

- Subject** : English Language  
**Class** : Form 4 A (41 students)  
**Duration** : 1 period (40 minutes) **Date:** 28 June 2006 (Wednesday)  
**Level** : Intermediate and above  
**Topic** : If by Rudyard Kipling  
**Skills focus** : Listening and Reading (aesthetic)  
**Language content** : Vocabulary and Theme (Introduction)  
**Previous knowledge** : They have learnt the poem "Monsoon History" and "Sonnet 18". They are familiar with most of the literary terms. Yet, many still think that literature is boring. They tend to learn better in "game-based" activities.
- Curriculum specifications** : 2.1 Obtain information for different purposes by:  
Level 2  
 i) Listening to and understanding a variety of text.
- 3.0 Language Use for Aesthetic Purposes  
 3.1 Listen to, read, view and respond to literary works  
Level 3  
 xi) talking about the message the poet is trying to put across in his poem and writing a simple paragraph on it.
- General objectives** : Upon successful completion of the lesson, students will be able to:  
 i) identify the main idea of the song  
 ii) identify the gist of the poem (theme) by relating the lines in the poem to the song.
- Specific objectives** : Upon successful completion of the lesson, students will be able to:  
 i) fill in the blanks in the lyric by listening to the song.  
 ii) identify the gist of the poem by relating the lines in the poem to the song.
- Teaching aids** : CD Player, "Perfect" song by Simple Plan, lyrics, worksheet, handout.  
**Moral value** : moderate and respect the parents.  
**References** : Literature textbook.

## Lesson development

Stage	Activity and content	Rationale
<b>Set Induction (5 minutes)</b>	<ol style="list-style-type: none"> <li>1. Teacher asks students about their experiences in getting advices from their parents.</li> <li>2. Students are told to share whether they agree or disagree with the decisions made by their parents.</li> <li>3. Teacher should avoid mentioning sensitive issues like "death of parents" or even "divorce" in case some of the students will be emotionally disturbed.</li> </ol>	- to activate their schemata and develop some initial ideas related to the topic.
<b>Presentation (20 minutes)</b>	<ol style="list-style-type: none"> <li>1. Teacher will then ask students to take out the handout (see appendix) on the poem "if", which was given a day earlier.</li> <li>2. Teacher will recite the poem once (with correct stress and intonation) and briefly go through the poem stanza by stanza.</li> <li>3. Since this is the first lesson on the theme of the poem, students are expected to understand the gist only.</li> </ol>	- to set a model for the students to follow. (teacher should be aware of his language too)

	<p>4. Students are asked to give their general views on the poem.</p> <p><b>Listening Task: Perfect</b></p> <p>5. Teacher will then explain to the students that they will listen to a song entitled "<i>Perfect</i>" by <i>Simple Plan</i>.</p> <p>6. Teacher will distribute the lyrics of the song (with some blanks) to the students.</p> <p>7. The song will be played twice and they will have to fill in the blanks with the correct word.</p> <p>8. After checking their answers, students are told to compare between the lyric and the poem.</p> <p>9. Teacher tells students to imagine the song as the representation of the reaction of the "son" in the poem. The father wanted him to be a perfect man, yet he cannot fulfil his father's advice/plan.</p>	<p>- The song is chosen mainly because of its lyrics, which are related to the theme of the poem.</p>
<p><b>Practice (12 minutes)</b></p>	<p><b>Quick Buzz</b></p> <p>1. Students are now required to sit in groups of 5.</p> <p>2. They are given 6 minutes to list down the things that they have done for making their parents proud since they were little children. This is to link their experience with the poem.</p> <p>3. After that, teacher will ask a few students to share their experience.</p> <p>4. The list will be submitted in order to be used in the following lesson on the poem.</p>	<p>- this simple task is to prepare them for the upcoming activity in the following lesson.</p>
<p><b>Closure (3 minutes)</b></p>	<p>1. Teacher asks students have they have learnt from the lesson.</p> <p>2. Teacher instils the moral value of being moderate and respects the parents.</p>	<p>- to make an overview of what the students have learnt and also to instil moral value.</p>

**Self reflection:**

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## Handout

Read and understand the poem. Please refer to the “word guide” on the right in helping you to understand the poem. Read it a few times. We’ll discuss further in class.

### *If* by Rudyard Kipling

If you can **keep your head** when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you  
But **make allowance for** their **doubting** too;  
If you can wait and not be tired by waiting,  
Or being lied about don’t **deal in** lies,  
Or being hated don’t give way to hating,  
And yet don’t look too good, nor talk too **wise**;

**make allowance for** – look for a reason  
**keep your head** – be in control  
**doubting** – unbelieving/do not trust  
**deal in** – involve in  
**wise** – clever or with wisdom

If you can dream-and not make dreams your master;  
If you can think-and not make thoughts your aim;  
If you can meet with **Triumph** and **Disaster**  
And treat those two **impostors** just the same;  
If you can **bear** to hear the truth you’ve spoken  
Twisted by **knaves** to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And **stoop** and build ‘em up with **worn-out** tools;

**Triumph** – success or victory  
**Disaster** – failure or tragedy  
**impostor(s)** – pretender/fake  
**bear** – stand/accept  
**knave(s)** – cheater/dishonest person  
**stoop** – to bend the body forward or backward  
**worn-out** – over-used/exhausted

If you can make one **heap** of all your winnings  
And risk it on one turn of **pitch-and-toss**,  
And lost, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and **nerve** and **sinew**  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the **Will** which says to them: “Hold on!”

**heap** – a large collection of  
**pitch-and-toss** – “throw-and-flip” of a coin/gamble  
**nerve** – courage  
**sinew** – strength/power (\*muscle)  
**will** – determination/spirit

If you can talk with crowds and keep your **virtue**,  
Or walk with Kings – nor lose the **common touch**;  
If neither **foes** nor loving friends can hurt you;  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
with sixty seconds’ worth of distance run,  
Yours is the Earth and everything that’s in it,  
And – which is more – you’ll be a Man, my son.

**virtue** – good value/quality  
**common touch** – ordinary behaviour  
**foes** – enemies

**Teacher's Copy**  
**(The lyrics)**

**Task:** Listen to the song carefully, and fill in the blanks with the correct word. Some words might be repeated

**Perfect**

*by Simple Plan*

Hey Dad, look at me  
Think back and talk to me  
Did I grow up according to plan?  
And do you think I'm wasting my time  
Doing things I wanna do?  
But it hurts when you disapprove all along

And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for you  
I can't pretend that I'm all right  
and you can't change me

**(Chorus)**

'Cause we lost it all  
Nothing last forever  
I'm sorry, I can't be perfect  
Now it's just too late and we can't go back  
I'm sorry, I can't be perfect

I try not to think  
About the pain I feel inside  
Did you know you used to be my hero?  
All the days you spent with me  
Now seem so far away  
And it feels like you don't care anymore

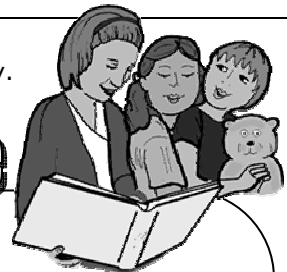
And now I try hard to make it  
I just want to make you proud  
I'm never gonna be good enough for you  
I can't stand another fight  
And nothing's alright

**#Repeat Chorus**

Nothing's gonna change  
the things that you said  
Nothing's gonna make this right again  
Please don't turn your back  
I can't believe it's hard just to talk to you  
But you don't understand

**#Repeat Chorus x 2**

**Group Task:** List down what you've done to make your parents feel proud and happy.



**Quick Buzz - To Parents, With Love**

Name:	Name:	Name:	Name:	Name: