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Lesson ideas to support *You've got a friend*  
by Carole King

**Part A:** Warm Up discussion Questions (ready for ELMO or OHP) (page 2)

**Part B:** Song Cloze (page 3)

The following is just one possible sequence for using songs in class.

**Listening CLOZE Process:**

1. give ELLs the cloze and have them scan for words they don't know
2. ELLs listen once or twice depending on level
3. encourage them to sing along (for pronunciation, rhythm, thought groups)
4. have ELLs share their answers with partners to help each other
5. take up answers as a group –have ELLs read a line each
6. listen again – paying special attention to hear the words they got wrong

**Part C: Post-listening Discussion**

**End of Term OPTION:**

**The melody is fairly easy for most inexperienced singers to handle.**

- I've often used this song at the beginning of the term.
- At the end of the course, the final activity is for them to change the lyrics to summarize their experience together.
- If they present it at a reception, I put the words on the screen so people can sing along. It also helps the audience hear the words if the singers don't articulate well.

- 1. Tell your group about your best friend. What makes him/her different than everyone else you know?**
- 2. What are 4 qualities or characteristics of good friends?**
- 3. Do you think a male and female can be “best friends” with each other and not be lovers? Why or why not?**
- 4. When you are 60 years old, what do you think you will do with your friends “for fun”? Explain.**

## You've got a Friend Carole King

When you're \_\_\_\_\_<sub>1</sub> and troubled

And you need some love and \_\_\_\_\_<sub>2</sub>

Nothing, nothing is going \_\_\_\_\_<sub>3</sub>

Close your \_\_\_\_\_<sub>4</sub> and think of me

Soon I will be there

To \_\_\_\_\_<sub>5</sub> even your darkest night.

**CHORUS** You just \_\_\_\_\_<sub>6</sub> out my \_\_\_\_\_<sub>7</sub>

And you know \_\_\_\_\_<sub>8</sub> I am

I'll come \_\_\_\_\_<sub>9</sub>, \_\_\_\_\_<sub>10</sub>

Yeah, to see you \_\_\_\_\_<sub>11</sub>

\_\_\_\_\_

All you have to do is \_\_\_\_\_<sub>12</sub>

And I'll be \_\_\_\_\_<sub>13</sub>, yes, yes, I \_\_\_\_\_<sub>14</sub>

You've got a friend

If the \_\_\_\_\_<sub>15</sub> above you

Grows dark and full of \_\_\_\_\_<sub>16</sub>

And that old \_\_\_\_\_<sub>17</sub> wind begins to \_\_\_\_\_<sub>18</sub>

Just keep your head \_\_\_\_\_<sub>19</sub>

And call my name \_\_\_\_\_<sub>20</sub> \_\_\_\_\_<sub>21</sub>

Soon you'll hear me knockin' at your \_\_\_\_\_<sub>22</sub>

### CHORUS

Ain't it good to know that you've got a friend

When people can be so \_\_\_\_\_<sub>23</sub>

They'll hurt you, yes, and \_\_\_\_\_<sub>24</sub> you

And take your \_\_\_\_\_<sub>25</sub> if you let them,

But, don't you let them

Part C: Post-discussion Questions

**1. Do you like this song? Why or why not?**

**2. What do these phrases mean or refer to?**

- a) Winter, spring, summer or fall**
- b) If the sky above you grows dark and full of clouds**
- c) And that old North wind begins to blow**
- d) Just keep your head together**
- e) They'll hurt you and desert you**
- f) And take your soul if you let them**

**➤ Give examples from your life to explain the metaphors in the song**