

### **Introduction**

This unit plan is designed for the NSS Elective module: Learning English through Short Stories. This plan includes 10 tasks, with two levels of difficulty; designed to cater for the needs of high and low achievers respectively. The short story chosen for this unit is *Billy Elliot* written by Melvin Burgess.

### **Rationale**

In the NSS English curriculum, life-long learning and language arts are promoted as two of the cornerstone rationales. It emphasizes students' daily application and usage of English. Among the different language arts, short story is suitable for students of diverse ability and it is quite popular and interesting among students.

### **Target Group**

This unit plan is mainly designed for S.4 students of Band 1 EMI secondary schools. This target group is chosen because S.4 is the first year in the NSS curriculum. So, short story is a more interesting and friendly way to introduce students to the four language skills: reading, writing, listening and speaking. Also, short story provides not only linguistic inputs, but also cultural information. S.4 students may find it more interesting to learn English through culture and at the same time, they are mature enough to understand the historical background and setting of the story.

### **Learning Objectives**

This unit plan aims at providing students with a holistic and general understanding of a short story. Students are exposed to a number of elements in a short story: background and setting, vocabulary, characters and their relationships, etc. After that, students are guided to examine the social and cultural issues expounded in the story. Finally, students will be exposed to some role-play and creative tasks. Through completing these tasks, students are able to develop their four language skills.

## Lesson Plan

Task No.	Task Objectives	Task	Duration	Materials
1	➤ To introduce the background and setting of the short story	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Show students videos related to 1984/5 Coal Miners' Strike to students</li> <li>❖ Give brief introduction of the 1984/5 Coal Miners' strike to students</li> <li>❖ Show photos/pictures about the strike to students and conduct discussions with them to consolidate their understanding about the background and setting of the story</li> </ul> <p><u>For high achievers</u></p> <ul style="list-style-type: none"> <li>❖ Divide students into groups of 4 or 5. Ask students to research information about the strike (reasons of strike, history, results, etc.) on the Internet. Then report their research result to the whole class</li> </ul>	15 minutes	<p>Youtube videos:</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.youtube.com/watch?v=HUapdl7_KCg">http://www.youtube.com/watch?v=HUapdl7_KCg</a></li> <li>2. <a href="http://www.youtube.com/watch?v=O76fVD7Haow&amp;feature=related">http://www.youtube.com/watch?v=O76fVD7Haow&amp;feature=related</a></li> </ol>

2	➤ To introduce important vocabulary of the story	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Ask students to match the vocabulary with the meanings on the worksheet</li> <li>❖ Explain some key vocabulary to students</li> </ul> <p><u>For high achievers</u></p> <ul style="list-style-type: none"> <li>❖ Give students a list of meanings</li> <li>❖ Ask students to form pairs and find appropriate words and expressions for the given meanings</li> <li>❖ Invite different students to write the words and expressions found on the board</li> </ul>	10 minutes	Worksheet 1 (Appendix 1)
			10 minutes	Worksheet 2 (Appendix 2)

3	<p>➤ To introduce different characters</p> <p>➤ To interpret and understand the personality of the characters</p>	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Watch the following scenes of the movie               <ol style="list-style-type: none"> <li>1. (Beginning of the movie) Daily life of Billy and his grandmother, Nan</li> <li>2. Billy's father, Jackie and Billy's brother, Tony are on strike on the picket line</li> <li>3. Billy meets his best friend, Tony outside the hall before taking his boxing class</li> <li>4. Billy attends Mrs Wilkinson's ballet class with his classmate, Debbie</li> <li>5. Billy chats with Debbie in Debbie's bedroom</li> <li>6. Mrs Wilkinson teaches Billy dancing privately in the hall</li> </ol> </li> <li>❖ Invite students to list out on the blackboard all the characters that appear in the movie</li> <li>❖ Ask students to form groups of 4 or 5 and assign to each group one character to explore in detail with reference to the book</li> <li>❖ Ask the groups to draw on the worksheet the appearance of the characters assigned and list out the personality of the corresponding characters. Also, ask students to give evidence for each personality mentioned</li> <li>❖ Ask the groups to share the work with the class</li> </ul>	20 minutes	Worksheet 3 (Appendix 3)
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4	➤ To understand the relationship between different characters	<p>For all students</p> <ul style="list-style-type: none"> <li>❖ Watch the following scenes of the movie               <ol style="list-style-type: none"> <li>1. Billy and Nan talk about dancing</li> <li>2. Billy has a discussion with Jackie on whether boys should dance and Billy's future</li> <li>3. The fighting scene of Tony and Jackie</li> <li>4. Billy has private ballet class with Mrs Wilkinson</li> <li>5. Billy and Debbie talk as they walk home after school</li> </ol> </li> <li>❖ Ask students to fill in the relationship chart and indicate their relationship status</li> </ul>	10 minutes	Worksheet 4 (Appendix 4)
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5	<p>➤ To strengthen students' understanding of gender bias/ stereotypes on activities</p> <p>➤ To understand more deeply about the situation of Billy and Michael</p>	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Watch the following scenes of the movie               <ol style="list-style-type: none"> <li>1. Billy attends his boxing class with the boys</li> <li>2. Billy's first ballet lesson with Mrs Wilkinson</li> <li>3. Michael wears his sister's clothes and lipsticks</li> <li>4. Michael, in dancing skirt, and Billy, in ballet shoes, dance together in the boxing ring</li> </ol> </li> <li>❖ Ask students to brainstorm some popular activities among teenagers</li> <li>❖ Classify the activities suggested into groups for boys or girls</li> <li>❖ Ask students to talk about the reasons and the situation of having gender bias/ stereotypes in society</li> <li>❖ Ask students to match the characters with what they say in the movie</li> <li>❖ Invite students to talk about different characters' points of view</li> </ul>	15 minutes	Worksheet 5 (Appendix 5)
	<p>➤ To understand how gender stereotyping affects the thought of the various characters</p>			Worksheet 6 (Appendix 6)

6	<p>➤ To get students into the mood and tense atmosphere of the story</p> <p>➤ To understand the conflicts between characters</p>	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Watch the following two scenes of the movie:             <ol style="list-style-type: none"> <li>1. Billy has a discussion with Jackie on whether boys should dance and Billy's future</li> <li>2. The fighting scene of Tony and Jackie</li> </ol> </li> <li>❖ Hold a class discussion to talk about the conflicts between different characters</li> </ul> <p><u>For low achievers</u></p> <ul style="list-style-type: none"> <li>❖ Ask students to take up the role of Billy and write a diary entry based on either of the above incidents (assigned as take-home assignment)</li> </ul> <p><u>For high achievers</u></p> <p>Ask students take up the role of Billy and write a letter to your father to persuade him for the support in going for the audition in the Royal Ballet School. (assigned as take-home assignment)</p>	15 minutes	<p>Worksheet 7 (Appendix 7)</p> <p>Worksheet 8 (Appendix 8)</p>
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7	<ul style="list-style-type: none"> <li>➤ To further boost the tense atmosphere of the story</li> <li>➤ To have a deeper understanding of Billy</li> </ul>	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Watch the scene which Billy reads his mother's letter to his Ballet teacher</li> <li>❖ Listen to the song "I believe I can fly"</li> <li>❖ Ask students to fill in the missing lyrics on the worksheet</li> <li>❖ Ask students to interpret the mood and meaning of the song and complete the worksheet</li> <li>❖ Ask students to write a letter to Billy's mother for Billy to talk about his worries and feelings in the role (assigned as take-home assignment)</li> </ul>	15 minutes	<p>Worksheet 9 (Appendix 9)</p> <p>Youtube Video:  <a href="http://www.youtube.com/watch?v=hKCbkFJlt_E">http://www.youtube.com/watch?v=hKCbkFJlt_E</a></p> <p>Worksheet 10 (Appendix 10)</p>
8	<ul style="list-style-type: none"> <li>➤ To introduce the concept of having different social class in society</li> <li>➤ To understand the constraints and difficulties in Billy's family</li> <li>➤ To understand the differences between Billy's and Debbie's family</li> </ul>	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Show photos/ pictures which are about the lives of people belong to different social class (upper class, middle class and lower class)</li> </ul> <p><u>For high achievers</u></p> <ul style="list-style-type: none"> <li>❖ Divide students into groups of 4 or 5 and ask them to research information about one of the social classes</li> <li>❖ Ask students to share what they have found with the other students</li> </ul>	<p>20 minutes</p> <p>20 minutes</p>	<p>Worksheet 11 (Appendix 11)</p> <p>Worksheet 12 (Appendix 12)</p>



9	➤ To let students understand more deeply about the dilemma in Billy's situation	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Divide students in groups of 4 or 5</li> <li>❖ Ask students to discuss with their group-mates whether Billy should continue to strive for his dream (go for the audition in the Royal Ballet School) or give up his dream (listen to his father and work as a miner in the future)</li> <li>❖ Each group has to give at least one reason to support their choice</li> </ul>	10 minutes	
10	➤ To imagine Billy's life in the Royal Ballet School	<p><u>For all students</u></p> <ul style="list-style-type: none"> <li>❖ Watch the final scene of the movie</li> </ul> <p><u>For low achievers</u></p> <ul style="list-style-type: none"> <li>❖ Ask students to form groups and discuss Billy's life after entering the Royal Ballet School</li> <li>❖ Draw comic strips to illustrate the story about Billy's life in the Royal Ballet school (assigned as take-home assignment)</li> </ul> <p><u>For high achievers</u></p> <ul style="list-style-type: none"> <li>❖ Ask students to form groups and discuss Billy's life after entering the Royal Ballet School</li> <li>❖ Ask students to write an email back home for Billy to talk about his recent life in the Royal Ballet School. Also, include some pictures to illustrate his life and add captions for the pictures (assigned as take-home assignment)</li> </ul>	15 minutes	<p>Worksheet 13 (Appendix 13)</p> <p>Worksheet 14 (Appendix 14)</p>



## Billy Elliot: Vocabulary

Match the key words in the book with the correct meaning.

- |             |   |   |
|-------------|---|---|
| coal mines  | ● | ● a period of time when a group of workers deliberately stop working because of a disagreement about pay, working conditions, etc.                                  |
| miners      | ● | ● someone who is not working because they are on strike   |
| on strike   | ● | ● when a group of people or march in front of a shop, factory, government building, etc. to protest about something or to stop people from going in during a strike |
| strikers    | ● | ● someone who works under the ground in a mine to remove coal, gold, etc.   |
| pickets     | ● | ● a group of people who stand outside a factory and try to prevent people from going in or coming out during a strike   |
| picket line | ● | ● an insulting word for someone who works while the other people in the same factory, office, etc. are on strike  |
| scabs       | ● | ● a place from which coal is dug out of the ground  |







## Billy Elliot: Vocabulary

Match the key words in the book with the correct meaning.

KEY: 1. (g) 2. (d) 3. (a) 4. (b) 5. (f) 6. (c) 7. (e)

- |                  |   |
|------------------|---|
| 1. coal mines ●  | ● (a) a period of time when a group of workers deliberately stop working because of a disagreement about pay, working conditions, etc.                                  |
| 2. miners ●      | ● (b) someone who is not working because they are on strike   |
| 3. on strike ●   | ● (c) when a group of people or march in front of a shop, factory, government building, etc. to protest about something or to stop people from going in during a strike |
| 4. strikers ●    | ● (d) someone who works under the ground in a mine to remove coal, gold, etc.   |
| 5. pickets ●     | ● (e) a group of people who stand outside a factory and try to prevent people from going in or coming out during a strike   |
| 6. picket line ● | ● (f) an insulting word for someone who works while the other people in the same factory, office, etc. are on strike  |
| 7. scabs ●       | ● (g) a place from which coal is dug out of the ground  |





## Appendix 2: Worksheet 2

# Billy Elliot: Vocabulary

Task 1: Write an appropriate word for each of the following explanations

No.	Vocabulary	Part of Speech	Meaning
1.	a	noun	a short test of singing or dancing
2.	g	noun	clothing which you wear on your hands
3.	m	noun	a deep hole cut into the ground to get coal/minerals etc
4.	P	noun	somebody (during a strike) who wants to stop other workers going in
5.	w	verb	to speak very softly
6.	s	noun	a refusal to work, usually because workers want better pay
7.	s	noun	a very quick movement round and round
8.	s	noun	somebody who continues to work during a strike
9.	r	noun	people buy tickets in this game in order to win something like money
10.	p	adjective	expensive & used by rich people
11.	s	adjective	unable to remember things because you are old
12.	f	verb	to like someone/to be attracted to someone
13.	d	noun	a mental disorder
14.	p	verb	continues to do something, though there are difficult





Task 2: Write an appropriate adjective/expression for each of the following explanations.

No.	Vocabulary	Meaning
1.	c	traditional in style; doesn't like changes (Jackie)
2.	s	doesn't like changes (negative)
3.	o	always looks on the bright side of things
4.	p	always looks on the dark side
5.	r	will do something because it is his duty or job
6.	i	cannot decide (make up one's mind) quickly
7.	i	acting suddenly based on emotions, without thinking carefully
8.	i	clever; quick to understand & show good judgment
9.	c          o	Debbie had a c_____ o_____ Billy. (Liked Billy)
10.	o	having very strong opinions
11.	d	working very hard at something because it's important to you
12.	d	expecting a lot of work or attention from others
13.	n          - m	disapproving/not willing to listen to new ideas
14.	l	remaining faithful/supportive of something/someone
15.	d	refusing to obey someone/something
16.	s	showing that you care and understand about others' problems
17.	p	having respect for yourself
18.	u	unfair, expecting too much of someone



## Appendix 2: Worksheet 2 (Answer)

# Billy Elliot: Vocabulary

Task 1: Write an appropriate word for each of the following explanations

No.	Vocabulary	Part of Speech	Meaning
1.	audition	noun	a short test of singing or dancing
2.	gloves	noun	clothing which you wear on your hands
3.	mine	noun	a deep hole cut into the ground to get coal/minerals etc
4.	picket	noun	somebody (during a strike) who wants to stop other workers going in
5.	whisper	verb	to speak very softly
6.	strike	noun	a refusal to work, usually because workers want better pay
7.	spin	noun	a very quick movement round and round
8.	scab	noun	somebody who continues to work during a strike
9.	raffle	noun	people buy tickets in this game in order to win something like money
10.	Posh	adjective	expensive & used by rich people
11.	senile	adjective	unable to remember things because you are old
12.	fancy	verb	to like someone/to be attracted to someone
13.	dementia	noun	a mental disorder
14.	persevere	verb	continues to do something, though there are difficult





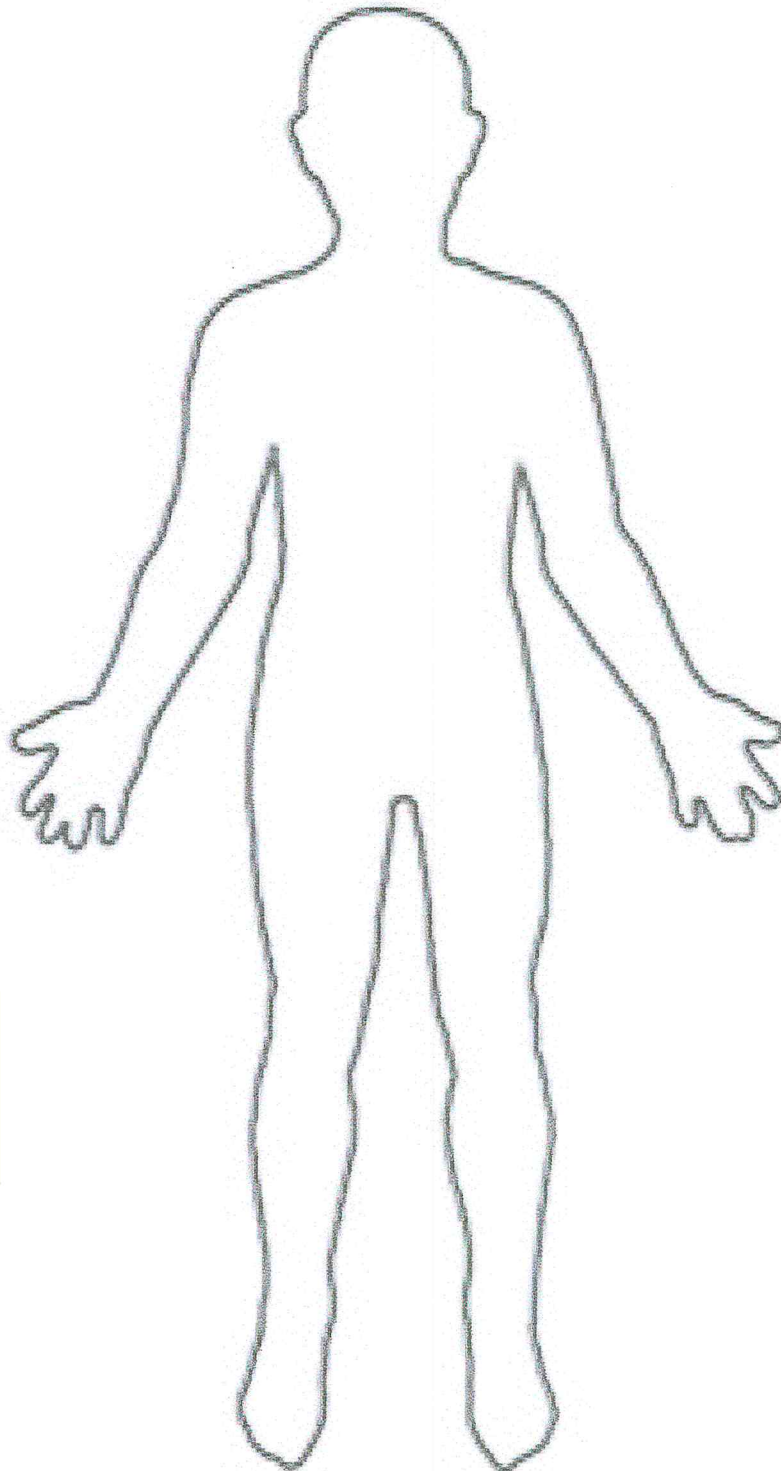
Task 2: Write an appropriate adjective/expression for each of the following explanations.

No.	Vocabulary	Meaning
1.	conservative	traditional in style; doesn't like changes (Jackie)
2.	stubborn	doesn't like changes (negative)
3.	optimistic	always looks on the bright side of things
4.	pessimistic	always looks on the dark side
5.	responsible	will do something because it is his duty or job
6.	indecisive	cannot decide (make up one's mind) quickly
7.	impulsive	acting suddenly based on emotions, without thinking carefully
8.	intelligent	clever; quick to understand & show good judgment
9.	crush on	Debbie had a c_____ o_____ Billy. (Liked Billy)
10.	opinionated	having very strong opinions
11.	determined	working very hard at something because it's important to you
12.	dedicated	expecting a lot of work or attention from others
13.	narrow- minded	disapproving/not willing to listen to new ideas
14.	loyal	remaining faithful/supportive of something/someone
15.	defiant	refusing to obey someone/something
16.	sympathetic	showing that you care and understand about others' problems
17.	proud	having respect for yourself
18.	unreasonable	unfair, expecting too much of someone



## Billy Elliot: Characters

Instructions: Draw the appearance of the character. Then list out his/ her personality and give evidence with reference to the book.

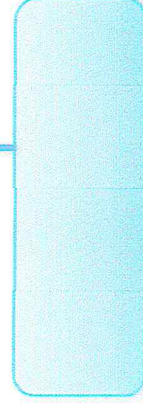
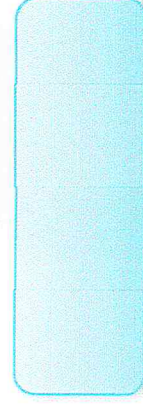




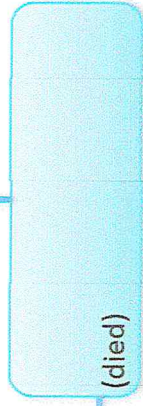
# Billy Elliot: Relationship



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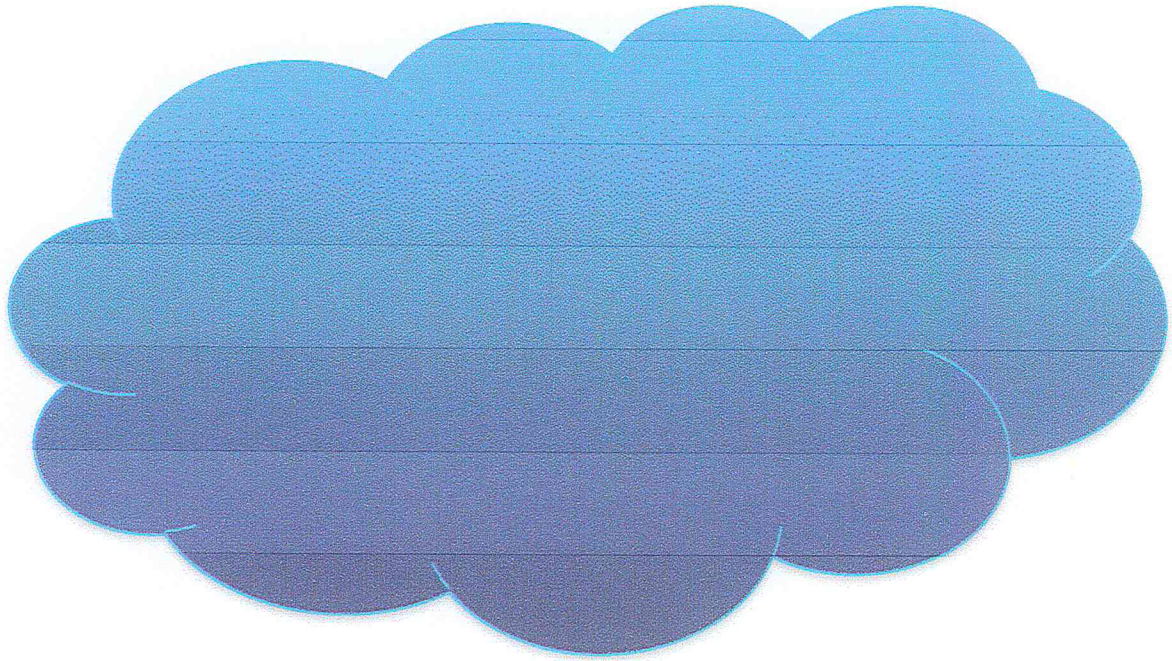
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## Appendix 5: Worksheet 5

# Billy Elliot: Gender Stereotypes

Task 1: Brainstorm some popular activities among teenagers and write them in the space provided.

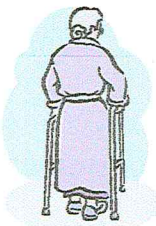


Task 2: Classify the activities suggested above into different groups.

For boys	For girls	For both genders
e.g. boxing	e.g. ballet	e.g. reading

## Appendix 6: Worksheet 6

What do the characters in the film think about 'girls doing ballet'? Draw lines to match the characters with what they said in the film



I used to go to ballet. I could have become a professional ballet dancer with professional training.

They (tutus) are only meant for lasses. I wear me shorts.

(Ballet) For girls, not for lads. Lads do football or boxing or wrestling...not frigging ballet.

What's wrong with ballet? It's perfectly normal.

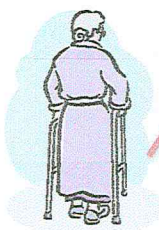
Plenty of boys do ballet... Not necessarily poofs.

Nice straight leg. Good arch.



## Appendix 6: Worksheet 6 (Answer)

What do the characters in the film think about 'girls doing ballet'? Draw lines to match the characters with what they said in the film



I used to go to ballet. I could have become a professional ballet dancer with professional training.

They (tutus) are only meant for lasses. I wear me shorts.

(Ballet) For girls, not for lads. Lads do football or boxing or wrestling...not frigging ballet.

What's wrong with ballet? It's perfectly normal.

Plenty of boys do ballet... Not necessarily poofs.

Nice straight leg. Good arch.



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## Appendix 8: Worksheet 8

**Imagine you are Billy. Write a letter to your father to persuade him for the support in going for the audition in the Royal Ballet School.**

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.



Appendix 9: Worksheet 9

## Billy Elliot: Theme Song

*I believe I can fly* by Kelly, Roberts

I used to think that I could not go on  
And life was nothing but an \_\_\_\_\_ song  
But now I know the meanin' of true love  
I'm leanin' on the \_\_\_\_\_ arms

Chorus      If I can see it then I can do it  
                  If I just believe it, there's nothing to it

I believe I can fly  
I believe I can \_\_\_\_\_ the sky  
I think about it every \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ my wings and fly away  
I believe I can \_\_\_\_\_  
I see me running through that open door  
I believe I can fly, I believe I can fly  
I believe I can fly

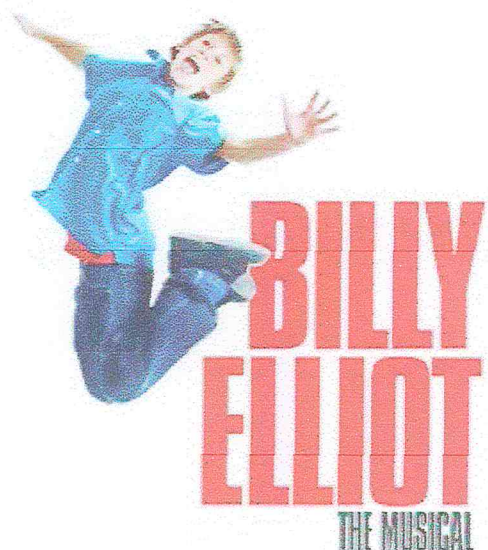
See I was on the \_\_\_\_\_ of breakin' down  
Sometimes \_\_\_\_\_ can seem so loud  
There are \_\_\_\_\_ in life I must \_\_\_\_\_  
But first I know it starts inside of me oh

Repeat Chorus

Hey 'cuz I believe in me

Repeat Chorus

Hey if I just spread my \_\_\_\_\_  
I can fly  
I can fly  
I can fly, hey  
If I just spread my \_\_\_\_\_  
I can fly  
Fly eye, eye





Appendix 9: Worksheet 9 (Answer)

## Billy Elliot: Theme Song

*I believe I can fly* by Kelly, Roberts

I used to think that I could not go on  
And life was nothing but an awful song  
But now I know the meanin' of true love  
I'm leanin' on the everlasting arms

Chorus            If I can see it then I can do it  
                         If I just believe it, there's nothing to it

I believe I can fly  
I believe I can touch the sky  
I think about it every night and day  
Spread my wings and fly away  
I believe I can soar  
I see me running through that open door  
I believe I can fly, I believe I can fly  
I believe I can fly

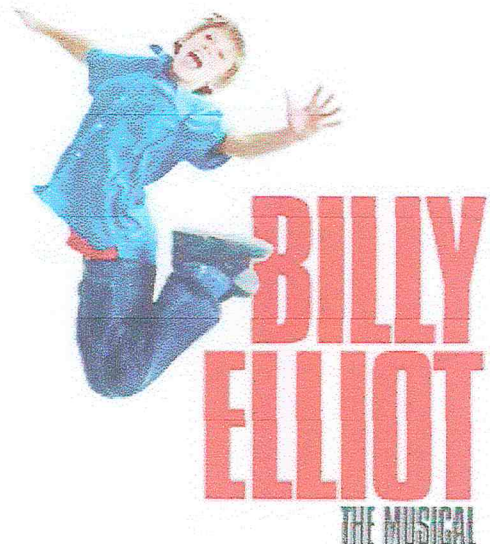
See I was on the verge of breakin' down  
Sometimes silence can seem so loud  
There are miracles in life I must achieve  
But first I know it starts inside of me oh

Repeat Chorus

Hey 'cuz I believe in me

Repeat Chorus

Hey if I just spread my wings  
I can fly  
I can fly  
I can fly, hey  
If I just spread my wings  
I can fly  
Fly eye, eye



### *Understanding Songs - I believe I can Fly*



1. What is the mood at the beginning of the song?  
\_\_\_\_\_
2. What words does the writer use to describe his/her feeling?  
\_\_\_\_\_
3. Which lines show the writer's mood has changed?  
\_\_\_\_\_
4. What animal does the writer use to describe himself/herself? Explain.  
\_\_\_\_\_
5. How do miracles work according to the writer?  
\_\_\_\_\_
6. What is the theme of this song?  
\_\_\_\_\_
7. Why is the phrase 'I believe I can fly' repeated many times?  
\_\_\_\_\_

### *Understanding Songs - I believe I can Fly*



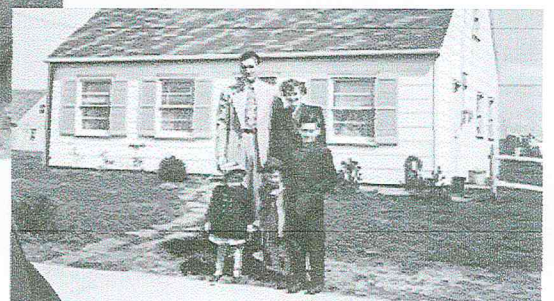
1. What is the mood at the beginning of the song?  
*sad, dull, hopeless*
2. What words does the writer use to describe his/her feeling?  
*awful*
3. Which lines show the writer's mood has changed?  
*Line 3*
4. What animal does the writer use to describe himself/herself? Explain.  
*Birds. This is because the writer thinks that he can spread his wings and touch the sky (L8, 10)*
5. How do miracles work according to the writer?  
*Miracles work inside of one person. If one believes it, then one can do it.*
6. What is the theme of this song?  
*A person can do everything as long as he believes in himself.*
7. Why is the phrase 'I believe I can fly' repeated many times?  
*This is the theme of the song. It repeats for many times as the writer wants to put emphasis on it.*



## Appendix 11: Worksheet 11

# Billy Elliot: Social Difference

Look at the photos below and discuss the life of people in the UK in 1984.





## Billy Elliot: Social Difference





Billy Elliot: Royal Ballet School




Appendix 14: Worksheet 14

Imagine you are Billy. Write an email to your family telling them about your new life at the Royal Ballet School in London and how it is different from home.

New Message

Send

Chat

Attach

Address

Fonts

Colors

Save As Draft

To:

Cc:

Bcc:

Subject:

Account: Ross Mayfield <ross.mayfield...>

Signature: None