

WORDPLAY
ENGLISH LANGUAGE
THROUGH LYRICS

FEATURING
LOHAI



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"Sing"

Lohai

To put some words on paper
Doesn't mean that much to me
Cuz I'm the type that doesn't like to read

To put some words on paper
Doesn't do enough for me
Cuz what are words if I can't hear you breathe

I'm looking for that beautiful inflection
Beating heart arrested I'm looking to believe
Why bother with the autotune corrected

Market research tested, when we could have the real thing
I want you to sing (Oooohhh) x4
I'm lookin' for the real thing, so come on Sing!

I owe it to my mother
For the voice inside my bones
Holding straight and steady through the pain

If my heart begins to flutter
Then you'll see me running home
Cuz I've put too many pictures in a frame

I'm looking for a certain kind of feeling
Take my heart and steal it
I'm hoping to believe

I'm thinkin I can take a little tragic
Turn it into magic
God knows that it's the real thing

I want you to sing (Oooohhh) x4
I'm lookin' for the real thing,
So come on Sing!

“Sing”

Lohai

Associated Audio



“Sing” by Lohai

A2 Level Words

believe - verb, to think something is true

could - verb, possible in the future

enough - determiner, as much as is necessary

god - noun, a being who (in religious beliefs) created the universe

heart - noun, the organ in your chest that sends blood around your body

if - conjunction, something will happen depending a set of circumstances

magic - adj., exciting and special

market - noun, the business of selling things

mean - verb, to have a particular meaning

pain - noun, an unpleasant physical feeling caused by an injury or illness

real - adj., true; not fake or artificial

so - adverb, to give a reason (usually mentioned earlier)

steal - verb, to secretly take something that does not belong to you

through - preposition, from one end or side of something to the other

turn - verb, change the direction in which you are moving

type - noun, sort of person

B1 Level Words

arrest - verb, to seize or take into custody (often used with police)

beat - verb, regular movements and sounds (beating heart)

breathe - verb, to take air into and out of your lungs

bones - noun, one of the hard pieces that make the structure inside a human

certain - adj., to be completely sure of something, no doubt it is true



“Sing”
Lohai

B1 Level Words (cont.)

come on - verb, said to encourage someone to do something

frame - noun, a border which surrounds and supports a picture

hold - verb, to stay in position

research - noun, to study a subject in detail

test - verb, to measure the ability to do something or check if something works

voice - noun, the sounds that are made when people speak or sing

B2 Level Words

bother - verb, to make an effort

straight - adj., honest

steady - adj., not changing

tragic - adj., very sad (often involving death and suffering)

C2 Level Words

owe - verb, to have or achieve something because of someone else

“Sing”

Lohai

Activity Summary



Students answer conversation questions and practice using the zero conditional before listening to the song “Sing.”

Associated Audio



“Sing” by Lohai

Lesson Plan



1. Before class, print out copies of the worksheet (on the following page) and cut out the discussion questions on the dotted line. You will need one copy for every 4-6 students.
2. Tell the students they are going to discuss the topic of feelings. You may want to ask them a warm-up question, for example: “What do you do when you feel frustrated?”
3. Put students into small groups (4-6 students), and give them the discussion questions. Tell them to put the questions face down on the desk.
4. Each person in the group will choose a question, read it to their group, and answer it. This will repeat until each question is answered. Give your students a time limit to complete the activity.

Online Tip



If you are teaching online, students can choose a question and record their answers. Vocaroo.com is a good resource for creating short recordings that students can email or text to their teacher. Students could also record a video and share it with their class using a video recording tool like Flip (<https://info.flip.com>).

“Sing”

Lohai

Pre-Listening Beginner Questions

How do you focus when you need to study or do work?	How do you feel when a friend calls you instead of texts you?	If you want to relax, what do you do?
How do you help someone in a new situation when you know they are very shy?	How can you make someone feel better if they are embarrassed?	What do you do if you feel grateful for something someone did for you?
What do you do to cheer a friend up when they are sad?	If you know a family member is annoyed with you, what do you do?	What do you do when you feel stressed?
Do you enjoy it if someone surprises you? Why?	How do you know if someone is honest?	What do you do when you want to make someone happy?

Activity Summary



Students answer conversation questions and practice using the second conditional before listening to the song “Sing.”

Associated Audio



“Sing” by Lohai

Lesson Plan



1. Before class, print out copies of the worksheet (on the following page) and cut out the discussion questions on the dotted line. You will need one copy for every 4-6 students.
2. Tell the students they are going to discuss the topic of feelings. You may want to ask them a warm-up question, for example: “What do you do when you feel frustrated?”
3. Put students into small groups (4-6 students), and give them the discussion questions. Tell them to put the questions face down on the desk.
4. Each person in the group will choose a question, read it to their group, and answer it. This will repeat until each question is answered. Give your students a time limit to complete the activity.

Online Tip



Ask students to record their voices using [Padlet.com](https://www.padlet.com). Students can listen to each other’s answers and respond with comments.

Pre-Listening Intermediate/Advanced Questions

How would you feel if you saw your friend cheating on a test? Why?	Would you rather take a relaxing vacation or an exciting one? Why?	Would you rather have a friend that is reliable or generous? Why?
How would you help a new classmate who is very shy?	How would you feel if your friends planned a surprise party for you?	What would you do if you gave someone a present and they didn't thank you?
How would you feel if a video you made went viral on the internet?	How would you motivate yourself if you had to do something that is very boring?	What would you do if you won a free sky diving trip?
Would you rather be funny or artistic? Why?	Would you tell someone if they hurt your feelings without meaning to? Why?	Would you rather feel overwhelmed or bored? Why?

“Sing”

Lohai

Activity Summary



Students put song lyrics into the correct order.

Associated Audio



“Sing” by Lohai

Before class:

- Print enough lyrics scramble sheets (found on the following pages) for one out of every three students.
- Cut the song lyrics on the dotted lines.
- Mix up the order of the lyrics, taking care to keep lyrics from each sheet separate.

Lesson Plan



1. Put students into small groups and give each group of students a set of the cut-out lyrics.
2. Ask them to put the song lyrics in order.
3. Ask groups to check their answers with another group.
4. Listen to the song to check the answers as a class.

Less Challenging



Depending on the level and ability of your students, you can play the song several times.

"Sing"

Lohai

To put some words on paper
Doesn't mean that much to me

Cuz I'm the type that doesn't like to read

To put some words on paper
Doesn't do enough for me

Cuz what are words if I can't hear you breathe

I'm looking for that beautiful inflection
Beating heart arrested I'm looking to believe

Why bother with the autotune corrected market-research tested

When we could have the real thing
I want you to sing (Oooohhh) x4
I'm lookin' for the real thing, so come on Sing!

I owe it to my mother
For the voice inside my bones

Holding straight and steady through the pain

If my heart begins to flutter
Then you'll see me running home

Cuz I've put too many pictures in a frame

I'm looking for a certain kind of feeling
Take my heart and steal it
I'm hoping to believe

I'm thinkin I can take a little tragic
Turn it into magic
God knows that it's the real thing



"Sing"

Lohai

I want you to sing (Oooohhh) x4
I'm lookin' for the real thing,
so come on Sing!

Activity Summary



Students listen to a song and fill in the missing words.

Associated Audio



"Sing" by Lohai

Lesson Plan



1. Print enough lyrics gap-fill sheets (found on the next page) for each student.
2. Give each student their own lyrics gap-fill sheet.
3. Ask students to take 1-2 minutes to look at the song lyrics before listening.
4. Play the song and ask students to fill in the missing words. Play the song a second time to complete the worksheet.
5. Put students into groups of 2-3 to check answers.
6. Project the lyrics gap-fill sheet on the board, and ask students to come to the board to fill in the missing words, or write the numbers on the board and ask students to write the missing word next to the correct number.

Online Tip



This activity can be easily replicated online. Share the worksheet with students online, and put students into breakout rooms to check their answers in small groups. Ask students to write their answer for each number in the chat box or by saying the word aloud.

Answer key:

- | | | |
|--------------|-------------|--------------|
| 1. paper | 6. bother | 11. pictures |
| 2. type | 7. real | 12. feeling |
| 3. paper | 8. mother | 13. magic |
| 4. breathe | 9. straight | |
| 5. beautiful | 10. heart | |

To put some words on _1. _____

Doesn't mean that much to me

Cuz I'm the _2. _____ that doesn't like to read

To put some words on _3. _____

Doesn't do enough for me

Cuz what are words if I can't hear you _4. _____

I'm looking for that _5. _____ inflection

Beating heart arrested I'm looking to believe

Why _6. _____ with the autotune corrected

Market research tested

When we could have the _7. _____ thing

I want you to sing (Oooohhh) x4

I'm lookin' for the real thing, so come on Sing!

I owe it to my _8. _____

For the voice inside my bones

Holding _9. _____ and steady through the pain

If my _10. _____ begins to flutter

Then you'll see me running home

Cuz I've put too many _11. _____ in a frame

I'm looking for a certain kind of _12. _____

Take my heart and steal it

I'm hoping to believe

I'm thinkin I can take a little tragic

Turn it into _13. _____

God knows that it's the real thing

I want you to sing (Oooohhh) x4

I'm lookin' for the real thing,

So come on Sing!

Activity Summary



Students practice their listening and writing skills by watching the “Double Meaning” video and using it as a prompt to write an opinion paragraph.

Associated Video



“Double Meaning” Video

<https://thelyricsproject.org/package/lohai/>

Lesson Plan



1. Print enough activity worksheets (found on the following pages) for each student.
2. Give students activity worksheets and ask them to read the questions before playing the video.
3. Play the “Double Meaning” video. (You may play the video as many times as needed.)
4. Ask students to answer the questions. When they finish, ask for volunteers to share their answers.
5. Tell students that they are going to use their answers to their questions to brainstorm ideas for an opinion paragraph.
6. Ask students to complete the opinion paragraph outline, and then give them time to write their paragraph. Students can do some or all of the writing as a homework assignment.

“Sing”
Lohai

Watch the video about the song “Sing” and answer the questions below. Later, you will write an opinion paragraph based on your answers.

1. Justin and Alita discuss the lyrics from their song, “Sing” in the video.

*To put some words on paper
Doesn't do enough for me
Cuz what are words if I can't hear you breathe*

What do these song lyrics mean to you?

2. Alita says that “sometimes the words themselves aren't enough, but hearing how someone delivers them, how someone breathes them, it supports and creates new meaning.” What do you think this means?
3. Because of technology and COVID-19, we communicate very differently. How do you think communication has changed since the pandemic began?
4. Do you think face-to-face communication is important? Is talking through video as effective?



You will write an opinion paragraph answering the following questions. Before writing your paragraph, complete this outline to help you write. Use your answers to the questions above to help you brainstorm ideas.

Do you prefer distance learning to being in a classroom? Why or why not?

My opinion: _____

Reason: _____

Example: _____

Reason: _____

Example: _____

Reason: _____

Example: _____

Conclusion: _____



“Sing”
Lohai

Activity Summary



Students practice their listening skills by filling in the missing words from a video.

Associated Video



“Express Yourself” Video

<https://thelyricsproject.org/package/lohai/>

Lesson Plan



1. Print enough activity worksheets (found on the following pages) for each student.
2. Give students activity worksheets and ask them to read the questions before playing the video.
3. Play the “Express Yourself” video. (You may play the video as many times as needed.)
4. Ask students to answer the questions. When they finish, ask them to check their answers with a partner.
5. Check answers together as a class.

Answer Key:

1. tough
2. song, easier
3. hopeful, strong
4. shining
5. hard, say, loud

“Sing”

Lohai

Read the sentences and watch the video “Express Yourself.” Fill in the missing words after watching the video.

1. Alita Moses says that emotions are _____ to talk about.
2. Expressing emotions through _____ by singing or playing an instrument can make it feel a lot _____,
3. When Alita sings the lyrics to the song “Sing” it makes her feel _____ and _____.
4. After the hard times, music can help you come out _____ even brighter than before.
5. Finally, music is a great way to express things that may be _____ to _____ out _____ or write.

