

# FLUENCY MC



## SONG + VIDEO ACTIVITY BOOK

# Fluency MC Song and Video Activity Book - SAMPLE UNIT

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## About the Book

This book contains lyrics and activity suggestions for 12 of Fluency MC's most popular rap songs and videos. It is designed for English teachers to use in their classrooms or private lessons. The materials are aimed at adolescent and adult English language learners at or above intermediate level.

An optional Media Pack includes:

36 song files (vocal, instrumental, and acapella versions of the 12 songs)

Access to an exclusive area on [fluencymc.com](http://fluencymc.com), where teachers can watch the 12 videos and share ideas with Fluency MC and other English teachers from around the world.

Please note:

- ♪ The songs can be done in any order. When selecting a song, consider your students' needs and interests: What do they like to talk about? What vocabulary, grammar, and pronunciation do they need to practice? Which songs are they most likely to enjoy and want to repeat?
- ♪ The aim is to facilitate activities with these materials. You don't have to perform the songs yourself (unless you want to!)
- ♪ Most students need to listen to a song and read the lyrics multiple times before they feel comfortable singing along. This develops their receptive skills and prepares them to produce the language with accuracy and fluency. *Pressure to memorize or perform the song usually increases students' stress and decreases their motivation.*
- ♪ Each unit contains a description of the song, activity suggestions, the complete song lyrics, and gap-fill lyrics. Word and sentence stress is marked in **bold**. To go to the video on YouTube, click the song title. Additional ideas for activities are listed on pages 6-8.
- ♪ "Collo" is short for *collocation*, a high-frequency word combination. Fluency MC's songs are called ColloTunes.

This book is re-printable for unlimited use by teachers who purchase it. Teachers have permission to distribute pages to their students. Teachers are not permitted to copy or share pages of the book with anyone besides their students. The song files and exclusive website access may only be used by teachers who purchase the optional media pack.

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## Acknowledgments

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## About Fluency MC

Jason R Levine (Fluency MC) has eighteen years of experience as an English teacher, Teacher trainer, and materials writer. He has led student workshops and teacher training programs in sixteen countries in Europe, the Americas, Africa, and the Middle East.

After earning a master's degree in TESOL from Hunter College in 1999, Jason taught at several schools before becoming the director of curriculum development at Embassy English. In 2002, he co-founded a business English and test preparation school in New York City.

Jason conducts workshops for English students and teachers worldwide through [Oremis Plaisir d'apprendre](#), [Gallery Languages](#) and the [U.S. Department of State](#). He is the creator of [The English Workout](#), an approach to English language learning based on the songs he writes and performs as [Fluency MC](#). He also writes for Oxford University Press and works as a trainer and consultant at [Linguaid](#). In 2013, he created and launched [ELT Techniques](#), the first live MOOC for English language teachers.

Jason maintains the [Fluency MC YouTube channel](#), [Facebook page](#), and [Twitter](#) and [Instagram](#) accounts. He is an active administrator of many Facebook groups for English language teachers and learners, including [Innovative Teachers of English](#), [Teachers Teaching Online](#), [Fluency MC Workshops in France and Belgium](#), and [Gallery Languages Rhyme On Time Workshops](#).

You can contact Jason through his website: [www.fluencymc.com](http://www.fluencymc.com)



**FLUENCY MC**  
**RELAX REPEAT REMEMBER**

# Fluency MC Song and Video Activity Book - SAMPLE UNIT

## Introduction

Greetings, teachers! Thank you for purchasing this book.

My friend and colleague, Chuck Sandy, recently had this to say about language learning:

*“Practice builds accuracy. Accuracy builds confidence. Confidence builds fluency.”*

As English teachers, I believe our most important role is to promote this process. And I believe songs are the most powerful tools we have at our disposal.

When students enjoy a song, they want to listen to it again. When they're familiar with it, they sing along. The desire for repetitive input is instinctive. The oral practice is natural. Rhythm and rhyme develop their pronunciation and listening skills. And rhythm and rhyme promote language retention: the vocabulary and grammar structures stick in their heads. Song lyrics provide reading practice, heighten awareness of sound-spelling relationships, and stimulate discussion. Music videos accentuate the use of language and deepen its meaning.

I began teaching English with music in New York City in 1998. In 2007, I started writing my own songs (ColloTunes), inspired by the following things I'd learned in the classroom.

1. Language learners require a foundation of functional language to accomplish communicative goals.
2. To build this foundation, they need repetitive practice with collocations, or language “chunks,” such as “totally exhausted,” “a busy day,” and “stay for dinner.”
3. Traditional repetitive practice is tedious, unnatural, and a poor use of class time.
4. Pop songs provide natural opportunities for intensive exposure and practice; but they are often difficult to understand, do not adhere to natural stress patterns, or do not contain high-frequency collocations.
5. Songs in English language textbooks are easier to understand and more likely to include key functional language. However, most adolescents and adults find them boring or childish.

ColloTunes enhance learners' accuracy and fluency through contextualized practice with high-frequency collocations. The lyrics and hip hop beats follow the natural stress patterns of conversation, and they are popular with adolescents and adults from a variety of cultural backgrounds.

I hope this book makes it easy and fun to use my songs. Please post any questions or comments you have in our [Facebook group](#). If you've purchased the media pack, you have access to the videos in the [teachers area](#) on my website, where you can exchange ideas with me and other English teachers from around the world.

“The key to speaking English is to lower your stress.  
Having fun when you learn is when you learn the best.”

Peace and respect,

A stylized, handwritten signature in yellow ink that reads "Fluency MC". The letters are thick and connected, with a dynamic, energetic feel.

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## Turn It On

### *Description*

“Turn It On” provides practice with common phrasal verbs. Primary school students love to repeat these verbs in a simple game, such as Simon Says. Adolescents and adults? Not so much ☺. Fortunately, with repeated listens and views, “Turn It On” gets the verbs stuck in their heads! This song also provides practice with object pronouns, imperative verbs, and subordinate clauses with *when*.

### *Suggestions*

#### Pre-task

- ♪ Elicit the phrasal verbs from your students by performing gestures with a cell phone or other object.
- ♪ Put students in pairs or small groups to practice the gestures as they say the verbs.
- ♪ Ask students to substitute nouns for the pronoun *it* (Example: “Pick the pen up; put the pen down”).

#### On-Task

- ♪ Ask students to read the song lyrics while they listen.
- ♪ Ask students to read the song lyrics after they listen.
- ♪ Show the video of the song before playing the audio.
- ♪ Explain unfamiliar vocabulary, grammar, or pronunciation from the song.
- ♪ Play the audio of the first verse several times; encourage students to rap along.
- ♪ Play the audio of the other verses several times; encourage students to rap along.

#### Post-task

- ♪ Ask students to try a gap-fill worksheet to see what they can remember.
- ♪ Play the audio again and ask students to complete the gap-fill worksheet.
- ♪ Ask students to come up with other phrasal verbs to create an additional verse for the song.
- ♪ Ask students to write sentences describing everyday actions with the verbs  
(Example: “I turn on the TV and my mother asks me to turn it down.”)

*For additional ideas, please see Procedures and Activities (pp. 6-8)*

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## Turn It On

Take it **out**. Put it **in**.  
Take it **out**. Put it **in** again.  
These **verbs** are only **hard** when you **study** them.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Put it **down**. Pick it **up**.  
Put it **down**. Pick it **up** again.  
**Do** it and the **verbs** will soon **stick**, stuck, **stuck**, my **friend**.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Take it **off**. Put it **on**.  
Take it **off**. Put it **on** again.  
To **use** these **verbs** you need to **practice** more than **now** and then.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Turn it **on**. Turn it **off**.  
Turn it **on**. Turn it **off** again.  
**Practice** these **verbs** and you'll be **happy** in the **end**.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

Turn it **up**. Turn it **down**.  
Turn it **up**. Turn it **down** again.  
**Learning** these **verbs**, I **strongly** recommend.  
**Listen**, watch, **repeat** and you can **use** them  
when you **need** them, which is **every** time you  
**pick** up a **pen** or start **speaking**.

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## Turn It On

\_\_\_\_\_ . Put it **in**.

Take it **out**. \_\_\_\_\_ again.

These \_\_\_\_\_ are only **hard** when you \_\_\_\_\_ them.

**Listen**, watch, \_\_\_\_\_ and you can **use** them when you \_\_\_\_\_ them, which is \_\_\_\_\_ time you **pick** up a **pen** or start **speaking**.

Put it **down**. \_\_\_\_\_.

\_\_\_\_\_ . Pick it **up** again.

\_\_\_\_\_ it and the **verbs** will \_\_\_\_\_ **stick**, **stuck**, **stuck**, my friend.

\_\_\_\_\_, watch, **repeat** and you can \_\_\_\_\_ them when you **need** them, which is **every** \_\_\_\_\_ you \_\_\_\_\_ or start **speaking**.

\_\_\_\_\_ . Put it **on**.

Take it **off**. \_\_\_\_\_ again.

\_\_\_\_\_ these **verbs** you need to \_\_\_\_\_ more than **now** and \_\_\_\_\_.

**Listen**, \_\_\_\_\_, **repeat** and you can **use** them when you **need** \_\_\_\_\_, which is **every** time \_\_\_\_\_ **pick** up a **pen** or \_\_\_\_\_.

Turn it **on**. \_\_\_\_\_.

\_\_\_\_\_ . Turn it **off** again.

\_\_\_\_\_ these \_\_\_\_\_ and you'll be \_\_\_\_\_ in the end.

**Listen**, watch, **repeat** \_\_\_\_\_ **use** them \_\_\_\_\_ **need** them, \_\_\_\_\_ **every** time you **pick** up a **pen** or start **speaking**.

\_\_\_\_\_ . Turn it **down**.

Turn it **up**. \_\_\_\_\_ again.

\_\_\_\_\_ these **verbs**, I \_\_\_\_\_.

**Listen**, watch, **repeat** and you can **use** them when you **need** them, which is **every** time you **pick** up a **pen** or start **speaking**.