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#### TEACHER'S NOTES

Level: B1

## WRONG LYRICS 2

Focus: Pronunciation for listening

Theme: Misheard song lyrics

Activity: Match mistakes and corrections

This is a fun awareness-raising activity based on the Beatle's song *Hey Jude*. Most people have had the experience of hearing a song in their own or another language, and misunderstanding some of the lines of the lyric. There are two reasons for this. Firstly, we may hear wrongly, either because the singer pronounces strangely, or because the language has in-built ambiguities and homophones. Secondly, we may interpret wrongly. We think the singer is singing about X when in fact s/he is singing about something else completely. This causes us to think we heard one thing when in fact we heard another. This activity raises awareness of these kinds of misunderstanding.

### PROCEDURE

- 1. Ask the students if they can recall any examples of when they have misunderstood the words of a song. Prompt them by sharing with them an example of your own.
- 2. Explain to the students that they will hear a famous song which has been badly misunderstood. Ask them to spot the mistakes. Then play the video or audio, once or twice.
- 3. Give out the worksheet. You could cut off the 'clues' in the box at the bottom of the page if you think the students will be able to correct mistakes 1-14 without them: many students will know the real lyrics fairly well already.
- 4. Go through the answers. Ask students if they can see how the word or phrase was misunderstood.

Key 1 - 9; 2 - e; 3 - a; 4 - j; 5 - n; 6 - m; 7 - o; 8 - d; 9 - q; 10 - f; 11 - k; 12 - s; 13 - l; 14 - r; 15 - i; 16 - c; 17 - p; 18 - h; 19 - b

### NOTES

A common cause of ambiguity in English is that you can't always tell if a consonant sound is at the end of one word or at the beginning of the next. For example, in number 3, the correct phrase is *a sad*, but it has been written wrongly as *us at*. The listener thought that the S at the start of *sad* was the S at the end of *us*.

# HAY CHEWED

<sup>1</sup>Hay chewed <sup>2</sup>Dough may get bad Take <sup>3</sup>us at song And <sup>4</sup>may get better Remember <sup>5</sup>Two leather rings to your heart <sup>6</sup>The new gun starred <sup>7</sup>Do make the bed up

Hay chewed <sup>8</sup>Don't be a phrase You, <sup>9</sup>a mate too! Go out and get <sup>10</sup>hurt <sup>11</sup>Them, innit? <sup>12</sup>You'll let her run to your skin <sup>13</sup>The new big inn Do make the bed up

And any time, <sup>14</sup>new field o' pain Hey, <sup>15</sup>dude, refrain! Don't <sup>16</sup>care, either world, upon your shoulder For <sup>17</sup>welders know daddy's a fool Who plays <sup>18</sup>at school <sup>19</sup>I'm aching as well, a little colder

<sup>a</sup>a sad <sup>b</sup>by making this world <sup>c</sup>carry the <sup>d</sup>don't be afraid <sup>e</sup>don't make it <sup>f</sup>her <sup>g</sup>hey Jude <sup>h</sup>it cool <sup>j</sup>Jude <sup>j</sup>make it <sup>k</sup>the minute <sup>l</sup>then you begin <sup>m</sup>then you can start <sup>n</sup>to let her into <sup>o</sup>to make it better <sup>p</sup>well you know that it's <sup>g</sup>were made to <sup>r</sup>you feel the pain <sup>s</sup>you let her under