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## Hand in my Pocket - Song Gap Fill

Song by Glen Ballard and Alanis Morissette

Listen to the song "Hand in my Pocket" and complete the gaps with the adjectives.

I'm (1) \_\_\_\_\_ but I'm happy, I'm poor but I'm kind  
I'm (2) \_\_\_\_\_ but I'm (3) \_\_\_\_\_, yeah  
I'm high but I'm grounded, I'm (4) \_\_\_\_\_ but I'm overwhelmed  
I'm (5) \_\_\_\_\_ but I'm hopeful, baby  
What it all comes down to  
Is that everything's gonna be fine, fine, fine  
'Cause I've got one hand in my pocket  
And the other one is giving a high five

I feel drunk but I'm (6) \_\_\_\_\_, I'm (7) \_\_\_\_\_ and I'm underpaid  
I'm (8) \_\_\_\_\_ but I'm working, yeah  
I care but I'm (9) \_\_\_\_\_, I'm here but I'm really gone  
I'm (10) \_\_\_\_\_ and I'm sorry baby

What it all comes down to  
Is that everything is going to be quite alright  
'Cause I've got one hand in my pocket  
And the other one is flicking a cigarette

What it all comes down to  
Is that I haven't got it all figured out just yet  
'Cause I've got one hand in my pocket  
And the other one is giving a peace sign

I'm (11) \_\_\_\_\_ but I'm focused, I'm green but I'm (12) \_\_\_\_\_  
I'm hard but I'm (13) \_\_\_\_\_, baby  
I'm (14) \_\_\_\_\_ but I'm laughing, I'm (15) \_\_\_\_\_ but I'm chicken shit  
I'm sick but I'm (16) \_\_\_\_\_ baby

And what it all boils down to  
Is that no one's really got it figured out just yet  
I've got one hand in my pocket  
And the other one is playing the piano

And what it all comes down to, my friends, yeah  
Is that everything is just (17) \_\_\_\_\_ fine fine  
I've got one hand in my pocket  
And the other one is hailing a taxi cab

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## Hand in my Pocket - Song Gap Fill

Here is a useful song gap fill for introducing adjectives.

Before class, make one copy of the worksheet for each student. You will also need a copy of the song "Hand in my Pocket" by Alanis Morissette.

<https://www.youtube.com/watch?v=LQ8D5lhe4hg>

### Procedure

Divide the class into small teams and assign each team a number.

On the board, write the title of the song and then write up the numbers for the missing words.

Hand out a copy of the gap fill to each student.

Have the students listen to the song two or three times depending on your students' ability.

Students work on their own the first two times they listen to the song.

Then, after you have played the song a second time, have the students compare their answers with their teammates.

Give the students time to discuss their answers and then play the song a final time.

After that, teams take it in turns to write their answers on the board.

A team chooses a number and then a team member comes up to the board and writes the missing adjective.

Give the students one point for the correct adjective and an extra point for spelling.

If a team spells an adjective incorrectly, you can ask the other teams to give the correct spelling. If another team manages to give the right spelling, award them with the spelling point.

Continue like this until all the missing words have been written on the board. If the teams are really struggling, play the song another time.

After all the words have been written on the board and the winning team is announced, discuss the meaning of the adjectives. Ask the students what they think the song is about. Get their ideas and opinions and round off the activity.

### Answer key

- |             |              |
|-------------|--------------|
| 1. broke    | 10. wrong    |
| 2. short    | 11. free     |
| 3. healthy  | 12. wise     |
| 4. sane     | 13. friendly |
| 5. lost     | 14. sad      |
| 6. sober    | 15. brave    |
| 7. young    | 16. pretty   |
| 8. tired    | 17. fine     |
| 9. restless |              |