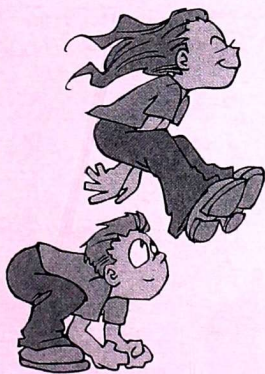


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Юсупова А.З. Байтикова Г.С.

# GAMES AND SONGS



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**Ю- 91**

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Ю- 91 Games and Songs:

**Пособие по английскому языку для учащихся, студентов и преподавателей. А.З Юсупова и др., - Ош: 2003- 82с.**

**ISBN 9967-03-191-3**

Пособие включает в себя игры и песни, которые играют немаловажную роль в процессе обучения устному общению. Игры помогают преодолеть психологический барьер, способствуют легкому и непринужденному изучению языка.

Издание предназначено для учащихся, студентов, преподавателей, а также для тех, кто может применять игры и песни на уроках

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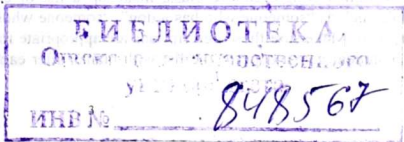
## Предисловие

Данное пособие включает в себя серию игр и песен. Дети изучают язык в процессе заинтересованного общения и взаимодействия друг с другом, учителем, предметами, с книгой. Любое общение (непосредственное и опосредственное) начинается с мотива и цели, то есть того, ради чего что-то говорится, воспринимается на слух, читается, пишется. Обучающийся должен четко представить себе цель своего речевого (и неречевого) действия, его конечный результат: что именно будет достигнуто, если он произнесет слово, постройт высказывание, прослушает или прочитает текст.

В основе обучения устному общению на начальном, среднем и старшем этапе - ведущая мотивация- игровая, которая является стимулом в обучении английскому языку. Использование игр и песен как способа обучения устной речи позволяют учителю формировать такие речевые задачи, в которых есть мотив и цель речевого действия и которые диктуют употребление необходимых образов общения.

Использование различных игр (включая загадок, кроссвордов, инсценирование песен, стихов, сказок и др.) обеспечивает постоянный интерес детей к иноязычной речевой деятельности, к предмету «иностранный язык» и позволяет подчинить процесс овладения иноязычным материалом решению внеязыковых задач общения.

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# GAMES

## ADDITIONAL RESOURCES I: ACTIVITIES AND GAMES

This section consists of a list of activities, games, and exercises we particularly enjoyed. Many other activities can be found in the sources list in Appendix III. Although many of these games seem more appropriate for younger students, you may be surprised at how much older students will enjoy the same sorts of things, as long as language level is appropriate.

### I. Name Games

- Name Chant: Have students sit in a circle. One person begins a chant while slapping their legs twice and clapping twice: "My name is \*\*\* and I like \*\*\*" The clapping / slapping should work out so there are four leg slaps and four claps per sentence. A topic should be chosen for people to like; this could be the theme to whatever vocabulary you have been working on. The rest of the group repeats the chant: "Her name is \*\*\* and she likes \*\*\*", and the next person begins the chant again.

- Group Juggle: Bring in four or five objects that can be thrown around (beanbags or little koosh balls are great, but if you don't have these, you can make, do with rolled-up socks). Everyone should stand in a circle. Begin by throwing one ball to a student while asking, "What's your name?" The student should catch the ball and respond "My name is \*\*\*", then toss the ball to someone else while asking "What's your name?" again. Once the class is comfortable with the idea, add in more balls, one by one, until you have them all going at once. Make sure you judge how much students can handle, however- although students tend to like this game, it's easy to have it get out of hand! This game can easily be adapted to other questions besides name.

- Bumpity-bump-bump-bump: This is one participant's favorite name game, but it works well only with some students, and is somewhat hard to explain. Students stand in a circle with one person in the middle. The person in the middle approaches someone in the circle and says either "Left! Bumpity-bump-bump-bump" or "Right! Bumpity-bump-bump-bump". The person in the circle must quickly respond with the name of the person to their left or right before the person in the middle finishes saying "Bumpity-bump-bump-bump". If he or she is not fast enough, that person must move to the middle of the circle.

### II. Get to Know You Games

- Human Bingo: Before class, make up a list of categories or descriptions of people such as "someone who has a dog", "someone whose favorite subject is Math", and so on. Make sure these descriptions are appropriate for your class's English level. Each student gets a copy of the list with blanks after each description. Students then



walk around the room, asking each other questions like “Do you have a dog?” If the answer is yes, the responder writes his or her name on the questioner’s sheet of paper.

No one may write their name more than once on someone else’s paper. The first person to finish is the winner!

- Find someone who...: This is a less complicated version of “Human Bingo”, and a good way to get into pairs for other activities. Call out a sentence like “Find someone who has a birthday in the same month as you”. Student must follow your instructions by asking each other questions, like “When is your birthday?”

- Never Guess Commons: This game may be a little hard for less advanced students, but you can it a try. After getting students into partners (using the game above, for example), have each pair come up with three things they have in common which other people wouldn’t be likely to guess (that is, “We both have brown hair” doesn’t count). You may want to introduce a theme to this game, focusing students’ statements on their family, their school, their hobbies, and so on.

### III. Party Games

- Charades: Great for vocabulary building, this game can be adapted to almost any level and topic. For more advanced groups, try acting out sentence as well as single words. As a variation, have students act out words in pairs, or act out a situation which the class must guess.

- Pictionary: Another student favorite. Have members of each team take turns drawing the target word on the board, or bring in paper so you can have several games going at once.

- 20 questions: This game worked so well in one class that the students stayed 45 minutes just to keep playing!! There seems to be a Hungarian version of the game, making it easier to explain to the Hungarian students. With less advanced students, offer sample questions for students to model their questions after, and make sure you go over relevant vocabulary like category names beforehand. You may also want to come up with a certain number of objects which students are allowed to think of, making it easier for the other students to guess.

- Simon Says: This game works especially well with younger children to teach basic body parts.

- This is a What?: This game, though a little hard to explain, provides lots of repetition and is lots of fun to play. Bring in a number of interesting objects whose names you wish to teach (using less common items like toothpaste and dental floss is fun). Everyone sits in a circle and one person begins the chant by picking up the first object (say, a toothbrush). The dialogue goes as follows:

Student 1: This is a toothbrush.

Student 2: A what?

Student 1: A toothbrush.

Student 2: A what?

Student 1: A toothbrush.

Student 2: Oh, a toothbrush.

Student 2 then begins the dialogue with Student 3 on his or her other side, while Student 1 picks up a second object and begins a new dialogue with Student 2 about this new object. Thus, Student 2 is carrying on two conversations (in rhythm) at once. It gets really funny with lots of objects going quickly. If this description is confusing, ask someone who has played the game to show you how it goes.

- **Murder:** this is popular if morbid game, especially among younger students, and can be adapted to practice any number of simple patterns. Everyone closes their eyes while you choose one student to be "It" by tapping him or her on the shoulder (or in some other fashion). This person is the murderer. Everyone then walks around shaking hands with other people and practicing the target pattern (e.g. "What's your name?" "My name is Helga".) When someone shakes hands with the murderer, the murderer lightly scratches the other person's wrist so no-one else can see (a variation has him or her wink instead). The person who has been murdered waits a little while so as not to be obvious and then dies a dramatic death. The goal is to figure out who the murderer is before you die yourself!

#### IV. Storytelling Techniques

- **Social Sentence:** Sit in a circle and have the students tell a story, with each student contributing a new sentence. Beware, though, that this exercise can be somewhat difficult to explain, and in an uninspired group it can desolve into chaos or insipidity.

- **Luckily/ Unluckily Story:** This exercise is like the social sentence, except that each line must begin, alternatingly, with "luckily" or "unluckily". Example: "Luckily, yesterday was my birthday. Unluckily, someone threw pie in my face. Luckily, it was cherry pie, my favorite. UNLUCKILY, I did not get to eat much of it because it was smeared all over my face; etc."

- **String Game:** This is a technique to encourage more advanced students to talk about almost anything. Bring in a ball of string with different colours or knots tied at certain intervals, and have students wrap the string around their finger while talking about particular topic (such as movie stars) until they reach one of these points. To reduce cheating and increase competition, students can be divided into two groups who police each other.

- **Diary:** Encourage older and more advanced students to keep a diary in English, focusing on getting their meaning across rather than always getting meaning; it's okay to correct grammar but don't make this a focus.

- **Map Work:** Bring in a map and/or pictures from the area or the world to lead into discussion of where students have been and where they would like to go. This is a good time to talk about your own home town and what the United States is like.

- **Fantasy Vacation:** This is a logical follow-up activity to Map Work. In small groups, using the map and/or pictures or magazines for inspiration, have students describe their ideal vacation. Simulate all the steps they would need to take to make this happen: go to a travel agency, get a passport, exchange money, etc. Have them write postcards from their vacation spot.

## V. Classic Word Games

• Crosswords Puzzles: These make great vocabulary reviews, and after a little practice students can make their own. Save yourself time and have your more advanced classes make puzzles for your less advanced classes!

• Word Finds: These are good especially with younger students.

• Hangman: This is an easy but popular game, probably most useful for practicing the alphabet. As an elaboration, create a Wheel of Fortune game by selecting someone to be Vanna White, having students role die for a point values, and so on.

• Mad-libs: We never got around to trying these, but we thought they might be fun.

## VI. Skits, Role-Plays, and Songs

• Head, Shoulders, Knees and Toes: A great song to teach body parts. Vary the words with more advanced students, e.g. "Eyebrows, Earlobes, Belly-button and Toenails".

• Song comprehension: With more advanced students, play a recording of a favorite song (Beatles songs work well) and have students try to understand the words. This can be frustrating with key words deleted.

• Song composition: After teaching your students a song, erase key words from the lyrics and have your students make up their own words. Last year, some Hungarian children got very evicted when they sang the song "Row, row, row your boat" and interested the word "Monkey" in for "Merrily"!

• Mock Concert: Have students bring in musical instruments and stage a mock concert, teaching words like audience, stage, applause, etc. The concert need not even be just for fun: if your teaching group decides to take part in the drama festival, some of the students could accompany the actors.

• Skits: Skits in general are a good way to practice new vocabulary. Give your students a few minutes to prepare, and perhaps give them some key phrases they should try to use. A variation is to assign a more advanced skit in pairs for homework; this worked well in one classroom with the topic "Interview your favorite movie star or singer".

• Debates: These are great for more advanced groups, especially if you close a topic your students really care about.

## VII. Action Games

• Duck, duck, goose: Students sit in a circle while one circles around saying "duck, duck, goose". When the student says "goose", the child who is tapped must stand up and say the desired sentence (e.g. "Hello, what's your name?"). The first child responds and asks the same question. After this exchange, both students run in opposite directions around the circle, repeating the exchange when they meet again in the middle. Finally, both continue on their way in a race to the empty space. For

variety, try replacing “duck, duck, goose” with other animal names (e.g. “Monkey, monkey, turtle”).

- **Hatchi-patchi:** Students sit in chairs arranged in a circle, except for one, who has no chair and temporarily leaves the room. While (s)he is gone, the other students choose who will be “Hatchi-Patchi”. The first student goes inside the circle and asks random people the target question (e.g. “What’s your name?”). All answers truthfully except for “Hatchi-Patchi”, who responds “My name is Hatchi-Patchi”. At this point everyone jumps up and must find another chair; the student without a chair leaves the room and the game begins again.

- **Yes/No Chair:** This is a great relay-race-type game which can be adapted to almost any material, especially good for review. Set up two chairs in the front of the room, one labeled “yes” and one labeled “no”. Divide the students into two groups, each which lines up behind one of the chairs. When you say a sentence, the first person in each line must race to the proper chair, “yes” if you say a true sentence (e.g. “The sky is blue”) and no if you say something false (e.g. “my nose is two feet long”). This can be very funny if they get it wrong! Beware that beginning student may have trouble understanding the instructions, and may always run to the chair in front of them.

- **Obst:** This is a German game (the name means “fruit”), great for memorizing vocabulary. One student sits in the middle of a circle holding a rolled-up piece of paper. Each student in the circle is given the name of a fruit, vegetable, animal, or some other category. The person in the middle tries to top another student on the head with paper. The student being bopped must say another student’s “name” before getting bopped in order to avoid switching places with the bopper, and the bopper turns to the student named and tries to bop him or her.

- **Musical Chairs:** The classic children’s game. To adapt it to language teaching, place an object by each chair. The student left without a chair must name each object, or each student must name the object by his or her chair, or student must make a sentence with his or her object. Think up variations of your own!

- **Big Wind Blows:** A variation on Hatchi-Patchi/ Musical Chair-type-games.

### **VIII. Miscellaneous**

- **Action Verbs:** Connect action verbs with place names and make sentences. Give everyone a marker to trace their location on the map. Verbs can be distributed or unrestricted (“I’m going fishing in Japan”).

- **Body Parts:** Prepare index cards with drawings of body parts; have the students label them on the backs (vary the level of difficulty depending on your group). CHECK them. Then do Brownian motion and other games (see “Cocktail Party”: “I’m touching my nose”. “I’m touching my hip”. (switch cards)

- **Clothes:** Teacher brings in his/her wardrobe; students “dress the teacher” by giving instructions in full sentences.

- **Cocktail Party:** a very versatile structure, based on the principle of Brownian Motion, where the students mingle and interact in brief random pairs. Whenever you are doing a lesson that involves cards, you can have at least two different kinds of

cocktail parties: the first is where each student has a card on his/her forehead or back (i.e. where everyone *else* can see it), and through interaction with others must discover what is on the card. The second (simpler) is where the students have their cards in their hands, and after each paired interaction (which may be as formulaic as "I like to eat *apples*. What do you like to eat?" "I like to eat *kiwi*,") the students switch cards. Cocktail parties are good for large and/or restless groups, because they are physically active and everyone can play at once.

- **Counting with Props:** if you have a koosh or tennis ball, you can do it simple counting exercises in a circle, where the ball is tossed around and each person who catches it must count the next number. Simply counting from 1 to 20 may be enough for some groups; with more advanced students you may try counting by (say) multiples of 3, or by complicating the count with rule that every number with a 3 in it must be called by a different name, by whatever the word of the day happens to be.

- **Game shows:** TV game shows like Family Feud, Wheel of Fortune, Jeopardy, the 20,000 Pyramid, and so on make some of the best and most entertaining language games. They're a great way to teach culture, too, since many of these games will be new to your students. Ham it up as much as you can: bring props like make-shift buzzers, designate students to play the role of Vanna White, and so on.

- **Sentence Building:** Write two each of a number of sentences on long strips of paper. Cut each sentence into words. Divide the class into two teams and give each team a pile of words. In a given amount of time, the team who comes up with more grammatically correct sentences is the winner. This is a great way to target pervasive grammar errors, since they make they will think are correct.

## Categories

Listening comprehension of isolated words.

**Procedure:** Ask the students to draw two or three columns on paper, and give them a category headings for each. For example, food and drink, or animal, vegetable, mineral. Then dictate a series of words which can fit into one of the categories. They have to write a cross or tick in the appropriate column for each word you dictate. For example, the headings 'Food' and 'Drink', and the items 'tea, apple, bread, coffee, cake, water, egg, meat' might result in:

FOOD	DRINK
X	X
X	X
X	X
X	
X	

For ready-to-use examples, see the BOX.



Note that you will need to note down the crosses yourself as you dictate the words in order to check the results.

**Variation:** For a more difficult and time-consuming exercise, students actually write out each word in its appropriate column. This will result in something like

FOOD	DRINK
apple	tea
bread	coffee
cake	water
egg	
meat	

### BOX: Categories

#### Elementary

**Food, drink:** tea, apple, bread, coffee, cake, water, egg, meat, beer, milk, chocolate, potato, rice, pasta, orange, juice.

**Animals, objects:** dog, pencil, chair, elephant, door, man, lion, book, table, cat, horse, donkey, television.

**Big, small:** elephant, mouse, matchbox, house, flower, mountain, pencil, cigarette, egg, sea .

**Round, square:** sun, book, blackboard, ball, window, door, moon, television, flower, house, ring, wheel, desk..

**Land, sea, air:** cloud, earth, rain, fish, tree, wave, fog, sky, field, ship, road, mountain, wind, swimmer.

More advanced

**Sad, happy:** smile, tears, laugh, miserable, tragedy, cheerful, pleasure, depressing, fortunate, celebration, weep, amusing, mourn, joke, delight.

**Loud, soft:** shout, scream, whisper, crash, murmur, rustle, roar, hum, bang, sigh, squeak, cheer, thunder, tick.

**Superior, inferior:** servant, queen, master, chief, subordinate, commander, assistant, slave, captain, prince, follower, head.

**Sick, healthy:** well, fever, fit, energetic, disease, pain, flourishing, sickness, invalid, blooming, collapse, coma, fine.

## Chain story

Narration: use of the past tense.



**Procedure:** Begin telling a story. This can be the first few lines of a story from your coursebook, or improvised, or you can invite a student to start. Then, going round the class, each student has to add another brief 'instalment' to the story.

**Variation:** Before you start, ask each student to choose a word. It can be an item of vocabulary recently learnt, a verb in the past tense, or freely chosen. Then each 'instalment' has to include the word the student has chosen.

## Changing sentences

Practice of sentence patterns.

**Procedure:** Choose a simple sentence pattern, which can be based on a grammatical structure you have recently learnt. For example, if you have been studying indirect objects, take a sentence like:

She wrote a letter to her sister.

Then students invent variations, either by changing one element at a time:

She wrote a letter to her husband.

Or by changing as much as they like, provided they maintain the original pattern:

The pilot sent a signal to the airport.

See how many variations they can make in two or three minutes.

**Variations:** Some coursebooks have pattern tables to guide students in the composition of correct sentences. These look something like this:

We	often		the floor.
People	never		meat.
Children	sometimes	eat	chairs.
Dogs	always	sit on	dolls.
	usually	play with	chocolate.
			balloons.

## Controversial statements

Discussion of controversial topics/

**Procedure:** Write up two or three controversial statements, or proverbs on the board (there are some examples in the BOX). Each student writes down 'agree' or

'disagree' or 'don't know' for each item. Invite them to compare their answers in pairs or threes.

Then find out what the majority opinion on each is, by vote. If you have time, discuss them.

**BOX: Controversial statements**

1. Beauty is only a matter of taste.
2. Riches are for spending.
3. Punishment never does any good.
4. A foreign language can only be learned, not taught.
5. A woman's place is in the home.
6. Boys and girls should have the same education.
7. A country gets the government it deserves.
8. Teaching is basically a matter of explaining things properly.
9. Married people are happier than unmarried people.
10. Love means never saying you're sorry.
11. People work better if they are paid more.
12. Everyone is basically selfish.

**Correcting mistakes**

**Identifying and correcting mistakes in English, to encourage monitoring by students of their own mistakes.**

*Procedure:* Write up a few sentences on the board that have deliberate mistakes in them. If you wish, tell the students in advance how many mistakes there are in each sentence. With their help, correct them. There are some examples of possible sentences in the BOX, in order of difficulty, together with the corrected versions. Or, better, use (anonymous!) examples taken from their own written work.

*Note:* It is important to stress the fact that the sentences initially presented are unacceptable, and to make corrections on the board so that students are left with the image of the correct sentences at the end of the activity.

## BOX: CBOX: Correcting mistakes

### *Elementary*

1. He love her very much.
2. They maked a cake for their mother.
3. Wich one you prefer?
4. I not know were to go.
5. This one is gooder then that one.
6. Were is the girl go?
7. Why you look at me like that?
8. You must to tell my!
9. The flowers was in the garden.
10. Yesterday I am very ill.

### *More advanced*

1. She asked me where am I going.
2. I am living here since six years.
3. I would have came if you asked me.
4. The money was stole by the thief.
5. Where is the boy which you were looking at him?
6. He looked me after for much time.
7. She raised slowly the hand.
8. They will come, isn't it?
9. When I am younger, I was used to go to school.
10. You need the courage to do such thing.

### Corrected versions (elementary)

1. He loves her very much.
2. They made a cake for their mother.
3. Which one do you prefer?
4. I don't/do not know where to go.
5. This one is better than that one.
6. Where is the girl going?
7. Why do you look /are you looking/ at me like that?
8. You must tell me!
9. The flowers were in the garden.
10. Yesterday I was very ill.

## The Dream Game

### Introduction

*Some people say that they never dream, But that is not possible. Everybody has dreams, but some just have a better memory for them than others. Every one and a half hours throughout the night we live our private fantasies in our dreams- we can forget the good behavior of the day and are free to behave in any way we want. Images from our past and present come together. But as soon as we walk, the dream starts to melt, and the more we try to remember the details, the more we forget.*

*'I had this amazing dream last night. I must tell you about it- now, I was in my old school ...er but it wasn't a school, it was ...er...I don't really know what it was'.*

*So, why do we dream? Are dreams important? The experts tell us that they are, because they can help us prepare for the problems of everyday life. The images in our dreams have special meaning, and they can help us to understand our inner personality.*

### Play the dream game

1. You are asleep and you are dreaming. In your dream you find yourself in your perfect house. What is it like? Describe it in detail.
2. Now you are walking along a narrow path. Suddenly you find a cup/glass/drinking vessel on the ground in front of you. What is it like/ What is in it?
3. Now the path ends and you are walking in a wood. You walk quite a long way until you find a clearing. In the middle of the

### Interpretation

Now read about what the images represent and try to analyse your answer.

#### The house

The house is your idea of yourself. If your house is old, you probably do not like change, you like traditional things. If your house is large, it means you are quite confident, with a high opinion of yourself. If it is filled with light, you are optimistic. If it is dark, you are pessimistic. The number of rooms is the number of people you want in your life.

#### The cup

The cup is your idea of love. The more beautiful and valuable the cup, the more important love is in your life. You are a romantic person. The contents of the cup show what your experience of love has been so far.

#### The building

The building is your idea of religion and God. A strong building is a strong belief. A ruin would mean a lack of belief.

#### The garden

This is your idea of the world around you, your country, or the whole world. If the plants and flowers in your garden are dying, this might mean that you are worried about the environment and pollution in the world.

#### The wall

This is your idea of death. Is it the end or is there something after it? Do you go straight through the little door? Do you look and check before you go? Or don't you want to go through at all?



clearing a building. What sort of building is it?

4. Around the building is a garden. Describe the garden.

5. You walk out of the garden and through the wood. At the edge of the wood there is a wall. The wall is too high to climb over and it is too long to walk round. Suddenly you notice a small door in the wall. It slowly opens as you watch. What do you do? Do you go through the door?

6. On the other side of the wall is water. What does it look like?

### The water

The water is your idea of your future. If there is a sea with big waves, you feel positive and excited about your future. If you want to swim, you feel confident and want to take risks. If the water is a stagnant pool, you might fear your future and the future of the world.

## JIGSAW

### Group 1

Find these words:

1. You do it when you're tired.

2. You cannot ... milk or tea but you can ... apples, bread, cake and chocolate.

3. You do it on horses and bicycles.

4. When two cars crash into each other, they have an ...

Make a word from the first letters of these words.

The group word: A period of time.

### GUESSING

### Group 2

Find these words:

1. A big animal with grey skin and a trunk.

2. He delivers letters.

3. A kind of fruit, not an apple.

4. If you do not dislike something you ... it.

5. The time from noon till evening.

Make a word from the first letters of these

The group word: A kind of fruit.

**Group 3****Find these words:**

1. Jingle Bells. Clementine and Old MacDonald are ...
2. You need a fork, a ... and a spoon for eating.
3. The first word in a letter.
4. Number between ten and twelve.

Make a word from the first letters of these words.

**The group word: A piece of furniture.**

**Group 5****Find these words:**

1. When you ask a question you usually get an ...
2. In the sky at night, big and bright.
3. You write with it.
4. Last word in a letter to a good friend.

Make a word from the first letters of these words.

**The group word: It gives you light.**

**Group 7****Find these words:**

1. Something that is not easy is ...
2. Something that is not old is ...
3. Kangaroos and koalas live there.
4. If it was your birthday today people would say: "... Birthday to you!"

Make a word from the first letters of these words.

**The group word: A part of the body.**

**Group 4****Find these words:**

1. Not young but ...
2. A hot drink, sometimes made from bags.
3. They were in North America before the Europeans came.
4. You are called by it.

Make a word from the first letters of these words.

**The group word: A preposition.**

**Group 6****Find these words:**

1. A fruit and a colour.
2. Between two mountains.
3. If you have lots of money you are ...
4. Everything has a beginning and an ...

Make a word from the first letters of these words.

**The group word: A preposition.**

### A word missing

Grammar:	Collocations with <i>wide</i> , <i>narrow</i> , and <i>broad</i> .
Level:	Intermediate to advanced
Time:	15-20 minutes
Materials:	Three cards, with <i>wide</i> on one, <i>narrow</i> on the second and <i>broad</i> on the third

#### Preparation

Prepare three large cards with *wide* on one, *narrow* on the second and *broad* on the third.

#### In class

1. Clear as much space as you can in your classroom so that students have access to all the walls and ask two students to act as secretaries at the board. Stick each of your card on one of the other three walls of the room. Ask the rest of the students to gather in the middle of the space.

2. Tell the students that you're going to read out sentences with a word missing. If they think that the right word for that sentence is *wide* they should rush over and touch the *wide card*. If they think the word should be *narrow* or *broad* they touch the respective card instead. Tell them that in some cases there are two right answers (they choose either).

3. Tell the secretaries at the board to write down the correct versions of the sentences in full as the game progresses.

4. Read out the first gapped sentence and have the students' rush to what they think is the appropriate wall. Give the correct versions and make sure it goes up in the board. Continue with the second sentence etc.

5. At the end of the strenuous part ask the students to take down the sentences in their books. A relief from running! ( If the students want a challenge they should get a partner and together write down as many sentences as they remember with their backs to the board before turning round to complete their notes. Or else have their partner to dictate the sentences with a gap for them to try to complete.)



*Sentences to read out*

They used a ... angled lens  
He looked at her with a ... smile

БИБЛИОТЕКА  
УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ  
УЧЕНИКАМ  
УЧЕБНО-МЕТОДИЧЕСКОЕ ПОСОБИЕ  
УЧЕНИКАМ

WBHB № 848567

The socialists won by a ... Margin	Narrow/broad
She is very ... minded	Broad/narrow
He speaks the language with a ... London accent	Broad
You were wrong what you said was ... of the mark	Wide
You had a ... escape	Narrow
Of course they're ... open to criticism	Wide
They went down the canal in a ... boat	Narrow
She opened her eyes ...	Wide
The news was broadcast nation ...	Wide
The path was three meters ...	Wide
The light was so bright that she ... her eyes	Narrowed

### Variation

You can play this game with many sets of grammar exponents:

- Forms of the article; *a, the* and zero article
- Prepositions, etc.

### Cognitive games Spot the differences

Grammar	Common mistakes
Level:	Elementary
Time:	20-30 minutes
Materials	One copy of Late-comer A and Late-comer B for each student

This activity can be adapted for use with all levels

### In class

1. Pair the students and give them the two texts. Ask them to spot all the differences they can between them. Tell them that there may be more than one pair of differences per pair of parallel sentences. Tell them one item in each pair of alternatives is correct.

2. They are to choose the correct form from each pair.

Late-comer A	Late-comer B
This women was often very late	This woman was often very late
She was late for meetings	She was late for meeting
She were late for dinners	She was late for dinners
She was late when she went to the cinema	She was late as she went to the cinema
One day she arrive for a meeting half an hour early	One day she arrived for meeting half an hour early

Nobody could understand because she was early  
'Of course,' someone said, 'clocks put back last night.'

Nobody couldn't understand why she was early  
'Of course,' someone say, 'the clocks were put back last night.'

3. Ask them to dictate the correct text to you at the board. Write down exactly what they say so students have a chance to correct each other both in terms of grammar and in terms of their pronunciation. If a student pronounces 'dis voman' for 'this woman' then write up the wrong version. Only write it correctly when the student pronounces it right. Your task in this exercise is to allow the students to try out their hypotheses about sound and grammar without putting them right too soon and so reducing their energy and blocking their learning. Being too kind can be cognitively unkind.

### *Variation*

To make this exercise more oral, pair the students and ask them to sit facing each other. Give Later-comer A to one student and Late-comer B to the other in each pair. They then have to do very detailed listening to each other's texts.

Feeling and grammar

### *Typical questions*

Grammar	Question formation-varied interrogatives
Level:	Beginner to elementary
Time:	20-30 minutes
Materials	None

### *In class*

1. Ask the students to draw a quick sketch of a four-year-old they know well. Give them these typical questions such a person may ask, e.g. 'Mummy, does the moon go for a wee-wee?' 'Where did I come from?'. Ask each student to write half a dozen questions such a person might ask, writing them in speech bubbles on the drawing. Go round and help with the grammar.
2. Get the students to fill the board with their most interesting four-year-old questions.

#### *Variations*

This can be used with various question situations. The following examples work well:

- Ask the students to imagine a court room-the prosecution barrister is questioning a defense witness. Tell the students to write a dozen questions the prosecution might ask.



- What kind of questions might a woman going to a foreign country want to ask a woman friend living in this country about the man or the woman in the country? And what might a man want to ask a man?
- What kinds of questions are you shocked to be asked in an English-speaking country and what questions are you surprised not to be asked?

### Achievements

Grammar	By+time-phrases Past perfect
Level:	Lower intermediate
Time:	20-30 minutes
Materials	Set of prepared sentences

This activity also works well with:  
 present perfect + *yet, like doing,*  
*like having done,* and modals

### Preparation

1. Think of your achievements in the period of your life that corresponds to the average age of your class. If you're teaching seventeen-year-olds, pick your first seventeen years. Also think of a few of the times when you were slow to achieve. Write the sentences about yourself like these:

*By the age of six I had learnt to read.*  
*I still hadn't learnt to ride a bike by then.*  
*I had got over my fear of water by the time I was eight.*  
*By the time I was nine I had got the hang of riding a bike.*  
*By thirteen I had read a mass of books.*  
*I'd got over my fear of the dark by around ten.*

2. Write ten to twelve sentences using the patterns above. If you're working in a culture that is anti-boasting then pick achievements that do not make you stand out.

3. Your class will relate well to sentences that tell them something new about you, as much as you feel comfortable telling them. Communication works best when it's for real.

### In class

1. Ask the students to have two different colored pens ready. Tell them you're going to dictate sentences about yourself. They're to take down the sentences that are also true for them in one color and the sentences that are not true about them in another color.

2. Put the students in fours to explain to each other which of your sentences were also true of their lives.

3. Run a quick question and answer session round the groups. e.g. 'At what age had you learnt to ski/dance/sing/ play table tennis etc by?' 'I'd learnt to ski by seven.'

4. Ask each student to write a couple of fresh sentences about things achieved by a certain date/time and come up and write them on a board. Wait till the board is full, without correcting what they're putting up. Now point silently at problem sentences and get the students to correct them.

### Variation

You can use the above activity for any area of grammar you want to personalize. You might write sentences about:

- Things you haven't got round to doing (present perfect + yet)
- Things you like having done for you versus things you like doing for yourself
- Things you ought to do and feel you can't do (the whole modal area is easily treated within this frame)

### Reported advice

Grammar	Modals and modals reported
Level:	Elementary to intermediate
Time:	15-20 minutes
Material	None

### In class

1. Divide your class into two groups: 'problem people' and 'advice-givers'.
2. Ask the 'problem people' to each think up a minor problem they have and are willing to talk about.
3. Arm the 'advice-givers' with these suggestion forms:

You could...                      You should...                      You might as well...  
You might...                      You ought to...                      You might try...ing...

4. Get the class moving round the room. Tell each 'problem person' to pair off with an 'advice-giver'. The 'problem person' explains her problem and the other person gives two bits of advice using the grammar suggested. Each 'problem person' now moves to another 'advice-giver'. The 'problem people' get advice from five or six 'advice-givers'

5. Call class back into the plenary. Ask some of the 'problem people' to state their problem and report to the whole group the best and the worst piece of advice they were offered, naming the advice-giver e.g. 'Juan was telling me I should give her up.' 'Jane suggested I ought to get a girlfriend of hers to talk to her for me.'

#### Variation

If you have a classroom with space that allows it, form the students into two concentric circles, the outer one facing in and the inner one facing out. All the inner circle students are 'advice-givers' and all the outer circle students are 'problem people'. After each round, the outer circle people move round three places. This is much more cohesive than the above.

#### Picture the past

Grammar	Past simple, past perfect, future in the past
Level:	Lower intermediate
Time:	20-40 minutes
Materials	None

#### In class

1. Ask three students to come out and help you demonstrate the exercise. Draw a picture on the board of something interesting you have done. Do not speak about it. Student A then writes a past simple sentence about it. Student B writes about what had already happened before the picture action and student C about something that was going to happen, using the appropriate grammar.
2. Put the students in fours. Each draws a picture of a real past action of theirs. They pass their picture silently to a neighbor in the fours one who adds a past tense sentence. Pass the picture again and each adds a past perfect sentence. They pass again and each adds *was going to* a sentence. All this is done in silence with you going round helping and correcting.

#### Impersonating members of a set

Grammar:	Present and past simple-active and passive
Level:	Elementary to intermediate
Time:	20-30 minutes
Materials:	None

#### In class

1. Ask people to brainstorm all the things they can think of that give off light

2. Choose one of this yourself and become the thing chosen. Describe yourself in around five to six sentences, e.g.:

I am a candle

I start very big and end up as nothing

My head is lit and I produce a flame

I burn down slowly

In some countries I am put on Christmas tree

I am old-fashioned and very fashionable

3. Ask a couple of other students to choose other light sources and do the same as you have just done. Help them with language. It could be 'I am a light bulb-I was invented by Edison.'

4. Group the students in sixes. Give them a new category. Ask them to work silently, writing four or six first-person sentences in role. Go round and help especially with the formation of the present simple passive (when this help is needed).

5. In their groups the students read out their sentences.

6. Ask each group to choose their six interesting sentences and then read out to the whole group.

#### *Variation*

The exercise is sometimes more exciting if done with fairly abstract sets, e.g. numbers between 50 and 149, musical notes, distances, weights. The abstract nature of the set makes people concretize interestingly, e.g.:

I am a kilometer.

My son is a meter and my baby is centimeter.

On the motorway I am driven in 30 seconds. (120 kms. per hour)

We have also used these sets: types of stone/countries/items of clothing (e.g. socks, skirts, jackets/times of day/smells/family roles (e.g. son, mother etc.) / types of weather.

#### *Rationale*

The sentences students produce in this exercise are not repeat runs of things, they have already thought and said in mother tongue. New stand points, new thoughts, and new language. The English is fresh because the thought is. Listening to people

#### *No back shift*

Grammar:	Reported speech after past reporting verb
Level:	Elementary to lower intermediate
Time:	15-20 minutes
Material:	None

### In class

1. Pair the students. Ask one person in each pair to prepare to speak for two minutes about a pleasurable future event. Give them a minute to prepare.
2. Ask the listener in each pair to prepare to give their whole attention to the speaker. They are not to take notes. Ask the speaker in each pair to get going. You time two minutes.
3. Pair the students. The two listeners now report on what they heard using this kind of form:

She **was telling** me *she's going* to Thailand for her holiday and she added that *she'll be going* by plane.

The speakers have the right to fill in things the listeners have left out but only after the listeners have finished speaking.

4. The students go back into their original pairs and repeat the above, but this time with the other one as speaker, so everybody has been able to share their future event thoughts.

### Incomparable

Grammar:	Comparative structures
Level:	Elementary
Time:	15-20 minutes
Materials:	None

### In class

1. Tell the students a bit about yourself by comparing yourself to some people you know:

I'm **more ... than** my husband.

I'm **not as ... as** my eldest boy.

I reckon my uncle **is ... than** me

Write six or seven of these sentences up on the board as a grammar pattern input.

2. Tell the students to work in threes. Two of the three listen very closely while the third compares herself to people she knows. The speakers speak without interruption for 90 seconds and you time them.
3. The two listeners in each group feedback to the speaker exactly what they had heard. If they miss things the speaker will want to prompt them.
4. Repeat steps 2 and 3 so that everybody in the group has had a go at producing a comparative self-portrait.

Grammar:	Reported speech after
Level:	Elementary to lower intermediate
Time:	15-20 minutes
Materials:	None



### One question behind

Grammar	Assorted interrogative forms
Level:	Beginner to intermediate
Time:	5-10 minutes
Materials	One question set for each pair of students

You can adapt this by preparing your own question sets for different interrogative structures

#### In class

1. Demonstrate the exercise to your students. Get one of them to ask you the question of a set. You answer 'Mmmm', with closed lips. The student asks you the second question – you give the answer that would have been right for the first question. The student asks the third question and you reply with the answer to the second question, and so on. The wrong combination of question and answer can be quite funny.
2. Pair the students and give each pair a question set. One student fires the questions and the other gives delayed-by-one replies. The activity is competitive. The first pair to finish a question set is the winner.

#### QUESTION SET "A"

*Where do you sleep? (the other says nothing)*  
*Where do you eat? (the other answers the first question)*  
*Where do you go swimming?*  
*Where do you wash your clothes?*  
*Where do you read?*  
*Where do you cook?*  
*Where do you listen to music?*  
*Where do you get angry?*  
*Where do you do your shopping?*  
*Where do you sometimes drive to?*

#### QUESTION SET "B"

*What do you eat your soup with?*  
*What do you cut your meat with?*  
*What do you write on?*  
*What do you wipe your mouth with?*  
*What do you blow your nose with?*  
*What do you brush your hair with?*  
*What do you sleep on?*  
*What do you write with?*

What do you wear in bed?  
What do you wear in restaurant?

### QUESTION SET "C"

Can you tell me something you ate last week?  
Tell me something you saw last week?  
Is there something you have come to appreciate recently?  
What about something you really want to do next week?  
Where have you spent most of this last week?  
Where would you have liked to spend this last week?  
Where are you thinking of going on holiday?  
Which is the best holiday place you have ever been to?

#### Variation 1

Have students devise their own sets of questions to then be used as above.

#### Variation 2

Group the students in fours: one acts as a 'time-keeper', one as a 'question master' and person 3 and 4 are the 'players'. The 'question master' fires five rapid questions at player A, which she has to answer falsely. The 'time-keeper' notes the time questioning takes. The 'question master' fires five similar questions at B, who answers truthfully. The quickest answerer wins. (The problem lies in choosing the right wrong answer fast enough.)



#### Possible questions:

How old are you?

Where do you live?

Which color do you like best?

What time is it?

How did you get here?

What time did you get up today?

What did you have for breakfast?

Where does your best friend live?

What sort of music do you dislike?

How many brothers and sisters do you have?

*Movement and grammar*  
*Sit down then*

Grammar:	Who + simple past interrogative/Telling the time
Level:	Beginner to elementary
Time:	10-20 minutes
Materials:	None

*In class*

1. Ask everybody to stand up. Tell them you're going to shout out bedtimes. When they hear the time they went to bed yesterday, they shout 'I did' and sit down. You start like this:

Who went to bed at two a.m.?

Who went to bed at quarter to two?

Who went to bed at ten to two?

Who went to bed at half past one?

2. Continue until all the students have sat down.

3. Get people back on their feet. Ask one of the better students to come out and run the same exercise, but this time about when people got up, e.g.

*Who woke up at four thirty this morning?*

*Who woke up at twenty to five?*

4. Repeat with a new question master, but asking about shopping, e.g.:

*Who went shopping yesterday?*

*Who went shopping on... (day of the week)*

1. Ask them to take a clean sheet of paper and a pen or pencil suitable for drawing. Tell them you're going to give them a few phrases to illustrate. They're to draw a situation that brings out the meaning of the phrases. Here are the phrases – do not give them more than 30 seconds per drawing (they will groan):

To toilet-train a child

To soft-soap a superior

To force-feed an anorexic

To court-martial a soldier

To back-comb a person's hair

To cross-examine a witness

To spin-dry your clothes

To cold-shoulder a friend

2. Give them time to compare their drawings. The drawings often make misunderstanding manifest.
3. Split the class into teams of four. Tell them you're going to show them **Jumbled sentences** (see below) and their task will be to shout out the unjumbled sentence. The first team to shout out a correct sentence gets a point.

### JUMBLED SENTENCES

Will still can you and it dry retain its  
spin shape

*You can spin-dry it and it will still  
retain its shape*

Cold him we shouldered first at  
At first we cold-shouldered him

Our ill ancestors treated they  
They ill-treated our ancestors

Clean it don't dry  
Don't dry-clean it

Black frog they Maria to the marched him  
They frog-marched him to the Black Maria

Double your windows glaze to like we'd  
We'd like to double-glaze your windows

Pooh just his poohed offer they  
They just pooh-poohed his offer

Don't soap me you soft dare  
Don't you dare soft-soap me!

*The word of take*



Grammar:	Some basic meanings of the verb take
Level:	Intermediate to advanced
Time:	40-50 minutes
Materials:	Set of sentences below (for dictation)

#### *In class*

1. Put the students in small groups to brainstorm all the uses of the verb *take* they can think of.

2. Ask each group to send a messenger to the next group to pass on their ideas.
3. Dictate the sentences below which they are to write down in their mother tongue. Tell them only to write in mother tongue, not English. Be ready to help explain any sentences that students do not understand.

The new president took over in January.

The man took the woman's anger seriously.

'You haven't done the washing up, I take it,' his wife said to him.

The little boy took the old watch apart to see how it worked.

'I think we ought to take the car,' he said to her.

This bloke always takes his problems to his mother.

'We took the village without a shot being fired,' she told him.

'Take care' the woman said, as she left home that morning.

He took charge of the planning team.

The woman asked what size shoes he took.

'Yes I really take your point' he told her.

'If we go to a movie,' she told her boyfriend, 'it'll really take you out of yourself.'

The news the boy brought really took the woman aback.

The chair asked him to take the minutes of the meeting.

'You can take it from me, it's worse than you think'

4. Ask the students to work in threes and compare their translations. Go round helping and checking.
5. Check that they're clear about the usual direct translation of take into their language. Now ask them to mark all the translations where take is not rendered by its direct equivalent.

### *Problem Solving* *A dictionary game*

Grammar:	Comparatives, it (referring back)
Level:	Elementary (or as a review at higher levels)
Time:	45 minutes
Materials:	One dictionary per two students

This activity provides good skills practice in scan reading a dictionary

### *Preparation*

On the board write the following:

ABCDIFGHIJKLMNOPQRSTUVWXYZ

*It's got more letters than...*  
*It's got fewer letters than...*  
*It's the same length as....*  
*It's earlier in the dictionary than...*  
*It's later in the dictionary than...*  
*It's further on...*  
*Back a bit.*

*The first letter's right*  
*The first two/three/four letters are right*

(or you could dictate this to the students if you want a quiet settling in period at the start of the class)

### ***In class***

1. Explain to the students that you're going out of the room for a short time and they're to select one word for you to guess when you come back. They find the word in their dictionaries.

2. Go back in and have a first wild guess at the class's word. The students should tell you whether their word is longer, shorter or the same length as your guess and whether it's earlier or later in the dictionary. Here is an example (teachers can correct pronunciation as they go along):

Teacher: Middle  
Students: It's shorter. And it's later in the dictionary.  
Teacher: Train.  
Students: It's Earlier. It's Got The Same Number Of Letters.  
Teacher: Plane.  
Students: It's Later.  
Teacher: Rains.  
Students: It's Later. It's Got The Same Number Of Letters.  
Teacher: Seat.  
Students: It's Longer. The First Letter Is Right. It's Later In The Dictionary.  
Teacher: Stops.  
Students: It's Earlier.  
Teacher: Skirt.  
Students: It's Later  
Teacher: Spend.  
Students: The First Two Letters Are Right. It's Later.  
Teacher: Spine.  
Students: It's Later.  
Teacher: Spore.  
Students: The First Four Letters Are Right. You're Really Warm Now. It's A Bit Further On.  
Teacher: Sport.  
Students: Yes.



- You can write the words you guess and notes of the students' answers on the board as you go along, to help you to remember where you are. At the beginning, you can prompt the students by asking questions such as '*Is it shorter, longer or the same length as my word? Is it earlier or later in the dictionary?*' etc.
- When the students have got the idea of the game, reverse the process; you think of a word (one from a recent lesson works well) and students guess. You give them information as to length, place in dictionary and any letters they've guessed right.
- Now hand over the exercise to the students. They should scan their notes, textbooks and /or minds (but not dictionaries) and create a short wordlist. Then in pairs or small groups they can repeat the activity.

### **Rationale**

This is a good game for teaching scan reading and alphabetical order when using dictionaries. The revision or introduction of the grammatical structures in a meaningful context is disguised since the students usually see this is *vocabulary game*. Because it has a pretty tight structure and build-up, it's a good exercise for establishing the principle of group/pair work with a class that does not take readily to working in different formats.

### **Note**

With some classes we have asked the students to analyze their own guessing processes. Some students have written interesting short compositions on the best guessing strategies.

### **Eyes**

Grammar	'Second' conditional
Level:	Lower to upper intermediate
Time:	30-45 minutes
Materials	None

### **In class**

- Ask a student to draw a head in profile on the board. Ask the student to add eyes in the back of his head.
- Give the students this sentence beginning on the board and ask them to complete it using a grammar suggested:

If people had eyes in the back of their heads, then they ...  
*would/might/could/would have to ... (+ infinitive)*

For example:

'If people had eyes on the back of their heads they could read two books at once' (so *two* pairs of eyes).

3. Tell the students to write the above sentence stem at the top of their paper and then complete it with fifteen separate ideas. Encourage the use of dictionaries. Help students all you can with vocabulary and go round checking and correcting.

4. Once students have all written a good number of sentences (at least ten) ask them to form teams of four. In the fours they read each other's sentences and pick the four most interesting ones.

5. Each team puts their four best sentences on the board.

6. The students come up to the board and tick the two sentences they find the most interesting. The team that gets the most ticks wins.

#### *Note*

Students come up with a good range of social, medical and other hypotheses. Here are some examples:

- ... *then they would not need driving mirrors.*
- ... *they would make really good traffic wardens.*
- ... *then you could kiss someone while looking away!*

#### *Umbrella*

Grammar:	Modals and present simple
Level:	Elementary to intermediate
Time:	30-40 minutes
Materials:	One large sheet of paper per student

#### *In class*

1. Ask a student to draw a picture on the board of a person holding an umbrella. The umbrella looks like this.
2. Explain to the class that this 'tulip-like' umbrella design is a new, experimental one.
3. Ask the students to work in small groups and brainstorm all the advantages and disadvantages of a new design. Ask them to use these sentence stems:

It/you can/can't...

It/you + present simple...

It/you will/won't...

It/you may/may not...

4. *For example:* 'It is easy to control in a high wind', 'You can see where you're going with this umbrella'
5. Give the students large sheets of paper and ask them to list the advantages and disadvantages in two columns.

6. Ask the students to move around the room and read each other's papers. Individually they mark each idea as 'good', 'bad' or 'intriguing'.
7. Ask the student how many advantages they came up with and how many disadvantages. Ask the students to divide up into three groups according to which statement applies to them:
  - I thought mainly of advantages.
  - I thought of some of both.
  - I thought mainly of disadvantages.
8. Ask the three groups to come up with five to ten adjectives to describe their group state of mind and put these up on the board.
9. Round off the exercise by telling the class that when Bono asked different groups of people to do this kind of exercise, it turned out that primary school children mostly saw advantages, business people had plenty of both while groups of teachers were the most negative.

#### *Note*

Advantages the students offered:

In a hot country you can collect rain water.

It won't drip round the edges.

You can use it for carrying shopping.

It's not dangerous in a crowd.

It's an optimistic umbrella.

It's easy to hold if two people are walking together.

With this umbrella you'll look special.

It'll take less floor space to dry.

This umbrella makes people communicate. They can see each other.

You can paint this umbrella to look like a flower.

You'll get a free supply of ice if it hails.

#### *Presentation*

#### *Listening to time*

Grammar:	Time phrases
Level:	Upper intermediate to very advanced
Time:	40-50 minutes
Materials	None

*You can use this idea to practice a variety of different structures-see variations below for some*

### *Preparation*

Invite a native speaker to your class, preferably not a language teacher as they sometimes distort their speech. Ask the person to speak about a topic that has them move through time. This could be his country history. The talk should last around twenty minutes. Explain to the speaker that the students will be paying close attention not only to the content but to the language form, too.

### *In class*

1. Before the speaker arrives, explain to the students that they are to jot down all the words and phrases they hear that express time. They don't need to note all the words!
2. Welcome the speaker and introduce the topic.
3. The speaker takes the floor for fifteen to twenty minutes and you join the students in taking language notes. If there are questions from the students, make sure people continue to take notes during the questioning.
4. Put the students in threes to compare their time-phrase notes. Suggest the speaker joins one of the groups. Some natives are delighted to look in a 'speech mirror'.
5. Share your own notes with the class. Round off the lesson by picking out other useful and normal bits of language the speaker used that are not yet part of your student's idiolects.

### *Example*

One speaker mentioned above produced these time words: *only about ten years/there was a gap of nine years/ at roughly the same time/over the next few hundred years/from 1910 until the present day/it's been way back/ within eighteen month there will be/until three years ago/when I was back in September*

### *Variations*

Choose the speaker who is about to go off on an important trip. In speaking about this, some of the verbs used will be in a variety of forms used to talk about the future.

Invite someone to speak about the life and habits of someone significant to them, but two lives separately from them, says a grandparent. This topic is likely to evoke a rich mixture of present simple, present continuous, *will* used to describe habitual events, *'ll be - ing* etc.

### *Note*

To invite the learners to pick specific grammar features out of a stream of live speech is a powerful form of grammar presentation. In this technique the students 'present' the grammar to themselves. They go through a process of realization which is lot stronger than what often

happens in their minds during the type of 'grammar presentation' required of trainees on many teacher training courses. During the realization process, they are usually not asleep.

### *Guess my grammar*

Grammar:	Varied+question form
Level:	Elementary to intermediate
Time:	55 minutes
Materials	None

#### *In class*

1. Choose a grammar area the students need to review. In the example below there are adjectives, adverbs and relative pronouns.
2. Ask each student to work alone and write a sentence of 12-16 words (the exact length is not too important). Each sentence should contain an adjective, and adverb and a relative pronoun, or whatever grammar you've chosen to practice. For example: 'She sat quietly by the golden river that stretched to the sea'.
3. Now ask the students to rewrite their sentences on a separate piece of paper, leaving in the target grammar and any punctuation, but leaving the rest as blanks, one dash for each letter. The sentence above would look like this:

--- --- quietly -- --- golden ----- that -----

While they are doing this ask any students who are not sure of the correctness of their sentence to check with you.

4. Now ask the students to draw a picture or pictures, which illustrate as much of the meaning of the sentence as possible.
5. As students finish drawing, put them into groups of three. One person shows the blanked sentence and the drawing, reserving their original sentence for their own reference. The other should guess: 'Is the first word *the*?' or ask questions 'Is the second word a verb?' etc. The student should only answer 'yes' or 'no'. As they guess the words, they fill in the blanks.
6. They continue until all the blanks are filled and then they do the other two person's sentences.

#### *Note*

Groups tend to finish this activity at widely different speeds. If a couple of groups finish early, pair them across the groups, ask them to rub out the completed blanked out sentences and try them on a new partner.

## Puzzle stories

Grammar:	Simple present and simple past interrogative forms
Level:	Beginners
Time:	30 minutes
Materials:	Puzzle story (to be written on the board)

### Preparation

Ask a couple of students from an advanced class to come to your beginners group. Explain that they will have some interesting interpreting to do.

### In class

1. Introduce the interpreters to your class and welcome them.
2. Write this puzzle story on the board in English. Leave good spaces between the lines:

There were three people in the room.

A man spoke.

There was a short pause.

The second man spoke.

The woman jumped up and slapped the first man in the face.

3. Ask one of the beginners to come to the board and underline the words they know. Ask others to come and underline the ones they know. Tell the group the words none of them know. Ask one of the interpreters to write a translation into mother tongue. The translation should come under the respective line of English.
4. Tell the students their task is to find out why the woman slapped the first man. They are to ask questions that you can answer 'yes' or 'no'. Tell them they can try and make questions directly in English, or they can call the interpreter and ask the questions in their mother tongue. The interpreter will whisper the English in their ear and they then ask you in English.
5. Erase the mother tongue translation of the story from the board.
6. One of the interpreters moves round the room interpreting questions while the other stays at the board and writes up the questions in both English and mother tongue.
7. You should aim to let the class ask about 15-25 questions, more will overload them linguistically. To speed the process up you should give them clues.
8. Finally, have the students copy all the questions written on the board into their books. You now have a presentation of the main interrogative forms of the simple present and past.



9. After the lesson go through any problems the interpreters have to offer them plenty of parallel translation.

*The solution*

*The second man was an interpreter.*

### **Word order dictation**

Grammar:	Word order at sentence level The grammar you decide to input in this example: reflexive phrases, e.g. <i>to myself/by myself/in myself</i>
Level:	Intermediate
Time:	20-30 minutes
Materials:	Jumbled extracts (for dictation) One copy of Extract from Sarah's letter per pair of students

### **In class**

1. Pair the students and ask one person in each pair to prepare to write on a loose sheet of paper.

2. Dictate the first sentence from the **Jumbled extracts**. One person in each pair takes it down.

3. Ask the pairs to rewrite the jumbled words into a meaningful sentence, using all the words and putting in necessary punctuation.

4. Tell the pairs to pass their papers to the right. The pairs receiving their neighbors' sentences check out grammar and spelling, correcting where necessary.

5. Dictate the second jumbled sentence.

6. Repeat steps 3 and 4.

7. When you've dictated all the sentences this way give out the original, unjumbled **Extract from Sarah's letter** and ask the students to compare with the sentences they've got in front of them. They may sometimes creat excellent, various alternative sentences.

### **Jumbled extracts**

1. Myself in absorbed more and more becoming am I find I
2. When mix I do other people me inside a confusion have I I find
3. David John and Nick as though I am me I do not feel when I walk through the park with
4. Strange seems it and a role acting am I like feel I
5. Walk park myself talk aloud myself to I by the through I when
6. Completely feel content I

### Extract from Sarah's letter

I find I am becoming more and more absorbed in myself.  
When I do mix with other people I find I have a confusion inside me.  
When I walk through the park with David, John and Nick, I do not feel as though I am me.  
I feel like I am acting a role and it seems strange.  
When I walk through the park by myself I talk aloud to myself.  
I feel completely content.

### *What really happened to Marilyn Monroe?*

1. Marilyn Monroe, Norma Jean Mortenson was born in Los Angeles on June 1, 1926. Norma Jean never knew her father. Her mother, whose maiden was Monroe, was mentally ill and was often confined to mental institutions. As a result, Norma Jean lived with her mother's friends, in an orphanage, and with various foster parents, where she was often neglected and abused.

2. At the age of 16, Norma Jean left high school and married Jim Dougherty, who was 21. Their marriage wasn't very happy. Two years later, Dougherty, a merchant marine, went overseas, and Norma Jean began working as a paint sprayer in a defense plant. It was there that she was "discovered" by a U.S. Army photographer, who asked her to pose for some photographs for a magazine article. She was soon noticed by other photographers and encouraged to enter a modeling agency, where her brown hair was bleached and restyled. It was in 1946. That year, she divorced Dougherty, who was still overseas. Later that year, she signed a one-year contract with Twentieth-Century Fox Studios, and her name was changed to Marilyn Monroe.

3. In the years between 1946 and 1950, Marilyn got only small parts. But by 1953, she had starred in two of her most famous comedies, *Gentlemen Prefer Blondes* and *How to Marry a Millionaire*. In January 1954, Marilyn married baseball hero Joe DiMaggio. She was then Twentieth-Century Fox's biggest box-office attraction and an international sex goddess. Only nine months after they got married, while she was working on *The Seven Year Itch*, Marilyn and DiMaggio got divorced, but they remained friends for the rest of her life.

4. In 1955, Marilyn announced the formation of Marilyn Monroe Productions. She wanted to play serious roles instead of the a "dumb blonde" roles she usually got. She began taking acting classes at the famous Actors Studio, and associating with New York's intellectual crowd. It was then that she met the playwright Arthur Miller. In December 1955, Twentieth-Century Fox got her to sign another contract, promising her more serious roles and approval over her films' directors. Her first film under the new contract was the drama *Bus Stop*, for which she won critical acclaim.

5. In June 1956, Marilyn and Arthur Miller were married. She then starred in three comedies: *The Prince and the Showgirl* (1957), the smash hit *Some Like Hot* (1959), and *Let's Make Love* (1960). Marilyn then starred in the drama *The Misfits*, which was written especially for her by her playwright husband. During the filming, Marilyn was frequently ill and depressed, and she became dependent on sleeping pills, tranquilizers, and alcohol. She saw a psychiatrist every day. In January 1961, a week-before the opening of *The Misfits*, she divorced Miller. About a month later, she was hospitalized. She was seriously ill, both physically and emotionally.

6. In May 1962, Marilyn again became emotionally distressed and physically ill, and the filming of her newest movie, *Something's Got to Give*, was delayed. In early June, Twentieth-Century Fox fired Marilyn from the movie and began a 'negative publicity campaign, labeling her mentally ill. Marilyn then entered a Hollywood hospital for three days under an assumed name. There were rumors that she was (or had been) pregnant. When she got out of the hospital, she renegotiated with Twentieth-Century Fox and planned to return to work on *Something's Got to Give*.

7. In the last week before her death, Marilyn had three business meetings, selected dozens of plants for her garden, appeared on the cover of *Life* Magazine, ordered a \$10 000, evening gown, and spent more than ten hours with her psychiatrist.

8. On August 4, Marilyn called her psychiatrist, who went to her house and held a 90-minute session with her that probably involved an injection of barbiturates. After her psychiatrist left, Marilyn spoke to friends and others, none of whom thought she was acting unusual. That night, at 10:30 PM/ Marilyn's housekeeper discovered her body. She called Marilyn's psychiatrist.

9. On August 5, 1962 at 4:25 AM, Marilyn's psychiatrist called the Los Angeles police and reported, "Marilyn Monroe is dead. She just committed suicide". Police Sergeant Jack Clemmons arrived on the scene and believed the suicide had been staged. He told the press on Sunday, "Marilyn Monroe didn't commit suicide; she was murdered."

### *Pre-activity*

1. What do you know about Marilyn Monroe?
2. What question would you like to ask about her?
3. Look at the title and the pictures. What do you think the text is about?
4. Look at the chart. Match a line in A with a line in B

A	B
<p>A <u>maiden name</u> is            Children live in an <u>orphanage</u>            You have <u>foster parents</u>            She was asked to <u>pose</u>            She starred            A <u>playwright</u> is            You should go to a <u>psychiatrist</u>,            The flight to New-York was  <u>delayed</u>            She ordered the most expensive  <u>evening gown</u>            A <u>suicide</u> is            A <u>murder</u> is when</p>	<p>for some photographs for a magazine.            and put it on for the party.            in her most famous comedies.            somebody kills you.            because of the bad weather.            a name before getting married.            when you don't have your own parents.            when you kill yourself.            If you are emotionally depressed.            if they don't have parents.            a person who writes dramas.</p>

### Activity

1. Read the text and find the dates that correspond to the following events.

1926	Marilyn Monroe was born.
?	She entered a modeling agency.
?	She got married for the second time.
?	Marilyn Monroe Production was formed.
?	She got married for the third time.
?	Marilyn was hospitalized. She was both physically and emotionally ill.
?	Marilyn Monroe died.

2. Match the following.

<p>A. Norma Jean            B. Twentieth-Century Fox            C. 'How To Marry A Millionaire'            D. Joe DiMaggio            E. Playwright Arthur Miller            F. Tranquilizers            G. \$ 10.000            H. 'Life'</p>	<p>a her second husband.            b pills against stress.            c her third husband.            d a movie studio.            e Marilyn Monroe .            f a magazine with her photo.            g her most famous comedy.            h the price of her last evening gown.</p>
--	--

### Post- activity

1. Work in pairs. Make questions for a paragraph and ask others.
2. Work in groups. Act role plays.

- a) Interview with Marilyn Monroe.
  - b) Interview with Arthur Miller, her husband.
  - c) Interview with her psychiatrist.
3. Write about your favorite star (musician, film star...), that you admire.  
Write about his/her background, successes, why you like him/her.

## SONGS

### *Let It Be*

*Writer, lead vocal: Paul McCartney*

When I find myself in times of trouble  
 Mother Mary comes to me  
 Speaking words of wisdom, let it be.  
 And in my hour of darkness  
 She is standing right in front of me  
 Speaking words of wisdom, let it be.  
 Let it be, let it be, let it be, let it be.  
 Whisper words of wisdom, let it be.

And when the broken hearted people  
 Living in the world agree,  
 There will be an answer, let it be.  
 For though they may be parted there is  
 Still a chance that they will see

There will be an answer, let it be.  
 Let it be, let it be, let it be, let it be.  
 There will be an answer, let it be.  
 Let it be, let it be, let it be, let it be.  
 Whisper words of wisdom, let it be.

Let it be, let it be, let it be, yeah let it be.  
 Whisper words of wisdom, let it be.

And when the night is cloudy,  
 There is still a light that shines on me,  
 Shine on until tomorrow, let it be.  
 I wake up to the sound of music  
 Mother Mary comes to me  
 Speaking words of wisdom, let it be.  
 Let it be, let it be, let it be, yeah let it be.  
 There will be an answer, let it be.  
 Let it be, let it be, let it be, yeah let it be.

There will be an answer, let it be.  
Let it be, let it be, let it be, yeah let it be.  
Whisper words of wisdom, let it be.

*Yesterday*

*Writer, lead vocal: Paul McCartney*

Yesterday, all my troubles seemed so far away  
Now it looks as though they're here to stay  
Oh, I believe in yesterday.

Suddenly, I'm not half to man I used to be,  
There's a shadow hanging over me.  
Oh, yesterday came suddenly.

Why she had to go I don't know she wouldn't say.  
I said something wrong, now I long for yesterday.

Yesterday, love was such an easy game to play.  
Now I need a place to hide away.  
Oh, I believe in yesterday.

Why she had to go I don't know she wouldn't say.  
I said something wrong, now I long for yesterday.

Yesterday, love was such an easy game to play.  
Now I need a place to hide away.  
Oh, I believe in yesterday.

Mm mm mm mm mm mm mm.

*Yellow Submarine*

*Writers: Lennon, McCartney; lead vocal: Starr*

In the town where I was born  
Lived a man who sailed to sea  
And he told us of his life  
In the land of submarines

So we sailed up to the sun  
Till we found the sea of green  
And we lived beneath the waves  
In our yellow submarine



We all live in our yellow submarine,  
Yellow submarine, yellow submarine  
We all live in our yellow submarine,  
Yellow submarine, yellow submarine

And our friends are all on board  
Many more of them live next door  
And the band begins to play

We all live in our yellow submarine,  
Yellow submarine, yellow submarine  
We all live in our yellow submarine,  
Yellow submarine, yellow submarine

As we live a life of ease  
Everyone of us has all we need  
Sky of blue and sea of green  
In our yellow submarine.

We all live in our yellow submarine,  
Yellow submarine, yellow submarine  
We all live in our yellow submarine,  
Yellow submarine, yellow submarine

We all live in our yellow submarine,  
Yellow submarine, yellow submarine  
We all live in our yellow submarine,  
Yellow submarine, yellow submarine

*Twinkle, Twinkle  
Little Star* ☆



Twinkle, twinkle little star, ☆  
How I wonder what you are! ☆  
Up above the moon so high,  
Like a diamond in the sky. ☆



*Clap, Clap hands*

Clap, clap hands, one, two, three,  
Put your hands upon your knees,  
Lift them up high to touch the sky,  
Clap, clap hands and away they fly.



## CHILDREN'S FAVORITES

### If you're happy and you know it

If you're happy and you  
know it,

Clap your hands. (clap,  
clap) (2x)

If you're happy and you  
know it,

Then you really ought to  
show it.

If you're happy and you  
know it,

Clap your hands. (clap,  
clap)

2x stamp your feet

3x shout hooray!

4x do all three.

### Shoo fly don't bother me

*Chorus:*

*Shoo fly don't bother me*  
(3x)

*For I belong to somebody.*  
(Repeat)

I feel, I feel, I feel like a  
morning star (2x) So...

(chorus)

### Oh dear, what can the matter be?

*Chorus:*

*Oh dear, what can the  
matter be?*

*Dear, dear, what can the  
matter be?*

*Oh dear, what can the  
matter be?*

*Johnny's so long at the  
fair.*

(Repeat)

He promised to bring me a  
trinket to please me

And then for a smile he  
vowed he would tease me  
He promised to buy me a  
bunch of blue ribbons  
To tie up my bonnie brown  
hair

*Chorus*

Johnny's so long at the  
fair.

### Activity medley

The itsy bitsy spider went  
up the water spout

Down came the rain and  
washed the spider out

Out came the sun and  
dried up all the rain

And the itsy bitsy spider  
went up the spout again.

(Repeat)

Ring around the rosie  
Pocket full of posies

Ashes, ashes

We all fall down!

(Repeat)

One, two, buckle my shoe.

Three, four, open the door.

Five, six, pick up sticks.

Seven, eight, lay the  
straight.

Nine, ten, begin again.

(Repeat 2x) Last time:

Nine, ten, this is the end!

That's the end!

### Hush little baby

Hush little baby, don't say  
a word,

Papa's gonna buy you a  
mocking bird.

If that mocking bird don't  
sing,

Papa's gonna buy you a  
diamond ring.

If that diamond ring is

brass,

Papa's gonna buy you a  
looking glass.

If the looking glass should  
crack,

Papa's gonna buy you a  
jumping jack.

If that jumping jack won't  
hop,

Papa's gonna buy you a  
lollipop.

When the lollipop is done,  
Papa's gonna buy you

another one.

If that lollipop is all eaten  
up,

Papa's gonna buy you a  
real live pup.

And if that real live pup  
won't bark,

Papa's gonna buy you a  
horse and cart.

If that horse and cart fall  
down, you still be the  
prettiest girl in the town.

### Grandfather's clock

My grandfather's clock  
was too large for the shelf,  
So it stood 90 years on the  
floor.

It was taller by half than  
the old man himself,  
Though it weighed not a  
penny weight more.

It was bought on the morn  
on the day that he was  
born,

And was always his  
treasure and pride.

*Chorus: But it stopped  
short*

*Never to go again  
When the old man  
died.*

In watching its pendulum  
swing to and fro,  
Many hours had he spent  
while a boy,  
And in childhood and  
manhood, the clock  
seemed to know,  
And to share both his and  
his joy.

For it struck 24 when he  
entered the door with a  
blooming and beautiful  
bride,

*Chorus*

Go years without  
slumbering  
Tick - Tock - Tick - Tock  
*Chorus*

My grandfather said that of  
those he could hire,  
Not a servant so faithful he  
found

For it wasted no time and  
but had no desire  
At the close of each week  
to be wound.  
And it kept in its place, not  
a frown on its face,  
And its hands never hung  
by its side

*Chorus*

It rang an alarm in the  
dead of the night  
An alarm that for years  
had been dumb  
And we know that his  
spirit was blooming for  
flight, That his hour of  
departure had come.  
Still the clock kept the  
time with a soft and  
muffled chime  
As we silently stood by his  
side,

*Chorus*

Go years without  
slumbering,  
Tick, tock, tick - tock,  
His life seconds  
numbering,  
Tick - tock, tick - tock,  
*Chorus*

**Did you ever see a lassie?**

Did you ever see a lassie, a  
lassie, a lassie?

Did you ever see a lassie  
go this way and that?

Go this way and that way,  
this way and that way?

Did you ever see a lassie  
go this way and that?

2x laddie

3x lassie

**With apologies to mother  
goose**

Humpty Dumpty sat on a  
wall,  
Then he had a terrible fall  
And all the King's horses  
and all the King's men  
Has scrambled eggs for  
breakfast again!

*Chorus:*

Ah but, Oh no no, don't  
say I told you!  
Don't go quoting me!  
'Cause if you do, Old  
Mother Goose  
will be awfully mad at me.  
Hey little boy blue come  
blow your horn  
The sheep in the meadow,  
the cows in the corn  
Now where's that boy that  
watches the sheep?  
He's out picking flowers  
with little Bo Peep!

*Chorus*

Now little Miss Muffet,  
she sat on a tuffet.  
That's kind of a hard thing  
to do.

'Caused I looked it up, and  
there's no such word.

I think that's awfully  
strange, don't you?

*Chorus* (2x)

But if she finds out what I  
said, I ask you please,  
Kindly send along my  
apologies to Mother  
Goose.

**Over the river and  
through the woods**

Over the river and through  
the woods to  
grandmother's house we  
go.

The horse knows the way  
to carry the sleigh through  
the white and drifting  
snow-o!

Over the river and through  
the woods,  
Oh, how the wind does  
blow!

It stings the toes and bites  
the nose as over the  
ground we go.

(Repeat all)

Over the river and through  
the woods

And through the barnyard  
gate.

We seem to go extremely  
slow.

It is so hard to wait  
Over the river and through  
the woods,  
Now grandmother's cap I  
spy.

Hooray for the fun!  
Is the pudding done?  
Hooray for the pumpkin  
pie!  
(Repeat) Hooray!

### **Clementine**

In a cavern, in a canyon,  
excavating for a mine,  
Lived a miner 49'er, and  
his daughter, Clementine.

*Chorus:*

*Oh my darlin', oh my  
darlin'*

*Oh my darlin',*

*Clementine.*

*You were lost and gone  
forever.*

*Dreadful sorry.*

*Clementine.*

Light she was and like a  
feather,

And her shoes were

number 9,

Carrying boxes without  
topses,

Sandals were for

Clementine.

*Chorus*

Dro' she ducklings to the  
water

Every morning, just at 9,

Hit her foot against a  
splinter

Fell into the foaming  
brine.

*Chorus*

Ruby lies above the water  
Blowing bubbles soft and  
fine

But, alas, I was no

swimmer,

So I lost my Clementine.

*Chorus*

### **Sweet Betsy from Pike**

Oh, do you remember  
sweet Betsy from Pike?

Who crossed the wide  
prairies

With her husband Ike?

With two yoke of oxen and  
one potted hog,

A tall Shangai Rooset and  
ol'yeller dog.

*Chorus:*

Sing Tu ralley-oo-ralley-  
oo-ralley-a (2x)

The alkali desert was

burning and bare,

And Ike cried in fear, "We  
are lost, I declare!

My dear Ulphi County, I'll  
go back to you!

Said Betsy, "You'll go by  
yourself if you do".

*Chorus*

They swam the wide river  
and crossed the tall peaks.

They camped on the  
prairie for weeks upon  
weeks.

They fought with the  
Indians with musket and  
ball.

They reached California in  
spite of it all.

### **ROCK MY SOUL**

Rock my soul, in the  
bosom of Abraham (3x)

Oh, Rock my soul.

Oh Lord it's:

Too high, you can't get  
over it,

Too low, you can't get  
under it,

Too wide, you can't get  
round it,

You've got to get through  
that door.

### **Billy Boy**

Oh, where have you been,  
Billy Boy, Billy Boy?

Oh, where have you been,  
Charming Billy?

I have been to see

Coowife.

She's the joy of my life.

She's a young thing and  
cannot leave her mother.

Did she bid you to come  
in, Billy Boy, Billy Boy?

Did she bid you to come  
in, Charming Billy?

Yes, she bid me to come  
in.

There's a dimple on her  
chin,

She's a young thing and  
cannot leave her mother.

Did she offer you a chair,  
Billy Boy, Billy Boy?

Yes, she offered me a  
chair,

Billy Boy, Billy Boy?

### **MY BONNIE**

My Bonnie lies over the  
ocean

My Bonnie lies over the  
sea,

My Bonnie lies over the  
ocean,

Oh bring back my bonnie  
to me.

*Refrain:*

Bring back, oh bring back,  
Oh back my bonnie to, to  
me.

Bring back, oh bring back,  
Oh bring back my bonnie  
to me.

Last night as I lay on my

pillow,  
Last night as I lay on my  
bed,  
Last night as I lay on my  
pillow,  
I dreamt that my bonnie  
was dead.

*Refrain*

Oh, winds that blow over  
the ocean,  
Oh, winds that blow over  
the sea,  
Oh, winds that blow over  
the ocean,  
Oh, bring back my bonnie  
to me.

*Refrain*

**Michael row the boat  
ashore**

*Chorus:*

*Michael row the boat  
ashore, alleluia. (2x)*  
Sister help to trim the sail,  
alleluia. (2x)

*Chorus*

Brother lend a helping  
hand, alleluia (2x)

*Chorus*

Jordan's river is chilly and  
cold, alleluia  
Chills the body, not the  
soul, alleluia

*Chorus*

Michael row the boat  
ashore, alleluia.

**THIS OLD MAN**

This old man, he played  
one  
He played nick-nack on  
my drum  
With a nick-nack paddy-  
whack Give a dog a bone,  
This old man came rolling

home.

This old man, he played  
two  
He played nick-nack on  
my shoe...  
This old man, he played  
three  
He played nick-nack on  
my knee...

This old man, he played  
four  
He played nick-nack on  
my door...

This old man, he played  
five  
He played nick-nack on  
my hive...

This old man, he played  
six  
He played nick-nack on  
my sticks...

This old man, he played  
seven  
He played nick-nack up to  
heaven...

This old man, he played  
eight  
He played nick-nack on  
my gate...

This old man, he played  
nine  
He played nic-nack on my  
line...

This old man, he played  
ten  
He played nick-nack on  
my hen...

**BINGO**

There's was a farmer had a  
dog  
And Bingo was his name -  
o.  
B-I-N-G-O, B-I-N-G-O,  
B-I-N-G-O,  
And Bingo was his name.

There was a farmer had a  
dog  
And Bingo was his name-  
o.  
\*-I-N-G-O, \*-I-N-G-O, \*-  
I-N-G-O,  
And Bingo was his name.  
\* \*-N-G-O  
\* \*-G-O  
\* \*-O  
\* \*-O, And Bingo was  
his name.

**THE MUSIC MAN**

I'm a music man, I come  
from fairyland  
And I can play...  
-What can you play?

Oh, the pia, pia, piano, the  
piano, the piano.  
The pia, pia, piano, the pia,  
piano.

Oh, the vio, vio, violin, the  
violin.  
The vio, vio, violin, the  
vio, violin.

Oh, the picco, picco,  
piccolo, the picollo, the  
piccolo.

Oh, the xylo, xylo,  
xylophone, the xylophone,

the xylophone.

Oh, the um-tiddly-um-pum  
big bass drum, big bass  
drum, big bass drum.

### **ROLL OVER**

There were five in the bed  
and the little one said:  
"Roll over! Roll over!"  
So they all rolled over and  
one fell out,

There were four in the  
bed...  
There were three in the  
bed...  
There were two in the  
bed...  
There was one in the bed  
and the little one said:  
"Roll over! Roll over!"  
So he rolled over and he  
fell out,

There was none in the bed  
and the little one said:  
"Aah! Good night!"

### **THE MUFFIN MAN**

Do you know the muffin  
man,  
The muffin man, the  
muffin man?  
Do you know the muffin  
man  
Who lives down Drury  
Lane?

Yes, I know the muffin  
man,  
The muffin man, the  
muffin man.  
Yes, I know the muffin  
man

Who lived down Drury  
Lane.

We all know the muffin  
man,  
The muffin man, the  
muffin man. We all know  
the muffin man  
Who lives down Drury  
Lane.

### **THE ORCHESTRA**

The violin's ringing,  
With a lovely singing.  
The violin's ringing,  
With lovely song.

The clarinet, the clarinet  
Goes doo-a-doo-a-doo-a-  
doo-a-det.  
The clarinet, the clarinet  
Goes doo-a-doo-a-doo-a-  
doo-a-det.

The horn, the horn,  
That wakes us at morn  
(2x)

The trumpet is singing,  
Ta-tat tata tata , tat,  
tata tata tata.

The trumpet is singing,  
Ta-tat tata tata tata, ta.

The drum plays on one  
note,  
And also on two notes.  
Five, one, one, five,  
Five, five, five, five, one.

### **ANGELS**

*Refrain:*  
All night, all day,  
Angels watching over me,  
my Lord.

All night, all day,  
Angels watching over me.

Now I lay me down to  
sleep.  
Angels watching over me,  
my Lord.  
Pray the Lord my soul to  
keep.  
Angels watching over me.

### *Refrain*

If I die before I wake.  
Angels watching over me,  
my Lord.  
Pray the Lord my soul to  
take.  
Angels watching over me.

### *Refrain*

### **ARE YOU SLEEPING?**

Are you sleeping? Are you  
sleeping?  
Brother John, Brother  
John?  
Morning bells are ringing,  
Morning bells are ringing,  
Ding, Dang, Dong! Ding,  
Dang, Dong!

### **CHEWING GUM**

My mother gave me a  
penny  
To buy a candy  
I didn't buy a candy  
I bought some chewing -  
gum  
*Refrain:*  
Yum yum yum yum yum,  
chewing- gum  
Yum yum yum, chewing  
gum (2x)



My mother gave a nickel  
To buy a pickle  
I didn't buy a pickle  
I bought some chewing-  
gum  
*Refrain*

Chew-chew-chew-chew-  
chew-chewing-gum  
Oh, I love chewing-gum  
Chew-chew-chew-chew-  
chew-chewing-gum  
I chew that chewing gum  
*Refrain*

### THE ANIMALS WENT IN TWO BY TWO

The animals went in two  
by two, hurrah, hurrah,  
The animals went in two  
by two, hurrah, hurrah,  
The elephant and the  
kangaroo,  
And they all went into the  
ark  
For to get out of the rain.

The animals went in three  
by three, hurrah, hurrah,  
The animals went in three  
by three,  
The wasp, the ant and the  
bumble bee,  
And they all went into the  
ark  
For to get out of the rain.  
The animals went in four  
by four, hurrah, hurrah,  
The animals went in four  
by four, hurrah, hurrah,  
The animals went in four  
by four,  
The big hippopotamus  
stuck in the door  
And all they went into the

ark  
For to get out of the rain.

### THE HOKEY POKEY

You put your right hand in,  
your right hand out,  
Your right hand in and you  
shake it all about,  
You do the Hokey Pokey  
and you turn around,  
That's what it's all about.  
*Refrain:*  
*Oh, Hokey Pokey Pokey*  
*(3x)*  
*And that's what it's all*  
*about.*

You put your left hand  
in...  
*Refrain*  
You put your right foot  
in...  
*Refrain*  
You put your left foot in...  
*Refrain*  
You put your whole self  
in...  
*Refrain*

### HE'S GOT THE WHOLE WORLD IN HIS HANDS

He's got the whole world  
in His hands (4x) He's got  
you and me, brother, in  
His hands...  
He's got you and me,  
sister, in His hands...  
He's got the little bitty  
babies, in His hands...  
He's got the whole world  
in His hands (8x)

### ONE MAN WENT TO MOW

One man went to mow,  
Went to mow a meadow,  
One man and his dog,  
Went to mow a meadow.

Two men went to mow,  
Went to mow a meadow,  
Two men, one man and his  
dog,  
Went to mow a meadow.

Three men went to mow...  
Four men went to mow...  
Five men went to mow...

### THE ALPHABET SONG

A B C D E F G H I J K L  
M N O P Q R S T U V W  
X Y and Z.  
Now I know my A B C  
Next time won't you sing  
with me?

### LONDON'S BURNING

London's burning,  
London's burning,  
Fetch the engines, Fetch  
the engines,  
Fire! Fire! Fire! Fire!  
Pour on water, pour on  
water.

## God Only Knows

I may not always love you, but long as there are stars above you  
You never need to doubt it, I'll make you so sure about it  
God only knows what I'd be without you

If you should ever leave me, though life would still go on believe me  
The world could show nothing to me, so what good would living do me  
God only knows what I'd be without you



### Piece of My Heart

How can this happen? I don't understand. Falling in love was just not in my pain.  
But I want you to know you just got a piece of my heart

I've been through the changes, I've gone through the pain.  
I've told myself I would never do this again,  
But I want you to know, etc.

'Cause love has been a stranger, love has been cruel, love made me feel like the  
world's one and only fool,  
And I promised myself I would never trust my heart gain, oh

I've fought to be free, I can't believe I would let this happen to me,  
But I want you to know, etc.

Tell me where did you come from, tell me who sent you here, whatever the reason  
girl God made the message clear  
'Cause nobody else could make me feel the way that you do ( I just got to say)

That my love is over, my story's true, I've finally realized I want to spend my life  
with you  
'Cause you are the one that changed the way I feel and I swear I know this time it's  
real

Never in my lifetime, in my wildest dreams could I ever have imaged the love that  
you brought to me  
You are the one that changed the way I feel

### *Five Little Monkeys*

Five little monkeys jumping on the bed,  
One fell off and bumped his head.  
Mommy phoned the doctor and doctor said,  
"No more monkeys jumping on the bed!"

Four little monkeys...

Three little monkeys...

Two little monkeys...

One little monkey...

### *Head, Shoulders, Knees and Toes*



Head, shoulders, knees  
And toes, knees and toes,  
Head, shoulders, knees

And eyes and ears  
And mouth and nose  
Head, shoulders, knees  
And toes, knees and toes.

Sing slow at first, then faster.



### *A Happy Family*



I love mother  
She loves me  
We love father  
Yes, siree, he loves us  
And so you see  
We are a happy family



I love nature  
It loves me  
We love seasons  
Yes, siree  
They love us  
And so you see  
We are a happy family



*Sorrow*

Sorrow, sorrow, sorrow  
Sorrow, sorrow, sorrow  
We will miss you  
Ever miss you  
Sorrow, sorrow, sorrow

Good-bye

Thank you

Good-bye, good-bye, good-bye  
Good-bye, good-bye, good-bye  
We will miss you  
Ever miss you  
Good-bye, good-bye, good-bye


Thank you, thank you, thank you  
Thank you, thank you, thank you  
We will miss you  
Ever miss you  
Thank you, thank you, thank you





*Way You Do The Things You Do*  
The Temptations

Peak position #11

You've got a smile so bright  
You know, you could've been a candle  
I'm not holding you so tight  
You know, you could've been a handle  
The way you swept me off my feet  
You know, you could've been a broom  
The way you smell so sweet  
You know, you could've been some perfume  
Well, you could've been anything  
That you wanted to and I can tell  
The way you do the things you do  
(The way you do the things you do,  
The way you do the things you do)

As pretty as you are  
You know, you could've been a flower  
If good looks can cause a minute  
You know that you could be an hour

The way you stole my heart  
You know, you could've been a cool crook  
And baby, you're so smart  
You know, you could've been a schoolbook   
Well, you could've been anything  
That you wanted to and I can tell  
The way you do the things you do  
(The way you do the things you do,  
The way you do the things you do)

 You made my life so rich  
You know, you could've been some money  
And baby, you're so sweet   
You know, you could've been some honey  
Well, you could've been anything  
That you wanted to and I can tell  
The way you do the things you do   
(The way you do the things you do,  
The way you do the things you do)  
You really swept me off my feet  
(The way you do the things you do)  
You made my life complete  
(The way you do the things you do)  
 You made my life so bright  
(The way you do the things you do)  
You make me feel all right...

### *I Lay My Life On You*

Just a smile and the rain is gone, can hardly believe that, yeah,  
There's an angel standing next to me, reaching for my heart  
Just a smile and there's no way back, can hardly believe that, yeah,  
But there's an angel calling me, reaching for my heart  
So then I'll be your king now, this time it's real

I lay my life on you, it's all I want to do  
Every time I breathe I feel brand new  
You opened up my heart, show me all your love  
And walk right through, as I lay my life on you

I was lost in a lonely place, could hardly believe it, yeah, yeah,  
Holding on to yesterday far too long,  
I believe it's OK, 'cause this time it's real

I never knew that love could feel so good,  
Like once in a lifetime you changed my world  
I lay my life on you, you make me feel brand new  
Show me your love and walk right through  
As I lay my life on you

*My All*  
*Mariah Carey*

I'm thinking of you  
In my sleepless solitude tonight  
If it's wrong to love you  
Then my heart just won't let me be right  
'Cause I've drowned in you  
And I won't pull through  
Without you by my side

I'd give my all  
To have just one ore night with you  
I'd risk my life  
To feel your body next to mine  
'Cause I can't go on  
Living in the memory of our song  
I'd give my all  
For your love tonight

Baby, can you feel me  
Imagining I'm looking in your eyes  
I can see you clearly  
Vividly emblazoned in my mind  
And yet you're so far  
Like a distance star  
I'm wishing on tonight

I'd give my all  
To have just one ore night with you  
I'd risk my life  
To feel your body next to mine  
'Cause I can't go on  
Living in the memory of our song  
I'd give my all  
For your love tonight



*Shape Of My Heart*  
*Backstreet Boys*

Baby, please try to forgive me,  
Stay here, don't put out the glow  
Hold me now, don't bother  
If every second it makes me weaker,  
You can save me from the man that I become,  
Oh, yeah,

Looking back on the things I've done  
I was trying to be someone,  
Who played my part,  
Kept you in the dark  
Now let me show you the shape of my heart

Sadness is beautiful  
Loneliness is tragical,  
So heal me  
I can't win this war,  
Touch me now, don't bother  
If every second it makes me weaker,  
You can save me from the man that I become

I'm here with my confession  
Got nothing to hide no more  
I don't know here to start  
But to show you the shape of my heart

I'm looking back on things I've done  
I never want to play the same all part  
Or keep you in the dark  
Now let me show you the shape of my heart

*This I Promise You*  
*N'Sync*

When the visions around you,  
Bring tears to your eyes  
And all that surround you  
Are secrets and lies  
I'll be your strength,  
I'll give you hope,  
Keeping your faith when it's gone  
The one you should call

Was standing here all long ...

And I will take  
You in my arms  
And hold you right where you belong  
Till the day my life is through  
This I promise you

I've loved you forever  
In lifetimes before  
And I promise you never  
Will you hurt anymore  
I give you my word  
I give you my heart  
This is the battle we've won  
And with this vow  
Forever has now begun

Just close your eyes  
Each loving day  
I know this feeling won't go away  
Till the day my life is through  
This I promise you

Over and over I fall  
When I hear you call  
Without you in my life, baby,  
I just wouldn't be leaving at all

Just close your eyes  
Each loving day  
I know this feeling won't go away  
Every word I say is true  
This I promise you

***Tell Him***

***Celine Dion, Barbara Streisand***

I'm scared, so afraid to show I care  
Will he think me weak if I tremble when I speak  
Oooh- what if there's another one he's thinking of  
Maybe he's in love, I'd be like a fool  
Life can be so cruel, I don't know what to do

I've been there with my heart out in my hand

But what you must understand  
You can't let the chance  
To love him pass you by

Should I  
Tell him  
Tell him that the sun and moon rise in his eyes  
Reach out to him and whisper  
Tender words so soft, and sweet  
Hold him close to feel his heart beat  
Love will be the gift you give yourself

Touch him with the gentleness you feel inside  
Your love can't be denied  
The truth will set you free  
You'll have what's meant to be  
And in time you'll see

I love him of that much I can be sure  
I don't think I can endure  
If I let him walk away  
When I have so much to say

I'll  
Tell him  
Tell him that the sun and moon rise in his eyes  
Reach out to him and whisper  
Tender words so soft, and sweet  
Hold him close to feel his heart beat  
Love will be the gift you give yourself

Love is light that surely glows  
In the hearts of those who know  
It's steady flame that grows  
Feed the fire with all the passion  
You can show  
Tonight love will assume it's place  
The memory time cannot erase  
Blind faith will lead love where it has to go  
Never let him go

*Sometimes*  
*Britney Spears*

You tell me you're in love with me  
Like you can't take your pretty eyes away from me

It's not that I don't wanna stay  
But every time you come too close I move away

I wanna believe in everything that you say  
'Cause it sounds so good  
But if you really want me, move slow  
There's things about me you just have to know

Chorus:  
Sometimes I run  
Sometimes I hide  
Sometimes I'm scared of you  
But all I really want is to hold you tight  
Treat you right, be with you day and night  
Baby all I need is time

I don't wanna be so shy  
Every time that I'm alone I wonder why  
Hope that you will wait for me  
You'll see that you're the only one for me

I wanna believe in everything that you say  
'Cause it sounds so good  
But if you really want me, move slow  
There's things about me you just have to know

Chorus:  
I'll just hang around and you'll see  
There's nowhere I'd rather be  
If you love me, trust in me  
The way that I trust in you

Chorus 2x

*I Will Still Love You*  
*Britney Spears*

Time may take us apart, but I will still love you, I promise.

And when the stars, stars are falling  
I'll keep calling

I promise that you'll be my one, my only everything  
I'll never be untrue  
And I promise that for all your love I will do anything

I will give you the stars, I will buy you the moon

Even through the longest of our nights

And even through the darkest days

Our love will find a way

Chorus:

And when the stars are falling

I'll keep calling

I will still love you

And when your dreams are fading

I'll be waiting

I will still love you

You were my summer breeze, my winter sun, my

springtime soul (springtime soul), my autumn touch of gold Yeah

And you were my sky, my rain, the earth in which my love goes strong

The smile of my heart and the breath of my soul

Even if we find ourselves apart

We will hold our hopes and dreams

Forever in our hearts

Chorus

Tell me how you feel

I finally know how love feels

Tell me if its real

And my heart tells me its real

So real, So real

Chorus

Time may take us apart, that's true

But I will always be there for you

You're in my heart, you'll be in my dreams

No matter how many miles we've seen

I promise you that I won't forget

The day we kissed or the day we met

The sky may fall and the stars may tilt

But I will still, I will still Love you

Chorus

*I just called to say I love you*  
No New Year's Day to celebrate  
No chocolate covered candy cards to give away  
No first of spring, no songs to sing  
In fact it's just another ordinary day  
No April rain, no flower's bloom  
No wedding Saturday within the month of June  
But what it is is something true  
Made up of these three words that I must say to you

I just called to say I love you  
I just called to say how much I care  
I just call to say I love you  
And I mean it from the bottom of my heart

No summer time, no warm July  
No harmless moon to light one tender August night  
No autumn breath, no falling leaves  
Not even time for birds to fly to seventh sky  
No libra sun, no Halloween  
No giving thanks to other Christmas joy you bring  
But what it is, so old so new  
To feel your heart like nor three words that ever knew

I just called to say I love you  
I just called to say how much I care  
I just call to say I love you  
And I mean it from the bottom of my heart

*Born to make you happy*  
*Britney Spears*

I'm sitting here alone up in my room  
And thinking about the times that we've been through (oh my love)  
I'm looking at a picture in my hand  
Trying my best to understand  
I really wanna know what we did wrong  
With the love that felt so strong  
If only you were here tonight  
I know that we could make it right

I don't know how to live without your love  
I was born to make you happy  
'Cause you're the only one within my heart  
I was born to make you happy



Always and forever you and me  
That's the way our life should be  
I don't know how to live without your love  
I was born to make you happy

I know I've been a fool since you've been gone  
I'd rather give it up then carry on (oh my love)  
'Cause living in a dream of you and me  
Is not the way my life should be  
I don't wanna cry a tear for you  
So forgive me if I do  
If only you were here tonight  
I know that we could make it right

I don't know how to live without your love  
I was born to make you happy  
'Cause you're the only one within my heart  
I was born to make you happy  
Always and forever you and me  
That's the way our life should be  
I don't know how to live without your love  
I was born to make you happy

I'd do anything  
I'd give you my world  
I'd wait forever to be your girl  
Just call out my name (just call out my name)  
I will be there (and I will be there)  
Just to show you how much I care

I don't know how to live without your love  
I was born to make you happy  
'Cause you're the only one within my heart  
I was born to make you happy  
Always and forever you and me  
That's the way our life should be  
I don't know how to live without your love  
I was born to make you happy

I was born to make you happy

Always and forever you and me  
That's the way our life should be  
I don't know how to live without your love  
I was born to make you happy

## **WHEN THE SMOKE IS GOING DOWN**

*Scorpions*

Just when you make your way back home  
I find some time to be alone

I go to see the place once more  
Just like a thousand nights before

I climb the stage again this night  
Cause the place seems still alive  
When the smoke is going down

This is the place where I belong  
I really love to turn you on  
I've got your sound still in my ears  
While your traces disappear

I climb the stage again this night  
Cause the place seems still alive  
When the smoke is going down

I climb the stage again this night  
Cause the place seems still alive  
When the smoke is going down  
When the smoke is going down  
When the smoke is going down

## **LIVING FOR TOMORROW**

*Scorpions*

I'm still living for tomorrow  
I'm living for today

Let's make this world  
A better place to live  
Start to take  
Start to give

Love's got the power  
To get it done  
To stop the pain  
Of a killing gun

And even if you say  
We're gonna die today

I'm still living for tomorrow  
I'm living for today  
Cause love will find a way my friend  
Whatever it will take  
I'm still living for tomorrow  
I'm living for today  
Why don't we try today my friend  
To make this world a better place

Let's make this life  
A better life to live  
Stop to hate  
Learn to forgive  
Even power can kill  
The human race  
If we gave life  
A human face (a human face)

And even if you say  
We're gonna die today  
I'm still living for tomorrow  
I'm living for today  
Cause love will find a way my friend  
Whatever it will take  
I'm still living for tomorrow  
I'm living for today  
Why don't we try today my friend  
To make this world a better place (a better place)

And even if you say  
We're gonna die today  
I'm still living for tomorrow  
I'm living for today  
Cause love will find a way my friend  
Whatever it will take  
I'm still living for tomorrow  
I'm living for today  
Why don't we try today my friend  
To make this world a better place

I'm still living for tomorrow

*From The Bottom Of My Broken Heart*

*Britney Spears*

"Never look back," we said  
How was I to know I'd miss you so?  
Loneliness up ahead,  
Emptiness behind  
Where do I go?

And you didn't hear  
All my joy through my tears  
All my hopes through my fears  
Did you know, still I miss you somehow?

Chorus:  
From the bottom of my broken heart  
There's just a thing or two I'd like you to know  
You were my first love,  
You were my true love  
From the first kisses to the very last rose  
From the bottom of my broken heart  
Even through time may find me somebody new  
You were my real love  
I never knew love  
'til there was you  
From the bottom of my broken heart

"Baby," I said,  
"Please stay.  
Give our love a chance for one more day"  
We could have worked things out  
Taking time is what love's all about

But you put a dart  
Through my dreams  
Through my heart  
And I'm back where I started again  
Never thought it would end

Chorus  
You promised yourself  
But to somebody else  
And you made it so perfectly clear

Still I wish you were here

Chorus

"Never look back," we said  
How was I to know I'd miss you so?

*Unbreak My Heart*  
*Tony Brakstone*

Don't leave in all this pain  
Don't leave me out in the rain  
Come back and bring back my smile  
Come back and take these tears away  
I need your arms to hold me now  
The nights are so unkind  
Bring back those nights when I held you beside me

Unbreak my heart  
Say you love me again  
Undo this hurt you caused  
When you walked out the door and walked out of my life  
Uncry these tears  
I cried so many nights  
Unbreak my heart, my heart

Take back that sad word goodbye  
Bring back the joy to my life  
Don't leave me here with these tears  
Come and kiss the pain away  
I can't forget the day you left  
Time is so unkind  
And life is so cruel without you here beside me

Unbreak my heart  
Say you love me again  
Undo this hurt you caused  
When you walked out the door and walked out of my life  
Uncry these tears  
I cried so many nights  
Unbreak my heart, my heart

Don't leave me in all this pain  
Don't leave me out in the rain  
Unbreak my heart

Bring back the nights when I held you beside me

Unbreak my heart

Say you love me again

Undo this hurt you caused

When you walked out the door and walked out of my life

I cried so many nights

Unbreak my heart, my heart

Come back and say you love me

Unbreak my heart sweet darling

### Fields Of Gold

#### Sting

You'll remember me when the west wind moves

Upon the fields of barley

You'll forget the sun in his jealous sky

As we walk in fields of gold

So she took her love for to gaze awhile

Upon the fields of barley

In his arms she fell as her hair came down

Among the fields of gold

Will you stay with me, will you be my love

Among the fields of barley?

We'll forget the sun in his jealous sky

As we lie in fields of gold

See the west wind move like a lover so

Upon the fields of barley

Feel her body rise when you kiss her mouth

Among the fields of gold

I never made promises lightly

And there have been some that I've broken

But I swear in the days still left

We'll walk in fields of gold

We'll walk in fields of gold

Many years have passed since those summer days

Among the fields of barley

See the children run as the sun goes down

Among the fields of gold

You'll remember me when the west wind moves

Upon the fields of barley

You can tell the sun in his jealous sky



When we walked in fields of gold  
When we walked in fields of gold  
When we walked in fields of gold

When you believe  
Whitney Houston and Mariah Carey

Many nights we pray  
With no proof anyone could hear  
And our hearts a hopeful song  
We barely understood  
Now we are not afraid  
Although we know there's much to fear  
We were moving mountains long  
Before we know we could

There can be miracles  
When you believe  
Though hope is frail  
It's hard to kill  
Who knows what miracles  
You can achieve  
When you believe  
Somehow you will  
You will when you believe  
In this time of fear  
When prayers so often proves in vain  
Hope seems like the summer birds  
Too swiftly flown away  
And now I'm standing here  
My heart's so full I can't explain  
Seeking faith and speaking words  
I never thought I'd say

There can be miracles  
When you believe  
Though hope is frail  
It's hard to kill  
Who knows what miracles  
You can achieve  
When you believe  
Somehow you will  
You will when you believe

There don't always happen when you ask

And it's easy to give into your fear  
But when you're blinded by your pain  
Can't see your way so through the rain  
Thought of a still resilient voice  
Says love is very near

***I have a dream***

**ABBA**

I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder  
Of a fairy tale  
You can take the future  
Even if you fail  
I believe in angels  
Something good in everything I see  
If believe in angels  
When I know the time is right for me  
I'll cross the stream  
I have a dream  
I have a dream, a fantasy  
To help me trough reality  
And my destination  
Makes it worth the while  
Pushing through the darkness  
Still another mile  
I believe in angels  
Something good in everything I see  
I believe in angels  
When I know the time is right for me  
I'll cross the stream  
I have a dream  
I'll cross the stream  
I have a dream  
I have a dream, a song to sing  
To help me cope with anything  
If you see the wonder  
Of a fairy tale  
You can take the future  
Even if you fail  
I believe in angels  
Something good in everything I see  
If believe in angels  
When I know the time is right for me

I'll cross the stream  
I have a dream  
I'll cross the stream  
I have a dream

***My Heart Will Go ON***  
***Celine Dion***

Every night in my dreams  
I see you, I feel you  
That is how I know you go on  
Far across the distance and spaces between us  
You have come to show you go on

Near, far, wherever you are  
I believe that the heart does go on  
Once more you open the door  
And you're here in my heart and my heart will go on and on

Love can touch us one time and last for a life time  
And never let go 'til we're gone  
Love was when I loved you one true time I hold to  
In my life will always go on

Near, far, wherever you are  
I believe that the heart does go on  
Once more you open the door  
And you're here in my heart and my heart will go on and on

You're here, there's nothing I fear  
And I know that my heart will go on  
We'll stand forever, this way  
You are safe in my heart and my heart will go on and on

***I Have Nothing***  
***Whitney Houston***

Share my life  
Take me for what I am  
'Cause I'll never change all my colors for you  
Take my love  
I'll never ask for too much  
Just all that you are  
And everything that you do

I don't really need to look

Very much further  
I don't want to have to go  
Where you don't follow  
I'm holding back again  
This passion inside  
Can't run from myself  
There's nowhere to hide

Don't make me close one more door  
I don't want to hurt anymore  
Stay in my arms if you dare  
Must I imagine you there?  
Don't walk away from me  
I have nothing, nothing, nothing  
If I don't have you

You see through  
Right to the heart of me  
You break down my walls  
With the strength of your love  
Uhh, I never knew  
Love like I know it with you  
Will our memory survive?  
Uhh, one I can hold on to  
Don't walk away from me- 2 t.  
Don't you dare walk away from me

***Tender Heart***  
***Lionel Richie***

Every night and every day my heart feels the pain  
I wake up to the thought of you and I call your name  
No one ever made me feel the way you do  
Nothing in this world I wouldn't do for you  
But now I've got to let go

We don't stand a chance in this wild romance my tender heart  
Maybe it's wiser to walk away and love again with my tender heart  
We don't stand a chance in this wild romance oh it hurts so bad  
Knowing that I'm not the one you want I can't hold on to my tender heart

I never thought I would be the one who would play the fool  
But I know love can feel so good and can be so cruel  
It's clear to me the writing is on the wall  
It's clear to me that you don't really love me at all

And I can't go on this way

Chorus

I'm standing at the door, don't need this hurt no more  
I'm crying out in vain, 'cause you don't feel my pain

Maybe it was always gonna be this way  
Maybe I'll look back and understand some day  
But now I've got to say

Chorus

### **Bob Bop Baby Westlife**

Mom always said nothing would break me  
Or lead me astray  
Who would have guessed I'd let my mind drift so far away  
You always said I was a dreamer, now instead  
I'm dreaming of things that-s making my mind go crazy  
Small things, like

When I call you at home and he answers the phone  
Or I get your machine and I don-t hear me  
When I lie in my bed with the thoughts in my head  
When we danced and we sang and we laughed all night  
Ooh, da bop bop baby, please, don-t let me go  
Can-t live my life this way  
Ooh, da bop bop baby, please, just let me know  
And put my mind at ease for sure

On a love train, twenty odd years now  
I got off today  
But nobody said the stop that I-ve taken  
Was a stop too late  
Now I-m alone, I-m thinking of stupid, hurtful  
Small things, like

When I call you at home and he answers the phone  
Or I get your machine and I don-t hear me  
When I lie in my bed with the thoughts in my head  
When we danced and we sang and we laughed all night

Ooh, da bop bop baby, please, don-t let me go

Can-t live my life this way  
Ooh, da bop bop baby, please, just let me know  
And put my mind at ease for sure

Maybe it-s time to say good bye  
Maybe it-s time to let this fly  
This is when we must set things right  
Now that we-ve gone our separate ways  
I just can-t live these desperate days  
This is what I-ve been trying to say

Ooh, da bop bop baby, please, don-t let me go  
Can-t live my life this way  
Ooh, da bop bop baby, please, just let me know  
Put my mind at ease for sure

Ooh, da bop bop baby, please, don-t let me go  
Can-t live my life this way  
Ooh, da bop bop baby, please, just let me know  
And put my mind at ease for sure

Ooh, da bop bop baby, please, don-t let me go  
Can-t live my life this way  
Ooh, da bop bop baby, please, just let me know  
Put my mind at ease for sure

Ooh, da bop bop baby, please, don-t let me go  
Can-t live my life this way  
Ooh, da bop bop baby, please, just let me know  
And put my mind at ease for sure

(chorus )

*Family Portrait*  
*Pink*

Mama please stop cryin'  
I can't stand the sound  
Your pain is painful  
and it's tearin' me down

I hear glasses breaking  
As I sit up in my bed  
I told dad you didn't mean  
Those nasty things you said



You fight about money  
'bout me and my brother  
And this I come home to  
This is my shelter

It ain't easy, growin' up in World War 3  
Never knowin' what love could be  
You'll see, I don't want love to destroy me  
Like it has done my family

Can we work it out?  
Can we be a family?  
I promise I'll be better  
Mommy I'll do anything  
Can we work it out?  
Can we be a family?  
I promise I'll be better  
Daddy please don't leave

Daddy please stop yellin'  
I can't stand the sound  
Make mama stop cryin'  
'Cause I need you around  
My mama she loves you  
No matter what she says it's true  
I know that she hurts you  
But remember I love you too!

I ran away today, ran from the noise  
Ran away (ran away)  
Don't wanna go back to that place  
But don't have no choice, no way

It ain't easy, growin' up in World War 3  
Never knowin' what love could be  
But I've seen, I don't want love to destroy me  
Like it did my family

Can we work it out?  
Can we be a family?  
I promise I'll be better  
Mommy I'll do anything  
Can we work it out?  
Can we be a family?  
I promise I'll be better

Daddy please don't leave

In our family portrait  
We look pretty happy  
Let's play pretend,  
and act like it Comes naturally  
I don't wanna have to split the holidays  
I don't want two addresses  
I don't want a stepbrother anyways  
And I don't want my mom to have to change her last name

In our family portrait  
We look pretty happy  
We look pretty normal  
let's go back to that  
In our family portrait  
We look pretty happy  
Let's play pretend,  
act like goes Comes naturally

In our family portrait  
We look pretty happy  
We look pretty normal  
let's go back to that  
In our family portrait  
We look pretty happy  
Let's play pretend, act like it  
Comes naturally  
(can we work it out)  
(can we be a family)  
(promise ill be better)  
(mom ill do anything)  
(can we work it out)  
(can we be a family)  
(promise ill be betta)  
(dady please dont leave)

In our family portrait  
We look pretty happy  
We look pretty normal  
let's go back to that  
In our family portrait  
We look pretty happy  
We look pretty normal  
let's go back to that

Daddy don't leave... daddy don't leave  
Daddy don't leave... daddy don't leave  
Daddy don't leave... daddy don't leave  
Turn around please  
Daddy don't leave... daddy don't leave  
Remember the night you left  
You took my shining star  
Daddy don't leave... daddy don't leave  
Daddy don't leave...

Mom I'll be nicer  
I'll be so much better  
I'll tell my brother  
I won't spill the milk at dinner  
I'll be so much better  
I'll do everything right  
I'll be your little girl forever  
I'll go to sleep at night

**Quit Playing Games With My Heart**  
**Backstreet Boys**

Baby...Ooh...  
Even in my heart, I see  
You're not being true to me  
Deep within my soul, I feel  
Nothing's like it used to be  
Sometimes I wish I could  
Turn back time  
Impossible as it may seem  
But I wish I could  
So bad, baby  
Quit playing games with my heart

Chorus  
Quit playing games with my heart  
Before you tear us apart (with my heart)  
Quit playing games with my heart  
I should've know from the start  
You know you've gotta stop (from my heart)  
You're tearing us apart (my heart)  
Quit playing games with my heart

I live my life the way

To keep you coming back to me  
Everything I do  
Is for you  
So what is it that you can't see  
Sometimes I wish I could  
Turn back time  
Impossible as it may seem  
But I wish I could  
So bad, baby you'd better quit playing games with my heart

Chorus

Quit playing games with my heart  
Before you tear us apart (with my heart)  
Quit playing games with my heart  
I should've know from the start  
You know you've gotta stop (from my heart)  
You're tearing us apart (my heart)  
Quit playing games with my heart

Quit playing games  
Baby, baby  
The love that we had was so strong  
Don't leave hangin' here forever  
Oh baby, baby this is not a lie  
Let's stop this tonight

Baby, ohh, quit playing games  
Nah nah nah nah nah nah nah  
Nah nah nah nah nah baby  
Nah nah nah nah

Sometimes I wish I could  
Turn back time  
Impossible as it may seem  
But I wish I could  
So bad baby  
Quit playing games with my heart

Chorus

Quit playing games with my heart  
Before you tear us apart (with my heart)  
Quit playing games with my heart  
I should've know from the start  
You know you've gotta stop (from my heart)  
You're tearing us apart (my heart)

Quit playing games with my heart  
Quit playing games  
Nah nah nah nah nah nah nah  
Nah nah nah nah nah baby  
Nah nah nah nah  
Quit playing games with my heart  
With my heart, with my heart  
With my heart, with my heart

*More Than That*  
*Backstreet Boys*

I can see that you've been crying  
You can't hide it with a lie  
What's the use in your denying  
That what you have is wrong  
I heard him promise you forever  
But forever's come and gone  
Baby, he would say whatever  
It takes to keep you blind  
To the truth between the lies, oh...

CHORUS

I will love you more than that  
I won't say the words  
Then take them back  
Don't give loneliness a chance  
Baby listen to me when I say  
I will love you more than that

Baby, you deserve much better  
What's the use in holding on  
Don't you see it's now or never  
'Cause I just can't be friends  
Baby knowing in the end that...

CHORUS - repeat

There's not a day that passes by  
I don't wonder why we haven't tried  
It's not too late to change your mind  
So take my hand, don't say good bye  
I will love you more than that  
I won't say the words  
Then take them back  
Ohh...  
CHORUS - repeat

*What Took You so Long*  
*Emma Bunton*

Yeah, yeah, yeah  
Oh talk to me, can't you see  
I'll help you work things out  
Oh don't wanna be your enemy  
And I don't wanna scream and shout

'Cause baby I believe in honesty  
A man that's strong and true  
I shouldn't have to say now baby  
That I believe in you

What took you so long  
What took you all night  
What took you forever to see I'm right  
You know I treat you so good  
I make you feel fine  
And no I'll never give it up this time  
No, no, no

Oh you touched my heart, right from the start  
You didn't know what to say  
But honey understand, when you take my hand  
Everything's Okay

Cos baby I believe reality  
It's never far away  
I've had enough, so listen baby  
I've got something to say

What took you so long  
What took you all night  
What took you forever to see I'm right  
You know I treat you so good  
I make you feel fine  
You know I'll never give it up this time

What took you so long (what took you so long)  
What took you all night (what took you all night)  
What took you forever to see I'm right  
You know I treat you so good (I treat you so good)  
I make you feel fine (I make you feel fine)  
You know I'll never give it up this time

No, no, no

(No, no, no)

Oh who are

No, no, no (no, no, no)

Oh who are

Baby I believe in honesty

A man that's strong and true

I shouldn't have to say now baby

That I believe in you

What took you so long

What took you all night

What took you forever to see I'm right

You know I treat you so good

I make you feel fine

You know I'll never give it up this time

What took you so long (what took you so long)

What took you all night (what took you all night)

What took you forever to see I'm right

You know I treat you so good (I treat you so good)

I make you feel fine (I make you feel fine)

You know I'll never give it up this time

No, no, no



## LITERATURE

### 1. Read to Me Grandma

Stories, songs and rhymes for you to enjoy together.

BARNES & NOBLE, BOOKS NEW-YORK

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2. Paul McCartney
3. Madonna & Rick Nowels
4. Per Gessle
5. [www.lyrics.com](http://www.lyrics.com)
6. [www.bsb.com](http://www.bsb.com)
7. [www.britneyspears.com](http://www.britneyspears.com)
8. Howie Dorough, Calum MacColl/Andrew Fromm

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