

Methodology Course Resources

Here are many extra ideas based on what you have learnt throughout the methodology course to help make your classes more fun, varied and interesting. Make sure you think about your students' level, age, ability and interests when choosing what to use, but you will find many activities here you can adapt and use in your lessons.

Also, don't be afraid to take these ideas and adapt them to fit your lesson plan structures. Many of the activities can be used as icebreakers and fillers, or you can take a game and adapt it to a practice (controlled) activity if structuring a PPP lesson.

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Games

Relay Race

Objective of the game:

To recycle vocab from the last lesson.

Prepare the board:

Put a column on the board for each team.

Prepare the students:

Get students in teams to stand behind a line (a few metres from the board) in single file. The first student of each team has a coloured pen. Every team has a different colour.

Rules of the game:

When the teacher says go, the first student has to run to the board and write a word from the last lesson in their team's column. Then run back to the next person in their team and pass the pen. This next person has to run to the board and so on. Students get 10 points for each word but only 5 points if another team has the same word.

Keep the game going till you see they are running out of ideas then ask them to stop and sit down. Then altogether count the points.

Other ways to play this:

Instead of words, you could ask them to write down things they remember from classes last week, month or even term: rules of grammar or punctuation etc.

This is a great way to recycle and start a new lesson. It's fun, dynamic and gets them focusing on the language you want.

Brainstorming

Brainstorming gets students interested in the theme of your lesson. It also gets them interacting and engaged in the language. There are lots of fun ways to do this.

Say you're going to do a class on asking for and giving directions. So, it's a lesson based on functional English rather than grammar.

To find out if students know any of the language for this before you teach it you can brainstorm:

1. Put students in groups say of three and ask them to write down as many ways as possible to ask for and give directions. Then the teacher can elicit after a few minutes and write ideas on the board.
2. You can do this but in a wheel shape arrangement. After one minute of writing down their ideas, one student from each group moves on to the next group, shares their ideas and so on.
3. You could also put poster size blank sheets of paper on the wall in different parts of the class. One for each group – say two groups. One poster titled “Asking for directions” and the other “Giving directions”. Each group goes to their poster and writes as many phrases/words as they can in the time given. Then when the teacher says “change” the groups move on to the next groups poster, read what they have written and try to add to it.

These are fun ways to start a class and introduce a new theme/topic or before presenting new target language. You can even use these ideas to recycle what the students remember from the last class.

Don't finish that word

How do you make spelling fun?

Students spell a word one letter at a time going around the class. Any student who can't continue the game (e.g. by continuing C, A, T with E for “category”) or who can't say what word they are spelling when they are challenged (e.g. if they randomly choose X after C, A, T just to say something and can't think of any word that begins with those letters when they are asked by another student) loses a point and the game starts again with a new word. A variation on these rules is that a person who finishes the word in a way that can't be continued loses a point. You might also want to take away points from anyone who challenges someone who can in fact continue the game.

Using a story to teach words and practise questions

This technique is useful for introducing new language items in the context of a story and for practising questions.

Write the target language on the board. Just leave it there, don't teach or explain it. Introduce the characters of a story using photos or drawings.

When you get to a word just before one of the target language words you want to present, pause and wait for students to call out the right item from the list on the board.

When they get it right, repeat that section of the story yourself with the correct item. Then continue with the rest of the story, pausing before each new item.

When you get to the end, start the story again and tell the students to ask you questions to stop you from finishing the story, for example: Where did he go next? What happened after he drank the tea? etc.

The railway carriage game

Write out a number of slips of paper of some unusual (but not completely ridiculous) sentences. You will need at least one slip per student. Some examples: "You took it!" You've stolen my newspaper! Where's my hat? I've lost my new green hat! I've studied the history of this train line. It was built in 1940, you know. It's so hot in here! Bring me some water or I'll faint!

If possible, rearrange the seating so that students are sitting opposite each other (i.e. as in a railway carriage).

Hand out the sentence slips. Students must keep theirs totally secret. They should read their slip and memorise it exactly word for word.

Tell students how long the conversation will last (e.g. four minutes). Students should sit together in the "train carriage" as if they are strangers on a long journey together and start a conversation. Students can play themselves or roleplay any imaginary character they want. Students should continue the conversation as naturally as possible. You can encourage them to include target vocabulary from the lesson (e.g. linkers such as that reminds me, anyway, as I was saying, by the way, etc.). At some point in the conversation they must say their sentence. Their aim is to do this so cleverly that nobody notices that they are saying what they had to say.

At the end, stop the conversations. Ask each student to write down what they think the original sentence given to each of their fellow travellers was.

If a student gets the gist of another traveller's original sentence correct, they get a point. Students also get points for each person in their carriage who did not spot their given sentence.

Missing Headlines

Aim: Reading silently, reading for specific information, speaking (discussing in pairs).

Notes: Cut out news items and their headlines from a newspaper. Paste the news and headlines on separate sheets of paper. Photocopy them.

Ask students to work in pairs. Give each pair the photocopies of the news and headlines.

Ask them to match the headlines with the news items.

Noughts and Crosses

This is a good game for revision or discussion. Divide the class into two groups. Draw your noughts and crosses grid of nine squares on the board and write a number in each square (from 1 to 9). Prepare nine questions (these could be based on what you covered in the previous lesson) and set one question for each number. The groups call out the numbers and if they answer the question correctly, they get the point. The goal of the game is to make a line (either horizontal, vertical or diagonal).

You can also get students to write the questions as well.

Envelope Vote!

Here is a simple idea for stimulating curiosity and good for a warmer/revision from the work of the last lesson. Get two big envelopes. Put an activity card into each envelope based on the work you did in the last lesson. So that's two different activities focusing on the same target language.

Show the envelopes to the class and get them to vote upon (speaking in English of course) which envelope they want to open. Open the envelope, show the contents and use them. That's it! Never use both envelopes in the same lesson. If the class want to know what is in the other envelope tell them, "Another time!"

It just makes the lesson start in a fun upbeat way, and you have already captured their attention and engaged them in the language from the start. Also, the fact that they voted for the activity may make them feel more committed to doing it well ... I hope!

Guess the Question

Write questions on slips of paper, fold them up and place them in a pot. Try to make them interesting, for example: What is your least favourite season and why? If you had to eat one food every day for the rest of your life what would you choose? Which 3 people you would invite to dinner tonight if you could invite anyone? Each student takes a paper and reads the question to themselves without anyone else seeing it.

Students take it in turns to answer the question and the other students have to guess what the question was. Then the student can ask the question to a fellow student.

Listening activities

Song word race

This is a great activity to wake them up!

Choose a song. Choose 10-15 pieces of vocabulary from the song and write them on separate pieces of paper. You may want to drill the words with the students first so they know the pronunciation. Stick each word to the board or wall. Put the students into two teams and stand each team in single file in front of the board. Play the song. When the students at the front of their line hear a word in the song that is on the board they have to race each other to grab that word from the board or wall.

They then go to the back of the line and it's up to the next pair (like a relay race). The team with the most words wins.

Tip: don't choose words that come one after the other. If you want to make it more difficult you can put red herrings up. You can usually play the song a couple of times until they get all the words.

Pronunciation activities

Tongue Twisters

Students from different native languages have certain difficulties with pronunciation, typically because some English sounds don't exist in their language. To help practise these sounds you can use tongue twisters, for example:

Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?

A quick-witted cricket critic.

How many boards could the Mongols hoard if the Mongol hordes got bored?

How can a clam cram in a clean cream can?

Chester Cheetah chews a chunk of cheap cheddar cheese

Ray Rag ran across a rough road. Across a rough road, Ray Rag ran. Where is the rough road Ray Rag ran across?

Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?

Round and round the ragged rock the ragged rascal ran.

She sells sea shells on the sea shore.

Karaoke

All levels; depends on the song. This works well with larger classes

Preparation: choose songs that are easy to understand and enjoyable.

Divide the students up into groups of 4-6 people. Give each group a different song. Have them figure out all the words to the song (cut up phrases and shuffled up). You can stick to a verse or two or maybe the chorus. Give the groups some time to work on this. Bring the group back as a whole. Now each group should stand up and sing along with the recording to their portion of the song.

This is fun for the students if they all participate and work together. Choose both popular and silly songs to keep their attention and interest.

Reading activities

Easy readers

These short books written specifically for non-native English speakers develop sub-skills through guessing words, schematic knowledge, reading for main points, identifying topics and reading for specific information. Students are not supposed to look up every new word in the dictionary. You can limit this by giving them a limit of the number of words they should look up.

Stories

- Cut up a story and students try to put it together in the right order.
- Each student starts a story then passes it on to the next student who reads it adds some more and passes it on. Continue this story until everyone has had a turn. This works well in small groups so students don't have to wait too long for a turn.
- Put a couple of stories cut up all round the wall of the classroom. Pairs have to go around and put the story together not taking the parts off the wall.

Spelling and vocabulary

Letter by letter

Use this activity to review vocabulary:

Make a list of vocabulary covered in previous lessons. Get the students in groups of 3 or 4. The first group has to begin by saying the word and giving the first letter, the second student the second letter of the word, the third student the third letter, and so on until the word is spelled correctly. If anybody makes a mistake the group must sit down and they lose their chance of getting a point. Then elicit the correct spelling from the class and write it on the board for the students' information. Then start with a new word for the next group. The group with the most points is the winner.

Post-its

Walk around your home with 30 post-it notes and a pen. Write labels (e.g. "fridge", "plug") for as many things as you can and stick them on the objects. Then get someone to walk around rearranging all your labels randomly. Can you put them back in place? The next day bring in all your labels and compare them with your colleagues'. How many things can you label in class with these?

Eliciting vocabulary

There are so many fun ways to elicit vocabulary. If we just say the word then it's not memorable and doesn't build or create a memory hook. That's why we do this in lots of different ways. Here are some ideas how to elicit vocabulary.

- **Mime/gestures:** The communication survival technique of gesturing can also easily be adapted to classroom elicitation, especially for action verbs, but also feelings, other adjectives, adverbs etc. You might want to check that the gestures you want to use are culturally appropriate, especially that they will not be misinterpreted or even found offensive.
- **Pair work:** Many games like Taboo, Pictionary and Give Us a Clue are basically elicitation in groups, and getting students used to playing these kinds of games is great practice for making sure they can understand you when you use similar techniques.
- **Combine information with your partner:** Put students into pairs and give each person a worksheet where they each have half the information they need to

come up with the words or expressions that you want to elicit, and they work together (without showing their worksheets to each other) to come up with the answers. The two worksheets could include definitions on Student A's sheet and the words being defined on Student B's, expressions with gaps (A) and the missing words (B), split sentences with the sentence cut so that half the target expression is on each person's sheet, etc.

- You're getting warmer/cooler: This is not so much a way of eliciting as a way of telling them if they are on the right track once they start guessing what word or expression you mean. As well as actually saying "warmer/hotter" or "cooler/colder", you can use clues like "closer" and "further away" or even specific expressions like "more formal" to help them guess.
- Word origins: Explain an origin and get students to guess, for example: "It's a French word for a place to buy and drink tea and coffee".
- Mixed up: Give students the mixed-up letters of a word you are trying to elicit or mixed up words for an expression you want them to come up with.
- Negative clues: Teachers sometimes miss that telling students what it is not is just as useful as telling students what it is, for example: "Most people think it is a vegetable, but it isn't. It's a fruit" for "tomato".
- Trivia/ general knowledge: Clues could also be based on world knowledge, for example: "The longest one in Europe goes under the English Channel between the UK and France" for "tunnel".
- Search/physical position clues: Tell students they can find the word or expression you are looking for in the word search you have given them, in the list or poster on the classroom wall, in a table at the back of their textbooks, in a reading text, in a picture dictionary, in a particular part of a normal dictionary, somewhere in the classroom or even somewhere in their textbook. You could also give them reference materials to find it in.
- With sounds: For example: its first sound is "th" like "think" or "No, the past participle of this word has an "er" sound like "her"
- With phonemic symbols: If they know the whole English phonemic chart already, it is only really eliciting if you only write up some of the sounds of the word, but few students are in this position so if you write up the whole word as phonemic symbols they should be able to guess the whole thing from the sounds that they already know the symbols for or can guess because they are similar to alphabets they know.

- By word shape: This works particularly well with students who are still struggling with learning to read in English. Imagine you have drawn a box around a word, such as the zigzag shape you would get from outlining the word “being”. Draw just that shape on the board without any letters in it, and then fill in letters as students guess them thanks to other hints such as the ones described above or add letters one by one to help them guess.
- By length: This could mean number of letters, number of syllables, length of vowel sound, or just “it’s a long word” or “it’s a short word”.
- By parts of speech: For example: it’s the noun of communicate (communication).

Using Dictionaries

Ideally students should use an English dictionary, not a translation dictionary. For low levels, there are picture dictionaries where students can look things up visually – they have pictures of low level vocabulary labelled. Encourage the students to refer to their dictionary whenever appropriate during the lesson, though they should try to guess the meaning from the context first where possible.

Why use a dictionary?

A dictionary is an extra teacher for the student and one they can use outside of class too. It makes the student more independent - not relying on the teacher the whole time - and more able to study outside the classroom and to continue studying after the course has finished.

How to use a dictionary

As well as the obvious – students looking up words they don’t know, there are different activities you can do using dictionaries to help students find their way around them and feel confident using them outside of class. Here are a few ideas.

- False friends: These are words that students will find confusing – they either sound similar to words in their language but have different meanings, or similar words that have different uses. Take the difference between “I enjoy my job” and “I enjoy my work”. The nouns “job” and “work” have very similar meanings but in the context of these sentences they are not the same – what’s the difference?
- Words that are difficult to pronounce: like “thorough” – can your students use the dictionary to work out how to say it?

- Sentence completion: Using phrasal verbs you can give students sentences with words missing – like “I’m good ____ writing in English. Can they look up the missing preposition?”
- Words with more than one meaning: like “get” how many different meanings can they look up?

Vocabulary games

Stop!

Here's a fun game to start or finish off a lesson. At the same time, it reviews vocabulary and encourages peers to learn other vocab from each other. Students can play this individually or in pairs or small groups.

STEP 1: On the top of a page each student writes the following: category names: NAME, PLACE, ACTION, ANIMAL, OBJECT, FRUIT/VEGETABLE and TOTAL. (you can change these topics depending on what you want students to focus on)

STEP 2: The teacher starts saying the alphabet, A, B, C... etc. then someone else interrupts the alphabet-teller shouting: STOP!

STEP 3: Say the teacher was stopped on the letter "M". All the participants in the game would try to find words that start with "M" to fill out the category chart. For example: one may write: Madrid for "PLACE", Monkey for "ANIMAL", Money for "OBJECT", Mango for "FRUIT" and so on.

STEP 4: The participant that finishes filling all categories first shouts STOP! And all the others should stop writing.

STEP 5: The participants compare their words. The words repeated by two players are worth 50 points. The words repeated by three or more are worth 25. The words that are not repeated by anyone are worth 100 points. The empty categories are "0". Each player adds up all the points he got for the letter in turn and put the result in the "TOTAL" At the end of the game all the subtotals are added and the one who gets the highest score is the winner.

This game works with all ages – from children to adults.

Alphabet Liar Game

This is good for any level, depending on the vocab you'd like them to focus on.

Take a pack of letter cards, mixed up. It's more interesting if it's not a complete alphabet, and there are some duplicate cards.

Deal all the cards out to the players evenly.

Students take it in turns to play cards face down. They must go through the alphabet, starting from 'A', playing one card face down and saying the letters in Alphabetical order. Even if they do not have the card to be played for that turn, they must play any card and pretend it is the card they said. For example: imagine the sequence has

gone A, B etc. After B, the next player must play a card and say C, even if he/she hasn't got a C.

If any player does not believe that someone has played the real card, he/she can say: "You're a liar" and turns the card over. If the card has the letter which was said, the challenger picks up all the cards. If it isn't, the liar picks up all the cards in the pile. The winner is the first one to finish all their cards.

Fast Thinking

This is good for revision and great as a warmer and/or cooler!

Prepare a list of items for revision e.g. vocabulary, grammar, facts etc.

Three to five volunteers leave the classroom and wait till their turn has come. The teacher appoints a student to take the exact time and another to take down a tick for every correct answer. No repetitions! (Set up or negotiate rules on pronunciation). Then the first player is called in.

Give the student 20 seconds to name as many things as come to their mind. Give them a topic, like parts of the body / famous places / the places in a town / traffic signs / shopping / etc. Now start.

Once all volunteers have finished, award a small prize (e.g. a sticker) to the winner of the round. Then ask the class for additions before you pick the next item. Then pick the next item.

Allow more time (30 or 40 seconds) for longer answers: What have you done so far today? / What did you do last weekend? / School rules: What do students have to do? What are they not allowed to do? / etc.

If this game is played in groups, they should be evenly balanced.

Writing activities

A dynamic “chat” writing activity

This is similar to chatting on your PC

You can do this in a one to one class or in groups.

In a one to one, you and your student have a pile of paper strips. You write on the first one. For example: Have you read the news today? Then pass your paper to your student who reads it and answers by writing on one of their paper strip and passes it to you...and so on. It's spontaneous and fun. Who says writing in class is boring and time consuming!

For group classes, you can pair students off or get them to do this in groups of say 4. Instead of passing their note to a student, they put it in the middle. Make sure the strips are ordered one after another. Then after this task (say 15 mins later) all the students can go around and read all the other groups chain and vote for the best one.

Class Magazine

To help motivate your students you could do the following:

If you have groups you could collect their essays and projects that they do individually and together. Then near the end of term ask the class to have a look through them all. They are reading and recycling when they do this and looking over mistakes. Then ask them to choose which ones they prefer and tell them that you are going to make a class magazine with this material.

At this point you can ask the class to get in a circle and organise the plan of the magazine and sections: sport, history etc., depending on the class work. Also, ask them to design a front page and contents page.

When all this is finished make the magazine. This can be as simple as photocopying it and stapling in the middle. All the students can have a copy to take home.

This is really motivating for students and they really get into it. Many even ask for extra homework to write articles for the magazine in the second term.

Try it and see how it goes. You could even develop this and make it better – maybe having a theme for each issue of the magazine.

Interactive writing

Here are some good ways to make writing interactive.

- Working on different aspects of a joint project: For example, the whole class works on different articles to go on the front page of a newspaper, with an editorial team deciding which story should go at the top, giving feedback on length to make sure it all fits etc.
- Putting lots of sources together: This is similar to the idea above, but involves making a single piece of writing from lots of different sources that different people bring to the table.
- Cut it up and match: This is one of many typical textbook reading tasks that can be done with student writing as long as you make sure that people aren't working on their own texts. In this case, this is the typical mixed up paragraphs exercise (in its cut up, more dynamic version). This can be done with the text of one student (if they only need to put the paragraphs back into order), or with the texts of a few students (if you want them to divide them up and then put them into order). Please note that the multiple text version won't work if the texts are handwritten.
- Read and work out if true or false: This is another textbook task that can be adapted to make reading the other students' texts more interesting and interactive. This can be organised by telling students they can make up any facts and figures that they don't know, by telling them to add a certain number of untrue pieces of information, or by giving them a card that tells them if the whole text they write should be a true one or a false one. As well as writing about themselves, students can also do research on a subject and then change some or all of the details to make them false.
- Another way of using True or False is for students to write T/F questions for their own texts, and other people to guess the answers before they read and check. This can also be done with a second group writing the T/F questions for a text they have been given, and a third group trying to answer them.
- Read and work out if it's their own opinion or not: This works best if done by giving out the kinds of cards described above before they write, in this case saying, "Write your own opinion" and "Write the opposite of your opinion", and maybe "Write a mix of your opinions and things that are not your opinion".
- Read and work out who they were writing with the voice of: This is like a writing roleplay. Give students a roleplay card that says something like "Write an answer to the essay question as if you were the prime minister/a conservative 70-year-old man/a teenage girl/a liberal journalist". Alternatively,

let them choose the roles themselves. Their classmates then read their finished piece of work and try to guess who they were writing as. Then can then discuss whether they really think that kind of person would have those views, which views they agree with, and how much their own views are affected by their age, job, etc.

- Read and work out who wrote it: This is similar to the activity above, but using the true views in it to work out who wrote it. This can be made into more of a game by giving one point for each true statement they can make about the person who wrote it (e.g. "It was written by a woman") until they say something false (at which point the person who wrote it reveals who they are to the class or group).
- Making predictions about people's opinions and facts about their lives and then reading to check: This is similar to the idea above, but with students knowing whose opinion they are going to read and guessing what it will say before they read it.
- Write about a picture and then read and guess which one it is: This works best if there are several similar pictures or if you tell students to write about their reaction to it rather than its appearance. The same thing is possible with architecture, pieces of music, poems etc.
- Write about a picture and then read and try to draw it: The student who read and drew can then compares it to the original picture and sees what differences there are. With this feedback, the person who wrote the text can then improve it.
- Write about family, read and draw a family tree with pictures of people: The person who wrote the original text then looks at the family tree and corrects any mistakes, using that to improve their description. Alternatively, the family tree is passed to a third person, who writes a text describing it. The two texts are then compared for differences, and then checked for truth with the original writer (whose family it is). The original writer can then both write it again to clear up any confusions and borrow any good turns of phrase from the other person who wrote about their family.
- Write comprehension questions: This is another idea that is based on normal textbook reading lessons. Students pass their writing to someone, who reads it and writes comprehension questions about it. They then pass this onto a third person, who reads and answers the questions. These answers are then checked by the person who wrote the text and the person who wrote the questions.

- Text expansion: Ask students to write something in fifty words, e.g. a description of the classroom. These texts are passed to the next student, who adds something to the text by writing it above or below and putting an arrow to show where it should go. This passing and adding continues, until it comes back to the original person. They can then discuss with someone which changes they like and which they don't. To add more speaking, each text and expansion can be written by pairs of students rather than individuals.
- Mystery text expansion: Do the Text Expansion activity as above, but with people writing the extra phrases they want to add at the top or bottom of the page and deciding where they would like to add the information but not putting arrows to show where it should go. When people receive their own writing back, they have to decide where each piece of added language should go and if they want to include it or not.
- Sentence expansion: An easier game that involves expanding each other's texts is getting teams to take turns making a sentence longer and longer and longer. Tell them that they can add any number of words at any point in the sentence, but that they can't change any words. This is easiest if they have laptops and write it in Word, but writing it out in hand can be worth the extra effort if it makes the language the other team uses more memorable. If you want the sentences they write to eventually join up and make a full text, you'll need to put restrictions on what they can write each time.

Songs

Songs to practice grammar

When you choose to use a song in class you can focus on different grammar points. Here are a few of our ideas using well known songs.

Let's look at some of the tenses first.

Present simple: The Beatles – “She Loves You” / Bruno Mars – “Just the Way You Are”

Present continuous: Rod Stewart – “We are Sailing” / Suzanne Vega – “Tom’s Diner”

Past simple: Gloria Gaynor – “I Will Survive” / Coldplay – “Paradise”

Past Continuous: Oasis – “Champagne Supernova” / Taylor Swift – “Love Story”

Present perfect simple: U2 – “I Still Haven’t Found What I’m Looking For” / Queen – “We Are the Champions “

Present perfect continuous: Foreigner – “Waiting for a Girl Like You” / Amy Studt – “Testify”

Future simple: Savage Garden – “Truly Madly Deeply” / The Beatles – “All My Loving”

Future with going to: Jack Johnson – “We’re Going to be Friends” / Jamie Cullen – “Next Year Baby”

Future Continuous: The Police – “I’ll be Watching You “

Future Perfect simple: Sheryl Crow – “It’s Only Love” / Faith Hill – “You Will Be Mine”

Now some of the conditionals

First conditional: Simply Red – “If You Don’t Know Me By Now” / The Beautiful South – “I’ll Sail This Ship Alone”

Second conditional: Barenaked Ladies – “If I Had A Million Dollars” / Beyonce – “If I Were a Boy”

Third conditional: Lisa Stansfield – “Change” / Adele – “If It Hadn’t Been for Love”

And now the passive, used to and reported speech.

Passive: Westlife – “Written in the Stars” / The Beatles – “All You Need is Love”

Used to: Pet Shop Boys – “The Way It Used To Be”

Reported Speech: The Killers – “Somebody Told Me”

“Don’t Worry, Be Happy” lyrics

Here's a little song I wrote
You might want to sing it note for note
Don't worry, be happy
In every life we have some trouble
When you worry you make it double
Don't worry, be happy
(Don't worry, be happy now)

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh
(Don't worry)
Ooh oo-oooh ooh ooh oo-oooh
(Be happy)
Ooh oo-oooh oo-oooh
(Don't worry, be happy)
Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh
(Don't worry)
Ooh oo-oooh ooh ooh oo-oooh
(Be happy)
Ooh oo-oooh oo-oooh
(Don't worry, be happy)

Ain't got no place to lay your head
Somebody came and took your bed
Don't worry, be happy
The landlord say your rent is late
He may have to litigate
Don't worry, be happy
(Look at me I'm happy)

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Be Happy)

Ooh oo-oooh oo-oooh

(Here I give you my phone number

When you worry call me, I make you happy)

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Be happy)

Ooh oo-oooh oo-oooh

Ain't got no cash, ain't got no style

Ain't got no gal to make you smile

But don't worry, be happy

'Cause when you worry your face will frown

And that will bring everybody down

So don't worry, be happy

Don't worry, be happy now

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Be happy)

Ooh oo-oooh oo-oooh

Don't worry, be happy

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Be happy)

Ooh oo-oooh oo-oooh

Don't worry, be happy

Now there is this song I wrote

I hope you learned it note for note

Like good little children

Don't worry, be happy

Listen to what I say

In your life expect some trouble

When you worry you make it double

Don't worry, be happy, be happy now

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Be happy)

Ooh oo-oooh oo-oooh

Don't worry, be happy

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Be happy)

Ooh oo-oooh oo-oooh

Don't worry, be happy

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(Don't worry, don't worry, don't do it, be happy)

Ooh oo-oooh oo-oooh

(Put a smile on your face, don't bring everybody down)

Ooh, ooh ooh ooh oo-oooh ooh oo-oooh ooh ooh oo-oooh

(Don't worry)

Ooh oo-oooh ooh ooh oo-oooh

(It will soon pass, whatever it is)

Ooh oo-oooh oo-oooh

Don't worry, be happy

Ooh oo-oooh oo-oooh

I'm not worried, I'm happy

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External Links

English Level Tests

English tag – http://www.englishtag.com/tests/level_test.asp

British Council – <https://learnenglish.britishcouncil.org/en/content>

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[TEFL Org UK Jobs Centre \(www.tefl.org.uk/tefl-jobs-centre/\)](http://www.tefl.org.uk/tefl-jobs-centre/) – Find TEFL jobs from some of the most-recognised employers around the world with the TEFL Org UK jobs centre.