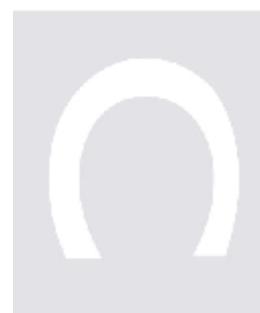
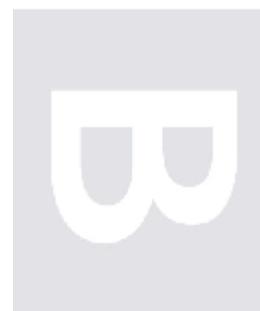


Keep your English up to date 2

Teacher's pack

Lesson plan and student worksheets
with answers

Bling



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BBC Learning English – Keep your English up to date

Lesson Plan: Teacher's notes

Bling

CONTENTS

1. Level, topic, language, aims, materials
2. Lesson stages
3. Answers
4. Tapescripts
5. Student worksheets 1, 2, 3

Level: Intermediate and above

Topic: Music and culture – the word ‘bling’

Aims: Listening skills – A short talk
Language – ‘Bling’ and other sound-symbolic words (light and sound)

Materials: Worksheet 1 – Introductory speaking and vocabulary exercises, Listening section 1
Worksheet 2 – Listening section 2
Worksheet 3 – Extra work: Vocabulary and language
Audio script – Available in teacher’s notes
Recording of the talk – Available online at bbclearningenglish.com

This plan was downloaded from:

bbclearningenglish.com/radio/specials/1130_uptodate2/page2.shtml

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Bling

LESSON STAGES

A

Explain to the students that they are going to listen to a talk by Professor David Crystal, an expert on the English language, and that the talk is about the way English is changing. This particular talk is about the word 'bling'.

B

Hand out **Student Worksheet 1**. Students do **Speaking, Exercise 1** in small groups or pairs.

C

Students do **Vocabulary, Exercise 2** - without dictionaries at first.
Practise the pronunciation of the vocabulary, as they will hear it in the talk.

D

Students read **Listening: Section 1, Exercise 3** and then listen to Section 1 of the talk.
They answer the questions 'a' and 'b'.

Students listen again and do **Listening: Section 1, Exercise 4**.

E

Hand out **Student Worksheet 2**
Students read **Listening: Section 2, Exercise 5** and then listen to Section 2 of the talk.
They answer question 'a'.

F

Students try to answer **Listening: Section 2, Exercise 6**. They listen again to Section 2 to check/complete their answers.

G

If you wish to do some extra work with the class, hand out **Student Worksheet 3**

For the vocabulary exercise, give the students copies of the audio script and play the complete talk as they read.

The language work focuses on other sound symbolic words connected to light and sound. Students will find dictionaries useful, but don't let them use them for **Exercise 8a** – encourage them to say the words and guess if they are 'light' or 'sound' words.

The final discussion activity is connected to the topic of the lesson – music and culture – and not the language point.

AUDIO SCRIPTS

Listening Section 1

Bling, bling – it arrived in English in the late 1990s, used to describe diamonds and jewellery and all kinds of showy clothing, accoutrements ...

Well, it became nationally known in the USA when the artist Baby Gangster - Cash Money artist - made a hit hip-hop song called 'Bling Bling'. And it soon arrived in Britain, where it was more usually used without the reduplication, you know, 'bling', by itself. It was in dictionaries by 2002.

Listening Section 2

Well, the sound-symbolic character of the word - glistening light reflected by metal - it caught popular attention. *The Times* ran an article on it. It was the title of a novel by Erica Kennedy, and its sense began to broaden as people began to use the word in new ways. There's a website, 'Think Bling!' defining it as 'anything shiny and worth a good amount of money'. Cars can now be bling.

And even that definition is passé - a rich meal can be bling. 'Bling Breakfast' was the headline of a newspaper article in New York a couple of years ago.

But the word's takeover by the middle-classes has made it worthless to the rapping community. My rapping contacts tell me – they'd never use it now, except as a joke!

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Bling

ANSWER KEY

VOCABULARY

Exercise 2.

- | | |
|-------------------------|--|
| a. showy | deliberately trying to attract attention, perhaps by being very colourful or unusual |
| b. accoutrements | accessories and equipment that is often typical of a certain way of life |
| c. a hit | a successful and popular song |
| d. an article | a story or report in a newspaper |
| e. passé | no longer fashionable |
| f. worthless | of no value |

LISTENING: SECTION 1

Exercise 3

- a. ii. Objects which look or are expensive.
- b. Rap and Hip-hop

Exercise 4.

- a. False– ‘showy clothing and accoutrements’
- b. False – ‘it became nationally known in the USA ...it soon arrived in Britain’
- c. True – ‘it was more usually used without the reduplication’

LISTENING: SECTION 2

Exercise 5.

- a.
 - i. A quality newspaper had a report about the word.
 - ii. A fiction book was called ‘Bling’.
 - iv. There is a website about bling things

Exercise 6.

- a. True – ‘the sound-symbolic character of the word’
- b. False – It was used to describe ‘rich food’: this is food that has strong flavours and a creamy taste. It might be expensive, but the text only says it is rich in flavour.
- c. True – ‘My rapping contacts tell me – they’d never use it now, except as a joke!’

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Bling

EXTRA WORK

VOCABULARY

Exercise 7

- a. glistening
- b. headline
- c. contacts

LANGUAGE

Exercise 8

a.

LIGHT: glow glare glint
SOUND: ping zing ring

b.

- i. glare
- ii. ping
- iii. ring
- iv. glint
- v. zing
- vi. glow

c.

- i. The metal frames of his glasses **glinted** in the sunshine.
- ii. The bullets **zinged** past their heads.
- iii. The traditional log fire filled the room with a warm and attractive **glow**.
- iv. The food is ready when the microwave oven **pings**.
- v. The policeman shined his torch in the criminal's face.
The **glare** of the light made him close his eyes.
- vi. I hate it when people's telephones **ring** in the cinema.

WORKSHEET 1

SPEAKING

1. Discuss these questions with a partner

- a. Which of these types of music do you like or dislike?
Jazz Classical Rap/Hip-hop Heavy metal Punk Reggae
- b. Can you name any musicians or composers associated with these types of music?
- c. What fashions and culture do you associate with each type of music?

VOCABULARY

2. Match these words and phrases to their definitions

- | | |
|-------------------------|--|
| a. showy | a report or story in a newspaper |
| b. accoutrements | a successful and popular song |
| c. a hit | deliberately trying to attract attention, perhaps by being very colourful or unusual |
| d. an article | accessories and equipment that is often typical of a certain way of life |
| e. passé | of no value |
| f. worthless | no longer fashionable |

LISTENING SECTION 1

3. Now, listen to Professor Crystal talking about the use of the word 'bling' in English and answer these questions.

- a. What does 'bling' describe?
 - i. Objects which look or are cheap.
 - ii. Objects which look or are expensive.
 - iii. Objects which look or are ordinary

- b. What music culture is the word 'bling' associated with?

4. Listen to Section 1 again and decide if the following statements are true or false, according to Professor Crystal.

- a. Bling only describes jewellery
- b. The word first appeared in England
- c. In the UK, people usually say 'bling'; not 'bling bling'

WORKSHEET 2

LISTENING SECTION 2

5. Listen to Section 2 of the talk and answer this question.

- a. In what ways did the word 'bling' spread? Choose three from below.
- i. A quality newspaper had a report about the word.
 - ii. A fiction book was called 'Bling'.
 - iii. A new model of car was called 'The bling'.
 - iv. There is a website about bling things.

6. Listen again to section 2. Are the following sentences true or false?

- a. The sound of the word 'bling' represents the meaning of the word
- b. It has been used to describe expensive food
- c. Now, Hip-hop fans don't use the word seriously.

WORKSHEET 3 - EXTRA WORK

VOCABULARY

7. Find the verbs/verb phrases in the text that have the following meanings.
- bright and shiny
 - the 'title' of a newspaper report
 - people you know in a particular culture or organisation

LANGUAGE

8.

- a. Bling is a new word that uses sound to represent its particular meaning. Look at the words in the box. Which do you think are connected with LIGHT, and which are connected with SOUND?

glow	ping	glint	glare	zing	ring
------	------	-------	-------	------	------

- b. Match the words to these definitions.
- A strong light that is uncomfortable to look at
 - A short high sound
 - The sound of a bell or an alarm
 - A short flash of light, reflected from a shiny surface
 - The sound made by a small fast-moving object
 - A gentle steady (continuous) light

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- c. Complete these sentences with the words from Exercise 8a. You may need to change the grammar of the word.
- i. The metal frames of his glasses ____ in the sunshine.
 - ii. The bullets ____ past their heads.
 - iii. The traditional log fire filled the room with a warm and attractive ____.
 - iv. The food is ready when the microwave oven ____.
 - v. The policeman shined his torch in the criminal's face.
The ____ of the light made him close his eyes.
 - vi. I hate it when people's telephones ____ in the cinema.

DISCUSSION

9: Discuss these questions with a partner

- a. Are you a fan of any particular music, bands or singers?
- b. Are you influenced by that music or those bands and singers?

Think about the following things.

clothes language attitude towards life politics friends

- c. What's your opinion of rap and hip-hop culture?