



WORDPLAY

ENGLISH LANGUAGE
THROUGH LYRICS

FEATURING
SUB-RADIO



AMERICAN
A E
ENGLISH



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"What You Want to Hear"
Sub-Radio

Long night, caught up in the details
Texts, calls, and emails from my broken friends
Long time since I thought I could fix them
Now everything is mixed up, man it never ends
Ooh, call up everyone I know and tell them
I love 'em and their problems
Hey, are we all as lonely as we say
Is a phone call all it takes?
Why don't you tell me what you want
Nine to five in a nightmare, we're not scared
We're bigger than the fear
Run away with me somewhere, anywhere
I'll tell you what you want to hear (repeated 3x)
(What you want, what you want, what you want)
Hold tight to you when you were younger
You felt like going under but you never did
We could drive and scream at empty streets
Put our song on repeat, it's like it never ends
Ooh, water in the middle of the desert
A glimpse of something better
Hey, we will grow no matter where you plant us
Color every canvas
Why don't you tell me what you want
Nine to five in a nightmare, we're not scared
We're bigger than the fear
Run away with me somewhere, anywhere
I'll tell you what you want to hear (repeated 3x)
(What you want, what you want, what you want)
I know what you want but not what you need
So why did you go and put your trust in me (repeated 3x)
So why did you go, why did you go, oh
Nine to five in a nightmare
We're bigger than the fear
Run away with me somewhere
I'll tell you what you want to hear
Nine to five in a nightmare, we we're not scared
We're bigger than the fear
Run away with me somewhere, anywhere
I'll tell you what you want to hear (repeated 3x)
(What you want, what you want, what you want)



Associated Audio



“What You Want to Hear” Sub-Radio

A2 Level Words

all - adverb, everywhere or everything

anywhere - adverb, any place

as - conjunction, used to compare two things, people, amounts, etc.

bigger - adj., important or serious

call - verb, to telephone someone

calls - noun, when you use the telephone

could - modal verb, used to show something is possible

desert - noun, a large, hot, dry area of land with very few plants

empty - adj., does not contain any thing or people

end - verb, to finish or stop, or to make something finish or stop

everyone - pronoun, every person

everything - pronoun, all things

hear - verb, to listen to someone or something

hey - exclamation, a greeting or a way of attracting someone's attention

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

middle - noun, in equal distance from all edges or sides; center position

repeat - verb, to say or do something more than once

somewhere - adverb, a place when you do not know exactly where it is

song - noun, a short piece of music with words which are sung

text - noun, message on a cell phone

time - noun, a particular amount of time

tell - verb, to order or advise someone to do something

A2 Level Words (cont.)

were - auxiliary verb, past form of *be*

when - conjunction, the time something happened or will happen

where - conjunction, in a place or position

will - modal verb, used to talk about what is going to happen in the future

you - pronoun, people in general

B1 Level Words

details - noun, facts or pieces of information about something

fear - noun, a feeling that something bad or dangerous might happen

felt like - verb, had a wish or wanted to do something

fix - verb, to repair something

like - conjunction, such as

lonely - adj., unhappy because you are not with other people

nightmare - noun, a bad or frightening dream

plant - verb, to put a seed or plant into the ground so that it will grow

say - verb, to tell someone about a fact, thought, or opinion

scared - adj., frightened or worried

scream - verb, to make a loud noise with your voice out of fear or anger

since - conjunction, because

what - pronoun, used to refer to something without naming it

why - adverb, used to talk about the reason for something

your - determiner, belonging or relating to people generally

B2 Level Words

broken - adj., when you are very sad because of difficulties

man - noun, informal, used to refer to both men and women



B2 Level Words (cont.)

matter - noun, a subject or situation that you need to think or talk about

mixed up - adjective, confused, often because of emotional problems

run away - verb, leave and go to a different place because you are unhappy

tight - adverb, very firmly or closely

trust - noun, the feeling that you can believe in someone or something

C1/C2 Level Words

call up - verb, to telephone (call) someone

caught up in - verb, to become involved in a situation without wanting to

glimpse - noun, when you see something or someone for a very short time

know what - verb, understand what you are talking about

tell you what - verb, used to suggest a plan

Activity Summary



Students answer conversation questions before listening to the song “What You Want to Hear.”

Associated Audio



“What You Want to Hear” by Sub-Radio

Lesson Plan



1. Before class, print out copies of the worksheet (on the following page) and cut out the discussion questions on the dotted line. You will need one copy for every 4-6 students.
2. Tell the students they are going to discuss the topic of friendship. You may want to ask them a warm-up question, for example: “What are qualities you look for in a friend?”
3. Put students into small groups (4-6 students), and give them the discussion questions. Tell them to put the questions face down on the desk.
4. Each person in the group will choose a question, read it to their group, and answer it. This will repeat until each question is answered. Give your students a time limit to complete the activity.

Online Tip



If you are teaching online, students can choose a question and record their answers. Vocaroo.com is a good resource for creating short recordings that students can email or text to their teacher. Students could also record a video and share it with their class using a video recording tool like Flip (<https://info.flip.com>).

Beginner/Intermediate Level Questions

How do you prefer to talk to your friends? Do you use text messages, phone calls, or e-mail? Why?	Do you think siblings (brothers and sisters) can be friends? Why or why not?	What type of activities do you like to do with your friends?
Are you a good friend? Why or why not?	Can men and women be friends? Why or why not?	Do you prefer to do activities in big or small groups? Why?
Think of someone who is a good friend. What makes them a good friend?	Would you prefer to have one best friend or many friends? Why?	Is it important to have things in common with your friends? Why or why not?
Is social media important for making new friends? Why or why not?	What is the best way to make new friends?	What do you do if you and a friend have a disagreement or fight?

Activity Summary



Students answer conversation questions before listening to the song “What You Want to Hear.”

Associated Audio



“What You Want to Hear” by Sub-Radio

Lesson Plan



1. Before class, print out copies of the worksheet (on the following page) and cut out the discussion questions on the dotted line. You will need one copy for every 4-6 students.
2. Tell the students they are going to discuss the topic of friendship. You may want to ask them a warm-up question, for example, “What are qualities you look for in a friend?”
3. Put students into small groups (4-6 students), and give them the discussion questions. Tell them to put the questions face down on the desk.
4. Each person in the group will choose a question, read it to their group, and answer it. This will repeat until each question is gone. Give your students a time limit to complete the activity.

Online Tip



Ask students to record their voices using [Padlet.com](https://padlet.com). Students can listen to each other’s answers and respond with comments.

Intermediate/Advanced Level Questions

Do you consider yourself a good friend? Why or why not?	In your opinion, is it easy to maintain friendships as you get older? Explain your answer.	Have you ever had to apologize to a friend? Describe the situation.
Would you rather have one best friend or many friends that you are not very close with? Why?	Do you consider yourself more introverted or extroverted? Explain your answer.	Can friends be like family? Why or why not?
What would you do if a friend betrayed your trust?	Name a famous character from a TV show, movie, or book that you would like to be friends with. Why?	How do you prefer to communicate with your friends? Why?
How has social media affected your friendships?	Do you think it is difficult to be friends with someone from a different culture? Why?	In your opinion, are friendships between women different than friendships between men? Explain your answer.

Activity Summary



Students put song lyrics into the correct order.

Associated Audio



“What You Want to Hear” by Sub-Radio

Before class:

- Print enough lyrics scramble sheets (found on the following pages) 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.

Long night, caught up in the details
Texts, calls and emails from my broken friends

Long time since I thought I could fix them
Now everything is mixed up, man it never ends

Ooh, call up everyone I know and tell them
I love 'em and their problems

Hey, are we all as lonely as we say
Is a phone call all it takes?

Why don't you tell me what you want

Nine to five in a nightmare, we're not scared
We're bigger than the fear

Run away with me somewhere, anywhere
I'll tell you what you want to hear (repeated 3x)
(What you want, what you want, what you want)

Hold tight to you when you were younger
You felt like going under but you never did

We could drive and scream at empty streets
Put our song on repeat, it's like it never ends

Ooh, water in the middle of the desert
A glimpse of something better

Hey, we will grow no matter where you plant us
Color every canvas

Why don't you tell me what you want



Nine to five in a nightmare, we're not scared
We're bigger than the fear

Run away with me somewhere, anywhere
I'll tell you what you want to hear (repeated 3x)
(What you want, what you want, what you want)

I know what you want but not what you need
So why did you go and put your trust in me (repeated 3x)
So why did you go, why did you go, oh

Nine to five in a nightmare
We're bigger than the fear

Run away with me somewhere
I'll tell you what you want to hear

Nine to five in a nightmare, we we're not scared
We're bigger than the fear
Run away with me somewhere, anywhere
I'll tell you what you want to hear (repeated 3x)
(What you want, what you want, what you want)



Activity Summary



Students practice listening for phrasal verbs and learn their meanings.

Associated Audio



“What You Want to Hear” by Sub-Radio

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



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. caught up – phrasal verb
2. mixed up – phrasal verb
3. call up – phrasal verb
4. run away – phrasal verb
5. hold tight – idiom
6. going under – phrasal verb

Long night, 1._____ in the details

Texts, calls and emails from my broken friends

Long time since I thought I could fix them

Now everything is 2._____, man it never ends

Ooh, 3._____ everyone I know and tell them

I love 'em and their problems

Hey, are we all as lonely as we say

Is a phone call all it takes?

Why don't you tell me what you want

Nine to five in a nightmare, we're not scared

We're bigger than the fear

4._____ with me somewhere, anywhere

I'll tell you what you want to hear (repeated 3x)

(What you want, what you want, what you want)

5._____ to you when you were younger

You felt like 6._____ but you never did

We could drive and scream at empty streets

Put our song on repeat, it's like it never ends

Ooh, water in the middle of the desert

A glimpse of something better

Hey, we will grow no matter where you plant us

Color every canvas

Why don't you tell me what you want

Nine to five in a nightmare, we're not scared

We're bigger than the fear

Run away with me somewhere, anywhere

I'll tell you what you want to hear (repeated 3x)

(What you want, what you want, what you want)

Activity Summary



Students practice listening for irregular past tense verbs.

Associated Audio



“What You Want to Hear” by Sub-Radio

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.

Less Challenging



Give students the present tense verb forms for the answers before listening to the song.

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 say the answer aloud.

Answer key:

- | | |
|------------|----------|
| 1. caught | 5. could |
| 2. thought | 6. did |
| 3. mixed | 7. put |
| 4. felt | |

Long night, _1._____ up in the details

Texts, calls and emails from my broken friends

Long time since I _2._____ I could fix them

Now everything is _3._____ up, man it never ends

Ooh, call up everyone I know and tell them

I love 'em and their problems

Hey, are we all as lonely as we say

Is a phone call all it takes?

Why don't you tell me what you want

Nine to five in a nightmare, we're not scared

We're bigger than the fear

Run away with me somewhere, anywhere

I'll tell you what you want to hear (repeated 3x)

(What you want, what you want, what you want)

Hold tight to you when you were younger

You _4._____ like going under but you never did

We _5._____ drive and scream at empty streets

Put our song on repeat, it's like it never ends

Ooh, water in the middle of the desert

A glimpse of something better

Hey, we will grow no matter where you plant us

Color every canvas

Why don't you tell me what you want

Nine to five in a nightmare, we're not scared

We're bigger than the fear

Run away with me somewhere, anywhere

I'll tell you what you want to hear (repeated 3x)

(What you want, what you want, what you want)

I know what you want but not what you need

So why _6._____ you go and _7._____ your trust in me
(repeated 3x)

So why did you go, why did you go, oh

Nine to five in a nightmare

We're bigger than the fear

Run away with me somewhere

I'll tell you what you want to hear

Activity Summary



Students read quotes about friendship and discuss their meanings.

Associated Audio



“What You Want to Hear” by Sub-Radio

Lesson Plan



1. Print enough activity worksheets (found on the following page) for each student.
2. Put students into small groups and give each student a worksheet. (Appointing group leader, time keeper, and note-taker tasks to group members may be helpful for this activity.)
3. Tell students they will read the famous quotes and discuss their meanings. Ask students to take notes on their answers.
4. When they have completed their discussion, ask for volunteers to share their answers.

More Challenging



Use these quotes as writing prompts. Choose an appropriate quote for your students' level or allow them choose one of the quotes to write about. Students can write a paragraph, short essay, or journal entry using the quote as inspiration. Use these questions to help them brainstorm ideas:

- Do you agree with this quote. Why or why not?
- What does this quote mean to you?
- Can you relate to this quote? Why or why not?

Online Tip



Share the worksheet with students online, and put students into breakout rooms to check their answers in small groups. When they have completed the discussion, bring students back together and ask for volunteers to share their answers.



“What You Want to Hear”

Sub-Radio

One of the themes of the song “What You Want to Hear” is about friendship. Please read the following quotes about friendship and describe their meanings.

1. “Friendship is born at that moment when one person says to another, ‘What! You too? I thought I was the only one.’” — C.S. Lewis
2. “There are three things that grow more precious with age; old wood to burn, old books to read, and old friends to enjoy.” — Henry Ford
3. “The only way to have a friend is to be one.” — Ralph Waldo Emerson
4. “Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down.” — Oprah Winfrey
5. “The best mirror is an old friend.” — George Herbert



Activity Summary



Students learn a new idiomatic expression by watching the “Spoken Vs. Written” video.

Associated Video



“Spoken Vs. Written” Video

<https://thelyricsproject.org/package/sub-radio/>

Lesson Plan



1. Print enough activity worksheets (found on the following page) for each student.
2. Put students into small groups and ask them to answer question 1.
3. Play the “Spoken Vs. Written” video. (You may play the video as many times as needed.)
4. Ask students to answer questions 2-5 individually.
5. When students are finished, ask them to check their answers with their original groups.
6. Check answers as a class.

More Challenging



Ask students to find and listen to the famous song “9 to 5” by Dolly Parton. Ask students to compare and contrast the song “What You Want to Hear” with “9 to 5.” Ask them to pay special attention to their feelings about work.

“What You Want to Hear”

Sub-Radio

Discuss question 1 with a partner. Then, write your answer. You will answer questions 2-5 after watching a video.

1. What do you think the expression “*9 to 5*” refers to in the song “What You Want to Hear”?
2. According to Adam, *9 to 5* refers to _____.
3. *9 to 5* is now commonly used to describe jobs that are _____, _____, and _____. Adam uses these adjectives to describe working in a(n) _____.
4. What type of work do you think Adam enjoys?
5. Do you think it is important to enjoy your job? Why or why not?

Activity Summary



Students answer questions after watching the “Discovering New Music” video.

Associated Video



“Discovering New Music” Video

<https://thelyricsproject.org/package/sub-radio/>

Lesson Plan



1. Print enough activity worksheets (found on the following pages) for each student.
2. Put students into small groups and ask them to answer questions 1-3.
3. Play the “Discovering New Music” video. (You may play the video as many times as needed.)
4. Ask students to answer questions 4-6.
5. When students have completed questions 1-6, discuss the answers as a class.

More Challenging



Ask students to search for new music online and fill out the chart on the second activity page. Encourage students to find artists who sing in English.

Ask students to share their music chart with their classmates. They can exchange music charts with a partner and listen to the music at home, or you can play the music they discovered in the classroom. After listening to all of the songs, ask students to vote to see which songs they liked the most.

“What You Want to Hear”

Sub-Radio

Read and answer questions 1-3.

1. What genre(s)/styles(s) of music do you like? List as many as you would like.
2. Who is your favorite musical artist? Why do you like this musician/band?
3. How did you discover this artist?

Barry suggests finding new music by searching for artists that your favorite musician likes. You can also find music that is similar to your favorite musician. To find these artists, Barry says to check music streaming services and social media.

4. How do you usually find new music?
5. Where do you listen to music? (on a website or app, at home, on the radio)
6. When do you usually listen to music?



"What You Want to Hear"

Sub-Radio

Name_____

You are going to search for a musician or band that is new to you. Please fill out this chart with their information. You can use music websites, social media, or suggestions from friends or family to find a new musical artist.

Name of musician or band:	Genre/style of music:
How did you find this musician/band?	
What song(s) did you listen to from this musician/band?	
Would you recommend this musician/band to your friends? Why?	
Describe this musician/band. Can you compare them to other musical artists?	
Would you listen to this musician/band again? Why or why not?	