

BOOK  
**2**



# AWESOME ADVENTURE

series

Level 1

## Where's My Place?



Lesson Plan - Book 2 Unit 4

**AAS Level 1 – Book 2 – The Creature in My Room**  
**Unit 4 – Creature in My Room**

**TL 1**

creature	my room	I have a friend.	She calls herself (Myu).
can	can't	talk	clock

**TL 2**

no one	Am I (crazy)?	I know.	see
How many (Myus)?	Can I (come)?	live there	with you

**Basic Aims:**

By the end of the unit the learners will:

**BA1:** be able to sing the song 'Creature in My Room'.

**BA2:** be able to use words and phrases from the song 'Creature in My Room'.

**BA3:** have practiced using numbers in a communication game.

**Advanced Aims:**

By the end of the unit the learners will:

**AA1:** be able to ask questions about what's in a picture.

**AA2:** be able to describe what's in a picture.

**Materials**

<ul style="list-style-type: none"> <li>• Textbook</li> <li>• Audio device to play the song</li> </ul>	<ul style="list-style-type: none"> <li>• 'Song Summary' - A3 laminated VA</li> <li>• 'How Many Things?' – A3 laminated VA</li> </ul>
---	--

**Lyrics, Games, Glossary**

Many of the things referenced in this plan can be found on the latter pages such as the song lyrics, TPR actions, descriptions of games and a glossary of any initializations/abbreviations/terms that are used throughout.

**About This Unit**

This unit is based around the song 'Creature in My Room'. After introducing the character Myu in the previous books, this song is used as a context to tell the reader more about Leo's relationship with Myu. It also serves as a fantastic context for high frequency grammar, words and phrases that will be featured a lot in the series, for example, 'can' and 'can't' for ability. The activity for this unit focuses on the learner's ability to ask and answer questions about what is in a picture using 'how many'.

## Week 1

<b>Before class</b>	Have the song 'Creature in My Room' playing when the students (Ss) enter. This is the song they will be learning in this unit, so this helps develop instant familiarity.
<b>Icebreaker</b>	✓ Play <i>Freeze</i> (see games). Make sure you award lots of points and keep this very light and fun.
<b>Lexis</b> (see glossary)	<p><b>Start with TL1.</b> Show your pile of flashcards and tell Ss the words are from the song too.</p> <p>The outline below provides receptive to productive staging/progression (see glossary). When introducing new vocabulary throughout the course, you should use this staging to introduce and work on new target language (TL). You may not get through the entire receptive to productive stages within one week. Depending on how quickly your class pick up new language, their confidence, and their retention, you may speed up or slow down progression through these stages. As a general rule though, if a class is struggling, it is because this progression has not been followed.</p> <ol style="list-style-type: none"> <li>1. <b>Show/Model/Present</b> → Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating after you (ICQ this). This is important, as more nervous or more inexperienced Ss need to tune their ears to the intonation and sounds of English without the pressure of production. Some schools/teachers will immediately go into drilling. However, this should be avoided. Don't go with the pace of your strongest and most confident S. Go at the right pace for the whole group.</li> <li>2. <b>Identify (Group)</b> → Point (see games section of plan) We will introduce a series of different games you can play throughout this course. As you and your Ss become familiar with them, feel free to substitute games as you see fit.</li> <li>3. <b>Identify (Individual)</b> → Hands on Heads</li> <li>4. <b>Choral Drill</b> → Call and Repeat - Don't hone in on individual errors at this time.</li> <li>5. <b>Drill Game</b> → Target Game</li> <li>6. <b>Language Clarification</b> → see language clarification section of the plan</li> <li>7. <b>Produce (Team)</b> → Higher or Lower</li> <li>8. <b>Produce (Individual)</b> → Take a Walk</li> </ol> <p>Note: Unless you have a long class, it is unlikely you will be able to get through this whole process in one week. We have assumed classes are between 45-60 minutes and that you will work on TL1 over two weeks. Even if your classes are longer than 60 minutes, covering this over two weeks is ideal.</p>

Song	<p><b>Setting Context:</b> Give the Ss a minute to look at the images of the comic lyrics sheet on p.6-7 of the textbook. Ask the learners some questions to help raise schemata (see glossary) and prepare them to better understand the song.</p> <p><b>Receptive Activity 1: Listen and Touch</b> Have the Ss follow along the song with the VA or with their textbooks and touch the images as they listen. Play the song the whole way through the first time without stopping so the Ss can become familiar with the tune.</p> <p><b>Receptive Activity 2: TPR Actions</b> (see glossary) Teach the actions to the song (see TPR page). You can gamify this element if you wish; call out some of the lines and have the Ss race to do the action. Award lots of points and speed up/chain as your Ss get better throughout this unit.</p> <p><b>Productive Activity 1: Drill</b> Drill the first lines of the song. Do the actions as you drill the lines. Focus on quality rather than quantity. Make sure that the learners are saying the lines clearly. Drill chorally and move to <i>some</i> individual drills. Be strict on pronunciation to an extent but <b><i>be sensitive</i></b>. Remember that this is the first lesson of the course. (See the lyrics page in this plan or look in the textbook on p.25)</p> <p><b>Productive Activity 2: Perform</b> Simply play the song this time. Encourage them to sing and do the TPR for the bits they can do, and award points based on effort for the individual, not their ability to 'be the best'. When it gets to parts of the song they don't know yet, with actions they don't know, as the T you can just do the actions and sing anyway. If you've done a good job of bringing a sense of levity and fun to the class, they should be pretty relaxed now and Ss may just start giving the lines/unintroduced TPR and attempt without prompting.</p> <p>Tell the Ss you'll learn those new lines and TPR next week. Don't introduce too much, always keep the challenge level optimal.</p>
Homework	<p>Show the Ss the textbook and direct them to the TL on p.5 and song summary on p.6-7. Tell them to listen to these at home using the QR code on p.3.</p>

## Week 2

<b>Before class</b>	Have the song 'Creature in My Room' playing when the Ss enter.
<b>Lexis</b>	<p><b>Review TL1.</b> Go through the cards and check what the Ss have retained.</p> <p>Continue through the progression below using appropriate games to work on their retention, accuracy and pronunciation.</p> <ol style="list-style-type: none"> <li>1. <b>Show/Model/Present</b></li> <li>2. <b>Identify (Group)</b> → Point</li> <li>3. <b>Identify (Individual)</b> → Hands on Heads</li> <li>4. <b>Choral Drill</b> → Call and Repeat - Don't hone in on individual errors at this time.</li> <li>5. <b>Drill Game</b> → Target Game</li> <li>6. <b>Language Clarification</b> → see language clarification section of the plan</li> <li>7. <b>Produce (Team)</b> → Higher or Lower</li> <li>8. <b>Produce (Individual)</b> → Take a Walk</li> </ol> <p>It's a good idea to introduce the names of games. As Ss build familiarity with them so you can build up a bank of fun things the Ss can request throughout the year.</p>
<b>Song</b>	<p><b>Receptive Activity 1: TPR Actions</b> Do a quick review of the TPR you introduced last time. Do this as a quick and fast first game.</p> <p><b>Receptive Activity 2: New TPR Actions</b> Add in some new actions from where you were last week.</p> <p><b>Productive Activity 1: Drill</b> Drill some new lines, same procedure as last week.</p> <p><b>Productive Activity 2: Perform</b> Same procedure as last week. You should see them gain confidence. You can stop the song in certain places as well and ask them, "What's next?"</p>

### Week 3

<b>Before class</b>	Have the song 'Creature in My Room' playing when the Ss enter.
<b>Lexis</b>	<p><b>Start with TL2.</b> In week 3 of each unit, we will introduce some alternative games from weeks 1 and 2. Feel free to continue with the previous games, or use these at a later time.</p> <ol style="list-style-type: none"> <li>1. <b>Show/Model/Present</b> → Go through TL2 as you did in the first week.</li> <li>2. <b>Identify (Group)</b> → Call the Number</li> <li>3. <b>Identify (Individual)</b> → Swat</li> <li>4. <b>Choral Drill</b></li> <li>5. <b>Drill Game</b> → Pairs</li> <li>6. <b>Language Clarification</b> → see language clarification section of the plan</li> <li>7. <b>Produce (Team)</b> → Wheel of Misfortune</li> <li>8. <b>Produce (Individual)</b> → Take Away</li> </ol>
<b>Song</b>	<p><b>Receptive Activity 1: TPR Actions</b> Review again.</p> <p><b>Receptive Activity 2: New TPR Actions</b> Add in more new actions, hopefully you should have covered the whole song after this week.</p> <p><b>Productive Activity 1: Drill</b> Drill some new lines with the same procedure as the previous week.</p> <p><b>Productive Activity 2: Perform</b> This section should go a lot faster as the routine is established. In addition, they should be very comfortable with a lot of the song now, especially if you've been asking them to listen to the song at home and they've been doing it.</p>
<b>Game</b>	<p>This game is designed to get the Ss thinking about 'how many' of a certain item is in the room and serves as a lead-in for the activity in the final week.</p> <p><b>Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Review numbers with the Ss based on class ability.</li> <li>2. Get some blocks (or other small objects) and place them on the floor in front of you.</li> <li>3. Have them turn around and not look. Check for cheaters.</li> <li>4. Decide on a quantity of blocks.</li> <li>5. Tell them to keep their eyes closed and ask, "How many (blocks) are there?"</li> <li>6. Take their answers and have them hold up their fingers.</li> <li>7. Have them to turn around a check their answers.</li> <li>8. Award points for how close Ss are to the correct answer.</li> <li>9. Now you've done this, you can continue the game use using different objects in the room.</li> <li>10. Once they gain confidence, drill them and take volunteers to set the question.</li> </ol>

## Week 4

<b>Before class</b>	Have the song 'Creature in My Room' playing when the Ss enter.
<b>Review</b>	<ul style="list-style-type: none"> <li>✓ Do a quick productive review of TL1 and TL2.</li> <li>✓ Pick out the 6-8 most difficult cards and hone in some of their difficulties. Is it pronunciation? Remembering the TL? Depending on the situation, you can do a quick drilling/productive game to improve their ability with the TL.</li> <li>✓ If they do really well with all of TL1 and TL2 at this stage, simply move on to the song.</li> </ul>
<b>Song</b>	<ul style="list-style-type: none"> <li>✓ They should be pretty confident with this now, so just do a quick review game for the TPR actions and award points.</li> <li>✓ Chain TPR actions together really quickly and see how fast they can do them. This should create a lot of energy in the room.</li> <li>✓ Perform the song.</li> </ul>
<b>Activity</b>	<p><b>How Many Things?</b></p> <p><b>Reminder:</b> When setting up activities, our ultimate aim is to have the Ss perform the activity independent of the T's guidance. We want to create a student-centered classroom where Ss feel confident in what is being asked of them. The T can then stand back and observe their performance and language abilities to determine if Ss can independently complete the task. Setting up communicative tasks with low level, young language learners is a challenge, but with reflection and a desire to improve, it can be achieved.</p> <p><b>Description:</b> This activity has the Ss choose one picture. Their partner then asks questions to narrow down which picture was selected.</p> <p><b>Model:</b></p> <ol style="list-style-type: none"> <li>1. Tell the Ss they are in a team with Mr. Rabbit (or any other puppet/toy you have to hand).</li> <li>2. Play the role of Mr. Rabbit, choosing one picture with the team.             <ul style="list-style-type: none"> <li>A: This one.</li> <li>B: Ok, good idea.</li> </ul> </li> <li>3. Now play the role of the 'unknowing student'.             <ul style="list-style-type: none"> <li>C: How many Myu's are there?</li> <li>A+B: There are 3 Myus.</li> <li>C: Ok. How many clocks are there?</li> <li>A+B: There are 2 clocks.</li> <li>C: Is it the (yellow kitchen)?</li> <li>A+B: No, it isn't. / Yes, it is.</li> </ul> </li> <li>4. You can have one S model it with you as well. You can also have two of your strongest Ss do one round to show others how it should be done.</li> </ol> <p><b>Running the Activity:</b></p> <ol style="list-style-type: none"> <li>1. Place the Ss into groups of 2-4 depending on your class needs.</li> <li>2. Monitor and assist.</li> <li>3. Make notes and do delayed written feedback after they've done a few.</li> <li>4. Drill some of the necessary lines for interaction if needed.</li> <li>5. You can have teams race to see how many they can complete by working together. They can award themselves points when they complete one together as a team.</li> </ol>

<b>Extension</b>	<ul style="list-style-type: none"> <li>- Have them race to count the number of things in the whole picture.</li> <li>- Have them race to count the number of things in multiple pictures e.g. "How many dogs are there in pictures A, D and G?"</li> </ul>
<b>Aims</b>	<ul style="list-style-type: none"> <li>✓ Go to the aims page for this unit and go through them with your class.</li> <li>✓ 'H' means 'they can do it with help from the teacher' and 'I' means 'independently/without the teacher's help'.</li> <li>✓ Some of principled use (see glossary) the Ss L1(see glossary) could be acceptable here, but it is possible to get the meaning across only using the L2.</li> <li>✓ Have the Ss circle what they think.</li> </ul>



## Game Glossary

### Point

Put the cards up on the walls. Have the Ss stay in a designated area in the middle of the room. Call the cards and have the Ss point at the correct image. Award points for either the fastest S or you could give points to whomever gets it right. You could also run it as a game where the slowest has to sit down.

### Freeze

This is a good, high-energy way to review different actions and also expose Ss to a new piece of music for the first time. Have all the Ss do an action together (run, jump, jumping jacks, wiggle, swim, fly, dance etc.) while the music is playing. When the music stops, they must freeze. ICQ (see glossary) that low energy actions are not OK. As Ss do the actions and survive, award plenty of points and praise them.

### Hands on Heads

Have the cards in the middle of the group. Have the Ss put their hands on their heads. Call out a card and have them touch. You can award points for the fastest or you can have a time limit and when your mini countdown ends, the Ss with their hands on the correct card get points.

### Target Game

Simply assign a target in the classroom. You can draw a target on the board which is worth different points like darts. Alternatively, you could have Ss choose their own target before the drill and you can determine how many points hitting it is worth. As a drill game this is quite easy to run.

T: What's your target?

S: That!

T: This? (indicate)

S: Yes!

T: Hmm, it's far away and small... 5 points!

(T does drill)

### Higher or Lower

If this is the first time you are doing this game, set it up as follows:

1. Go through all the values of the cards from 1-10
2. Lay out 5 cards face down
3. Turn over the first card
4. Ask them if the next one is higher or lower
5. If it's wrong – game over

For a productive activity, you can set this up as a team game. If they produce the language for the flashcard correctly, they get to decide 'higher' or 'lower' on their row of cards. If they don't produce it correctly, give the team the card and have them go practice it together while you quiz the other team. You can also do this game as individuals and have them quiz each other to keep it more student-centered. There are many variations!

### Take a Walk

Have Ss line up beside the table in front of a sitting teacher. You can use tokens or award points on the board. Flash the vocab card to the first S. If the student answers correctly, give a point or token. Ss walk around the table to back of line. Repeat the process. If a student cannot say the card, give them that card and tell them, "Take a walk!" Have them walk through a set long course around back to the back of the line. When they come to the T for a second time, they must say their card to receive a token.

### Call the Number

Put between 3-6 cards on the whiteboard and assign numbers to them. Call out a card's target language and have the Ss hold up the number of fingers or call out the correct number.

### **Swat**

This is a simple 'identify game'. Use batons made of rolled up card. Lay out the cards. Have the learners make a circle around the cards. Call one of the vocabulary items, then say, "One, two, three, go!" They have to wait for "Go!" before they try to hit the card. Take away points for jumping the gun.

### **Pairs (Pelmanism/Concentration)**

A very well-known memory game where two sets of cards are placed face down and the player must match them. Turn over two cards and match them. To win the cards when they match, for language learning purposes, the Ss must produce language. This can either be a drilling or productive game. It can also be run as a team or individual game.

### **Wheel of Misfortune**

Draw a circle and cut the circle into eighths. Choose 3 of the spaces and mark them as safe spaces to land on, 4 of the spaces as bad spaces, and 1 space with a heart/+1 point. Give each team 5 points to start with. Teams take turns rolling a die and going around the circle. This can be run as a drill game or a productive game. If it is a productive game, if they can't produce on their turn, drill and give them the card to remember. If they can produce the card give them extra rewards.

### **Take Away**

Put 4 cards on the board and give the learners 10 seconds to remember them. Have them close their eyes and remove one of the cards. When they open their eyes, they have to race to say the card that is missing. Increase the number of cards and reduce the amount of time they have to see the cards for each successive round to increase the difficulty.

**Note:** A note on points awarded for flashcard games. The points are for the game, not for general participation. Your overall points system for the class should encourage effort in English, not excessive competitiveness in games. If someone has 2 points from the game, but another has 10 and you feel they both tried hard, on your main points system, they both get the same number of points.

## Glossary of Terms

**Affective barrier:** The idea of the affective barrier is that stress, anxiety or other negative emotions can be a barrier to learning.

**CCQ:** Concept Checking Question. Usually a simple yes/no question designed for the teacher to check Ss understanding of an idea, e.g.

T: Is a dolphin a mammal?

Ss: Yes.

T: Yes, it is a mammal.

**Cline:** A cline is a continuum with an infinite number of gradations from one extreme to the other. It can be used in language teaching to demonstrate the intensity of words.

**ICQ:** Instruction Checking Question. Usually a simple yes/no question designed for the T to check Ss understanding of the instructions given, e.g.

T: Do we run in this game?

Ss: Yes.

T: No. No running, please.

**L1/L2:** L1 is the learner's first or native language(s). The L2 is the 'second language' which the learner is trying to acquire.

**Lexis:** Sometimes misconstrued as meaning 'vocabulary'. However, vocabulary is the individual words that make up a language, whereas lexis is also how those words fit together into a system and collocate. Lexis is a more accurate term when we are referring to 'chunks' of language or phrases.

**Principled Use of L1:** Using the Ss' L1 can sometimes be acceptable. Our aim as Ts is to create a more immersive environment and for the Ss in the L2, giving them as many opportunities to engaged with the L2 as possible. However, principled use of L1 means using their native language in very specific situations for a specific purpose. Always be wary about using the Ss L1 and think very carefully about whether you really needed it and what you are trying to achieve as a T.

**Productive Skills:** Speaking and writing

**Receptive Skills:** Listening and reading

**Receptive to Productive Staging/Progression:** This staging is used to introduce and eventually have Ss produce new target language in a way that maximizes the likelihood of retention, understanding of meaning, pronunciation and independent use.

1. **Show/Model/Present:** We do this first so the Ss gain familiarity with the sounds of the language and have time to process the images on the flashcards.
2. **Identify (Group):** This is a receptive stage based on listening. This stage is about making sure what they hear matches the appropriate meaning on the card. We start with some kind of group game because it takes the pressure off the Ss to get it right first time.
3. **Identify (Individual):** This is a receptive stage based on listening. Once your Ss have more confidence with identifying, you can challenge them more and make it competitive.
4. **Choral Drill:** This is a group form of pronunciation practice. You can hone in on individual pronunciation issues after Ss have had a chance to practice saying it as a group. Keep your pronunciation natural, but not excessively fast.
5. **Drill Game:** This will give you a further chance to hone in on individual difficulties with pronunciation. This stage is different from 'produce' in that the Ss is repeating after the T.
6. **Language Clarification:** This stage can be done earlier, but it's beneficial for Ss to be able to say the TL before you talk with them about the meaning. See the language clarification

section for guidance on how to deliver this section.

7. **Produce (Team):** This is productive stage and has the Ss produce the language independently of the T. Again, we start with teams as not to put too much pressure on weaker Ss.
8. **Produce (Individual):** Now the Ss have gained confidence they can produce individually and be more competitive.

**Schemata:** This refers to how knowledge of a topic or concept is organized in our minds. Raising schemata helps learners to use their world knowledge to make sense of what we hear and read.

**(The) Silent Way:** The Silent Way is a language teaching methodology based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible.

**T:** Teacher

**TL:** Target Language that we aim for the Ss to have learned through our lessons.

**TPR:** Total Physical Response. A method of teaching a foreign language in which the teacher asks the students to do something in the foreign language, and they must react with a body movement or action.

## TPR Staging for Songs

**Tip:** This will have the best chance of running well if you have practiced the actions by yourself beforehand to make sure it goes smoothly. Come up with your own actions or crowd source them from your Ss. As a group of teachers, you can also have a pre-unit meeting and decide the actions together as a team and practice.

The following sequence should help you gradually introduce and practice the actions to the song. Gradually increase the pace as the learners gain confidence. The **Show** and **Call** stages should be kept short. The **Mix** stages should gradually get longer.

- 1) **Show** the actions for the first 3 lines of the song.
- 2) **Call** the lines from 1. Have the learners respond by doing the actions.
- 3) **Show** the actions for the next 3 lines of the song.
- 4) **Call** the lines from 3. Have the learners respond by doing the actions.
- 5) **Mix** 1 and 3. **Call** all the lines in random order.
- 6) **Show** the actions for the next 3 lines of the song.
- 7) **Call** the lines from 6. Have the learners respond by doing the actions.
- 8) **Mix** 1, 3 and 6. **Call** all the lines in random order. Gradually increase the pace.
- 9) **Show** the actions for the
- 10) **Call** the lines from 9. Have the learners respond by doing the actions.
- 11) **Mix** all lines introduced up to now.

Try to do all of the actions for the song in order.

This will probably take 1 or 2 weeks, 3 maximum, depending on the song and your individual Ss.

## Language Clarification

### General Guidance:

The purpose of this section is to aid you in clarifying the meaning of each piece of TL. The card will probably provide the Ss with a decent idea of most meanings, but it's beneficial to check. This is primarily achieved by either providing additional context for the language and/or asking CCQs (see glossary) to gauge their level of understanding.

Depending on the time you have in class, going through all this TL clarification can be time consuming. If you have time constraints in the class, don't worry about getting through all of these in the first week of introducing them. You can also just focus on the items you think your Ss are struggling to grasp.

### TL 1

creature	Ask the Ss if 'we' are creatures. (No, we are humans). You can show them different images of animals in addition to the flashcard and ask if that they are being shown a creature or not.
my room	Draw a picture/floorplan of your house/apartment and inform the Ss which one is your bedroom. Ask them if it's their/Myu's bedroom.
I have a friend.	Get some paper and draw your friend. Write their name above it. Tell them you have a friend and tell the Ss your friend's name. If you're comfortable, you can show them an actual picture of you and a friend. Ask them if they have a friend. Have them come to the board and very quickly draw a stickperson. Don't let this take too long. Have them introduce their friend as you did.
She calls herself (Myu).	T: I call myself (silly name). Yes? S: No! T: I call myself, (real name). Yes? S: Yes. T: She calls herself (female student's real name). (Point to one S and make eye contact with the others.) S: Yes. Repeat this with different Ss. Inject some humorous names using your best judgement.
can	Say to your Ss that you can fly. They should disagree. Tell them you can write and demonstrate on the board.
can't	Ask Ss questions about your abilities and their abilities.
talk	Get two puppets and do a conversation when they say, "Blah blah blah!" Tell the Ss that the puppets talk. Make the puppets do some other actions such as 'sleep' and ask them if this is 'talk'.
clock	Draw a watch and a clock on the board. Label them A and B and ask which is the clock and which is the watch.

## TL 2

no one	Get some balls or an object you have in abundance. Hold one yourself and tell your Ss you have a ball. Give everyone a ball and tell them that everyone has one. Now take away all the balls and tell them no one has a ball.
Am I (crazy)?	Draw images that represent the following on the board: happy, strong, crazy Act out the different images and ask the following questions for each. - "Am I happy?" - "Am I strong?" - "Am I crazy?"
I know	Get a box and put something in it without your Ss seeing. Ask the Ss what's in the box. Look inside yourself and tell them that you know. Make a show of being the only person who knows.
see	TPR action for see would be fine, something like binoculars. You can then look around the room with the Ss have report what you see.
How many (Myus)?	Count the Myus on the card together. Count other objects in the room.
Can I (come)?	Tell the Ss you are going to Hawaii. Ask them if they want to come. Do a little roleplay where they ask you if they can come. Have them follow you and then act out getting on the plane.
live there	Draw a nice house, a terrible house and a castle on the board. From distance, tell the Ss you want to live in the nice house with the TL. Draw their attention to 'here' vs 'there' by walking close to the board and pointing at the house. Have them point and say which house they want to live in.
with you	Tell them you want to play catch. Ponder who to play with. Say, "I want to play... with you!" Select a S. Finish playing and have the S select the next S with the TL. You can also contrast 'with you' with 'with me'.

## Song Lyrics – Creature in My Room

<p><b>Chorus</b> There's a creature in my room. There's a creature in my room.</p> <p><b>Verse 1</b> In a book, On a bookshelf, I have a friend. She calls herself, Myu.</p> <p>There's a creature in my room.</p> <p>She can't talk. I know she likes candy. It's in the clock. No one can see, Myu.</p> <p>There's a creature in my room. A creature in my room.</p> <p><b>Bridge</b> Am I crazy? I can see her. The creature in my room. Am I crazy? I can see her. The creature in my room.</p>	<p><b>Verse 2</b> How many Myus are in your book? Can I come Live there with you? Myu.</p> <p>There's a creature in my room.</p> <p>How many Myus are in your book? Can I come Live there with you? Myu.</p> <p>There's a creature in my room. A creature in my room.</p> <p><b>Bridge</b></p> <p><b>Chorus</b></p>
---	---