

Song activity instructions

1B Our House

Listening for specific words (1, 22))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Highlight that the clues in brackets will help Sts to decide what the missing words are when they listen.
- Give Sts a minute or so to read through the lyrics once before they listen. Tell them not to worry about the meaning of the song at this stage.
- Play the song once for Sts to try and write the missing words. Get Sts to compare their answers with a partner and then play the song again for Sts to fill all the gaps. Play specific lines again as necessary. Then check answers.

2 tired 3 downstairs 4 Brother 5 always
6 mum 7 late 8 shirt 9 school 10 happy

- Now get Sts, in pairs, to read the lyrics with the glossary and to do task **b**. Check answers. Help with any other vocabulary problems which arise.

1 His memory of his home seems to be very positive. He talks about *such a happy time* and he describes his family and home life with affection. However, one line of the song says *Something tells you that you've got to move away from it*. Perhaps this is how he felt when he was a teenager and wanted to become independent of his family.

2 busy ✓ clean ✓ crowded ✓ traditional ✓

- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

3A 500 Miles

Listening for extra words and sentence rhythm (2, 16))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Give Sts a few minutes to read through the lyrics. Then play the song once or twice as necessary. Check answers.

3 tonight 4 always 5 'll 6 ✓ 7 ✓ 8 ✓ 9 ✓ 10 and
11 ✓ 12 front 13 hard 14 ✓ 15 all 16 ✓ 17 ✓
18 ✓ 19 see 20 that 21 ✓ 22 ✓ 23 and 24 ✓
25 front 26 feeling 27 ✓ 28 ✓ 29 fun 30 just
31 ✓ 32 ✓ 33 always 34 ✓

- Now focus on **b**, and get Sts to do it in pairs. Check answers.

Example answers

- 1 He's singing to someone that he's in love with, and will do anything to be with.
- 2 He declares his love by saying that he would walk 1,000 miles (500 miles and 500 more) to be in the same place as her. He states his intention (using *going to*) to always be there for her.
- 3 Yes. In lines 20 and 21 he says *if I grow old well I know I'm gonna be the man who's growing old with you*.
- 4 To give almost all the money he earns to her, be faithful to her, dream about her, etc.

- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

4B You Can't Hurry Love

Listening for specific verbs (2, 49))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a** and give Sts a few minutes in pairs to guess the missing verbs. Don't check answers at this point.
- Now play the song once for Sts to fill the gaps. Get Sts to compare with a partner, and then play the song again for them to check. Check answers.

2 can't 3 have to 4 can't 5 have to 6 Must 7 must
8 can 9 can't 10 can't

- Now focus on **b**. Play the song again in the background while Sts read the lyrics with the glossary. Then give them a few minutes to answer the questions in pairs. Check answers.

1f 2a 3d 4b 5c 6e

- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

5A We Are the Champions

Correcting words (3, 14))

- Copy one sheet per student.
- Give each student a sheet and focus on **a**. Go through the phrases in **bold** and explain that Sts have to listen and decide if these phrases are right (what the singer sings) or wrong (different). The first time they listen, Sts just have to put a tick or a cross next to each line. They shouldn't try to correct the phrases at this stage.

- Check answers (i.e. if the phrases are right or wrong), but don't tell Sts what the right phrases are.
- Now focus on **b**. Play the song again and this time Sts have to try and correct the wrong phrases.
- Let Sts compare with a partner and then check answers, going through the song line by line.

4 ✓ 5 bad mistakes 6 ✓ 7 kicked in my face 8 ✓
 9 ✓ 10 we'll keep on 13 time for losers 15 ✓ 16 ✓
 17 you brought me 18 ✓ 19 But it's been 20 ✓
 21 the whole human race 22 ✓

- Focus on **c** and give Sts, in pairs, time to match the phrases 1–8 with their meanings a–h.
- Check answers, clarifying meaning where necessary.
 1 f 2 d 3 a 4 b 5 c 6 g 7 h 8 e
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

6B I Got Life

Listening for specific words (3:43))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a** and give Sts, in pairs, a couple of minutes to say what they can see in the small pictures. Explain that these are the words which are missing from the song. The first group of pictures are for gaps 1–7, and the second group (the parts of the body) for 8–16. Reiterate that they shouldn't write anything down. Don't check answers at this stage.
- Play the song once and ask Sts to write the words in the gaps (**b**). Repeat if necessary and get Sts to compare answers with a partner before checking answers.

2 money 3 sweater 4 perfume 5 mother 6 name
 7 ticket 8 head 9 ears 10 nose 11 mouth
 12 tongue 13 neck 14 arms 15 fingers 16 toes

- Now focus on **c** and give Sts in pairs a few minutes to find the words. Check answers.
 1 culture 2 alive 3 brains 4 soul 5 blood 6 freedom
- Focus on **d** and ask Sts if songs in their own language also use slang or incorrect grammar. Elicit that *I ain't = I'm not*. Then give Sts in pairs a few minutes to match the rest of the expressions. Check answers.
 1 e 2 a 3 f 4 b 5 g 6 d 7 c
- Now get Sts to read the lyrics with the glossary and ask them if they think it's an optimistic or a pessimistic song (it's optimistic).
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

7B If I Could Build My Whole World Around You

Listening for the correct verbs (4:25))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a**, and on the example, and give Sts time to read the lyrics using the glossary to help them, and think what the missing verbs might be.
- Play the song once for Sts to complete the missing verbs. Get them to compare with a partner and then play again. Check answers.

2 grow 3 be 4 take 5 wash 6 make 7 put 8 give
 9 keep 10 be 11 give 12 step 13 give 14 be 15 make

- Now focus on **c**. Get Sts to do this individually and then compare with a partner. Check answers.
 1 c 2 d 3 b 4 e 5 a
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

Extra support

If you want to give your Sts more listening comprehension practice, play the song for the Sts to listen to without previously trying to gapfill first.

8B Piano Man

Listening for rhyming words (4:51))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a**, and on the example, and give Sts time to read the lyrics using the glossary to help them, and think what the missing words might be.
- Play the song once for Sts to complete the missing words. Get them to compare with a partner and then play again. Check answers.

2 clothes 3 alright (all right) 4 be 5 place 6 life
 7 alone 8 while 9 here

- Now focus on **c**. Get Sts to do this individually and then compare with a partner. Check answers.
 2 He said that it (the song) was sad and it was sweet.
 3 He told Bill that he believed it (the bar) was killing him.
 4 John said that he could be a movie star if he could get out of this place.
 5 They asked the piano man what he was doing here.
- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

9A Karma

Listening to choose the correct words (5:9))

- Copy one sheet per student.
- Give each student a sheet. Give them a couple of minutes to read the lyrics and familiarize themselves with the song.

- Focus on **a**. Sts listen and choose the word they hear. Play the song once all the way through and tell Sts to try to circle the correct words as they listen for the first time. Tell them you will replay the song if necessary.

- Replay any lines as necessary. Check answers.

2 space 3 give 4 stay 5 gone 6 leave 7 family
8 dream 9 say 10 when 11 three 12 always 13 kind
14 when 15 knowing 16 before 17 thought

- Focus on **b**. Give Sts time to read the song with the glossary and help with any other vocabulary problems. Check answers

1 And never knew what you supposed to do
2 Saying I'm your everything
3 I'm over you
4 You never come through
5 What goes around comes around

- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

10A Greatest Love of All

Listening for missing verbs (5:33))

- Copy one sheet per student.
- Give each student a sheet. Focus on **a**, and on the example, and give Sts time to read the lyrics using the glossary to help them, and think what the missing verbs might be. They should write the verbs in the column on the right.
- Play the song once for Sts to listen and check. Get them to compare with a partner and then play again for Sts to correct any wrong answers, and write the correct verbs in the gaps in the lyrics. Check answers.

2 teach 3 possess 4 make 5 searching 6 need
7 depend 8 fail 9 believe 10 happening 11 learning
12 dreaming

- Now focus on **c**. Get Sts to do this individually and then compare with a partner. Check answers.

fail (verb, line 12)
succeed (verb, line 12)
laughter (noun, line 5)
beauty (noun, line 3)
pride (noun, line 4)

- Now focus on **d** and get Sts to complete the text with the words from **c**. Check answers.

2 success 3 failed 4 proud 5 beautiful 6 laugh

- Ask Sts to read the **Song facts**.
- Finally, if you think your Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

