

Learning objectives in this lesson

Reading for gist, scanning for specific information, reading for detailed comprehension, focusing on key vocabulary from the text, using vocabulary from the text, and giving opinions about the topic of the text.

- 1 Ask students to work in pairs to discuss the questions, then take feedback from the whole class.
- 2 Ask students to read the text quickly and to compare their ideas to questions 3 and 4 in 1 to the information in the text. They can then check their answers in pairs, before feeding back to the rest of the class.

Answers

- 3 People are able to share files and download music illegally, so artists and music distributors are losing money. However, on the positive side, music lovers have easier access to music.
- 4 Live Nation is a music events company and is expanding its music empire.

- 3 Ask students to read the text again quickly and complete the sentences. They can then compare answers in pairs before feeding back to the rest of the class.

Answers

- 1 Clear Channel Communications
- 2 File sharing, illegal downloads
- 3 90%
- 4 Nearing 60
- 5 What they wanted
- 6 Free with a newspaper

- 4 Ask students to read the text again and answer the questions in their own words. They can then compare answers in pairs before feeding back to the rest of the class.

Answers

- 1 From the marketing aspects of concerts, e.g. selling parking spaces, DVDs of the concerts, etc.
- 2 Because they are 'older' artists who are perhaps coming to the end of their careers and might not be as guaranteed to make money as they used to be.
- 3 They think it means that the music industry has become much more of a business and that this means companies involved in the music industry are more interested in making money than allowing musicians to express themselves.
- 4 It will mean that new channels of distribution may become popular. It could also mean that buying music will become cheaper.
- 5 It was a way to increase ticket sales for his London concerts.

- 5 Ask students to match the words and phrases in **bold** in the text with definitions 1–8. They can then compare answers in pairs before feeding back to the rest of the class.

Answers

- 1 boost
- 2 bankable commodities
- 3 split
- 4 revenue, takings
- 5 blur (blurred)
- 6 shun (shunning)
- 7 break ranks with
- 8 shrink (shrunk), dwindle (dwindling)

- 6 Ask students to answer the question in pairs. They should then work together to create their own sentences using the words and phrases in 5. Check the sentences with the whole class.

Answers

shrunk, dwindling, boost

- 7 Ask students to look at the text again and find three words that could be useful in their jobs. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.

- 8 Ask students to discuss the questions in pairs or small groups. Take feedback from the whole class.

Answers

Answers will vary, but students may discuss the fact that signing older artists may well lead to other younger artists deciding to sign up. Students might see the changes in the industry as positive, because it could mean that more artists will give away music for free. However, it could also lead to an increase in the commercialization of artists, which some people may feel could damage the creativity and independence of artists. Students might mention the retail industry as another industry affected by the rise of the Internet. Retail companies have had to embrace online shopping in order to remain competitive. Other industries that have been affected include news providers (the news is now available online for free), travel agencies (lots of people now choose to book their holidays online), etc.