

CLTask: Be a Pop Star!

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Activity Outline

Topic	Be a pop star! Using music videos to inspire creative language use
Learning Aims	Recognise written language. Appreciate tonal value of syllables by working on rhythm. Create lines of text that have a chanting quality.
Materials	<p>Music videos from YouTube or alternative internet source, plus lyric sheet.</p> <p>In this activity we have used a song by a band called Transition which is a cover of 'You are my Flower.'</p> <p>You tube link: https://www.youtube.com/watch?v=3gakhn2Sfls</p> <p><i>This is a nice choice for students as this band is British singing in Taiwan so it is likely to feel less difficult.</i></p> <p>Teachers may also want to have a version of the original song to hand for students to compare:</p> <p>'You are my Flower' by Wu Bai/China Blue (live) https://www.youtube.com/watch?v=XvkFIDs_mFk</p>

Stage	Procedure	Time mins.
Preparation	<p>If you are teaching simplified characters you will first need to transcribe the lyrics for 'You are my Flower' from traditional characters for a lyrics sheet.</p> <p>Before class create your lyric sheet and highlight the characters that students have already learned. Also in preparation create a Bingo sheet using a selection of characters.</p>	15
Presentation	<p>Explain to the students that they are going to watch a catchy music video, and that they have to complete their bingo sheet as they listen.</p> <p>You may also note that, in this case, the subtitles have some traditional characters that they will not recognise, so they should rely more on their listening skills.</p>	5

<p>Practice</p>	<p><u>Part 1:</u></p> <p>Watch the music video. Students cross out characters on their Bingo sheet as they hear them.</p> <p>Play the video over as many times as the class requires.</p> <p>After listening several times, students will likely be able to sing along with the refrain. Encourage them, accentuating and making hand gestures for the tones as needed.</p> <p>Give students the lyrics sheet in which you have highlighted all the characters they already know. Ask them to use a dictionary to look up characters they don't know. They will realise that by looking up just a couple of characters they can translate whole lines of text, especially in the refrain.</p> <p>Students can do this independently, or in pairs.</p> <p><u>Part 2:</u></p> <p>If time allows, and you want to do something creative, put students in pairs or small groups. Ask them to use the same tune of 'You are my Flower' but to create their own, new lyrics. Tell them to focus on vocabulary they already know, and to focus on matching the rhythm and rhyme with their new lyrics.</p> <p>Set as minimum objective one main stanza and the refrain.</p>	<p>5</p> <p>10</p> <p>15</p> <p>15</p>
<p>Feedback</p>	<p>Students read out the lines of text they have produced.</p>	<p>10</p>
<p>Expansion</p>	<p>For homework, students should write up the lyrics sheet to their own song. This will be copied and handed out at the next lesson. Use their homework to create a listening quiz for the class.</p> <p>If you have time, students can stage their new song by mimicking the dance routine, singing and possibly playing music if you have musicians in your group. They can do this in class, or prepare it as a video beforehand.</p> <p>For cross-curricular links to History, ask students to research the band Transition and explore the PRC/Taiwan issue. They can prepare a short presentation.</p> <p>A documentary on Transition can be found on You Tube: https://www.youtube.com/watch?v=6iwOKENrc20</p>	<p>15</p> <p>Optional</p> <p>Optional</p>