components and Instruments
3. Genres and Adjectives
4. Adjectives and Components

Boards 1 and 2 include prompts to practise **preferences** language.

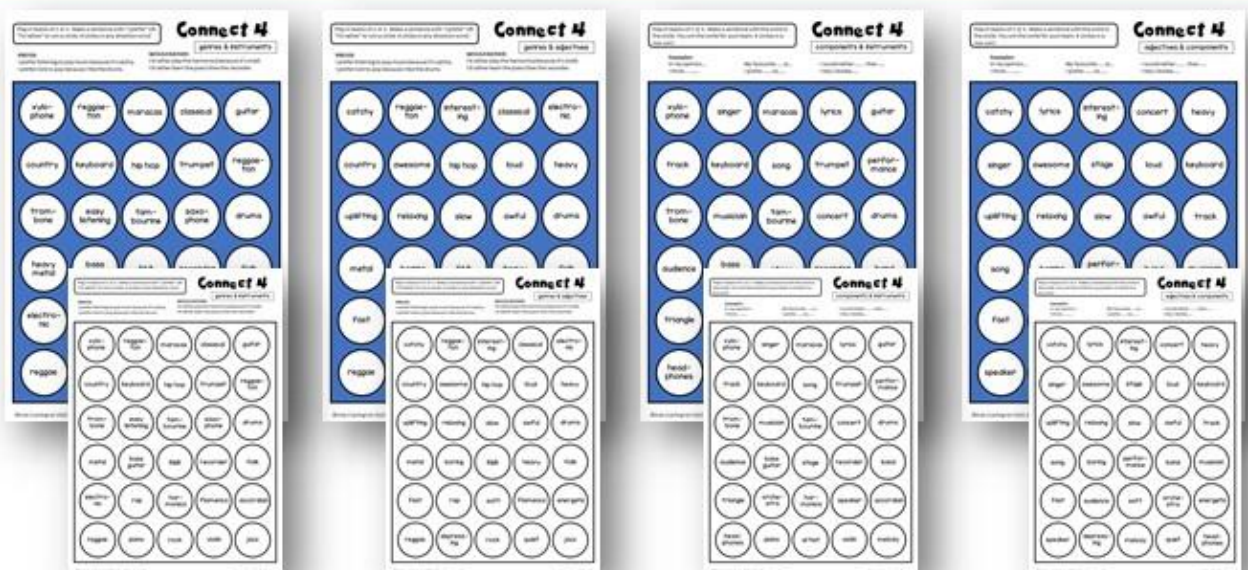
Boards 3 and 4 include prompts to practise **likes/dislikes and opinion** language.

How to play

The traditional Connect 4 game is played in pairs. One player has blue discs and the other has red discs. They take turns dropping discs from the top and try to make a line of four of their own colour. The line can go in any direction, horizontally, vertically or diagonally.

In this worksheet version of the game, learners can work in groups or pairs. As in the original game, the players should imagine that they are dropping their discs from the top of the sheet. They must start by trying to win circles at the bottom of the sheet. They can only win circles higher up the sheet if the circle underneath has already been won by themselves or their opponent.

In order to win the circles, we suggest that the players must make a sentence. They can use the prompts on the sheets if they wish. You could also provide alternative instructions such as identifying the same word on a mini-card or asking their partner a question with the word. Another layer of challenge would be to add a true or false element. Players could guess whether the sentences are true or false.



Language prompts for opinions and preferences offer support

Connect 4

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- Components & People
- Adjectives of description

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3. Genres and Adjectives
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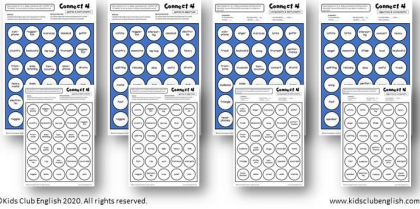
Boards 1 and 2 include prompts to practise **preferences** language.
Boards 3 and 4 include prompts to practise **likes/dislikes** and **opinion** language.

How to play

The traditional Connect 4 game is played in pairs. One player has blue discs and the other has red discs. They take turns dropping discs from the top and try to make a line of four of their own colour. The line can go in any direction, horizontally, vertically or diagonally.

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is a sentence with "I prefer" OR "I'd rather" to win a circle. 4 circles in any direction wins!

Connect 4

Play in teams of 2 or 3. Make a sentence with "I prefer" OR "I'd rather" to win a circle. 4 circles in any direction wins!

WOULD RATHER:
I'd rather play the harmonica
I'd rather learn the piano than the drums.

reggae-ton	maracas	classical	catchy	reggae-ton	interest-ing	classical
keyboard	hip hop	trumpet	country	awesome	hip hop	loud
easy listening	tam-bourne	saxo-phone	uplifting	relaxing	slow	awful
bass guitar	R&B	recorder	metal	boring	R&B	heavy
rap	har-monica	flamenco	fast	rap	soft	flamenco
piano	rock	violin	reggae	depress-ing	rock	quiet

Connect 4

Play in teams of 2 or 3. Make a sentence with the word in the circle. You win the circle for your team. 4 circles in any direction wins!

WOULD RATHER:
I'd rather play the harmonica
I'd rather learn the piano than the drums.

xylo-phone	singer	maracas	lyrics	xylo-phone	singer	maracas	lyrics
track	keyboard	song	trumpet	track	keyboard	song	trumpet
trom-bone	musician	tam-bourne	concert	trom-bone	musician	tam-bourne	concert
audience	bass guitar	stage	recorder	audience	bass guitar	stage	recorder
triangle	orche-stra	har-monica	speaker	triangle	orche-stra	har-monica	speaker
head-phones	piano	artist	violin	head-phones	piano	artist	violin

Connect 4

Play in teams of 2 or 3. Make a sentence with the word in the circle. You win the circle for your team. 4 circles in any direction wins!

WOULD RATHER:
I'd rather play the harmonica
I'd rather learn the piano than the drums.

catchy	lyrics	interest-ing	concert	heavy	catchy	lyrics	interest-ing	concert	heavy
singer	awesome	stage	loud	keyboard	singer	awesome	stage	loud	keyboard
uplifting	relaxing	slow	awful	track	uplifting	relaxing	slow	awful	track
song	boring	performance	band	musician	song	boring	performance	band	musician
fast	audience	soft	orche-stra	energetic	fast	audience	soft	orche-stra	energetic
speaker	depress-ing	melody	quiet	head-phones	speaker	depress-ing	melody	quiet	head-phones

Connect 4

adjectives & components

Connect 4

genres & instruments

harmonica because it's small.
piano than the recorder.

xylo-phone	reggae-ton	maracas	classical	guitar
country	keyboard	hip hop	trumpet	reggae-ton
trom-bone	easy listening	tam-bourne	saxo-phone	drums
heavy metal	bass guitar	R&B	recorder	folk
electro-nic	rap	har-monica	flamenco	accordion
reggae	piano	rock	violin	jazz

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Connect 4

genres & adjectives

Play in teams of 2 or 3. Make a sentence with "I prefer" OR "I'd rather" to win a circle. 4 circles in any direction wins!

PREFER:
I prefer listening to pop music because it's catchy.
I prefer rock to pop because I like the drums.

WOULD RATHER:
I'd rather play the harmonica because it's small.
I'd rather learn the piano than the recorder.

catchy	reggae-ton	interest-ing	classical	electro-nic
country	awesome	hip hop	loud	heavy
uplifting	relaxing	slow	awful	drums
metal	boring	R&B	heavy	folk
fast	rap	soft	flamenco	energetic
reggae	depress-ing	rock	quiet	jazz

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Connect 4

components & instruments

Play in teams of 2 or 3. Make a sentence with the word in the circle. You win the circle for your team. 4 circles in a row win!

Examples:
In my opinion... I think.....
My favourite.....is... I prefer.....to.....
I would rather..... than.... I like / dislike....

xylo-phone	singer	maracas	lyrics	guitar
track	keyboard	song	trumpet	performance
trom-bone	musician	tam-bourne	concert	drums
audience	bass guitar	stage	recorder	band
triangle	orche-stra	har-monica	speaker	accordion
head-phones	piano	artist	violin	melody

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Connect 4

adjectives & components

Play in teams of 2 or 3. Make a sentence with the word in the circle. You win the circle for your team. 4 circles in a row win!

Examples:
In my opinion... I think.....
My favourite.....is... I prefer.....to.....
I would rather..... than.... I like / dislike....

catchy	lyrics	interest-ing	concert	heavy
singer	awesome	stage	loud	keyboard
uplifting	relaxing	slow	awful	track
song	boring	performance	band	musician
fast	audience	soft	orche-stra	energetic
speaker	depress-ing	melody	quiet	head-phones

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Questions organised into similar language structure groups

Music Survey

This Music Survey provides opportunities for learners to express preferences, likes / dislikes and exchange opinions about the topic of music. There are 4 templates to choose from depending on taste and whether you want to print in colour or black and white.

The questions are grouped together according to their structure:

- PREFER
- WOULD RATHER
- BE (IS, ARE, WAS, WERE)

These groupings are so that you can encourage learners to notice grammatical features and patterns. While conducting the surveys, learners simply have to read the questions but if you would like practice on question formation, please see the **Find Someone Who** activity in this pack.

Music Survey  Ask three of your classmates questions about music. Complete the table.

	Name:	Name:	Name:
DO YOU PREFER 1. Do you prefer listening to music on your own or with friends? 2. Where do you prefer to listen to music? 3. Do you prefer music in English or another language? 4. Do you prefer relaxing music or energetic music?			
WOULD YOU RATHER 5. Would you rather listen to rock music or pop music? 6. Would you rather dance to your favourite song or sit down and listen? 7. Would you rather play music or listen to it?			
IS / ARE / WAS / WERE 8. What is your favourite genre of music? 9. Who are your favourite artists or bands? 10. When was the last time you listened to a song? 11. What was the last song you listened to? 12. Where were you when you last listened to music?			

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Different formats to choose from

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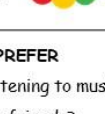
Survey		Name:	Name:	Name:
DO YOU PREFER				
1. Do you prefer listening to music on your own or with friends?				
2. Where do you prefer to listen to music?				
3. Do you prefer music in English or another language?				
4. Do you prefer relaxing music or energetic music?				
WOULD YOU RATHER				
5. Would you rather listen to rock music or pop music?				
6. Would you rather dance to your favourite song or sit down and listen?				
7. Would you rather play music or listen to it?				
IS / ARE / WAS / WERE				
8. What is your favourite genre of music?				

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Choose your preferred format

Music

Survey



Ask three of your classmates questions about music. Complete the table.

	Name: _____	Name: _____	Name: _____
DO YOU PREFER 1. Do you prefer listening to music on your own or with friends? 2. Where do you prefer to listen to music? 3. Do you prefer music in English or another language? 4. Do you prefer relaxing music or energetic music?	_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____
WOULD YOU RATHER 5. Would you rather listen to rock music or pop music? 6. Would you rather dance to your favourite song or sit down and listen? 7. Would you rather play music or listen to it?	_____ _____ _____	_____ _____ _____	_____ _____ _____
IS / ARE / WAS / WERE 8. What is your favourite genre of music? 9. Who are your favourite artists or bands? 10. When was the last time you listened to a song? 11. What was the last song you listened to? 12. Where were you when you last listened to music?	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____

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Music Survey



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IS / ARE / WAS / WERE			
8. What is your favourite genre of music?			
9. Who are your favourite artists or bands?			
10. When was the last time you listened to a song?			
11. What was the last song you listened to?			
12. Where were you when you last listened to music?			

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Form the questions first then move on to the mingle

Find Someone Who...

In this Find Someone Who activity, learners have to ask each other questions to find people who can make the sentence true. Choose from 4 templates, depending on which graphics you prefer and whether you want to print in colour or black and white.

Example:

Student A: Do you prefer listening to music with headphones?
Student B: No, I don't. I prefer listening to music with earphones.
Student A: Oh really? Ok. See you later!

Student A: Do you prefer listening to music with headphones?
Student C: Yes, I do.
Student A: Great! What's your name?
Student C: I'm Sara.
(Student A then writes "Sara" next to question 3.)

Depending on the number of children in your group, you might insist on them having a different name for every question so that they don't get stuck speaking to the same person for the whole activity. You might also challenge the children to ask at least one follow-up question. In the example above this could be, "How long have you had your headphones?"; "Did you listen to something today?"; "Why do you like headphones better?"; "What colour are your headphones?" etc.

A one-to-one variation is to talk about people that they know. Does their cousin like classical music? Who do they know that can play a musical instrument?

The statements are designed to generate questions related to likes/ dislikes, preferences, past events and ability. You might add a language/writing stage before the speaking activity so that the children can prepare their questions first.

Find Someone who...

1. likes classical music.
2. doesn't like pop music.
3. prefers listening to music with headphones.
4. prefers rap music to rock music.
5. would rather listen to music alone.
6. would rather listen to heavy metal than jazz.
7. listened to a song this morning.
8. went to a concert last year.
9. can play a musical instrument.
10. can dance.

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Find Someone who...



1. likes classical music.
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Different formats to choose from

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10. can dance.	

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Choose your preferred format

Find Someone who...



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2. doesn't like pop music.	
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Info-gap provides integrated skills practice

Music preferences Quiz What Music Genre Are You?

This Information Gap Quiz contextualises the language focussed on in this pack and facilitates practice of reading skills. Depending on how you conduct the activity, this could also provide a springboard for a language focus or work on pronunciation, listening and speaking skills.

Learners work in pairs: Student A and Student B. They take turns asking each other the multiple choice questions and noting their partner's answers. At the end they add up their partner's points. The number of points corresponds to a key which tells them their music genre.

Points to consider

- Do you want to pre-teach any of the unknown vocabulary or will the children be able to guess the meaning from the context?
- Do you want them to read the questions out loud? Do they need practise doing this on their own before moving into pairs?
- Do you want the children to sit face to face, back to back or even across the room? Do you want to add in more challenge so that they have to work harder on pronunciation and listening skills?
- Do you want to use the text as a springboard for language practice? What grammar and/or vocabulary do you want the children to notice?
- Do you want to add a discussion at the end? Will they be interested to compare the points they agree and disagree with?

What music genre are you?

Student A

A. Read and the questions. Circle your answers.

1. "I prefer songs about..."
A. Love and emotions
B. Epic moments
C. People's problems
D. Nothing. No talking!

2. "I'd rather listen to music..."
A. On my own
B. With my best friend
C. With a group of friends
D. With my family

3. Imagine you're in a band.
"I would rather be..."
A. The guitarist
B. The singer
C. The drummer
D. Other

4. "I prefer listening to music..."
A. When I'm happy
B. When I'm relaxed
C. When I'm full of energy
D. When I feel lonely or sad

B. Read the quiz to your partner. Underline their answers.

C. Calculate your total.

I. Add up your scores for questions 1-4.

II. Add up your partner's scores for 1-4.

III. Ask your partner for your scores for 5-8.

My TOTAL: + =

	1	2	3	4
A	30	20	40	30
B	20	30	30	20
C	40	40	30	30
D	30	30	20	40

D. Find out your music genre!

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What music genre are you?

Student B

A. Read and the questions. Circle your answers.

5. "I prefer music videos about..."
A. Beautiful nature scenes
B. Fun times and happiness
C. Love and passion
D. Crazy stories with lots of action

6. "I prefer listening to music..."
A. In my bedroom
B. In my living room
C. At school
D. Outside

7. "I prefer..."
A. fast, energetic songs
B. slow, relaxing songs
C. loud, heavy songs
D. I like all kinds of songs!

8. Imagine you go to a concert.
"I would rather be..."
A. In a great seat with a great view
B. Standing in front of the stage
C. In a private area with my friends
D. I don't care. Where there's room

B. Read the quiz to your partner. Underline their answers.

C. C
I. A
II. B
III. I

My

80-140 - Pop music
You like music with a good rhythm. You have a song for every feeling. You like listening to music with your friends and dancing to your favourite songs.

150-200 - Classical music
When you listen to music, you connect with your emotions. You like closing your eyes and getting lost in the sounds. You are a very creative person.

210-250 - Electronic music
You like music that is energetic and you can dance to. You are out-going and like new experiences. You like sharing with your friends.

260-320 Rock music
You are a passionate person with a lot of energy. Sometimes you are rebellious. You are intelligent and hard working.

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What music genre are you?

Student A

A. Read and the questions. Circle your answers.

1. "I prefer songs about..."
A. Love and emotions
B. Epic moments
C. People's problems
D. Nothing. No talking!

2. "I'd rather listen to music..."
A. On my own
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C. With a group of friends
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C. The drummer
D. Other

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What music genre are you?

Student B

A. Read and the questions. Circle your answers.

5. "I prefer music videos about..."
A. Beautiful nature scenes
B. Fun times and happiness
C. Love and passion
D. Crazy stories with lots of action

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Potential for follow up language focus on expressing preferences

Several activities rolled into one

Music Vocabulary Flap book

This Music Vocabulary Flapbook is a craft that incorporates several learning opportunities to practise the language in this pack. It can be completed over a series of sessions with a focus on distinct sections or all at once as a revision / consolidation lesson. At the end, the children have a useful record of learning that can be used as a reference tool in future activities or it could even be used as part of a speaking game.

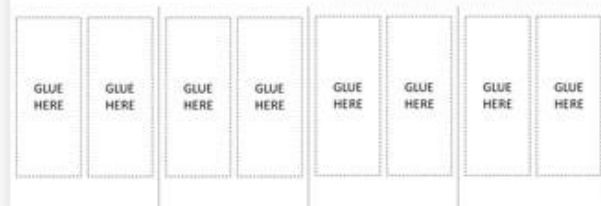
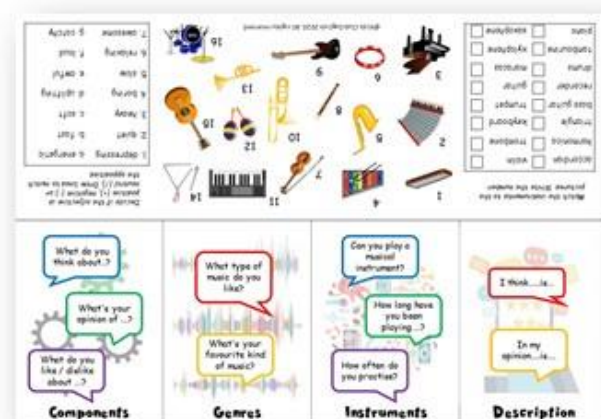
How to make the Flap book

1. Print the main cover back to back with the tab guidelines. Fold it in half along its length and cut along the dotted lines. The back of the flap book has two exercises:

- Match the musical instrument pictures to the text.
- Decide whether the description adjectives are positive, negative or neutral, then draw lines to match the opposites.

2. The interior of the flapbook is where the children glue the vocabulary tabs. There are two sheets of tabs. The first sheet is designed to be a categorising activity. The children decide which category the word falls into and then glue the tab in the correct place. Use the tab guidelines to help. The second sheet is designed so that the children can describe their words to each other to identify and then add to their strip of tabs. The blank spaces could also be used for emergent language.

If you would like to complete the categorising over a series of sessions, we suggest giving each child 2 strips from sheet 1 over 3 sessions. Sheet 2 could be used in a fourth session.



Perfect for consolidation while creating a fun record of learning

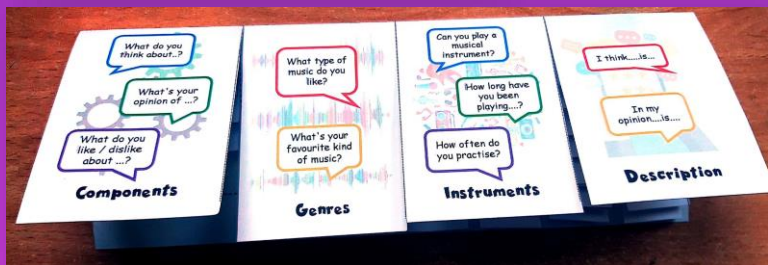
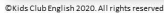
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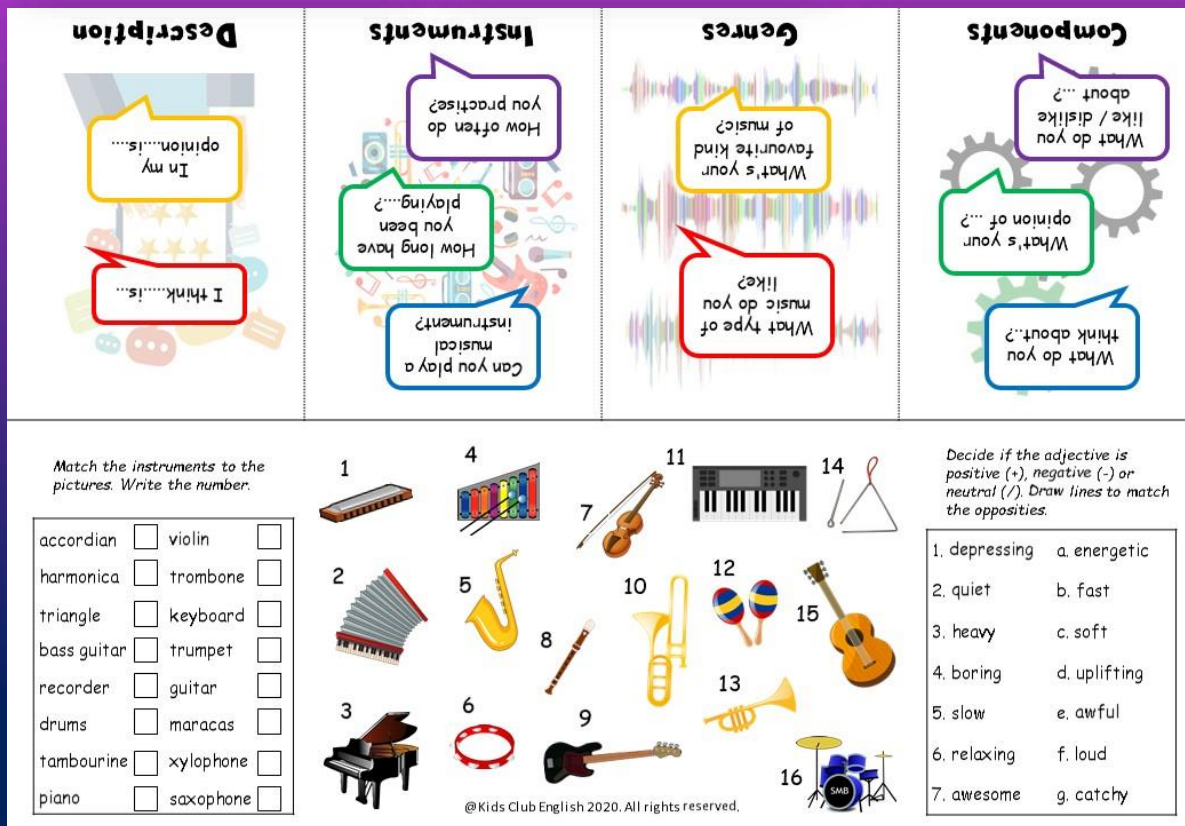
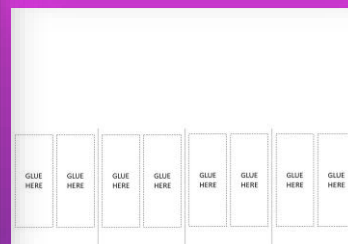
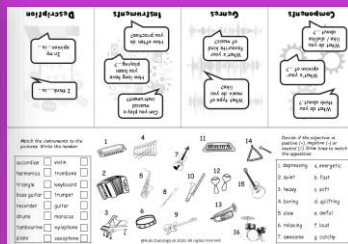
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Music Spinner Game

This Music Spinner Game is a great way to practise speaking and interactive listening skills while reinforcing key language functions and topic vocabulary. The targetted language functions are:

- expressing opinions
- requesting opinions
- expressing likes and dislikes
- expressing preferences
- talking about ability
- talking about past events
- making comparisons
- talking about frequency

It consists of a spinner board and game cards. There are 4 different Spinners depending on your taste and the amount of ink you want to use. There are also including templates for using with blank CDs. The game cards include options for printing. You will also need a split pin / butterfly clip for each board you use.

We recommend printing on card and/or laminating for durability.

You could prepare the game for your learners to play OR you could have the board so that they can play at home. If you choose the latter option, further by having them invent and write their own game cards.

Provides practice of several language functions while having FUN!

How to play the Music Spinner Game

Players take turns spinning the wheel and following the instructions on the cards.

There are 4 types of game cards:

- Ask a question

The active player either

- True or False

The active player reads

The active player then

- Express the sentence

The active player either

The active player then

- Challenge

The other players should

1. Spell a word for
2. Perform an action
3. Tongue twister
4. Hum a song for

You can make the game

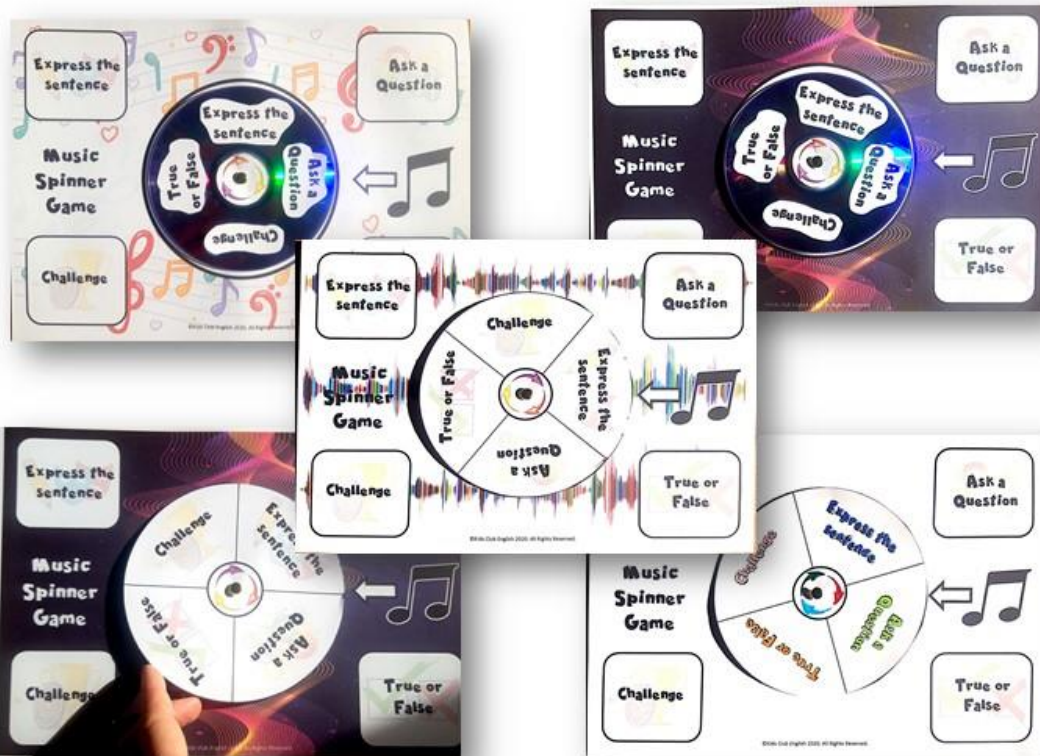
successfully or integrate

player in True or False

sentence, 1 point for

Spinner Models

Choose the combination of templates to best suit your needs and taste.



Game cards



Spinner Board Templates

Express the sentence

Music Spinner Game

Challenge

Express the sentence

Music Spinner Game

Ask a Question

Express the sentence

Music Spinner Game

Challenge

Ask a Question

True or False

True or False

Ask a Question

sentence

Music Spinner Game

Challenge

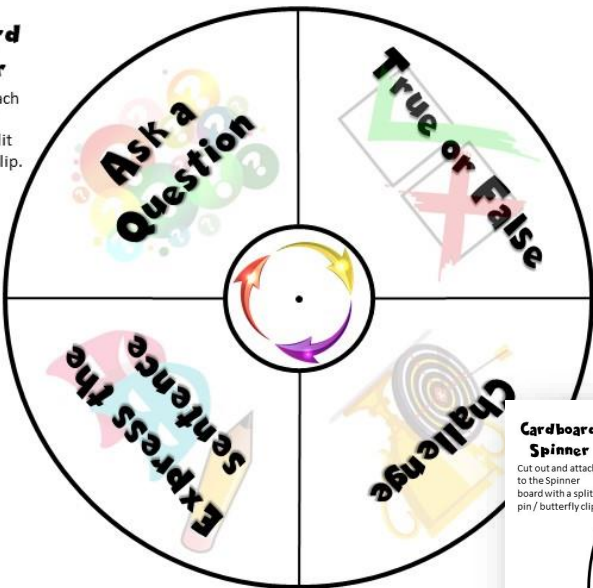
True or False

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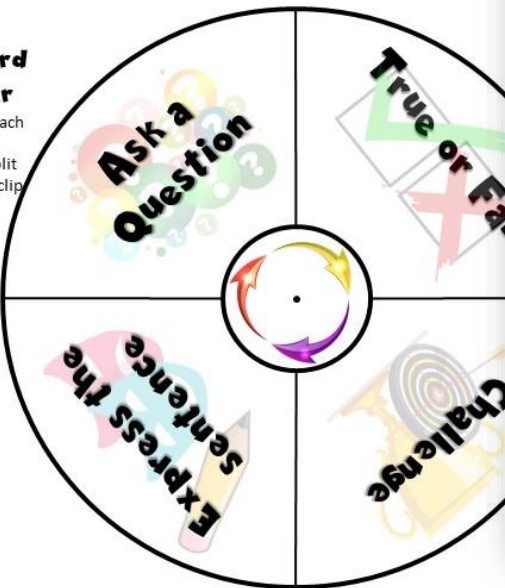
Cardboard Spinner

Cut out and attach to the Spinner board with a split pin / butterfly clip.



Cardboard Spinner

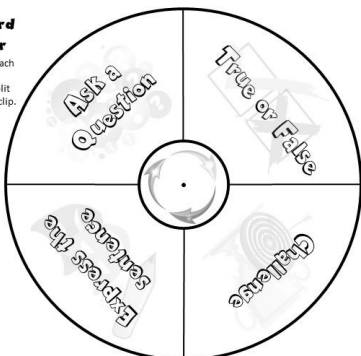
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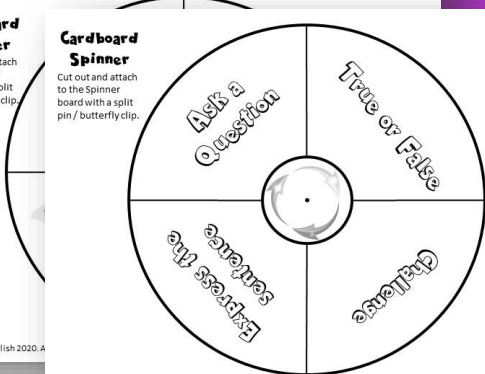
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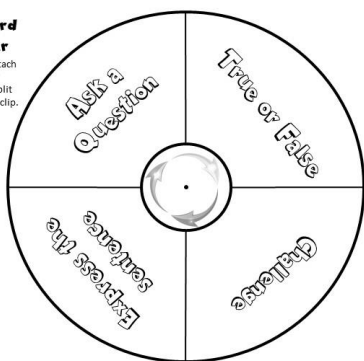


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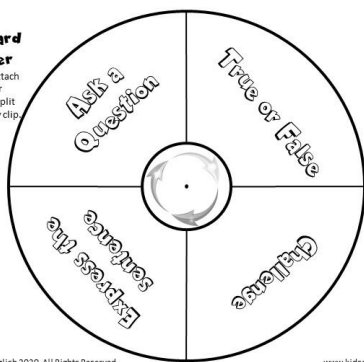
Cardboard Spinner

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Cardboard Spinner

Cut out and attach to the Spinner board with a split pin / butterfly clip.



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OR affix template pieces to a CD

CD Spinner Pieces

Cut out the pieces. Glue them to a CD. Affix the CD to your Spinner board.



Cut out the pieces. Glue them to a CD. Affix the CD to your Spinner board.



Cut out the pieces. Glue them to a CD. Affix the CD to your Spinner board.



Cut out the pieces. Glue them to a CD. Affix the CD to your Spinner board.



Ask a Question	True or False	Challenge	Express the sentence
Ask a Question	True or False	Challenge	Express the sentence
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CD Spinner Pieces

Cut out the pieces. Glue them to a CD. Affix the CD to your Spinner board.



Cut out the pieces. Glue them to a CD. Affix the CD to your Spinner board.



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Game cards

Ask a Question

How often do you listen to music?

Who are your favourite bands or artists?

What is your favourite genre of music?

Ask a Question

Do you prefer relaxing music or energetic music?

Would you rather listen to music on your own or with friends?

Do you prefer listening to music coming from speakers, headphones or earphones?

Ask a Question

What is your favourite song at the moment?

What music does your family listen to?

Can you play a musical instrument?

Ask a Question

What type of music don't you like?

Have you ever been to a concert?

Would you rather dance to a song or sit and listen to it quietly?

Ask a Question

Would you like to learn how to play a musical instrument? What?

Where do you prefer to listen to music?

When was the last time you listened to music?

Ask a Question

What is more important, the lyrics or the melody? Why?

Do you prefer music in English or in your own language? Why?

Do you like to sing? Why (not)?

I listen to music in my bedroom every day.

I really love heavy metal.

My favourite music genres are pop and easy listening.

I prefer fast music to slow music.

I'd rather listen to uplifting music than depressing music.

I'd rather listen to music coming from speakers than headphones.

I don't often listen to music on the radio.

My parents don't listen to music.

I can play the piano.

True or False

I don't like classical music.

True or False

I'd like to learn how to play the drums.

True or False

In my opinion, the melody is more important than the lyrics.

True or False

I don't like classical music.

True or False

I'd like to learn how to play the drums.

True or False

In my opinion, the melody is more important than the lyrics.

True or False

I don't like classical music.

True or False

I'd like to learn how to play the drums.

True or False

In my opinion, the melody is more important than the lyrics.

True or False

I don't like classical music.

True or False

I'd like to learn how to play the drums.

True or False

In my opinion, the melody is more important than the lyrics.

I can play the saxophone.

I don't like flamenco.

The audience thinks the song is boring.

I listen to music in my bedroom.

The singer picks up the microphone.

I'd rather listen to heavy metal music than jazz music.

I listen to classical music.

I can't play the recorder.

I can play the bass guitar.

Express the sentence

I prefer to...

Express the sentence

I think that...

Express the sentence

I don't like...

Express the sentence

I can play the...

Express the sentence

I don't like...

Express the sentence

I can play the...

Express the sentence

I don't like...

Express the sentence

I can play the...

Express the sentence

I don't like...

Express the sentence

I can play the...

Express the sentence

I don't like...

Express the sentence

I can play the...

Spell "guitar" backwards.

Spell "music" backwards.

Spell "violin".

Spell "orchestra".

Spell "musician".

Spell "band".

Hop on one leg for 30 seconds, while whistling a song.

Turn around in circles, while singing the alphabet song.

Hop on one leg for 30 seconds, while whistling a song.

Imagine you are a dog and sing a song.

Sing "Happy Birthday".

Mime your favourite song.

Say, "Singing slow songs sounds sad" 5 times fast.

Say, "Peter prefers pop but I'd rather listen to rap" 5 times fast.

Say, "Giraffes are tall" 5 times fast.

Hum a song for your classmates to guess.

Hum a song for your classmates to guess.

Hum a song for your classmates to guess.

Challenge

Challenge

Challenge

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Challenge

Challenge

Cards can also be used separately in other activities

4 sets of text cards + 1 set of picture cards

Music Mini-cards

These mini-cards include 4 sub-sets of vocabulary items that are useful for communicating on the topic of music. Each set consists of 15 cards for a total of 60 cards (75 if you include the instrument picture cards). Optional card backs are included for reverse-side printing.

Instruments - Picture cards and text cards

trombone	violin	bass guitar
xylophone	keyboard	maracas
accordion	tambourine	drums
harmonica	guitar	recorder
piano	trumpet	saxophone

Music Genres

electronic	classical	country
hip hop	reggaeton	easy listening
heavy metal	R&B	folk
rap	flamenco	reggae
rock	jazz	pop

Adjectives of Description

catchy	interesting	quiet
awesome	loud	uplifting
relaxing	slow	awful
boring	heavy	fast
soft	energetic	depressing

Music Components & People

singer	lyrics	track
song	performance	musician
concert	audience	stage
band	orchestra	speaker
headphones	artist	melody

Some activity suggestions

• Circle Pass

Form a circle with the children. Show one card and model the vocabulary. Pass the card to the left. The student repeats the vocabulary and passes it to the next person. This person repeats and so on, until the card returns to you. Increase the pace by having more cards circulating at the same time. Vary it by doing it fast, slow, in a silly voice, under your leg, etc. Send cards around the circle in opposite directions!

• Rock, paper, scissors

In pairs, students play rock, paper, scissors. The winner takes a card and makes a sentence, makes a question or simply reads the word. Continue until all the cards are used up. Who won the most cards?

• Happy families / Go fish

Print 4 sets of cards for each group of 3 or 4 children. There should be 4 of each card, e.g., 4 x keyboard, 4 x recorder etc. Shuffle the cards and deal all the cards equally among the players. The objective of the game is to try to form groups of 4 of the same card. On their turn, a player asks one other person in the group for a card. If that person has the requested card, they must give the player the card. If they don't have it, they say they don't have the card and play passes to the next person. The game ends when either your set time limit is up OR when all groups of 4 have been formed.

• Memory game / pelmanism

Prepare 2 sets of each card and place them face down. Players take turns turning over two cards at a time to try and find pairs of cards. If they don't find a pair, they have to turn the cards face down again and play passes to the next player.

• On your head

One child shuffles the cards and places one card above their head so they can't see it but the others do. The child asks questions to guess the card. Try to guess the card in as few questions as possible. One variation is for the other children to give clues.

Game suggestions included



trombone

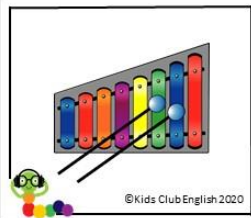
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violin

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bass guitar

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xylophone

©Kids Club English 2020

keyboard

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maracas

©Kids Club English 2020



accordion

©Kids Club English 2020

tambourine

©Kids Club English 2020

drums

©Kids Club English 2020



singer

©Kids Club English 2020

lyrics

©Kids Club English 2020

track

©Kids Club English 2020



song

©Kids Club English 2020

performance

©Kids Club English 2020

musician

©Kids Club English 2020



concert

©Kids Club English 2020

audience

©Kids Club English 2020

stage

©Kids Club English 2020

orchestra

©Kids Club English 2020

speaker

©Kids Club English 2020

artist

©Kids Club English 2020

melody

©Kids Club English 2020

electronic

©Kids Club English 2020

classical

©Kids Club English 2020

country

©Kids Club English 2020

catchy

©Kids Club English 2020

interesting

©Kids Club English 2020

quiet

©Kids Club English 2020

easy listening

©Kids Club English 2020

gaeton

©Kids Club English 2020

easy listening

©Kids Club English 2020

awesome

©Kids Club English 2020

loud

©Kids Club English 2020

uplifting

©Kids Club English 2020

relaxing

©Kids Club English 2020

R&B

©Kids Club English 2020

folk

©Kids Club English 2020

slow

©Kids Club English 2020

slow

©Kids Club English 2020

awful

©Kids Club English 2020

reggae

©Kids Club English 2020

flamenco

©Kids Club English 2020

reggae

©Kids Club English 2020

relaxing

©Kids Club English 2020

slow

©Kids Club English 2020

awful

©Kids Club English 2020

rock

©Kids Club English 2020

jazz

©Kids Club English 2020

pop

©Kids Club English 2020

relaxing

©Kids Club English 2020

slow

©Kids Club English 2020

awful

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Possible Language Focus

This pack is designed to facilitate the practice of important language functions at Elementary to Intermediate levels of language competency (A2-B1 in the Common European Framework CEFR). The activities create opportunities for children to use language to practise these functions while building vocabulary related to the topic of Music. Below is a summary of the vocabulary and key language included in the resources to target the language functions. Please note, however, that some activities allow for a much more flexible use of language and you may choose to focus on structures and vocabulary that are not included in the following lists.

Vocabulary

Musical Instruments		Music Genres		Music Component & People		Adjectives of Description	
trombone	guitar	electronic	R&B	orchestra	track	catchy	loud
xylophone	trumpet	hip hop	jazz	song	stage	interesting	slow
accordion	bass guitar	heavy metal	country	concert	speaker	uplifting	heavy
harmonica	maracas	rap	folk	band	melody	depressing	quiet
piano	drums	rock	reggae	headphones	lyrics	energetic	fast
violin	recorder	classical	pop	performance	artist	relaxing	awful
keyboard	saxophone	reggaeton	easy	audience	singer	awesome	soft
tambourine		flamenco	listening	musician		boring	

Language Functions

Expressing opinions and giving reasons	Requesting opinions	Expressing likes and dislikes	Expressing preferences
I think / guess / reckon I'm not sure In my opinion (this song) is... because Personally, I think... To be honest,...	Do you prefer...? Would you rather...? What / Who is/are your favourite...? What do you think about...? What's your opinion of...? What do you like/dislike about...?	I like / I dislike... I don't like... My favourite (song) is... I really love/hate... I'd like to (learn how to play the drums)	I prefer (dancing to singing) I prefer (to dance than to sing) I prefer (fast music to slow music) I'd rather/I would rather (dance than sing) I'd rather (listen to fast music than slow music)
Talking about ability	Talking about past events	Making comparisons	Talking about frequency
Can you (play a musical instrument)? Yes, I can / No, I can't I can (sing)	The last (song I listened to) was.... Have you ever...? When was the last time you....? Past simple, e.g., - I went to a concert last year. Last year/night/week Yesterday / this morning	What is more important / better / the best / the worst? X is/are better than the Y X is/are more than Y X is the best / worst..	How often do you...? every day once a week twice a month three times a day always / often / sometimes / hardly ever / never I (don't) often (listen to music)

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More Activity Suggestions

Music experiences

- Play a selection of short clips of music. Pause after each clip for the learners to write down adjectives or words they associate with the music. Compare and contrast at the end.
- Listen and doodle: Play a short piece of music. Learners should relax and react to what they hear by drawing or doodling. Are their doodles different for different music genres? What can they interpret from each other's drawings? Did they use similar or different colours?
- Listen and dance!

Music quizzes

There are several different playlists and quizzes available on YouTube that may be useful.

- Listen and identify the instrument.
- Listen and identify the music genre.
- Listen and identify the artist / group.

Music games

Play your favourite music games with a twist.

- Musical statues. When the music stops and someone moves, they should ask or answer a question related to the language you are practising.
- Circle dance. Place the mini-cards in a circle. The students should dance around the circle until the music stops. When the music stops, they should make a sentence or ask a question with the vocabulary on the card.
- Musical chairs. You can play this in different ways to make it more cooperative so that no one is eliminated from the game too early. 1) Remove a chair each round as in the traditional game but make it a challenge for all the children to be sitting on the chairs with their feet off the floor. This way they'll need to help each other to continue. 2) Play with hoops or circles on the floor. Remove a hoop each round. The children have to have one foot in the hoop(s) when the music stops. The fun is that as you remove hoops, the children have to work together to fit in a hoop without toppling over!

Learn songs to sing / dramatise

For language learning, especially at lower levels, look for songs with lots of repetition of structures.

Camp songs and chants usually work well. Some suggestions are:

- I am the Music Man
- Little Bunny Foo Foo
- Boom Chicka Boom
- Black Socks

You can also adapt the lyrics to well known songs to fit your language goals. Think about football chants and nursery rhymes. The students could have a go at making up their own verses.

Make your own class song bank

Choose a worksheet for a popular song that has a variety of task types:

- Gapfills
- Order the lines
- Order the words
- Eliminate the extra word
- Correct the wrong word.

Once your students are familiar with the task types you choose, ask them to choose one of their favourite songs and create a similar worksheet for it. You can collect their worksheets and create your own personalised class collection of songs to practise with.

**Possible
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helps you
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and
functions**

**Includes
other
great
activities
to include
in your
lessons on
the topic
of Music**