

## B1+ Speaking Skills - The Pop Group

**Aims:** To reinforce the difference between present perfect and simple past through a role-play

**Length of lesson:** 60 mins

**Level/age:** B1+ Adults and YLs (14 years+)

**Language:** Present perfect/present perfect continuous v simple past

**Materials:** Role-cards

**Preparation:** Photocopy role-cards

### Procedure:

*Warmer:* In pairs tell partners about their favourite type of music. Get feedback. What are their favourite bands/singers?. How many members in the band? What instruments do they play?

1. T tells sts that four or five of them (depending on number of sts) are in a famous pop group, which is starting its world tour in their town. The rest of the class are newspaper journalists waiting at the airport to interview them.
2. Nominate group members. If only a small number of sts, then choose three to be a trio. Give out role-cards to the band members and, if possible, send them outside the classroom to decide on the group's name, a brief history and the names of the players, etc, (see role-card). If they cannot leave the classroom move them to the back of the class, where the journalists can't overhear them.
3. Put the rest of the class into groups of 3 or 4, and tell them to brainstorm the sort of questions they need to ask. Give them some examples, eg *How long have you known each other? Have you always played the drums? What was your first hit?* (See role-card).
4. Whilst the journalists are writing their questions, go to the group and check they know their names, who plays what instruments and suggest they think about how many records/films etc they've made so they will be able to answer the journalists questions.
5. Go back and monitor the journalists' questions. Make some suggestions/corrections if necessary.

Allow 15-20 minutes for setting the role-play up, depending on the level of the students. Chase up the group members if necessary.

6. Arrange the classroom with 4/5 chairs at the front for the group members to sit on, and bring the journalists to sit at the front of the class to ask their questions. Bring in the pop group to a round of applause to welcome them.
7. T welcomes the group to the town and the press conference and hands over to the journalists for their questions.
8. Feedback. T gives examples of good language and boards any errors of tense for whole class correction.

Follow up: Journalists can write a short paragraph for their newspapers about the group at the press conference. The members of the pop group can write a short paragraph for their blog about their arrival and welcome in the town.

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Adapted from *Act English* by Peter Watcyn-Jones

## Role Cards for Pop Group

The group is made up of a singer, acoustic guitar, bass guitar and drums. The singer may also play the mouth organ. You have just landed at the local airport on the start of your world tour. The concert will take place tomorrow evening.

You need to decide on:

- the name of the group, your age and where you are from
- where you met each other, eg school, friends/colleagues, family, other
- how long you have known each other
- relationships, eg within group and outside of group
- records, eg how many hits, how many albums
- title of most famous recording/last recording, when is next one coming out?
- have you made any videos/films?
- what you are working on at the moment, eg film, cd, or writing songs, making a film?
- famous people you have met or performed for/with
- plans for the future, ambitions
- this is the first stop on your world tour (Edinburgh), where are you going from here?

## Journalists

You are journalists waiting at the airport to interview the pop group, which has just landed at the local airport and is due to give the first concert on its world tour tomorrow evening. You need to brainstorm some questions to ask them, eg how they met, how long they have known each other, relationships within and outside of group, how many records they have made, films, etc. Have they met or performed before any famous people and ambitions/plans for the future, etc.