



Sing Out Loud!

WORDPLAY

ENGLISH LANGUAGE
THROUGH LYRICS

FEATURING

**BASSEL AND THE
SUPERNATURALS**



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"Smoke"

Bassel and the Supernaturals

Smoke I feel your fire
I ain't broke, I'm made of iron

Sky's looking gloomy from the rain I'm assuming
A break from the city is a welcome opportunity
Somebody save me before I go crazy
Well I'm a nomad - and no, I'm not mad - I just I know it ain't over 'til
the lady rolls over

Smoke til' I feel your fire
I won't choke - I'm too inspired

Why do I go in circles around you?
I want to come through
Feeling wide-eyed - sober the older I get

Smoke - I feel your fire
I ain't broke, I'm made of iron

Take time when I know I'm in over my head
I'm sweating bullets from the same thing
Paint the town, getting loud
Shut it down like a movie star
I'm built for the stage
No smoke & mirrors but the real thing
So baby, baby now don't you snooze
Don't you snooze

Wide-eyed
Shine the light
Check the mic
All for you I sing
It's all smoke & mirrors

Associated Audio



“Smoke” by Bassel and the Supernaturals

A2 Level Words

around – adverb, positioned near someone or something

break – noun, when you stop an activity for a short time (usually to rest or eat)

broke – adj., (informal) short for broken; damaged

built – verb, (informal) to be especially good at something; made for something

check – verb, to examine something to make sure it is correct

fire – noun, heat, light, and flames that are produced when something burns

for – preposition, having a particular purpose

go in – verb, go in to enter a place

looking – verb, used to describe the appearance of a person or thing

loud – adj., making a lot of noise

mad – adj., angry

made of – verb, something that is produced from a substance or material

mirror – noun, shiny metallic material which reflects images

over – adverb, more than a particular amount or level

real – adj., not artificial or false

sky – noun, the area above the Earth in which clouds and the sun can be seen

so – conjunction, for this reason; used to explain why something happens

somebody – pronoun, someone

stage – noun, the raised area in a theatre where actors perform

star – noun, a famous singer, actor, sports person, etc.

thing – noun, used to refer to an activity or event

time – noun, a particular amount of time

when – conjunction, used to say at what time something happened or will happen



“Smoke”

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B1 Level Words

before – conjunction, until (the event mentioned)

just – adverb, only; simply

iron – noun, a hard grey metal

lady – noun, a polite or old-fashioned way of referring to a woman

light – noun, the brightness that allows you to see things

opportunity – noun, a situation that makes it possible for you to do something

over – adverb, finished; across; from one side or place to another

save – verb, to stop someone or something from being harmed or injured

shine – verb, to produce bright light

smoke – noun, the grey gas that is produced when something burns

your – determiner, belonging or relating to people generally

B2 Level Words

assuming – verb, to think that something is true, without question or proof

bullet – noun, a small metal object that is shot from a gun

inspire – verb, to give someone an idea for something (usually creative)

roll – verb, to turn over

sweat – verb, to produce liquid through your skin because you are hot

welcome – verb, to encourage or support something

C1/C2 Level Words

circle – verb, to move in a circle, often around something

come through – verb, to manage to get to the end of a difficult or dangerous situation

sober – adj., someone who is serious and thinks a lot

“Smoke”

Bassel and the Supernaturals

Other Words

ain’t – verb, (informal) am not; is not

mic – noun, (informal) microphone

nomad – noun, a person who does not stay in one place for very long

shut down – verb, to close; to stay until the end of an event

wide-eyed – adj., having little experience; willing to believe or trust easily; naive

“Smoke”

Bassel and the Supernaturals

Activity Summary



Students match phrases and idioms to their meanings to better understand the lyrics of the song “Smoke.”

Associated Audio



“Smoke” by Bassel and the Supernaturals

Lesson Plan



1. Before class, print out one copy of the activity sheet (on the following page) for each student.
2. Review the meaning of an idiom with students and give an example. (An idiom is a group of words whose meaning cannot be guessed from the meanings of the individual words. Ex. *It's a piece of cake* means something is easy.)
3. Put students into small groups, and give each student an activity sheet.
4. Ask students to read the example sentences and choose the best definition for the **phrase in bold**.
5. Check the answers as a class.

More Challenging



After completing the steps above, ask students to create original sentences with the idiomatic phrases. This can be done independently or in small groups. If needed, allow students to look up more examples online to help them.

Answer key:

- | | |
|------|------|
| 1. a | 4. c |
| 2. b | 5. a |
| 3. b | 6. c |

"Smoke"

Bassel and the Supernaturals

Discuss the meaning of the **bolded phrases** with your group. Guess which answer is correct.

1. I was **sweating bullets** when I realized I forgot to study for the test today.
a. nervous b. dangerous c. silly

2. The mayor built a new park to take the attention away from the scandal. It was **all smoke and mirrors**.
a. be truthful to yourself and others b. confusing or distracting people to hide the truth c. causing people to be afraid of what you will do

3. My mom will **go crazy** if she knows I lied to her.
a. be sad and tired b. be agitated and mad c. be confused and nervous

4. Let's not **go in circles** discussing this. We need a solution!
a. walk around the neighborhood b. turn around again and again c. waste energy on the same problem again and again

5. I have a big celebration planned for my friend's birthday. We are going to **paint the town (red)**!
a. go out and have fun b. clean the neighborhood c. walk in a dangerous area

6. I know our team is losing, but we have to keep trying! **It ain't over until the fat lady sings**.
a. the end of a concert is fun to watch b. singing is a fun but difficult activity c. the final result has not yet been decided

“Smoke”

Bassel and the Supernaturals

Activity Summary



Students use context to understand the meanings of phrases and idioms from the lyrics of the song “Smoke.”

Associated Audio



“Smoke” by Bassel and the Supernaturals

Lesson Plan



1. Before class, print out one copy of the activity sheet (on the following page) for each student.
2. Review the meaning of an idiom with students and give an example. (An idiom is a group of words whose meaning cannot be guessed from the meanings of the individual words. Ex. *It's a piece of cake* means something is easy.)
3. Give each student an activity sheet, and ask them to read the example sentences.
4. Using the context of the sentence as guide, ask students to write a short definition for each phrase **written in bold**.
5. Ask students to compare their answers with their classmates. Then check the answers as a class.

Online Tip



Share the activity sheet with students online, and ask them to complete it independently or in small groups in a breakout room. When you have completed this activity, use an online quiz (like [Kahoot.com](https://www.kahoot.com)) to test your students and help reinforce the new idioms/phrases.

Using the context of the sentence, write a short definition of the phrases in **bold**.

1. The mayor built a new city park to take the attention off the scandal. It was **all smoke and mirrors**.
-

2. I know our team is losing, but we have to keep trying! **It ain't over until the fat lady sings**.
-

3. I was **sweating bullets** when I realized I forgot to study for the test today.
-

4. Let's not **go in circles** discussing this. We need a solution!
-

5. I have a big celebration planned for my friend's birthday. We are going to **paint the town (red)**!
-

6. My mom will **go crazy** if she knows I lied to her.
-

"Smoke"

Bassel and the Supernaturals

Activity Summary



Students put song lyrics into the correct order.

Associated Audio



"Smoke" by Bassel and the Supernaturals

Before class:

- Print enough lyrics scramble sheets (found on the following page) for one out of every three students.
- Cut the song lyrics on the dotted lines.
- Mix up the order of the lyrics, taking care to keep lyrics from each sheet separate.

Lesson Plan



1. Put students into small groups and give each group of students a set of the cut-out lyrics.
2. Ask them to put the song lyrics in order.
3. Ask groups to check their answers with another group.
4. Listen to the song to check the answers as a class.

Less Challenging



You can play this song several times, depending on the level and ability of your students.

"Smoke"

Bassel and the Supernaturals

Smoke I feel your fire
I ain't broke, I'm made of iron

Sky's looking gloomy from the rain I'm assuming
A break from the city is a welcome opportunity

Somebody save me before I go crazy
Well I'm a nomad - and no, I'm not mad -
I just I know it ain't over 'til the lady rolls over

Smoke til' I feel your fire
I won't choke - I'm too inspired

Why do I go in circles around you?
I want to come through
Feeling wide-eyed - sober the older I get

Smoke - I feel your fire
I ain't broke, I'm made of iron

Take time when I know I'm in over my head
I'm sweating bullets from the same thing

Paint the town, getting loud
Shut it down like a movie star

I'm built for the stage
No smoke & mirrors but the real thing

So baby, baby now don't you snooze
Don't you snooze

Wide-eyed
Shine the light

Check the mic
All for you I sing
It's all smoke & mirrors



"Smoke"

Bassel and the Supernaturals

Activity Summary



Students practice listening for phrasal verbs and learn their meanings.

Associated Audio



"Smoke" by Bassel and the Supernaturals

Lesson Plan



1. Print enough lyrics gap-fill sheets (found on the next page) for each student.
2. Give each student their own lyrics gap-fill sheet.
3. Ask students to take 1-2 minutes to look at the song lyrics before listening.
4. Play the song and ask students to fill in the missing words. Play the song a second time to complete the worksheet.
5. Put students into groups of 2-3 to check answers.
6. Project the lyrics gap-fill sheet on the board. Ask students to come to the board to fill in the missing words, or write the numbers on the board and ask students to write the missing word next to the correct number.
7. Ask students to write sentences using the phrasal verbs and idiom from the song.

Online Tip



Share the worksheet with students online, and put students into breakout rooms to check their answers in small groups. Ask students to write their answers for each number in the chat box or by saying the word aloud.

Less Challenging



First, do the Beginner/Intermediate "Pre-listening Activity." Tell students to use the idioms and phrases from that activity to complete the gaps on this worksheet.

Answer key:

- | | |
|--------------------------------|---------------------------|
| 1. go crazy | 4. sweating bullets |
| 2. it ain't over 'til the lady | 5. paint the town |
| 3. go in circles | 6. smoke and mirrors (x2) |



"Smoke"

Bassel and the Supernaturals

Smoke I feel your fire
I ain't broke, I'm made of iron

Sky's looking gloomy from the rain I'm assuming
A break from the city is a welcome opportunity

Somebody save me before I 1.
Well I'm a nomad - and no, I'm not mad - I just I know
2. rolls over

Smoke til' I feel your fire
I won't choke - I'm too inspired

Why do I 3. around you?
I want to come through
Feeling wide-eyed - sober the older I get

Smoke - I feel your fire
I ain't broke, I'm made of iron

Take time when I know I'm in over my head
I'm 4. from the same thing
5., getting loud
Shut it down like a movie star
I'm built for the stage
No 6. but the real thing
So baby, baby now don't you snooze
Don't you snooze

Wide-eyed
Shine the light
Check the mic
All for you I sing
It's all 6.

Activity Summary



Students ask and answer questions about music using the present tense.

Associated Audio



"Smoke" by Bassel and the Supernaturals

Lesson Plan



1. Before class, print out one copy of the activity sheet (on the following pages) for each student.
2. Tell students that they will ask classmates questions about music.
3. Use the chart on the activity sheet and the example answers to review using *do/does* to ask questions. (If asking questions in the present simple tense is new to students, pre-teach asking questions with *do/does* using *wh*-questions words.)
4. Give students time to walk around the room and ask their classmates questions. (If you have a large class, students should ask a different classmate each question. If you have a small class, students may ask one classmate 2-3 questions.)
5. When students have completed their chart, ask for volunteers to share their answers.

More Challenging



After students finish completing their charts, ask students to write sentences using the information they gathered in the charts. You can use the second printable worksheet for this activity. Alternatively, this can be a speaking activity only and students can say the sentences without writing them.

Ask your classmates questions to help you fill out the chart.

Question	Answer	Answer (negative)
Do + you + like + _____?	Yes, I like...	No, I don't like...
Does + your family + like __?	Yes, my family likes...	No, my family doesn't like...

Example: Do you like all types of music?

Find someone who...	Name	More Information
likes all types of music	<i>Mona</i>	<i>rock music is her favorite</i>
likes to sing karaoke		
can sing		
plays an instrument		
goes to concerts		
doesn't like rock music		
listens to K-pop		
listens to music in English		
loves to dance		
listens to music to study		
watches music videos		

Use the answers from your chart to create sentences.

1. Mona likes all types of music, but her favorite music is rock.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

Activity Summary



Students create their own music album cover and display it in the classroom.

Associated Audio



“Smoke” by Bassel and the Supernaturals

Before class:

- Print 1 activity sheet (found on the following page) for each student. (Students can also use any blank paper to complete this activity.)
- Make sure students have art supplies (markers, colored pencils, etc.)
- Find 3-4 album covers for bands/musicians that your students are familiar with. Print the album covers or save their files to show them in class later.

Lesson Plan



1. Show students the album covers. Ask them questions (as a class or in small groups) about the album covers, for example:
 - What is the purpose of album cover art?
 - Describe this album cover. How does it make you feel?
 - Does this album cover match the musician’s/band’s musical style? Why?
 - After seeing this album cover, would you like to listen to this musician/band? Why?
2. After the discussion, tell students they will be creating their own album covers. They can be as creative as they would like.
3. Tell students to think of a name for their imaginary band and a name for their album. They should incorporate these into the album cover art work.
4. Give students the activity worksheet along with art supplies.
5. When students are finished, ask students to show their art work to the class and give a short description. Alternatively, you could ask students to hang their art on a wall.

ALBUM COVER ART
"Smoke"
Bassel and the Supernaturals

Band name:

Album name:

Musical genre:

Activity Summary



Students use their listening skills to answer comprehension questions about a video.

Associated Audio



“Cultural Historical” by Bassel and the Supernaturals

<https://thelyricsproject.org/package/bassel-and-the-supernaturals/>

Lesson Plan



1. Print enough activity worksheets (found on the following page) for each student.
2. Ask students to read the questions on the activity.
3. Play the “Cultural Historical” video and tell students to answer the questions based on the video. (You may need to play the video more than once.)
4. When students are finished, ask them to check their answers with partners. Then check the answers as a class.

More Challenging



Listen to the famous song “Superstition” by Stevie Wonder. Ask students to compare and contrast the song “Smoke” with “Superstition.” Ask them to pay special attention to the sound of the bass line.

Answer key:

1. 1972
2. bounce
3. key
4. shape
5. pioneer
6. Talking Book
7. answers will vary
8. answers will vary

Read the questions below. Then watch the video and answer the comprehension questions.

1. Stevie Wonder released the song “Superstition” in _____.
2. Jackson was influenced by the bass line in “Superstition” because it is groovy and has a nice _____.
3. Jackson borrowed the _____ E flat minor and the general
4. _____ of the line on his instrument for his song, “Smoke.”
5. Jackson describes Stevie Wonder as a _____ of modern pop music.
6. He suggests listening to the album titled “_____.”

Now, listen to the song “Superstition” by Stevie Wonder.

7. What similarities do you hear between “Superstition” and Bassel and the Supernatural’s “Smoke”?

8. What differences do you hear?



“Smoke”

Bassel and the Supernaturals

Activity Summary



Students use their listening skills to answer comprehension questions about a video.

Associated Audio



“Smoke” by Bassel and the Supernaturals

Associated Video



“Rhythm Meter” by Bassel and the Supernaturals

<https://thelyricsproject.org/package/bassel-and-the-supernaturals/>

Lesson Plan



1. Print enough activity worksheets (found on the following page) for each student.
2. Review the concept of syllables to students. Use student’s names as examples and ask them to clap how many beats, or syllables, are in their names.
3. Ask students to answer questions 1-2 on their worksheets.
4. Play the first 20 seconds of the song “Smoke” before students answer question 3.
5. Play the “Rhythm Meter” video before students answer questions 4-5.
6. When students are finished, ask them to check their answers with a partner(s). Then check the answers as a class.

Answer key:

1. 3
2. 1
3. answers will vary
4. 5
5. answers will vary

“Smoke”

Bassel and the Supernaturals

A **syllable** is a part of a word that has a vowel sound and is one unit of sound. You can find how many syllables are in a word by listening to the “beat” of a word and clapping at each beat.

Example:

How many syllables are in the word apple?  App-le has 2 syllables.

1. How many syllables are in the word banana?  Clap as you pronounce each syllable.

2. How many syllables are in the word *smoke*? -----

3. Listen to the first 20 seconds of the song “Smoke.” Sing or clap along with the words: *Smo-oke I feel your fi-ire*
They changed the amount of syllables in the words *smoke* and *fire*. Why do you think they did this?

Watch the “Rhythm Meter” video to learn about the rhythm of the words in the song “Smoke.”

Mike says that in the song, the word *smoke* is sung using two notes. Sometimes singing is different than speaking, and words in a song can have fewer or more syllables than when we speak.

4. In the song, Mike says the phrase “smoke I feel your fire” is 7 syllables, but when we are **speaking**, this phrase only has ----- syllables.

5. Write a phrase that has 7 spoken syllables:

