What I Mean Is I Live Here

English · C1

Scan to play the song

Name _____ Class _____ Date _____

The grammar · What I need is… (cleft)

Find it: __ / 2

1 · SEE IT

What I'd love to say, if I weren't so polite,

2 · LEARN IT

What I need is a hobby	the thing I need is a hobby	**What I'd like to say is hello**	the thing I'd like to say is hello
What I wanted was a car	the thing I wanted was a car	**What you don't see is the kitchen**	the part you don't see is the kitchen
What I miss is the listening	the thing I miss is the listening	**What nobody tells you is that…**	here is something nobody tells you: …

3 · FIND IT

Circle every example of what I need is… (cleft). One line has none.

1. praises my "strong written communication skills"
2. What I mean is: I live here, same as you.
3. Thank you, I say. What I mean is: I live here.

2 · Lyric Scramble

__ / 5

Number the lines 1 to 5, in song order.

- [ ] then tells me, slowly, as if I might not follow,
- [ ] looks up from my prescription like he's spotted a unicorn,
- [ ] "Your English is so good!" Thank you, I say.
- [ ] that my English is "really, really good."
- [ ] Third time this week: the guy at the pharmacy counter

Sing it together

Play the song. Everyone sings the chorus. Then two halves take turns, line by line.

My score ____ / 7

For parents: scan to play the song at home. The app is free to try.

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What I Mean Is I Live Here

English · C1 · Grammar: What I need is… (cleft) · 7 points

Grammar · Find it (2)

1 none 2 what 3 what

2 · Lyric Scramble (5)

then tells me, slowly, as if I might not follow, 4 · looks up from my prescription like he's spotted a unicorn, 3 · "Your English is so good!" Thank you, I say. 1 · that my English is "really, really good." 5 · Third time this week: the guy at the pharmacy counter 2

For the teacher

Play the song once with the lyrics. Do "See it" and "Learn it" together; students do "Find it". Students do the 4 games alone or as homework, add up their score and hand in the sheet. Each game is also in the app's Arcade.

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