

# Song activity instructions

## 1B We Work the Black Seam

Rhyming words (1 18)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Give Sts a few minutes to read the song lyrics and to try and guess the missing words. Point out that the missing word rhymes with the word in **bold** above it. Sts could do this in pairs or individually and then compare guesses with a partner. Elicit ideas as to what the missing words might be, but don't check answers at this stage.
- Play the song once for Sts to check their answers. Replay sections as necessary. Check answers.

2 soul 3 sense 4 rage 5 hole 6 seen 7 down  
8 hands 9 skills 10 sleep 11 place

- Now focus on **b**. Ask Sts individually or in pairs to match the words and the definitions.  
a5 b3 c1 d6 e4 f8 g2 h7
- Tell Sts to read the **Song facts**.
- Finally, if you think Sts would like to hear the song again, play it to them one more time. If your class likes singing, they can sing along.

## 2B The Best Day

Listening for specific words (1 42)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Set a time (e.g. ten minutes) for Sts to complete the words. Check answers.

2 strength 3 grab 4 gold 5 window shop 6 pumpkin  
7 pirate 8 video 9 scared 10 grew up

- Focus on **b**. Tell Sts to listen to the song and complete each of the gaps with a word from **a**. Replay sections as necessary. Check answers.  
2 pumpkin 3 gold 4 scared 5 grab 6 window shop  
7 strength 8 grew up 9 video 10 pirate
- Tell Sts to read the **Song facts**.
- Finally, if you think 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 50 Ways to Say Goodbye

Correcting words (2 7)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Give Sts a few minutes to read through the lyrics once before they listen.
- Play the song once for Sts to try and tick the correct words and cross the wrong ones. Make sure that Sts don't write the corrected words in column B the first time they listen.
- Check answers, but don't tell Sts what the right words are.
- Focus on **b**. Now play the song again and this time Sts have to try to correct the wrong words. Have Sts compare with a partner and then check answers.

2 ✓ 3 my 4 are 5 fried 6 no 7 ✓ 8 bought  
9 pride 10 were 11 Some 12 ✓ 13 are 14 lion  
15 no 16 hot tub 17 ✓ 18 one 19 are 20 lion  
21 no 22 hot tub 23 ✓

- Now focus on **c**. Give Sts a few minutes to discuss the answers with a partner. Get whole class feedback. Accept any answers which sound plausible.

### Possible answers

- 1 His relationship is finished.
- 2 He can't react and he's rather indignant this has happened.

- Tell Sts to read the **Song facts**.
- Finally, if you think 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 Story of Your Life

Listening to check tenses (2 38)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Tell Sts to read the song once to get a rough idea of what it is about and to think briefly about what the missing tenses might be. Give Sts a few more minutes in pairs to complete the song using the correct tenses. Do not correct answers at this stage.
- Focus on **b** and play the song again for Sts to write the correct tense. If necessary pause after every four lines to give them time to fill in the missing tenses.
- Get Sts to compare with a partner, and then check answers.

2've heard 3 knew 4're tearing 5 live 6 won't get  
away 7 will...go 8 hit 9 built 10 knew 11 need  
12're moving 13 won't get away 14 will...go 15 will find

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

## 5B Material Girl

### Missing verbs (3 10)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Give Sts time to read the song lyrics and to try and guess the missing verbs. Sts could do this in pairs or individually and then compare guesses with a partner. Elicit ideas as to what the missing verbs might be, but don't check answers at this stage.
- Focus on **b** and play the song for Sts to check their answers. Replay particular verses as necessary. Elicit the double meaning of:
  - give me proper credit = to give sb praise or respect / to give sb the right financial compensation
  - raise my interest = to increase the extra money you receive when you invest money / to feel that you want to know more or learn more about sb / sth
- Check answers.

2 hug 3 think 4 give 5 walk 6 beg 7 plead  
8 dance 9 raise 10 let 11 try 12 lie 13 play  
14 save 15 make 16 come 17 go 18 made

- Focus on **c** and give Sts time in pairs to discuss what the message of the song might be.

#### Possible answer

The singer wants a man who can give her material things and she is not interested in any other kind of potential partner.

- Tell Sts to read the **Song facts**.
- Finally, if you think 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 Under the Influence

### Listening for extra words (3 39)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Explain that Sts have to listen and identify the extra word in each line. Give Sts a few minutes to read the lyrics. Then play the song once or twice as necessary. Check answers.

2 aching 3 all 4 just 5 maybe 6 really 7 only  
8 wicked 9 stupid 10 absolutely 11 considered  
12 So 13 I'll 14 again 15 right 16 all 17 back  
18 back 19 so 20 yet 21 stupid 22 quickly  
23 not 24 cruel

- Focus on **b**. Ask Sts to match the words and the synonyms individually or in pairs. Check answers.

1b 2e 3d 4c 5a

- Now focus on **c**. Give Sts a few minutes to discuss the question in pairs. Get whole class feedback and accept any possible answers.

#### Possible answer

She compares her love / relationship to an alcohol addiction. She knows that the relationship isn't good for her but she doesn't know how to stop / get out of it. There are highs and lows.

- Tell Sts to read the **Song facts**.

- Finally, if you think 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 All the Rowboats

### Listening for specific words (4 14)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Highlight that the clue in brackets will help Sts to decide what the missing words are when they listen.
- Give Sts a few minutes in pairs to read through the lyrics before they listen and to try and guess some of the words. Tell them not to worry about the meaning of the song at this stage. Do not check answers at this stage.
- Focus on **b**. Play the song for Sts to write the missing words or check if their answers are correct. Ask Sts to compare their answers with a partner before checking the answers with the whole class.

2 gold 3 French 4 German 5 sculpture 6 satin  
7 violins 8 coughing 9 masterpieces 10 museums  
11 tombs 12 violins 13 coughing 14 gold

- Now focus on **c**. Give Sts a few minutes to discuss the answers. Then get whole class feedback. Accept any answers Sts give which sound plausible.

#### Possible answers

- 1 The display cabinets where the works of art are kept.
- 2 The time when the museum closes.
- 3 They have been condemned to stay in the museum forever as if they were in prison.
- 4 The people in the pictures who are very lifelike.
- 5 She feels sorry for them.

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

## 8B Holiday Romance

### Listening for verbs in the past tense

#### (4 35)) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Give Sts time to look at the verbs and read the song lyrics. Tell them to try and guess where each of the past tenses goes in the song. Sts could do this in pairs or individually and then compare guesses with a partner. Don't check answers at this stage.
- Play the song for Sts to check their answers. Replay sections as necessary. Check answers.

2 confirmed 3 packed 4 caught 5 reached 6 fell  
7 met 8 plucked 9 did 10 held 11 walked 12 paddled  
13 sat 14 acted

- Now focus on **c**. Ask Sts to work individually or in pairs to find the words or phrases that match the definitions. Check answers.

a have a break b fall for somebody c paddle  
d act cool e pluck up courage

- Now focus on **d**. Ask Sts to discuss this question with a partner and give possible reasons. Get whole class feedback. Accept any answers that sound plausible.

**Possible answer**

No, because it's only a holiday romance; she's married.

- Tell Sts to read the **Song facts**.
- Finally, if you think 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 Talking Bird

### Listening for specific words (5 12))) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Give Sts time to read the song lyrics and to try and guess some of the missing verbs. Sts could do this in pairs or individually and then compare guesses with a partner. Elicit ideas as to what the missing verbs might be, but don't check answers at this stage.
- Focus on **b** and play the song for Sts to write in or check their answers.
- Check answers.

2 keep 3 leave 4 stay 5 get 6 give 7 think 8 see  
9 live 10 realize 11 love 12 leaves 13 choose 14 fly

- Now focus on **c**. Give Sts a few minutes to discuss the answers with a partner. Check answers.

1 infinite 2 feathers 3 hint 4 tattered 5 furred  
6 frame

- Now focus on **d** and ask Sts what they think.

**Possible answer**

Probably his girlfriend. He's saying that she's always been free to leave if she wanted to, but that he loves her and hopes she'll stay forever.

- Tell Sts to read the **Song facts**.
- Finally, if you think 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 Immigrant Eyes

### Correcting words (5 32))) MP3

- Copy one sheet per student.
- Give out the sheets and focus on **a**. Highlight that there is one wrong word in the incorrect lines. Give Sts a few minutes to read through the lyrics once before they listen.
- Play the song once for Sts to try and tick the correct lines and to underline the wrong word in each line. Make sure that Sts don't write the wrong words on the line the first time they listen.
- Check answers.

3 ✓ 4 joy 5 mother's 6 angry 7 ✓ 8 ✓ 9 queues  
10 ✓ 11 ✓ 12 people 13 ✓ 14 ✓ 15 ✓  
16 he'd known 17 At times 18 ✓ 19 most 20 ✓  
21 glares 22 ✓ 23 ✓ 24 walked 25 hours 26 don't  
27 ✓ 28 ✓

- Focus on **b**. Play the song again and for Sts to write the correct word next to the incorrect lines. Check answers.

4 hope 5 father's 6 hungry 9 lines 12 someone  
16 he owned 17 sometimes 19 all 21 stares 24 came  
25 days 26 won't

- Now focus on **c**. Ask Sts to work with a partner and discuss possible answers to the questions. Get whole class feedback and accept any logical / plausible answers.

**Possible answers**

- 1 It's a place with a lot of immigrants arriving (line 1 'swarming'). The immigrants are treated like animals – (lines 9 and 10) 'cattle' 'poked and sorted and shoved'.
- 2 The Tower of Babel comes from the Bible story in which God punished the people who were trying to build a tower to reach heaven by making them unable to understand each other's languages. In the song, it refers to the fact that the immigrants all came from different countries and all spoke different languages. Communication was a problem both with the authorities and with each other.
- 3 Probably not. In lines 19 and 20 the singer says 'working hard all of his life' and 'don't take it for granted'.
- 4 Admiration, love and gratitude.

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