

SONG ACTIVITY INSTRUCTIONS

1 D-I-S-C-O 1.50

CD1 Track 51

Listening for missing words

LANGUAGE
adjectives

- Give each student a sheet and focus on **a**. Tell SS to look at the four groups of adjectives.
- If you speak your SS' L1, you may want to translate the adjectives or SS can look them up in a dictionary.
- Focus on the lyrics, and the four groups of adjectives. Show SS that in each verse there is a missing word beginning with D, another with I, another with S, and another with C.
- Focus on **b** and on verse 1. Tell SS that they are going to listen to it, and they must write *I* next to the adjective that they hear for each letter. **They MUSTN'T write the words into the gaps yet.** Play verse 1. Allow SS to compare their answers, then play it again. Check answers then play it again as necessary.
- Repeat with the other verses and check answers.

D		S	
delightful	4	super sexy	2
delirious	1	sensational	4
desirable	2	superficial	1
disastrous	3	super special	3
I		C	
irresistible	2	crazy crazy	3
impossible	3	complicated	1
incredible	1	candy	4
incredible	4	cutie	2

- Focus on **c**. SS write the words in the gaps. Now play the whole song from beginning to end.
- If your SS like singing, play the song again for them to sing along, and finally focus on the **Song facts**.
- The complete lyrics of the song are on p.29 of the Teacher's Book.

2 You're beautiful 2.26

CD1 Track 78

Listening for missing pronouns and possessive adjectives

LANGUAGE
personal pronouns and possessive adjectives

- Give each student a sheet and focus on **a**.
- Explain that these words are missing from the song. The words from the first circle go with the first verse, and the words from the second circle with the second verse.
- Play the first verse and get SS to put the words into the correct place. Play it again if necessary.
- Now play the chorus for SS to read and listen, and then verse 2 for SS to complete it. Check answers.

1 My 2 My 3 I 4 She 5 She 6 I 7 she 8 my
9 we 10 She 11 my 12 I 13 I 14 we

- Focus on **b**. Go through the song line by line, helping SS to understand the meaning. Explain/translate the highlighted adjectives, or get SS to look them up in their dictionaries, and get SS to write them in their notebooks.

- Focus on the **Song facts** and go through them with SS.
- If your SS like singing, play the song again for them to sing along.
- The complete lyrics of the song are on p.40 of the Teacher's Book.

3 Friday I'm in love 3.38

CD2 Track 37

Matching rhyming words

LANGUAGE
rhyming words

- Give each student a sheet. Focus on **a** and go through the words in each circle, eliciting the pronunciation and meaning. Then get SS to match the rhyming pairs.
- Check answers.

head-bed too-you black-back heart-start
wait-late

- Focus on **b**. Explain that they are going to listen and put the pairs of words into the song. Play the song once, pausing after each verse for SS to write in the missing words. Replay as necessary, and check answers.

1 too 2 you 3 heart 4 start 5 wait 6 late
7 black 8 back 9 head 10 bed

- Focus on **c**. Go through the song, helping SS understand the meaning. Explain/translate the highlighted phrases, and get SS to write them in their notebooks.
- If your SS like singing, play the song again for them to sing along, and finally focus on the **Song facts**.
- The complete lyrics of the song are on p.59 of the Teacher's Book.

4 Money, money, money 4.29

CD2 Track 67

Predicting rhyming words

LANGUAGE
rhyming words

- Give each student a sheet and focus on **a**. Tell SS that the missing words all rhyme with the last word in the line before. Then play the first two lines for them to check, and elicit that the word is *pay*.
- Now play the first verse once. Then play it again, pausing after each missing word for SS to write. Do the same for the second verse and check answers.

1 pay 2 me 3 man 4 ball 5 mind 6 me
7 Monaco 8 same

- Focus on **b**. Go through the song, helping SS understand the meaning, and referring to the **Glossary**. Explain/translate the highlighted words and phrases which are all to do with money, and get SS to write them in their notebooks.
- If your SS like singing, play the song again for them to sing along, and finally focus on the **Song facts**.
- The complete lyrics of the song are on p.73 of the Teacher's Book.

5
B**Perfect day** 5.13

CD2 Track 81

Listening for extra wordsLANGUAGE
mixed vocabulary

- Give each student a sheet and focus on **a**. Tell them that all the lines numbered 1–12 **have an extra word**, but the unnumbered lines are correct.
- Play the first verse once for SS to cross out the extra words. Replay as necessary.
- Repeat with the second verse, then check answers.

2 very 3 all 4 city 5 see 6 go 7 My 8 here
9 good 10 about 11 always 12 very

- Go through the song, helping SS to understand the meaning. Use the **Glossary**. Then focus on **b** and get SS to re-read the first verse and in pairs to write down the three places (the park, the zoo, the cinema). Write their answers on the board.
- If your SS like singing, play the song again for them to sing along, and finally focus on the **Song facts**.
- The complete lyrics of the song are on p.82 of the Teacher's Book.

6**I'm a believer** 6.20

CD3 Track 37

C**Missing verbs**LANGUAGE
verbs in the past

- Give each student a sheet and focus on **a**. Elicit the past simple of *think* (thought) and tell them that this is the first missing word. Tell SS to continue in the same way, working in pairs to complete the song with past simple verbs.
- Focus on **b** and play the song once for SS to check answers.

1 thought 2 was 3 saw 4 thought 5 was 6 gave
7 got 8 wanted 9 got

- Focus on **c**. Go through the song, helping SS understand the meaning and using the **Glossary** to help. Explain/translate the highlighted words and phrases, and get SS to write them in their notebooks.
- If your SS like singing, play the song again for them to sing along, and finally focus on the **Song facts**.
- The complete lyrics of the song are on p.102 of the Teacher's Book.

7
C**Three little birds** 7.14

CD3 Track 59

Matching halves of linesLANGUAGE
mixed vocabulary

- Give each student a sheet and focus on **a**. Explain that the first halves of lines from the song are on the left, and the second halves on the right. Give SS a few moments to read sentence halves 1–9 and a–g.
- Focus on the example (1b). Highlight that SS will need to use two halves in a–g twice.
- Play the song for SS to match the lines. Pause and replay as necessary. Check answers.

1 b 2 e 3 b 4 e 5 d 6 g 7 f 8 a 9 c

- Go through the song, helping SS to understand the meaning and using the **Glossary** to help.
- Focus on **b**. Play the song again and ask them if they think it is happy or sad. Elicit that the singer pronounces *going to* (/ˈɡʊnə/), and that this is typical in songs and fast speech.
- If your SS like singing, play the song again for them to sing along, and finally focus on the **Song facts**.
- The complete lyrics of the song are on p.115 of the Teacher's Book.