



## TEACHER'S GUIDE

### LESSON 34: WHAT MUSIC DO YOU LIKE?

**Video summary:** Anna talks about different kinds of music.

**Functional purpose:** Talking about music; asking and answering questions

**Grammar:** Question words

**Question:** What music do you like? **Answers:** *I like \_\_\_\_\_.*

**Unique words and parts of speech:**

Adjective	Noun	Verb	Adverb
peaceful slow	band bass dholak drums flute guitar instrument piano singer topic ukulele violin	came joking	plus

## PREPARE TO WATCH

### Get students' attention

This can be done in the native language or in English.

- If possible, bring some musical instruments to class or take students to the music room in your school.
- Ask students “What musical instruments do you know?” You can begin by including different vocabulary words in your question. For example, say, “Can you play piano?” “Have you seen a ukulele?” “Do you have a guitar?”
- Ask students the question of the day: “What music do you like?”

### Connect to students' experiences

- Ask students about different kinds of music.
  - “Who likes loud music?”
  - “Who likes slow music?”
  - “Who likes electronic music?”
  - “What other kind of music do you like?”

### Guess: What will happen?

- Tell the students Anna is going to talk about music.
  - Ask, “What instruments do you think Anna will talk about?”
  - Write some student ideas on the board to refer to later.
- Show the picture below.
  - Ask, “What is happening in this picture?”
  - Write some student ideas on the board to refer to later.



## WATCH AND REVIEW THE VIDEO

**Check understanding with specific questions** (add your own as necessary)

- Point to the guesses you wrote on the board earlier. Say, “Here are your guesses.”
  - “What instruments did Anna talk about? Are any of them written here on the board?”
  - “What is happening in the picture? Did anyone guess it is a rock band giving a concert?”
- Ask, “Did guessing help you focus differently while you were watching the video? Even if you don’t guess exactly, it can help you pay attention to the details of what you are reading or listening to. Try it with other things you read or listen to for your classes.”
- Ask students to name all the musical instruments mentioned in the video (ukulele, piano, violin, guitar, drums, flute, bass)

**Talk more about the video**

- Ask students what they liked, what made them laugh, and what parts they want to see again.
- Ask students these questions. Check their answers.
  - What music does Anna like? (She likes all kinds of music.)
  - What instrument can Anna play? (She can play the ukulele.)
  - What was Daisy “not joking” about? (She likes quiet.)
- Write “who, what, which, how many” on the board.
  - Ask, “What do we use these words for?” (to ask questions)
- Ask, “Can you name any other question words?” Students may answer “where, when, why, how often.”

## ACTIVITIES

### 1. Playing Catch with Questions

#### Set up/materials

- Write question words in a row on the board.
- Have a soft inflatable or cloth ball or other object students can safely throw around the room.

#### How to

- Students should stand in a circle. Give the ball to the student whose birthday is next.
- Following the order of the question words written on the board, the student with the ball should ask a question, and then throw the ball to another student.
- The student who catches the ball should answer the question. They should pass the ball to the student on their left.
- The student with the ball should ask a question using the next question word on the board and throw the ball to another student. The student who catches the ball should answer the question and pass the ball to the student on their left.
- Be sure each student gets a chance to either ask or answer a question.

#### Variations

- The student who catches the ball can also ask the next question.
- Students can come up with their own question words (not using the ones on the board).

## **2. Listen and Speak**

### **Set up/materials**

- Give each student a copy of the *Listen and Speak* activity sheet.
- Divide students into pairs.

### **How to**

- Working alone, students should use the questions words in the box to complete the questions. They should use each word one time.
- When students have finished writing the question words, they should check their answers with their partner.
- Then, partners should take turns asking and answering the questions.

### **Variation**

- Students can work in groups of 3-4 to ask and answer the questions.
- Students can write their partner's answers on the back of the sheet.

### **Informal Assessment**

- Do students use the correct question word in each question?



# LISTEN AND SPEAK

Use the correct question word in the box to complete the questions below.

Use each word once.

Then, ask your partner the questions.

when	where
how many	what
how often	who

1. \_\_\_\_\_ do you live with?

2. \_\_\_\_\_ is your birthday?



3. \_\_\_\_\_ do you live?



4. \_\_\_\_\_ do you exercise?



5. \_\_\_\_\_ brothers and sisters do you have?



6. \_\_\_\_\_ is your favorite book?

### **3. Read and Write**

#### **Set up/materials**

- Give students a copy of the *Read and Write* activity sheet and something to write with.

#### **How to**

- Have students write the words.
- Have students read the completed sentences and questions.

#### **Variations**

- Students can copy completed sentences and questions into their notebook.
- Students can ask questions using the sentences. Students can answer the questions. For example,
  - What instrument can Anna play? How many instruments can Anna play?
  - What does “who” ask about?
  - I like loud/soft/fast music.
  - I don't like slow music. I like slow music.



# READ AND WRITE



Anna can  
play one

instrument.

Who

asks about a  
person.

What

music do you like?



Do you

like

slow

music?



#### 4. Crossword Puzzle

##### Set up/materials

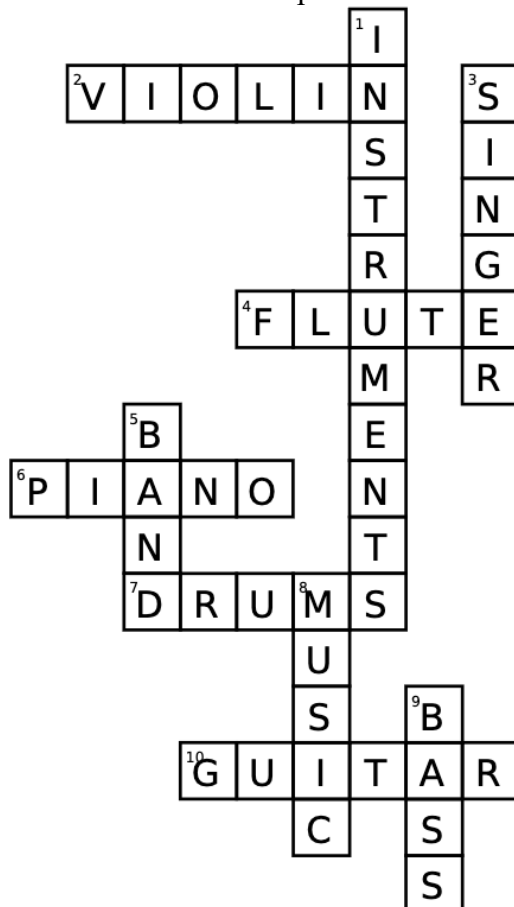
- Give students a copy of the *Music Crossword Puzzle* activity sheet and something to write with.
- Review the following vocabulary with the students: *music, piano, flute, band, bass, drums, guitar, instruments, singer, violin*
- Review the Crossword Puzzle with students.
  - The “clues” (pictures) are on the right side of the page. The clues correspond to answers (words) that go Across (left to right) and Down (top to bottom).

##### How to

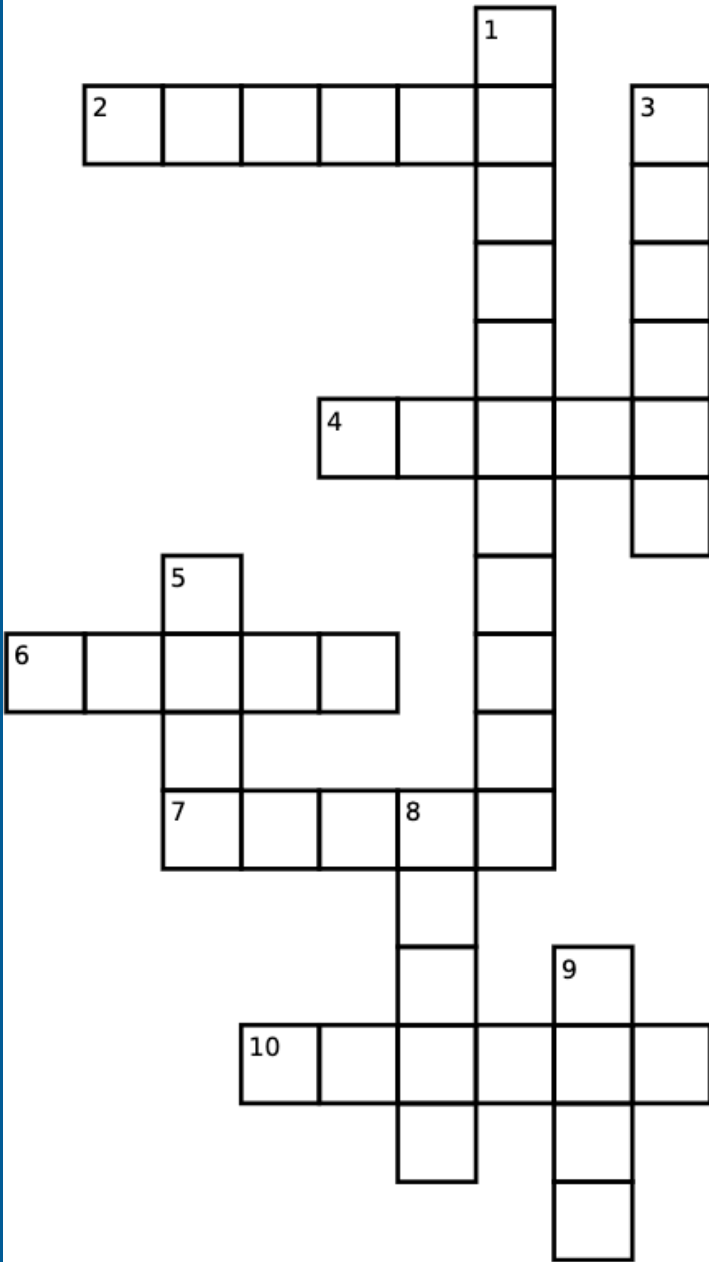
- Students should complete the crossword puzzle by writing answers to the clues in the corresponding boxes in the grid.
- The Solution (answer key) is below.

##### Variations

- To make the crossword puzzle easier, make it multiple choice by writing the words on the board. This will also help students with spelling.
- Students can complete the crossword puzzle in pairs, with one partner completing only the across clues and one partner completing only the down clues.
- Make it a race. The first student to complete the crossword puzzle gets a prize.



# Music Crossword Puzzle



## Down

1.



3.



5.



9.



8.



## Across

2.



4.



6.



7.



10.



## **5. Music and Questions Board Game**

### **Set up/materials**

- Divide students into groups of 4 or 5 (depending on your class size).
- Each group will need a die. Prepare the dice on the next page or give students a copy and scissors and tape or glue to assemble their own.
- Each group will need a copy of the Music and Questions Board Game activity sheet on the next page.
- Each student will need a small game piece to show their movement around the game. Objects for game pieces may be small objects like different coins, colored paper clips, or small figurines.

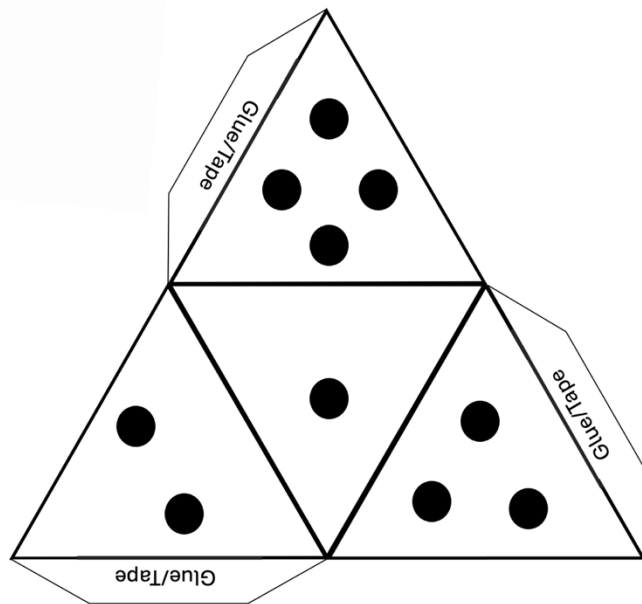
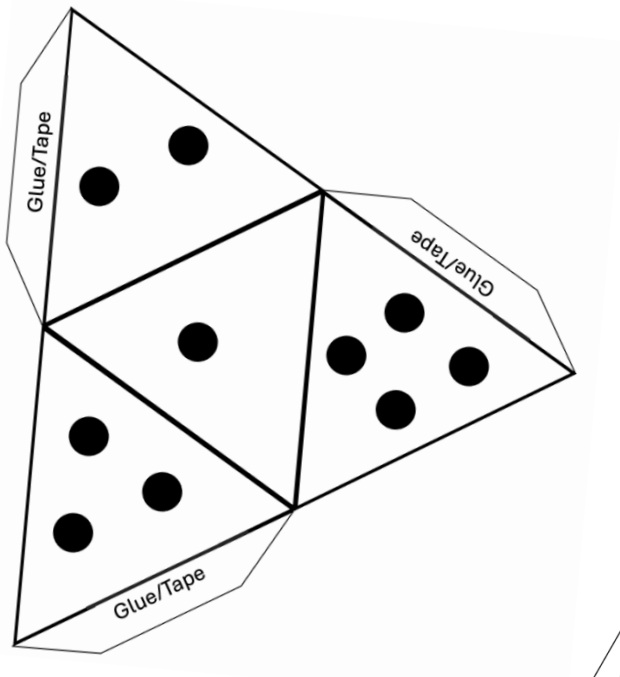
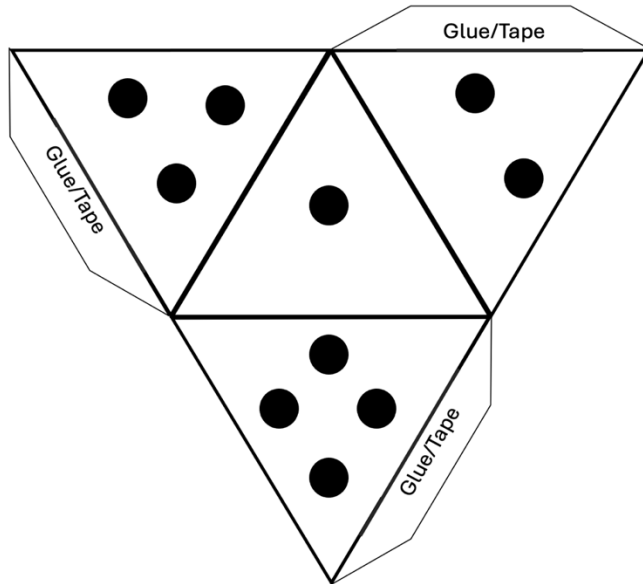
### **How to**

- Give each group a copy of the Music and Questions Board Game.
- When it is their turn, each student should roll the die to see how many spaces to move. They should move their game piece to that square.
- Then, they should follow the directions on the game space. The space will ask a question or provide a word. If they land on a space with a question, they should answer the question. If they land on the space with a word, they should ask a question using the word.

### **Variation**

- For a small class, students may work as one group to play the game.
- Students can add their own special rules like if you land on a word, you ask a question, and get to go again.

Teacher's Guide Lesson 34: What music do you like?



Do you listen to music while you do homework?	How often do you listen to music?	How does music make you feel?	Who is your favorite band?	Do you sing while taking a bath or shower?	Where do you listen to music?	Why...
Go back three spaces.	 <p>VOA LEARNING ENGLISH</p> <h1>BOARD GAME</h1> <p><a href="https://learningenglish.voanews.com/">https://learningenglish.voanews.com/</a></p>				Go forward three spaces.	
What kind of music do you NOT like?					Who is the most famous musician in your country?	
How many...					When is the best time to listen to music?	
Do you play a musical instrument?	Who is your favorite singer?	<b>START</b>	<b>FINISH</b>	What...	Go back two spaces.	

## LEARN MORE

### Questions with “which”

#### How to

- Tell students they will practice questions using the word *which*.
- Write the following on the board in two columns:

Which + noun + verb (HAVE or BE) + \_\_\_\_\_

Which + noun + auxiliary + subject + verb

- Write examples on the board:

*Which instrument is more expensive, a piano or a ukulele?*

*Which instrument has more strings, a violin or a guitar?*

*Which instrument do you think is more expensive, a piano or a ukulele?*

- If necessary, explain that *auxiliary* means the words *do/does*.
- Ask each student to write down three nouns they think could follow the word *which* in a question.
- Ask students to share their answers with the whole class and write their responses on the board.
- Using the list of nouns on the board, now ask students to form questions using *which*. They can do this individually in their notebooks, or together as a class.
- Write the students' questions using *which* in the appropriate column.

#### Variations

- Have students work in pairs or small groups and compete with other groups to see who can form the most questions correctly.
- Have students come to the board and write their sentences.
- For student sentences with errors in the construction of the question, ask students to notice what is different about the correct sentences compared to the ones with errors.

## CHECK UNDERSTANDING

### Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

#### Questions:

1. \_\_\_\_\_ music do you like?
2. Daisy loves \_\_\_\_\_.
3. That is a \_\_\_\_\_.
4. \_\_\_\_\_ is your favorite singer?

#### Answer key:

1. What
2. quiet
3. piano
4. Who

Remind students to begin a sentence with a capital letter (W for 1 and 4).



# QUIZ



music  
do you like?

Daisy loves



That is a



is your  
favorite singer?

