### Teachers Notes:

<table>
<thead>
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<th>Level:</th>
<th>B2</th>
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<td>Topic:</td>
<td>Modern Irish Music - Students are introduced to two popular Irish bands (The Coronas and O.R.B)</td>
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<tr>
<td>Author:</td>
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<td>Lesson Aim:</td>
<td>To introduce students to two modern Irish bands. Students will read short texts about each band and summarise the information for their partners. Students will then watch a music video for The Corona’s song ‘Just Like That’ without sound and in groups will predict the storyline. Students will then listen to the song and discuss the story. Lexical focus in this lesson is on collocations</td>
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| CEFR Student Learning Outcomes: | Reading: I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests.  
Spoken Interaction: I can take an active part in conversation, expressing clearly my points of view, ideas or feelings naturally with effective turn-taking  
Spoken Production: I can summarize orally the plot and sequence of events in a film or play.  
Strategies: I can generally cover gaps in vocabulary and structure with paraphrases. |
| Lexical Aim: | Have established themselves, sought after, instantly recognizable, creating a storm, a cross between, gained recognition, to hit the road, drawn to each other, to end up getting hurt, there’s no harm done. |
| Interaction Patterns: | Pair work  
Group work |
| Preparation: | Access to Wi-Fi, projector or IWB |
| Task Time:   | 120 minutes |
Lesson:

**Procedure**

**Lead in:**

Project an image of your favourite band on the board and give students one minute with their partner to think about why you might have showed them this image. After one minute, get feedback [students are likely to come up with the correct answer]. Ask them what kind of music they think the band plays and if they think they would be interested in that type of music.

Play a short video clip of them if you have time. Tell your students why you are into this type of music. *[energetic, fast-paced, meaningful lyrics, makes you feel good, nice rhythm, unique sound etc]*

Would your students be into this type of music?

**Page One:**

In groups of three, ask students to discuss the questions together for 15 minutes. While students are on task, monitor and take note of errors. You may also like to participate in the group discussions and do some on-the-spot correction.

Get some feedback during whole class discussion and then ask students to create another question together to ask the other group. Give two minutes for this and then ask students to stand up and speak to a student from another group. Give approx 5 minutes for this task.

**Page Two:**

Ask students if they know any modern Irish bands/singers. Possible answers – The Script, U2, The Coronas, Original Rude Boys, Kodaline.

Cut page two down the centre so that you have The Coronas & O.R.B on two separate slips. Hand ‘The Coronas’ to one pair of students and hand ‘O.R.B’ to another pair.

First of all, ask students to focus on the bolded collocations in the text and to explain the meaning to each other (without using a dictionary). Get feedback from both texts. You may have to write some of these collocations on the IWB and open up for elicitation from whole class.

Each pair must now read the text about their band. Once pairs have had enough time for this task, change partners so partners have read different texts. Students must now summarise the texts for each other.
### Procedure

**Focus on collocations:**

In pairs, students now use 4 of the 7 collocations and incorporate them into their own article on a band they know/like. Allow students 10 minutes for this task and monitor while students are on task. Students may need help with structure and context.

**Page Three:**

Tell students they are going to watch a music video of a song written and performed by The Coronas. Project the image on screen or hand out page three (ensure that students cover the words at the bottom of the page and only look at the image at this time). In pairs, students discuss the pictures and try to predict the storyline of the song.

Once you have gathered feedback, draw students’ attention to the words at the bottom to help them predict the storyline. Encourage them to add more detail such as location, time of year, time of day, the weather, describe the nightclub etc.

Now play the following video for the students *(WITHOUT SOUND)*

[https://www.youtube.com/watch?v=ZSRVDMO0Bmg](https://www.youtube.com/watch?v=ZSRVDMO0Bmg)

Students watch the video and afterwards, discuss the storyline with a partner.

1. Tell your partner what happened in the video
2. Compare your prediction to the real story

Now play the song again with sound. Students answer the following questions with partner. Get students to write these questions:

1. Do you like the song?
2. Do you like the music video?
3. Why did The Coronas decide to use Henry hoovers instead of real people?

**Page Four:**

Hand out the lyrics of the song. Play the song again and this time, students follow the lyrics while listening. Afterwards, students must work in their groups and discuss the meaning of the bolded collocations.

*As homework, students could write a short poem using some of these collocations.*