

## Introduction to the *Goodbye Rainbow* songs

After the success of *Mister Monday*, Longman were very keen for us to make a follow-up album.

We recorded the backing tracks of the ten songs on *Mister Monday* in a single day, returning two days later to add the vocal tracks in *three hours* on one evening. When we talked about making the follow-up, I felt that I had some bargaining power and I made it absolutely clear to Longman that we couldn't possibly complete another album in such a short time.

I also wanted to use some of the talented musicians that I had met in the intervening years, including the brilliant pianist Nigel Stewart.

This time, Longman did have some editorial control. The editor Damien Tunncliffe suggested that I try to make the songs more theme-based, and he actually used the word 'environmental'. This was in 1974! As a result, someone who reviewed the songs suggested that they were left-wing propaganda! And a number of people, listening to the songs now, have said that the environmental message remains the same. *Looking Forward To The Day* is the best example.

# The Houses Are Built

## Grammar point: passives

The houses are built and then they're pulled down  
The people are told to move out of town  
The letters are written, the protests begin  
But nothing is done, the battle is won  
Won by whom?

A motorway is needed, we must start right away  
A thousand trees are cut down the very first day  
An election is held, the other party wins  
And the every next day, the motorway begins  
Built by whom?

A church is demolished, the protest is faint  
The office block's named after a very famous saint  
The offices are damaged by an accidental fire  
A hymn of thanksgiving is sung by the choir  
Nothing's changed

A minister's invited to open a road  
A traffic jam delays him and the day is wet and cold  
Several of the guests are taken down with flu  
The minister arrives and catches it too  
Down with flu

A man was accused of anti-social deeds  
He tried to stop the motorway rolling on his weeds  
The case was defended but the prosecutor won  
Everyone was happy for justice was done  
Mmmmm ,,,,,

## Notes about the song

The grammar point of this song is passives. All the examples are present passives, until the last verse, where they're simple past passives.

Looking back fifty years to the writing of this song, it's clear that I was influenced by a couple of news stories, where local environmental concerns were ignored in favour of building projects, a housing development and a motorway.

# Nothing Has Changed

**Grammar point: something/anything/nothing/everything etc**

*Everywhere* I go, people seem so slow

*Everything* I do brings back memories of you

*Everyone* I see seems to be looking at me

*Every time* I open my door, I feel I can't take any more

Nothing has changed in this town since you've gone

Nothing has changed and nothing gets done

No one has moved in this town since you've gone

Nothing has changed but nowhere's the same

*Something* inside me tells me I was a fool

*Somewhere* in the big wide world, you're thinking that, too

*Someone* should have told me what I had to do

*Some time* in the future, I'm going to get to you

Nothing has changed in this town since you've gone

Nothing has changed and nothing gets done

No one has moved in this town since you've gone

Nothing has changed but nowhere's the same

I don't need *anybody* to tell me I was wrong

I haven't got *anything* to do, the days are getting long

There isn't *anywhere* I can call my home

So please call me *any time*, you can be sure that I'll come

Nothing has changed in this town since you've gone

Nothing has changed and nothing gets done

No one has moved in this town since you've gone

Nothing has changed but nowhere's the same

**Teaching idea**

Give the class a worksheet where the words *in italics* are removed and put at the top of each verse (not in the correct order). Ask students to fill in the spaces before they listen to the song. Leave the chorus intact.

everyone everything every time everywhere

\_\_\_\_\_ I go, people seem so slow

\_\_\_\_\_ I do brings back memories of you

\_\_\_\_\_ I see seems to be looking at me

*Every time* I open my door, I feel I can't take any more

someone some time something somewhere

\_\_\_\_\_ inside me tells me I was a fool

\_\_\_\_\_ in the big wide world

\_\_\_\_\_ should have told me what I had to do

\_\_\_\_\_ in the future, I'm going to get to you

anybody any time anywhere anything

I don't need \_\_\_\_\_ to tell me I was wrong

I haven't got \_\_\_\_\_ to do, the days are getting long

There isn't \_\_\_\_\_ I can call my home

So please call me \_\_\_\_\_, you can be sure that I'll come

### **Discussion**

What is the implicit meaning of the last line the chorus?

*Nothing has changed but nowhere's the same*

# He'd Still Be Here

## **Grammar point: Second conditional**

When we met each other, we were young

If we'd been older, who can say?

We would have known the way to talk to each other

And he'd still be here today

I got angry when he was late, I never asked the reason why

If I'd given him the chance to tell me his story

He wouldn't have had to lie

If I had told him that I needed him, he wouldn't have run away

If I had told him he meant the world to me, he'd still be here today

If I hadn't been so cruel, he would have told me what was wrong

I would have seen that he needed love from me

And I wouldn't be singing this song

If I had told him that I needed him, he wouldn't have run away

If I had told him he meant the world to me, he'd still be here today

But the day came when he left

If I had called him, he would have stayed

Now he's far away and he's gone forever

But the memory will never fade

If I had told him that I needed him, he wouldn't have run away

If I had told him he meant the world to me, e'd still be here today

**Vocals: Dede Wilson**

**Piano: Nigel Stewart**

**Bass: Kevin Carrington**

### **Note about the recording**

Pianist Nigel persuaded me that this song could be performed without drums. We had an excellent session drummer, Ray Duffy, who had played with 60s bands Marmalade and Matthew's Southern Comfort, and he had done a brilliant job on the songs that we had already recorded. But Nigel felt that this song would be better with just piano and bass. And he was right.

### **Teaching idea**

When I used this song in class, I always asked students to picture the two people involved and write a narrative about their lives. I told them to write as if it was fact — no need for 'maybe she didn't like him ...' etc. I also recommended that they give the characters names.

They wrote things like this: *Anne and James met when they were 17. Although they liked each other, they had problems. Anne was a very punctual person, but James was late for everything.*

# Looking Forward to the Day

## Grammar point: multi-part verbs

I'm *looking forward to* the day

When everybody can stand and say

You can't *get away with* that, what you *take out* you must *put back*

Help us to save our skies and seas

And don't let them *cut down* all our trees

It's time to *stand up for* what you feel

*Make sure* that what they say is real

*Find out* what they really mean, is it what you have often seen?

What they invent *turns out* to be, the ruin of our society

So... *listen to* their words and *look at* their faces

Are they going to *wipe out* our wide open spaces?

*Think about* the noise you have to *put up with*

Is this the way you want your children to live?

I'm *looking forward to* the day when I see the clouds all *roll away*

If the aeroplanes don't fly, we can *make out* the blue in the sky

Let's live the simple life again

And learn to *get on with* other men

So... *listen to* their words and *look at* their faces

Are they going to *wipe out* our wide open spaces?

*Think about* the noise you have to put up with

Is this the way you want your children to live?

**Vocals: Dede Wilson**

**Piano: Nigel Stewart**

**Acoustic guitar: Ken Wilson**

### **Notes**

The song is a vehicle for a lot of phrasal verbs, prepositional verbs, multi-part verbs — whatever! This is not the place to go into the semantics what to call these kinds of expressions. The fact is, you have a song here that's packed with them, and there are various things you can do with it. They're in italics in the lyric sheet.

First of all, here's a list of the verbs used:

### **Two-word verbs**

take out    put back    cut down    make sure    turn out    listen  
to

look at    wipe out    think about    roll away    make out

### **Three-word verbs**

look forward to    get away with    stand up for    put up with    get  
on with

### **Teaching idea**

**Two-word verbs** - Give student a worksheet with the second word missing. Let them try to fill in the missing words, and then listen to the song to check.

### **Three-word verbs**

Pre-teach and discuss the meanings of the three-word verbs, then give the students a worksheet with the whole three-word verbs missing and let them try to fill it in before listening to the song. Put the list of possible answers on the worksheet.

The song also has some environmental themes that you might want to discuss. Tell the class that the song was written and recorded in the 1970s. Have things changed since then? Have they improved or got worse?