

I Bet You'll Think This Song Is About You



Objectives:

Students will be:

- Able to sing the song on their own
- Able to fill in the blanks of the missing vocabulary
- Familiarized with the vocabulary, concepts, and terms in the song and be able to explain them in their own words.

Examples of Possible Applicable Standards:

- 1.L.2 Listen attentively to the speaker for specific information. K.L.2---7.L.2.B
- 3.R.16 Demonstrate an understanding of the most important details in a story or passage.4.R.19---.4.R.13---5.R.11---5.R.17---6.L.4---7.R.4.O
- 5.L.3 Respond to literal or inferential oral questions from teachers and others K.L.8---2.L.2.D---3.L.3---4.L.4---7.L.2.R

- 6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.K.L.2---1.L.3---6.L.2---7.L.2
- 6.R.4. The students will recognize and use grade appropriate and---or content specific vocabulary within the context.

Using songs and listening exercises in the classroom is an engaging and fun way to increase students' language skills. Through music and lyrics students are able to practice a wide variety of language skills in a fun manner.

1 Listening...Following the song to determine words.

2 Reading.....Reading the lyrics

3 Writing.....Filling in the blanks

4 Speaking....Singing the song

Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom.



Through songs students can practice recognizing rhyming words, parts of speech, points of view, locating places and people on maps, and simply expanding their vocabulary. Looking through the reading skills it is easy to find endless applications for music and lyrics in lessons. There are songs with lyrics that will help students focus on almost any topic, like phrasal verbs, prepositions, rhyming, etc.

Also, the grammar and slang in many popular songs is often questionable or incorrect in every day English, but this provides built-in discussion opportunities.

Note: Prior to using the song make sure you have looked through all the vocabulary and marked words that you may need to discuss and always make sure that the songs are appropriate.

Applying the Idea:

ESL Students are often missing background information that is expected of their age group. For example, many classic children's stories are referred to on standardized tests, stories that ESL students may never have heard. These stories can provide great learning opportunities, especially when used in conjunction with music.

Lesson Example:

Story: *The Emperor's New Clothes*

Theme/Key Term: Vanity

Song: *You're So Vain* by Carly Simon

Read the story *The Emperor's New Clothes* with your students. Discuss the term and idea of vanity and all of its applications within the story and in our everyday surroundings. Ex: Why do we have a "vanity" in the bathroom? What are "vanity plates" on a car?

Vanity

Etymology: Middle English, from Anglo-French, empty, futile, from Latin *vanus* —

Date: 14th century

1 : having no real value : idle, worthless <vain pretensions>

2 : marked by futility or ineffectualness : unsuccessful, useless <vain efforts to escape>



3 *archaic* : foolish, silly

4 : having or showing undue or excessive pride in one's appearance or achievements : conceited

Option: Watch a video of the Emperor's New Clothes. Discuss all the times you see people acting in a vain way.

Now, move on to the song...

A Short History of "You're So Vain" and Carly Simon

In January of 1973, *You're So Vain* was the # 1 hit song on the radio. Carly had just married fellow pop-superstar James Taylor a month before, so when *You're So Vain* hit the airwaves, it stirred intense curiosity about which one of her previous famous boyfriends was the subject of this song.

Was it Mick Jagger? Cat Stevens? Warren Beatty? Kris Kristofferson? It was common knowledge that she had dated each of them in the past.

Carly has never revealed who she had in mind when she wrote *You're So Vain*, though there have been many rumors about who it was written about, and all these years later, interviewers are still asking her this same question. *Why do your students think she keeps it a secret?*



What Does She Have to Say?

1. Provide each student with the printed lyrics, and have them read along as they listen to the song. Give them a few minutes to silently make corrections or highlight sentences that they don't understand. Are there any

words they don't understand? Discuss them.

2. Then have students sing along with the song.
3. Next have them try to fill in the blanks on the lyrics sheet while listening to the song.
4. Finally, challenge those who think they are ready to sing the song alone.
Can they do it?

Option: Have students identify additional adjectives in the lyrics. Are they positive, negative, or neither?

Lyrics to "You're So Vain" by Carly Simon

You walked into the party like you were walking onto a yacht

Your hat strategically dipped below one eye

Your scarf it was apricot

You had one eye in the mirror as you watched yourself gavotte

And all the girls dreamed that they'd be your partner

They'd be your partner, and...

You're so vain, you probably think this song is about you

You're so vain, I'll bet you think this song is about you

Don't you? Don't You?

You had me several years ago when I was still quite naive

Well you said that we made such a pretty pair

And that you would never leave

But you gave away the things you loved and one of them was me

I had some dreams, they were clouds in my coffee

Clouds in my coffee, and...

You're so vain, you probably think this song is about you

You're so vain, I'll bet you think this song is about you

Don't you? Don't You? Don't You?

I had some dreams they were clouds in my coffee
Clouds in my coffee, and...

You're so vain, you probably think this song is about you
You're so vain, I'll bet you think this song is about you
Don't you? Don't You?

Well I hear you went up to Saratoga and your horse naturally won
Then you flew your lear jet up to Nova Scotia
To see the total eclipse of the sun
Well you're where you should be all the time
And when you're not you're with
Some underworld spy or the wife of a close friend
Wife of a close friend, and...

You're so vain, you probably think this song is about you
You're so vain, I'll bet you think this song is about you
Don't you? Don't You? Don't you?

You're so vain, you probably think this song is about you
You're so vain, you probably think this song is about you

Lyrics to "You're So Vain" by Carly Simon

As you listen to the song fill in the blanks with the missing words...

You walked into the party like you were walking onto a _____

Your _____ strategically _____ below one eye

Your _____ it was _____

You had one _____ in the _____ as you watched _____ gavotte

And _____ the girls _____ that they'd be your _____

They'd be your _____, and...

You're so _____, you _____ think this song is about you

You're so vain, I'll _____ you think this _____ is about you

Don't you? Don't You?

You had me _____ years ago when I was still quite _____

Well you _____ that we made such a _____ pair

And that you would never _____

But you _____ away the _____ you loved and _____ of them was me

I had some _____, they were clouds in my _____

Clouds in my _____, and...

_____ so vain, you probably think this song is about you

You're so vain, I'll bet you think this song is about you

Don't you? Don't You? _____ ?

I had some _____ they were clouds in my coffee
_____ in my coffee, and...

You're so vain, you probably think this song is _____ you
You're so vain, I'll bet you think this song is about you
Don't you? _____ ?

Well I hear you went up to _____ and your horse _____ won
Then you flew your Lear _____ up to Nova Scotia
To see the total _____ of the sun
Well you're _____ you should be all the time
And _____ you're _____ you're with
Some underworld _____ or the _____ of a close _____
Wife of a close _____, and...

You're so vain, you _____ think this song is about you
You're so _____, I'll _____ you think this song is about you
Don't you? Don't You? Don't you?

_____ so _____, you _____ think this _____ is about you
You're so _____, you _____ think this _____ is about _____.

Extensions: How to Write Vocabulary Rhymes

Idea thanks to The Hip-Hop Classroom by Flocabulary <http://hiphopclassroom.com/?p=155>

Many students say that memorizing vocabulary words is a struggle, so we designed a simple lesson plan to help students learn, master and retain difficult vocabulary by writing a rhyme. This exercise can be done while a beat is playing (free beats are available here) or without music.

Step 1. Choose Your Vocabulary Word and Pre-teach

In this case, let's use the word vain, since we've covered it so recently – vain is an SAT-level vocabulary word that students might have to grapple with as early as middle school.

- A. Teach the word and the definition: Vain (adj.) too proud, into oneself
- B. Use the word in a sentence: (e.g.) "Vain people always carry a mirror in their pocket so they can check themselves out."

Step 2. The First Line

The formula:

_____ (Definition) _____ (Vocabulary Word),
_____ (Context) _____ (Rhyme).

We know that our first line will end with vain. To be an effective learning tool, the first line also needs to contain the word's definition.

Here's a sample first line:

"Lisa was so into herself, you know, she was so vain,"

If you're working with a group of students who have never done this before, it may be a good idea to provide the first line. Once students get used to the exercise, they'll be able to write it on their own.

Step 3: The Rhyming Word Bank

We know that our first line ends with vain, so our next step will be to create a list of words that rhyme with that sound: luckily, many English words do. For this exercise, have students raise their hands and call out words that rhyme. Make a list on the board like this:

Vain – perfect rhymes

Pain
Gain
Brain
Plane
Vein (homonym!)
Insane
Disdain
Entertain

Vain – slant rhymes

Day
Play
Wage
Take
Sale
Sayin'
Money

As you can see, the slant rhymes get further and further away from the root word, but they're all close enough (pronounced with a little poetic license) to rhyme with vain.

Step 4: Complete the Rhyme

Now that you have a rhyming word bank, your students will have to choose one of the rhyming words and use it to complete the rhyme.

You'll notice in the formula that we ask students to think about context in their second line. This is a key point and can really separate great writers from writers who simply complete the assignment. In this case, writing with good context means that the second line supports the meaning of the vocabulary word you are defining, through action or theme.

For example, here is a second line that doesn't use context:

"Lisa was so into herself, you know, she was so **vain**,
She likes rain."

While this is a perfectly fine rhyme, we are relying on the first line's definition as a context clue but not really getting another exposure to the word's meaning.

Here's a better example that uses context.

"Lisa was so into herself, you know, she was so **vain**,
She looks in the mirror so much it drives me insane."

Step 5: Perform

Each student should now have at least two lines written. At this point, you can offer students that chance to perform their rhymes for the class (over a beat or a cappella). This is always a fun way to end the lesson and it's always great when you (the teacher) share as well.

Step 6: Repeat

Now that students get the idea, they shouldn't have a problem repeating this process with other vocabulary words that you chose. Provide students with a list of 8 words and have them write an entire verse on a specific topic!