



# MUSIC AND FILMS – B1

## I. About this Lesson

**Activity title:** Music and film

**Level:** B1

**Subject:** English as a foreign language

**Timing:** 50 minutes

**Resources:** computer with an internet connection, worksheet.

**Learning objectives:**

- a. Being able to talk about music and film
- b. Being able to make comparisons

**Materials needed:** access to a computer (in order to create their own comic), printed version of the exercises and comic strips (if the students don't have access to a computer).



## II. Lesson scenario

### 1. Instructions for the teacher

#### Introduction (5 min)

Start the lesson with a short “Check IN” by telling students:

- Today, we will study music and film vocabulary
- We will talk about your favourite music and films, what you like and dislike.
- Then we will do the exercises from the worksheet
- You will be working individually and in pairs
- Once the exercises are done, we will create a comic strip

#### Speaking and vocabulary

- a. Print the worksheet and distribute it among students.
- b. Exercise 1: This includes a speaking activity which will encourage students to talk about music. Have an open discussion with your students.
- c. Exercise 2: This includes a list of music-related vocabulary. Students work on this exercise individually. They have to read the definitions and match them with the correct word from the table.  
**Answers:** 1 – F; 2 – J; 3 – H; 4 – I; 5 - G; 6 - C; 7 – D; 8 – B; 9 – E; 10 – A;
- d. Exercise 3: Here students learn about different music genres. They work in pairs and choose the correct music genre that matches the pictures.
- e. Exercise 4: In this exercise, we introduce a series of film genres. Working in pairs or small groups, students match the film with the correct genre. If they are not familiar with the film, they can search for it online or ask for help from other students or the teacher.



- f.** Exercise 5: Students read the comic strip included. It is an example of the following activity. Then, they stand up. The class is divided in two. The teacher will say an opinion about movies (from the list below) and the students move to the left of the room if they agree and move to the right of the room if they disagree.

Opinions:

1. The book is always better than the movie.
2. Watching movies at home is fun.
3. I can improve my English by watching movies.
4. Documentaries are boring!
5. Animation is for children. Adults shouldn't watch these movies.
6. Superhero movies are boring because they are all the same.
7. I like to go to the cinema because it's fun.
8. I like TV series better than movies.

### Grammar:

- a.** The students practise making comparisons. Pre-teach the rules of making comparatives and superlatives in English.
- b.** Exercise 6: Use the comic strip to review comparatives and superlatives. Students should underline them.
- c.** Exercise 7: Students complete the dialogue in the comic strip by using different comparatives or superlatives. Supervise their work and help when needed.
- d.** Then, give them the original strip and ask them if they had guess the correct meaning.



### Finish the lesson with a short “Check out” (5 min)

- a. During the lesson we learn about music, film, and comparisons.
- b. The most important things were: learning how to talk about your favourite films and songs, expressing likes and dislikes, and comparing the different options.
- c. We were able to do identify useful vocabulary and discuss different opinions.
- d. As an assignment you need to...., the deadline is....
- e. We will explore the topic next time when we will learn about (name the following topic)



## 2. Worksheet for student

**EXERCISE 1:** Discuss with the others students using the questions below.

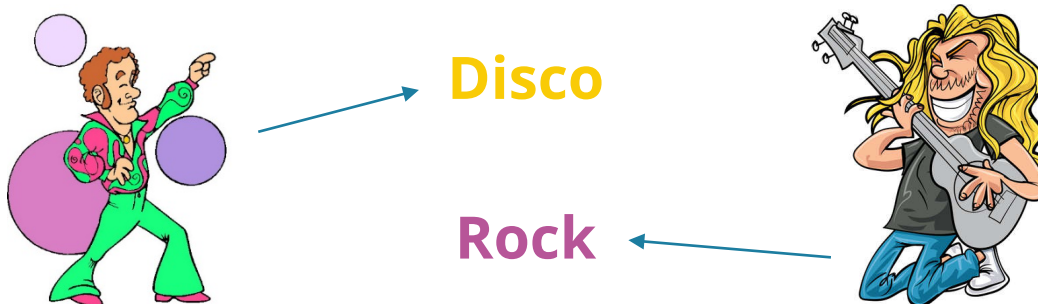
- How often do you listen to music?
- Do you listen to music on the radio?
- Do you listen to music while doing your homework?
- What is one of your favourite songs / singers / bands?
- Do you like music from other countries?
- Is there any music you don't like?

**EXERCISE 2:** Choose the correct definition for each word.

- A. a song to praise, usually religious
- B. a play or film in which the storyline is developed by songs and dances
- C. a performance of a program to entertain
- D. a recording of the musical accompaniment of a film
- E. a song identified with a particular group, body, or cause.
- F. someone who writes music
- G. a person who plays a musical instrument
- H. someone who stands in front of an orchestra
- I. someone who sings or plays music, not part of a group/band
- J. someone who writes songs/lyrics

1. Composer	
2. Songwriter	
3. Conductor	
4. Solo artist	
5. Musician	
6. Recital	
7. Soundtrack	
8. Musical	
9. Anthem	
10. Hymn	

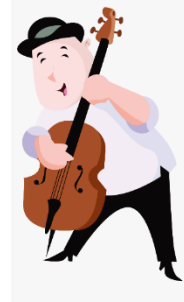
**EXERCISE 3:** You will see pairs of pictures representing different music genres. Associate each image to its music genre following the example below.





**Classical**

**Heavy  
metal**



**Punk**

**Rap**



**Electronic**

**Country**



**Jazz**

**Blues**

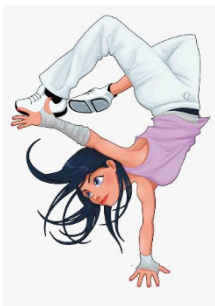




**Tango**



**Bachata**



**Hip Hop**



**Folk**

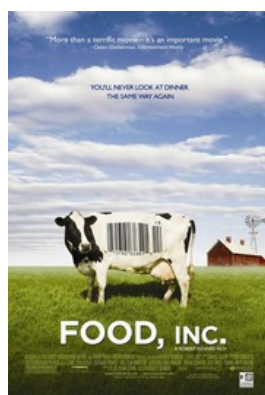
**EXERCISE 4:** Match the movie type to the pictures. There are three movie types you do not have to use.

- Documentary
- Drama
- Romance
- Fantasy
- Animation
- Horror
- Sci-Fi
- Classic
- Western
- Comedy
- Sports
- Musical
- Action
- Romantic
- Historical





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### EXERCISE 5:



- a. Read the comic strip above.
- b. Stand up.
- c. Your teacher will say an opinion about movies.
- d. Move to the left of the room if you AGREE and move to the right of the room if you DISAGREE.
- e. Talk with the people next to you about your opinion. Repeat for the next opinion.



**EXERCISE 7:** Try to guess the dialogue in this comic strip from Sarah's scribbles by Sarah Andersen. Use comparatives and superlatives. Write it down!



© Sarah Andersen

Here is the original strip.





### III. References

StoryboardThat - <https://www.storyboardthat.com>

Strip from exercise 6 found on: Ramos Mejia (2010), Forming comparative and superlative adjectives, English Skills. Available at:

<http://thoseenglishskills.blogspot.com/2010/07/forming-comparative-and-superlative.html>

Sarah Andersen (2016). Lyrics. [online] tapas.io. Available at:

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Music genres - clipart images:

- [https://lh3.googleusercontent.com/proxy/PnWsFhpDB4lGKmVFntboAQrIoq1Et4EFRUEkazQTIOe1B0Lzmyy\\_QuqFbNa-01jkgN0CMCMk0vjGs6lF8lVUheXdON5lXvfLogB1fB0gdIxp4u7GXko8BlzLzA1GOZqQ1zhtdLhJlLxjN3Q](https://lh3.googleusercontent.com/proxy/PnWsFhpDB4lGKmVFntboAQrIoq1Et4EFRUEkazQTIOe1B0Lzmyy_QuqFbNa-01jkgN0CMCMk0vjGs6lF8lVUheXdON5lXvfLogB1fB0gdIxp4u7GXko8BlzLzA1GOZqQ1zhtdLhJlLxjN3Q)
- <https://us.123rf.com/450wm/antonbrand/antonbrand1502/antonbrand150200026/36372546-cartoon-rock-guitar-player-playing-rock-music-isolated-on-white.jpg?ver=6>
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- [https://www.kindpng.com/picc/m/45-453951\\_hip-hop-dance-hip-hop-music-breakdancing-hip.png](https://www.kindpng.com/picc/m/45-453951_hip-hop-dance-hip-hop-music-breakdancing-hip.png)
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