

Song 13: Further Down



ACTIVITY MENU

PRE-LISTENING

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POST-LISTENING

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Reading: Main Ideas and/or Specific Details
Writing: I Think This Song Rocks!



Further Down: Lyrics

by Kris Gruen

(2:22)

- 1 It takes no time to begin again,
Just stay away from where you've been.
The moon will rise at a half past seven.
It takes no time to begin again.
- 5 And it takes no time to heal the past.
Just remember where your heart was last.
The sun sets early, but the moon she rises fast.
It takes no time to heal the past.

(Chorus):

- 9 And in this work we're not alone.
The whole world is out to find
How to make the roses and violins sing their strings.
Move us further down the line,
Move us further down the line.
- 14 It takes no time to make a choice.
These marble steps will serve just fine.
Oh, show me courage, show me voice,
Like the wind inside the pine.
No, no, no, no, no, it'll take no time.

(Chorus):

- 19 And in this work we're not alone.
The whole world is out to find
How to make the roses and violins sing their strings.
Move us further down the line, (move us further down)
Move us further down the line,
Move us further down,
Move us further down,
Move us further down the line.



Pre-listening Activities: Choose one or two of the activities below.

Unscramble the Sentences

Purpose: To generate interest and introduce vocabulary and grammar for the song, and write phrases and sentences

Level: All **Time:** 25 – 30 minutes, plus the length of the song (2:22 minutes)

Preparation and Materials: Make enough copies of the scrambled sentences ([page 757](#)) so that each group has one sentence to unscramble. Make enough copies of the two challenge sentences so that each group has one challenge sentence. (Answer key: see lines 1 – 8 of the lyrics on [page 755](#).)

Instructions: See [page 321](#). Get the students to re-order the words to create complete sentences; then re-order each line to form the first two stanzas of the song.

Stanza Creation

Purpose: To predict the content, generate interest, and introduce vocabulary for the song, and write phrases and sentences

Level: 3 and above

Time: 30 – 40 minutes, plus the length of the song (2:22 mins.) (This activity may be extended over several class sessions.)

Preparation and Materials: Write the following keywords from Stanza 1 on the board in random order:

takes time begin again moon rise seven stay away

Instructions: See [page 320](#).

Can You See What I See?

Purpose: To generate interest and introduce vocabulary for the song, and activate background knowledge about the topic

Level: All

Time: 25 – 30 minutes

Preparation and Materials: Hang the picture of the rearview mirror ([page 758](#)) on the board. Cover the lines from the song with a piece of paper so that students cannot read them.

Instructions: See [page 327](#), Modification A. Before making predictions, uncover the lines from the song and ask students make predictions based on the picture and the lines.



Further Down: Unscramble the Sentences

----- ✂ -----

again begin It no takes time to

----- ✂ -----

away been from Just stay where you've

----- ✂ -----

a at half moon past rise seven The will

----- ✂ -----

again begin It no takes time to

----- ✂ -----

And heal it no past takes the time to

----- ✂ -----

heal It no past takes the time to

----- ✂ -----

Challenge Sentences

*Note to the teacher: the second challenge sentence has an extra word (she) and it is not Standard English, so you may need to give students a hint about this sentence.

----- ✂ -----

heart Just last remember, was where your

----- ✂ -----

but early, fast moon rises sets she sun The the

----- ✂ -----



Further Down: Can You See What I See?



**It takes no time to begin again.
Just stay away from where you've been.**



Listening Activities: Choose one of the listening activities below.

Dictation

Purpose: To listen for details, and write phrases and sentences

Level: 2 and above

Time: 20 – 25 minutes (to play the song three times)

Preparation and Materials: (Answer key: see the lyrics on [page 755](#).)

Instructions: See [page 336](#).

Mixed-Up Lyrics

Purpose: To listen for specific words or phrases, and make print and sound connections

Level: 2 and above

Time: 15 – 25 minutes (to play the song two or three times)

Preparation and Materials: Make a copy of the handout ([page 760](#)) for each group of students. Cut apart the lines and mix them up. (Answer key: see the song lyrics on [page 755](#).)

Instructions: See [page 334](#).

Listening for Rhyming Words

Purpose: To listen for details, and recognize and discriminate between similar sounds

Level: 2 and above

Time: 10 – 15 minutes (to play the song two times)

Preparation and Materials: Make a copy of the lyrics ([page 755](#)) for each student or pair of students. Write the following words from the song on the board:

again past line choice

Instructions: See [page 336](#). (Answer key: see [page 766](#).)



Further Down: Mixed-Up Lyrics

----- ✂ -----

It takes no time to begin again,
Just stay away from where you've been.

----- ✂ -----

The moon will rise at a half past seven.
It takes no time to begin again.

----- ✂ -----

And it takes no time to heal the past.
Just remember where your heart was last.

----- ✂ -----

The sun sets early, but the moon she rises fast.
It takes no time to heal the past.

----- ✂ -----

And in this work we're not alone.
The whole world is out to find

----- ✂ -----

How to make the roses and violins sing their strings.
Move us further down the line,
Move us further down the line.

----- ✂ -----

It takes no time to make a choice
These marble steps will serve just fine.

----- ✂ -----

Oh, show me courage, show me voice,
Like the wind inside the pine.
No, no, no, no, no, it'll take no time.

----- ✂ -----

And in this work we're not alone.
The whole world is out to find
How to make the roses and violins sing their strings

----- ✂ -----

Move us further down the line (move us further down)
Move us further down the line
Move us further down
Move us further down
Move us further down the line

----- ✂ -----



Singing Activities: Choose one of the singing activities below.

Old Song, New Song

Purpose: To explore the rhythm of words

Level: 3 and above **Time:** 40 – 55 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics ([page 755](#)) for each group of students, or write the lyrics on the board.

Instructions: See [page 346](#).

One Theme - Many Songs

Purpose: To create a song, and practice pronunciation and intonation

Level: 3 and above

Time: 60 – 75 minutes (depending on the number of songs to be performed; may be extended over several class sessions)

Preparation and Materials: None

Instructions: See [page 347](#), Modification C. Brainstorm words as a class about the following topic that the students can use in a brainstorming session about the new song:

Moving forward to the next step in life.

Crazy Lyrics

Purpose: To explore the rhythm of words, use different parts of speech, and think about why words are appropriate and inappropriate in particular contexts.

Level: 2 and above

Time: 20 – 30 minutes

Preparation and Materials: Make a copy of the Crazy Lyrics handout ([page 762](#)) for each group of students.

Instructions: See [page 353](#).



Further Down: Crazy Lyrics

Directions to Group Recorder: Do not show this handout to the rest of your group. You are going to ask your group members to give you a word that fits the description in parentheses underneath each line. Write down the word that your group members suggest. For example, if you say, "Give me a noun for a thing," and your group members reply, "sports car," then write "sports car" in the first blank. When you have filled in all the blanks, read or sing the new song to your group.

It takes no _____ to begin again
(noun – thing)

Just stay away from where you've been.

The moon will _____ at a half past seven.
(verb – action)

It takes no time to _____ again.
(verb – action)

And it takes no time to heal the _____.
(noun – thing)

Just remember where your _____ was last.
(noun – thing)

The sun sets _____, but the moon she rises fast.
(adverb)

It takes no time to _____ the _____.
(verb – action) (noun – thing)

And in this work we're not _____.
(adjective – emotion)

The _____ world is out to find
(adjective)

How to make the _____ and _____ sing their _____.
(noun – thing) (noun – thing) (noun – thing)

Move us further down the _____.
(noun – thing)

Move us further down the _____.
(noun – thing)



Post-listening Activities: Choose one or two of the activities below.

Speaking: Small Group Discussion and Summary

Purpose: To think critically, and express opinions

Level: 3 and above

Time: 25 – 35 minutes

Preparation and Materials: Make a copy of the discussion questions ([page 764](#)) for each group.

Instructions: See [page 360](#).

Reading: Main Ideas and/or Specific Details

Purpose: To write and answer questions that focus on main ideas and details

Level: 3 and above

Time: 30 – 40 minutes in class (part of this activity for homework)

Preparation and Materials: Make a copy of the reading text ([page 765](#)) for each student. As homework, assign each student to read the text and write either one main idea question or one detail question.

Instructions: See [page 367](#).

Writing: I Think This Song Rocks!

Purpose: To critically evaluate a piece of music, and write short, persuasive song reviews

Level: 3 and above

Time: 40 – 50 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the song review handout ([page 766](#)) for each group. Gather information about song reviews.

Instructions: See [page 376](#). Use the following topics to help students brainstorm words to use in their reviews:

Instruments heard in “Further Down”

Adjectives to describe the sound of the song and the singer’s voice

Emotions you feel when you hear this song

After the brainstorming session, give students the handout and have them write a review.



Further Down: Small Group Discussion and Summary

1. What emotions do you feel when you listen to this song?
2. What is the musician trying to tell the audience?
3. When you listen to a song, do you apply it to your own life? Do you try to understand what is going on in the songwriter's own life? Why or why not?
4. Even if you don't understand the lyrics, do you think the tune and the way the musician sings will be understood all over the world? Why?
5. Do you think traditional songs in your culture are a form of poetry? Do these songs sometimes have an artistic interpretation? Explain.



Music and Poetry

The song “Further Down” by musician Kris Gruen is an example of how music is a type of poetry. But what is poetry? Poetry is not always about telling a story. Rather, poetry is more focused on using words to express a deeper meaning and **convey**⁵⁸ emotions. The rhythm that the poet chooses is also important. Poetry uses stressed and unstressed syllables to create rhythm within verses, giving poetry a music-like quality. This rhythm in poetry is similar to the beat found in music.



Like poetry, music also expresses emotions through a musical and rhythmic language. The words in songs are a type of poetry called lyric poetry. The purpose of lyric poetry is to express personal feelings that are often **unique**⁵⁹ to the poet. Lyric poetry is sometimes written in response to a situation that the poet found meaningful or difficult. Like other types of poetry, lyric poetry can be **interpreted**⁶⁰ in many different ways, however. The meaning intended by the songwriter is sometimes understood differently by each listener because of their unique life experiences.

The song “Further Down” is an example of how lyrics have multiple **interpretations**.⁶¹ Musician Kris Gruen sings:

It takes no time to begin again, Just stay away from where you’ve been

What does he mean when he sings these lyrics? One possible interpretation is that he was very hurt in the past, maybe by someone he loved. In order to move forward from this, he must avoid places or things that remind him of why his heart was broken. Do you have another interpretation of his lyrics?



Often the words or ideas in a song or poem cannot be interpreted **literally**.⁶² To interpret something literally means to consider the real-world meaning of the individual words. Instead, we try to find metaphors, or symbols, that relate the ideas to a deeper message. For example, Kris Gruen also sings:

The sun sets early, but the moon she rises fast

The literal meaning of these words talks about sunsets and moonrises, but what might be a symbolic interpretation of these lyrics? One interpretation is that the day **symbolizes**⁶³ positive (or “light”) times in life, while the night symbolizes negative (or “dark”) times. Although the day ends when the sun sets, the moon will quickly bring light into even the dark times in life. Of course, there are other interpretations. For example, a second interpretation of this line is that the day is too short and the night comes too quickly. How do you interpret these lyrics? It is not necessary to determine one exact meaning when reading poetry or listening to music. It is more important to find meaning in the forms of art that you can relate to your own life.

⁵⁸ **convey** to express or communicate something

⁵⁹ **unique** one of a kind, unlike others

⁶⁰ **interpret** to understand or finding meaning in something

⁶¹ **interpretation** the different meanings or ways of understanding something

⁶² **literally** in a way that uses the ordinary and usual meaning of a word

⁶³ **symbolize** to stand for or represent something



Further Down: I Think This Song Rocks!

A review normally takes the following pattern:

- (Name of Singer's) new song (Title) is (strong opinion).
- Four to six sentences to justify the writer's opinion about the song; details about the song's characteristics, such as the lyrics, beat, rhythm, melody, instruments, vocals, and so on.
- Concluding remark or prediction.

About *Further Down*

- Singer: Kris Gruen
- Instruments: acoustic guitar, violin, banjo, drums, bass, percussion
- Genre: Indie Folk

Your Review:

.....

Further Down: Answer Keys

Listening for Rhyming Words: Answer Key

word **starred words are near rhymes, line numbers are (in parentheses)*

- | | |
|-------|--|
| again | *begin (1), been (2), *seven (3), again (4) |
| past | last (6), fast (7), past (8) |
| line | *find (10, 20), line (12-13, 23, 26), fine (15), pine (17) |

