

WORDPLAY

ENGLISH LANGUAGE
THROUGH LYRICS

FEATURING

JESSICA LYNN



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WORDPLAY

ICONS

For each heading in the materials, we have identified an icon to help instructors quickly find and identify information.

HEADING	ASSOCIATED ICON
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Lesson Plan	
Less Challenging (for beginners)	
More Challenging (for intermediate/advanced learners)	
Online Tip	

I can't just quiet my mind
It talks all the time now
Figuring us out
Where do we go?
All of the questions at hand
They feel like quicksand how
They're pulling me so down
But I'd never show, that I already know...

I wanna run to
Anything that makes me feel you
I'm tryin' my best,
What would lying do?
I've lied to myself for so long
I need to touch you
Hold you in my arms the night through,
Tell you my secrets, I'd die to
Baby will you go the way,
I wanna run to

I can't remember a time
That I didn't think of
All of the should'ves,
They tear me up
Baby I'm dying inside
Tryin' to hide what,
What might be real love,
And I'm tired of cryin'

I wanna run to
Anything that makes me feel you
I'm tryin' my best,
What would lying do?
I've lied to myself for so long
I need to touch you
Hold you in my arms the night through,
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Baby will you go the way,
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Anything that makes me feel you

I'm tryin' my best,
What would lying do?
I've lied to myself for so long
I need to touch you
Hold you in my arms the night through,
Tell you my secrets, I'd die to
Baby will you go the way,
I wanna run to
I've lied to myself for too long

Associated Audio



"Run to" by Jessica Lynn

A2 Level Words

just – adverb, now or very soon

quiet – adj., not noisy; making little sound

pull – verb, to take hold of something and move it towards you

already – adverb, before now or before a particular time in the past

myself – pronoun, used when the action is affecting the speaker

hold – verb, to have something in your hand or arms

through – preposition, from one end of something to the other

might – modal verb, used to talk about what will possibly happen

real – adj., not artificial or false

B1 Level Words

feel like – verb, to be similar to something; used to compare two things

sand – noun, a substance made from very small grains of rock found on beaches

lied – verb, to say or write something which is not true

secrets – noun, something that you tell no one or only a few people

die to – verb, to be extremely eager to have or do something

think of – verb, to use your imagination and intelligence to produce an idea or solution

tear – verb, to damage something by pulling it apart or into pieces

hide – verb, to keep a feeling or information secret

touch – verb, to put your hand on something

B2 Level Words

mind – verb, the part of a person that makes them able to think and to feel

figure out – verb, thinking about somebody or something until you understand them/it

C1/C2 Level Words

tired of – verb, to become bored with something or begin to enjoy it less

quicksand – noun, deep wet sand that you sink into if you walk on it

"Run To"
Jessica Lynn

Activity Summary



Students answers questions before listening to the song "Run To."

Associated Audio



"Run To" by Jessica Lynn

Lesson Plan



1. Before class, print one copy of the pre-listening worksheet (on the next page) for each student.
2. Put students into small groups to answer the questions in Part A.
3. Give students time to think and complete Part B individually.
4. Put students into pairs and ask them to share their answers with their partners.
5. Walk around the room and listen to students' discussions. Ask students if they want to share their answers with the class at the end of the activity.

More Challenging



Ask students to use the phrases from the worksheet to write new sentences.

Online Tip



Share the worksheet with students online, and put them into breakout rooms to discuss their answers.

Answer Key: Part A

1. B
2. C
3. A
4. D

"Run To"
Jessica Lynn

- A. Match each phrase to the correct explanation. When you are finished, check your answers with the class.**

1. ____ I can't quiet my mind.	A. I really want to do something.
2. ____ It feels like quicksand.	B. I cannot stop thinking about something.
3. ____ I would die to.	C. It makes me feel overwhelmed and stuck.
4. ____ I'm trying my best.	D. I'm giving a lot of effort to do something, even if it is not successful.

- B. Answer the questions individually. When you are finished, share your answers with your partner(s).**

1. Describe a time when you felt overwhelmed and stuck.
2. What is something that you really want to do in the future?
3. Describe a time that you tried your best, but you were not successful at something.
4. What is something that you are excited to do and you often think about?

"Run To"

Jessica Lynn

Activity Summary



Students put song lyrics into the correct order.

Associated Audio



"Run To" by Jessica Lynn

Lesson Plan



1. Before class, print out enough lyrics scramble sheets (found on the next page) for one out of every three students.
2. Cut the song lyrics on the dotted lines.
3. Mix up the order of the lyrics, taking care to keep lyrics from each sheet separate.
4. Put students into small groups and give each group of students one set of the cut-out lyrics.
5. Ask groups to try and put the song lyrics into the correct order.
6. Ask groups to check their answers with another group.
7. Play the song and ask students to check their answers.

Less Challenging



Play the song once between steps 4 and 5. Depending on the level of your students you, can play the song several times.

"Run To"

Jessica Lynn

I can't just quiet my mind
It talks all the time now

Figuring us out
Where do we go?

All of the questions at hand
They feel like quicksand how

They're pulling me so down
But I'd never show, that I already know...

I wanna run to
Anything that makes me feel you

I'm tryin' my best,
What would lying do?

I've lied to myself for so long
I need to touch you

Hold you in my arms the night through,
Tell you my secrets, I'd die to

Baby will you go the way,
I wanna run to

I can't remember a time
That I didn't think of

All of the should'ves,
They tear me up

Baby I'm dying inside
Tryin' to hide what,

What might be real love,
And I'm tired of cryin'



"Run To"

Jessica Lynn

I wanna run to
Anything that makes me feel you

I'm tryin' my best,
What would lying do?

I've lied to myself for so long
I need to touch you

Hold you in my arms the night through,
Tell you my secrets, I'd die to

Baby will you go the way,
I wanna run to
Anything that makes me feel you

I'm tryin' my best,
What would lying do?

I've lied to myself for so long
I need to touch you

Hold you in my arms the night through,
Tell you my secrets, I'd die to

Baby will you go the way,
I wanna run to
I've lied to myself for too long

Activity Summary



Students listen to a song and fill in the missing words.

Associated Audio



"Run To" by Jessica Lynn

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 and 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.

Online Tip



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

Answer Key:

- | | | | | |
|----------|---------|-----------|--------------|-----------|
| 1. quiet | 5. show | 9. need | 13. die | 17. hide |
| 2. talks | 6. know | 10. touch | 14. remember | 18. might |
| 3. go | 7. run | 11. hold | 15. think | |
| 4. feel | 8. feel | 12. tell | 16. tear | |

"Run To"

Jessica Lynn

die	quiet	talks	hide
feel	remember	tear	hold
feel	run	tell	know
go	show	think	might
	touch		need

I can't just 1._____ my mind
It 2._____ all the time now
Figuring us out
Where do we 3._____?
All of the questions at hand
They 4._____ like quicksand how
They're pulling me so down
But I'd never 5._____, that I already 6._____

Chorus:

I wanna 7._____ to
Anything that makes me 8._____ you
I'm tryin' my best,
What would lying do?
I've lied to myself for so long
I 9._____ to 10._____ you
11._____ you in my arms the night through,
12._____ you my secrets, I'd 13._____ to
Baby will you go the way,
I wanna run to

I can't 14._____ a time
That I didn't 15._____ of
All of the should'ves,
They 16._____ me up
Baby I'm dying inside
Tryin' to 17._____ what,
What 18._____ be real love,
And I'm tired of cryin'

(Chorus x2)



Activity Summary



Students listen to a song and fill in the missing words.

Associated Audio



"Run To" by Jessica Lynn

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, and 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.

Online Tip



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

Answer Key:

- | | | | |
|--------------|-------------|------------|----------|
| 1. quiet | 4. pulling | 7. secrets | 10. hide |
| 2. out | 5. anything | 8. time | |
| 3. questions | 6. lied | 9. tear | |

I can't just 1. _____ my mind
It talks all the time now
Figuring us 2. _____
Where do we go?
All of the 3. _____ at hand
They feel like quicksand how
They're 4. _____ me so down
But I'd never show, that I already know...

Chorus:

I wanna run to
5. _____ that makes me feel you
I'm tryin' my best,
What would lying do?
I've 6. _____ to myself for so long
I need to touch you
Hold you in my arms the night through,
Tell you my 7. _____, I'd die to
Baby will you go the way,
I wanna run to

I can't remember a 8. _____
That I didn't think of
All of the should'ves,
They 9. _____ me up
Baby I'm dying inside
Tryin' to 10. _____ what,
What might be real love,
And I'm tired of cryin'

(Chorus)

"Run To"
Jessica Lynn

Activity Summary

- ✓ Students practice their listening and writing skills by watching the "How I Approach Music" video and using it to answer the comprehension questions.

Associated Video



"How I Approach Music" Video

<https://thelyricsproject.org/package/jessica-lynn/>

Lesson Plan



1. Print one activity worksheet (found on the next page) for each student.
2. Ask students to read and complete questions 1-2 in small groups.
3. Check the answers as a class.
4. After checking the answers, play the video "How I Approach Music" and ask students to complete questions 3-4.
5. When they are finished, ask students to check their answers with their small group.
6. Bring the class back together and ask for volunteers to share their answers.

Answer Key:

1. Answers will vary.
2. Answers will vary.
- 3a. mood of the song
- 3b. other musicians, musical parts
- 3c. play over Jessica Lynn's vocal
4. coordination, hands, knees, feet



"Run To"
Jessica Lynn

Read the questions below and then watch the video about the inspiration for the song "Run To." Answer the questions below.

1. What genre of music do you think the song "Run To" is?

2. What is the overall mood of the song "Run To"? Write at least 4 adjectives to describe it.

Now, watch the video and use it to answer questions 3-4.

3. There are many considerations Robert makes when creating the steel guitar music for a song. He has to:
 - a) match the _____
 - b) while working with the _____ and _____
 - c) not to _____

4. Playing pedal steel guitar takes a lot of _____ of the _____, the _____ and the _____.

Activity Summary

- ✓ Students practice their listening and writing skills by watching the "Inspiration for the Song" video and using it to answer comprehension questions.

Associated Video



"Inspiration for the Song" Video

<https://thelyricsproject.org/package/jessica-lynn/>

Lesson Plan



1. Print one activity worksheet (found on the next page) for each student.
2. Ask students to read the questions on the worksheet before playing the video.
3. Play the "Inspiration for the Song" video.
4. After watching the video, give students a few minutes to complete questions 1-3.
5. When they are finished, ask for volunteers to share their answers with the class.
6. Ask students to complete questions 4-6.
7. When they are finished, ask students to share their answers to questions 4-6 with a partner.
8. Bring the class back together and ask for volunteers to share their answers.

More Challenging



Ask students to choose question number 4 or 5 and write a journal entry or a paragraph essay response.

Answer Key:

1. New Year's resolution
2. heart, outside distractions, feel
3. 30

"Run To"
Jessica Lynn

Read the questions below and then watch the video about the inspiration for the song "Run To." Answer the questions below.

1. Jessica Lynn's _____ was to spend the first two weeks of 2020 doing nothing but song writing.
2. According to Jessica, the best song writing is when it comes from the _____ when there are no _____ and you can just allow yourself to _____.
3. It took Jessica Lynn less than _____ minutes to complete the song, "Run To."

After you have checked answers 1-3, answer the following questions. Then share your answers with a partner.

4. Why do you think Jessica Lynn wrote the song "Run To" so quickly?
5. Describe a time that you were inspired to make or do something. How did you feel?
6. Jessica Lynn made a goal to spend two weeks writing songs. Describe a time you made a goal for yourself. Did you achieve your goal? How did you feel?

