

Introduction

Under the NSS, all students can study up to F.6 and students of different abilities may be grouped into the same class, which makes learner diversity inevitable.

Learner diversity can be defined in terms of students' English abilities, interests, motivations, learning styles and multiple intelligences (e.g. linguistic, bodily-kinesthetic, spatial, interpersonal and intrapersonal intelligences).

Because of the above situations and factors, the resource pack is designed to cater for different classes with different abilities or the same class with students of different abilities. The resource pack is also designed in the way that caters for the different learning styles and multiple intelligences of students (e.g. students have to complete some of the tasks on their own and others in pairs or groups).

In the NSS English curriculum, apart from the compulsory part focusing on reading, listening, writing and oral skills, students also have to study certain elective modules. This resource pack includes the teaching and learning materials on 'poems and songs', one of the elective modules chosen by our school for the students.

Learning Objectives

This resource pack consists of several activities which are designed to help students of different learning abilities to understand the features of song lyrics, to listen to and appreciate songs, to stimulate their imagination and to foster their creative use of English. Through these activities, students are also able to develop their language skills, generic skills (e.g. communication, critical thinking, creativity and collaboration) and cultural awareness.

Song 1

Total Number of Lessons

4

Procedures

At least 1 day before the lessons, teacher divides students into 8 groups with 5 students in each based on their English abilities and interests.

There are 2 tasks and each group takes up one of them.

Task 1: Students find the song 'Tears in Heaven' by Eric Clapton from YouTube and save the file to be used in the lessons (They will be reminded not to choose the one showing any subtitles). They also have to search on the net the background Eric Clapton wrote that song. (The average or less able students/ students with strong interest in IT can do this task) They have to show the video clip and explain the background of the song to the class through PowerPoint.

Task 2: As some conditional sentences can be found in the lyrics, students have to search explanations and examples from the net or grammar book on that grammatical item (with focus on imaginary situations). They have to explain this grammatical item to the class through PowerPoint presentation. (As this task is quite challenging, the more able students are expected to do it).

Teaching steps:

Lesson	Time (each lesson lasts for 40 minutes)	Learning Activities/ Tasks	Teaching Resources (with Differentiated Instructions)
1st	2 mins	General introduction to what will be happening in the 4 lessons	
	10 mins	1 or 2 groups explain to the class about conditional sentences with focus on imaginary situations	PowerPoint slides prepared by students. Teacher will help explain or clarify some concepts to the weaker students.
	5 mins	1 or 2 groups explain to the class about the	PowerPoint slides prepared by students. Teacher can help explain the background.

		background of the song.	
1st	10 mins	Before distributing the worksheets, teacher asks students to guess why conditional sentences are used in the song. Students are then given a worksheet of the song lyrics. There are some blanks which are related to conditional sentences. Students listen to the song at least 2 times and fill in as many blanks as they can.	There are 2 versions (i.e. 1a and 1b) of worksheet 1. Students who choose to do the easier version will have fewer words to fill in. Play the video.
	5 mins	Students work in pairs to compare their answers. If there are differences in the answers, they can discuss what should be the correct word(s).	
	5 mins	Students listen to the song the third time to make any changes to their answers after the discussion. Teacher shows the song lyrics to the class.	A slide with the lyrics is shown to the class.
	3 mins	Teacher asks the class again why conditional sentences are used in the song.	

Lesson	Time (each lesson lasts for 40 minutes)	Learning Activities/ Tasks	Teaching Resources (with Differentiated Instructions)
2 nd	20mins	Reading comprehension	Worksheet 2a for the more able students

		(with factual questions, interpretive questions, creative questions and evaluative questions)	whilst worksheet 2b for the average students
	10 mins	Students are put in groups of 5 based on their English abilities. They check and compare their answers	Teacher goes over the factual and interpretive questions with the class.
	10 mins	One student will be chosen from each group to give the opinions on the creative and evaluative questions.	Teacher gives comments/ Teacher invites students to give comments.

Lesson	Time (each lesson lasts for 40 minutes)	Learning Activities/ Tasks	Teaching Resources (with Differentiated Instructions)
3 rd & 4 th	5 mins	Students are told to design a sympathy/condolence card to send to Eric Clapton.	Worksheet 3a for students with stronger English ability as they have to write 200 words whilst the average students 150. Students are encouraged to bring their own colour pencils.
	40 mins	Students are given 30 minutes to design their cards	
	25 mins	Students sit in groups of 5 and introduce their cards to their group members. Each student is given 2-3 minutes for their presentation. They have to choose the one they like most in the group.	Students of different English abilities can be grouped together.
	10 mins	The one who has been chosen in the previous activity has to come out to	

		present their work to the whole class.	
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Tears in Heaven

Would you know my name
If I saw you in heaven
Would it be the same
If I saw you in heaven
I must be strong, and carry on
Cause I know I don't belong
Here in heaven

Would you hold my hand
If I saw you in heaven
Would you help me stand
If I saw you in heaven
I'll find my way, through night and day
Cause I know I just can't stay
Here in heaven

Time can bring you down
Time can bend your knee
Time can break your heart
Have you begging please
Begging please

Beyond the door
There's peace I'm sure.
And I know there'll be no more...
Tears in heaven

Would you know my name
If I saw you in heaven
Will it be the same
If I saw you in heaven
I must be strong, and carry on
Cause I know I don't belong
Here in heaven

Cause I know I don't belong
Here in heaven

Tears in Heaven (Worksheet 1a)

_____ you _____

If I _____

_____ it _____

If I _____

I must be strong, and carry on

Cause I know I don't belong

Here in heaven

_____ you _____

If I _____

_____ you _____

If I _____

I'll find my way, through night and day

Cause I know I just can't stay

Here in heaven

Time can bring you down

Time can bend your knee

Time can break your heart

Have you begging please

Begging please

Beyond the door

There's peace I'm sure.

And I know there'll be no more...

Tears in heaven

_____ you _____

If I _____

_____ it _____

If I _____

I must be strong, and carry on

Cause I know I don't belong

Here in heaven

Cause I know I don't belong

Here in heaven

Tears in Heaven (Worksheet 1b)

_____ you _____ my name

_____ I _____ you in heaven

_____ it _____ the same

_____ I _____ you in heaven

I must be strong, and carry on

Cause I know I don't belong

Here in heaven

_____ you _____ my hand

_____ I _____ you in heaven

_____ you _____ me stand

_____ I _____ you in heaven

I'll find my way, through night and day

Cause I know I just can't stay

Here in heaven

Time can bring you down

Time can bend your knee

Time can break your heart

Have you begging please

Begging please

Beyond the door

There's peace I'm sure.

And I know there'll be no more...

Tears in heaven

_____ you _____ my name

_____ I _____ you in heaven

_____ it _____ the same

_____ I _____ you in heaven

I must be strong, and carry on

Cause I know I don't belong

Here in heaven

Cause I know I don't belong

Here in heaven

Worksheet 2a

1. Who are 'you' and 'I' in the song?
2. Find out some words that are used to describe heaven in the lyrics.
3. How many questions have been raised by the song writer and what are they?
4. Why does the writer say he does not belong in heaven?
5. The write says he has to carry on and finds his way. What does he have to carry on and what way does he have to find?
6. How is the language used in the song different from/ similar to the language used in compositions and conversations?
7. How would you describe the relation between Eric Clapton and his son?
8. How do you interpret the following stanza?
'Time can bring you down
Time can bend your knee
Time can break your heart
Have you begging please
9. If you were the son, how would you respond to the father's questions? Answer the questions using conditional sentences.

Worksheet 2b

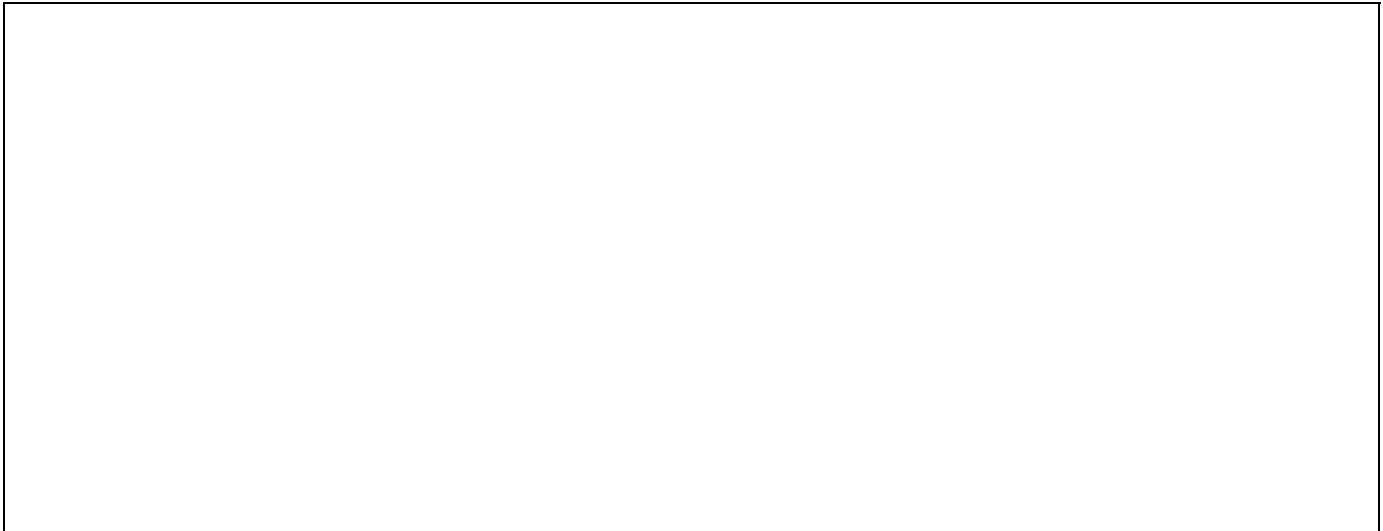
1. Who are 'you' and 'I' in the song?
2. Find out some words that are used to describe heaven in the lyrics.
3. How many questions have been raised by the song writer?
4. Why does the writer say he does not belong in heaven?
5. How would you describe the relation between Eric Clapton and his son?
6. If you were the son, how would you respond to the father's questions? Answer the questions using conditional sentences.

Worksheet 3a

You are touched by the lyrics of 'Tears in Heaven' and would like to send a sympathy card to Eric Clapton. Design your card and explain in about 200 words why you design it in this way.

Worksheet 3b

You are touched by the lyrics of 'Tears in Heaven' and would like to send a sympathy card to Eric Clapton. Design your card and explain in about 150 words why you design it in this way.



Answers to worksheet 2a and 2b

1. You—The son
I – The writer/ Eric Clapton
2. Door, peace, no more tears
3. 4 questions
4. He is still alive.
5. To carry on with his duties/ tasks/ life
To find a way to relieve his pain, suffering
6. Short form e.g. 'cause, not following grammar e.g Have you begging please
Different interpretations e.g. 'Time can bring you down Time can bend your knee
Time can break your heart
Have you begging please
7. Very close. We can feel the pain in the song 'e.g. Would you help me stand...' 'I must be strong and carry on...'
8. Accept reasonable answers (e.g. time is merciless, time can heal pain, time can make one old and make one die)
9. If he asked me the question, I would say I know his name.
If he asked me the question, I would say I am the same (physically and mentally)
If he asked me to help him stand, I would do so.
If he asked me to hold his hand, I would do so.

Song 2

(A) Background

The Form Four students I am currently teaching often make mistakes in the use of tenses. The most common and basic type of mistake is they do not use past simple tense consistently, or some of them just hardly ever use it when narrating past events.

(B) Purpose

This resource pack is to arouse the students' awareness in using past simple tense as they recount past experiences.

The resource pack is designed in a way that different materials have been included to appeal to the Multiple Intelligences (i.e. linguistics, musical, intrapersonal, etc.) of different learners, so that the learning and teaching efficiency is maximized.

(C) Procedure

(1) The students are divided into two groups, namely group (a) the more capable group, and group (b) the less capable group, according to their levels of English language proficiency.

(2) The selected song "Norwegian Wood" is played and the two groups of students are asked to fill in the blanks (Resource Pack - Section A (RP-A)), in which they are required to enter the correct tense forms. Two versions of the exercise are given:

Version (a): no options provided

Version (b): with options provided

(3) As the answers of RP-A are being checked, RP-B (i.e. the Irregular Verb Chart) is given to the students. The teacher explains the formation of the past simple tense forms of English, and how to use the Irregular Verb Chart.

(4) To facilitate understanding of the context of the song, the students are asked to answer some comprehension questions (RP-C). To cater for the different language proficiencies and learning styles of the students, the questions are designed to elicit different types of answers, i.e. factual, interpretive, creative, etc. The students are reminded to consider the use of past simple tense when appropriate.

- (5) The usage and the variations in form of the past simple tense are explained in greater details. A table on the different forms of past simple tense is given to the students for reference (RP-D).
- (6) To assess the learning outcomes, the students are asked to do some exercises on past simple tense. Both groups have to finish Exercise (1) in RP-E. The students who can get more than 70% of the answers correct will be given Exercise (2) (Version (a)), in which they are required to fill in the blanks with the correct tense forms; while those who get less than 70% should do Exercise (2) with options provided, i.e. (Version (b)).
- (7) Both groups of students are asked to write a short paragraph telling their neighbour what they did last Saturday. By supplying contexts of their own, their knowledge on the use of past simple tense is reinforced. Telling the others about their experiences should appeal to their Interpersonal Intelligence in learning.

Resource Pack (RP)

Song chosen: Norwegian Wood (by the Beatles)

Listen to the song and fill in the blanks.

<https://www.youtube.com/watch?v=IY5i4-rWh44>

(A) Fill in the Blanks (Version (a))

Norwegian Wood The Beatles

I once had a girl, or should I say, she once had me...

She (1) _____ (show) me her room, isn't it good, Norwegian wood?

She (2) _____ (ask) me to stay and she (3) _____ (tell) me to sit anywhere,

So I (4) _____ (look) around and I (5) _____ (notice) there wasn't a chair.

I (6) _____ (sit) on a rug, biding my time, drinking her wine

We (7) _____ (talk) until two and then she (8) _____ (say), "It's time for bed"

She (9) _____ (tell) me she (10) _____ (work) in the morning and (11) _____ (start) to laugh.

I (12) _____ (tell) her I didn't and (13) _____ (crawl) off to sleep in the bath

And when I (14) _____ (awake), I was alone, this bird had flown

So I (15) _____ (light) a fire, isn't it good, Norwegian wood.

(B) Irregular Verb Chart

Reference: <http://www.world-english.org/irregular.htm>

Base Form	Past Simple	Past Participle
awake	awoke	awoken
light	lit	lit
say	said	said
sit	sat	sat
tell	told	told



(C) Comprehension Questions

(1) Where did the protagonist sit on having realized that there was no chair?

(2) Till when did the protagonist chat with the girl?

(3) Why did the girl have to tell the protagonist that she had to work in the morning?

(4) Do you think why the protagonist went to sleep in the bath?

(5) What do you think the line “this bird has flown” means?

(6) According to your understanding of the story, explain why the protagonist has to light a fire by the end. What could that mean?

(7) Do you like the song? Why?

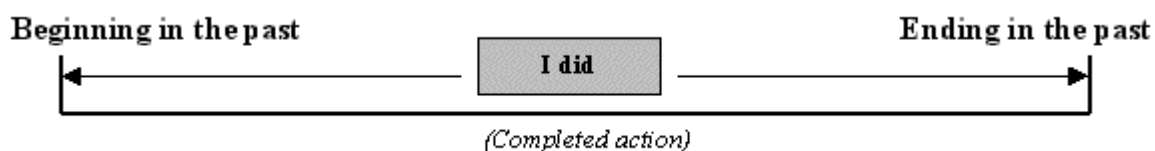
(D) Past Simple Tense

Reference: <http://www.learnenglish.de/grammar/tensesimpast.htm>

The past simple tense is used to talk about actions that happened at a specific time in the past.

You usually form the past simple tense by adding -ed onto the end of a regular verb but irregular verb forms have to be learned.

Simple Past Timeline



To be Statements +	To be Statements -	Questions ?
I was.	I wasn't.	Was I?
He was.	He wasn't.	Was he?
She was.	She wasn't.	Was she?
It was.	It wasn't.	Was it?
You were.	You weren't.	Were you?
We were.	We weren't.	Were we?
They were.	They weren't.	Were they?

Regular Verb (to work) Statements +	Regular Verb (to work) Statements -	Questions	Short answer +	Short answer -
I worked.	I didn't work.	Did I work?	Yes, I did.	No, I didn't.
He worked.	He didn't work.	Did he work?	Yes, he did.	No, he didn't.
She worked.	She didn't work.	Did she work?	Yes, she did.	No, she didn't.
It worked.	It didn't work.	Did it work?	Yes, it did.	No, it didn't.

You worked .	You didn't work .	Did you work ?	Yes you did .	No, you didn't .
We worked .	We didn't work .	Did we work ?	Yes we did .	No, we didn't .
They worked .	They didn't work .	Did they work ?	Yes they did .	No, they didn't .

(E) Further Exercise

Reference: http://www.eslgold.com/grammar/simple_past.html

(1) Change the underlined verbs in the following sentence into past simple tense.

- Yesterday, I go to the restaurant with a client.
- We drive around the parking lot for 20 minutes in order to find a parking space.
- When we arrive at the restaurant, the place is full.
- The waitress asks us if we have reservations.
- I say, "No, my secretary forgets to make them."
- The waitress tells us to come back in two hours.
- My client and I slowly walk back to the car.
- Then we see a small grocery store.
- We stop in the grocery store and buy some sandwiches.
- That is better than waiting for two hours.

(2) Fill in the blanks with the past simple tense form of the verb to make the story meaningful.

(Version (a))

Yesterday Mrs. Hubbard (a) _____ (has) a very rough day. In the morning, she _____ (b) _____ (go) to the kitchen and (c) _____ (look) in the cupboard for some food for her dog, but the cupboard (d) _____ (be) empty. Her poor dog (e) _____ (stare) up at her with its hungry eyes, and she (f) _____ (know) she (g) _____ (has) to do something quickly. She (h) _____ (hurry) to the grocery store to buy some dog food, but unfortunately the store (i) _____ (be) out of her dog's favorite brand, so she (j) _____ (has) to catch a bus downtown. After buying the food,



she (k) _____ (wait) for a half hour in the rain to get a taxi. When she finally (l) _____ (get) home, her dog (m) _____ (be) sound asleep on the living room sofa.

(3) Write about what you did last Saturday in around 50 words. Then tell your neighbour about it.

Easy Versions – for the less capable group

(A) Fill in the Blanks (Version (b))

Norwegian Wood The Beatles

I once had a girl, or should I say, she once had me...

She (1) _____ (show / showed) me her room, isn't it good, Norwegian wood?

She (2) _____ (ask / asked) me to stay and she (3) _____ (tell / told) me to sit anywhere,
So I (4) _____ (look / looked) around and I (5) _____ (notice / noticed) there wasn't a chair.

I (6) _____ (sit / sat) on a rug, biding my time, drinking her wine

We (7) _____ (talk / talked) until two and then she (8) _____ (say / said), "It's time for bed"

She (9) _____ (tell / told) me she (10) _____ (work / worked) in the morning and
(11) _____ (start / started) to laugh.

I (12) _____ (tell / told) her I didn't and (13) _____ (crawl / crawled) off to sleep in the bath

And when I (14) _____ (awake / awoke), I was alone, this bird had flown

So I (15) _____ (light / lit) a fire, isn't it good, Norwegian wood.

(E) Further Exercise

(2) Fill in the blanks with the past simple tense form of the verb to make the story meaningful.
(Version (b))

Yesterday Mrs. Hubbard (a) _____ (has/had) a very rough day. In the morning, she (b) _____ (go/went) to the kitchen and (c) _____ (look/looked) in the cupboard for some food for her dog, but the cupboard (d) _____ (be/was) empty. Her poor dog (e) _____ (stare/stared) up at her with its hungry eyes, and she (f) _____ (know/knew) she (g) _____ (has/had) to do something quickly. She (h) _____ (hurry/hurried) to the grocery store to buy some dog food, but unfortunately the store (i) _____ (be/was) out of her dog's favorite brand, so she (j) _____ (has/had) to catch a bus downtown. After buying the food, she (k) _____ (wait/waited) for a half hour in the rain to get a taxi. When she finally (l) _____ (get/got) home, her dog (m) _____ (be/was) sound asleep on the living room sofa.



KEY

- | | | | | | |
|-----|--------------|------------|--------------|------------|-------------|
| (A) | (1) showed | (2) asked | (3) told | (4) looked | |
| | (5) noticed | | | | |
| | (6) sat | (7) talked | (8) said | (9) told | (10) worked |
| | (11) started | (12) told | (13) crawled | (14) awoke | (15) lit |

(C) (sample answers)

- (1) a rug
- (2) two
- (3) Maybe she wanted to go to sleep.
- (4) There could be no bed in the room.
- (5) The "bird" refers to the girl in a metaphorical sense. This ex-girlfriend of the protagonist loved freedom and was not meant to be for the protagonist, so she "flew" away.
- (6) He was biding his time enjoying himself in solitude.
- (7) I like the song because of its ambiguous content. It does not mention in details the relationship between the protagonist and the girl, and leaves the listeners much room for imagination.

(E) (1)

- | | | | | |
|----------|------------|------------------|---------------------|------------------|
| (a) went | (b) drove | (c) arrived, was | (d) asked, had | (e) said, forgot |
| (f) told | (g) walked | (h) saw | (i) stopped, bought | (j) was |

(2)

- | | | | | |
|------------|----------|-------------|---------|------------|
| (a) had | (b) went | (c) looked | (d) was | (e) stared |
| (f) knew | (g) had | (h) hurried | (i) was | (j) had |
| (k) waited | (l) got | (m) was | | |

(3) (sample answer)

Last Saturday, I went to the Disneyland with my Mom and Dad. We took some photos with Mickey and Minnie at the entrance. Then we watched Mickey's Philharmagic, which was a 3D movie with realistic effects. The characters dashed towards us from the screen as we smelled the fragrance of flowers.

Song 3

Introduction

This set of worksheets is designed for S.4 students with lower achievers. It is developed for the NSS Module Learning English through Poems and Songs. This set of worksheets is used as an introductory lesson to the module.

Learning Objectives

This set of worksheets consists of different activities specially designed for students with mixed learning abilities. It aims to help students understand some features of song lyrics and to appreciate songs. This set of worksheets incorporates multiple intelligences so as to cater for different learning styles.

Worksheet 1

This activity helps develop students' linguistic competence and prepares students for the adjectives that they will hear in the song.

Worksheet 2

This activity incorporates the musical element of multiple intelligences (i.e. musical intelligence). When students are listening, they have to fill in the blanks.

Worksheet 3a/b

This activity incorporates the visual element of multiple intelligences (i.e. visual-spatial intelligence). After reading the lyrics, students have to find out what they can see from the lyrics. To cater for different learning styles, students can either answer the questions by writing down words or drawing a picture

Worksheet 4a/b

This activity incorporates the musical element of multiple intelligences. Students have to find the rhyming system of the lyrics. To cater for learner diversity, weaker students are given more cues. For stronger students, they have to find out the rhyming pairs on their own and give more examples.

Worksheet 5a/b

This activity incorporates the interpersonal, intrapersonal and logical elements of multiple intelligences. Students have to discuss whether we live in a wonderful world.

Number of Lessons

2 (80 minutes)

Materials

Song, worksheets

Worksheet 1

Vocabulary Building

Fill in each blank with the most suitable adjective from the table below.

Sacred	dark	blessed
Wonderful	bright	pretty

1. The Koran is the sacred book of Islam.
2. It's going to rain. There are dark clouds in the sky.
3. The birth of a baby is truly a blessed event.
4. We've been having wonderful weather recently.
5. The bright sun lit up the meadow.
6. She's got a pretty voice.

Worksheet 2

Listen to the song and fill in the blanks.

I see trees of green, red roses too
I see them bloom for me and you
And I think to myself, what a wonderful world

I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself, what a wonderful world

The colours of the rainbow, so pretty in the sky
Are also on the faces of people going by

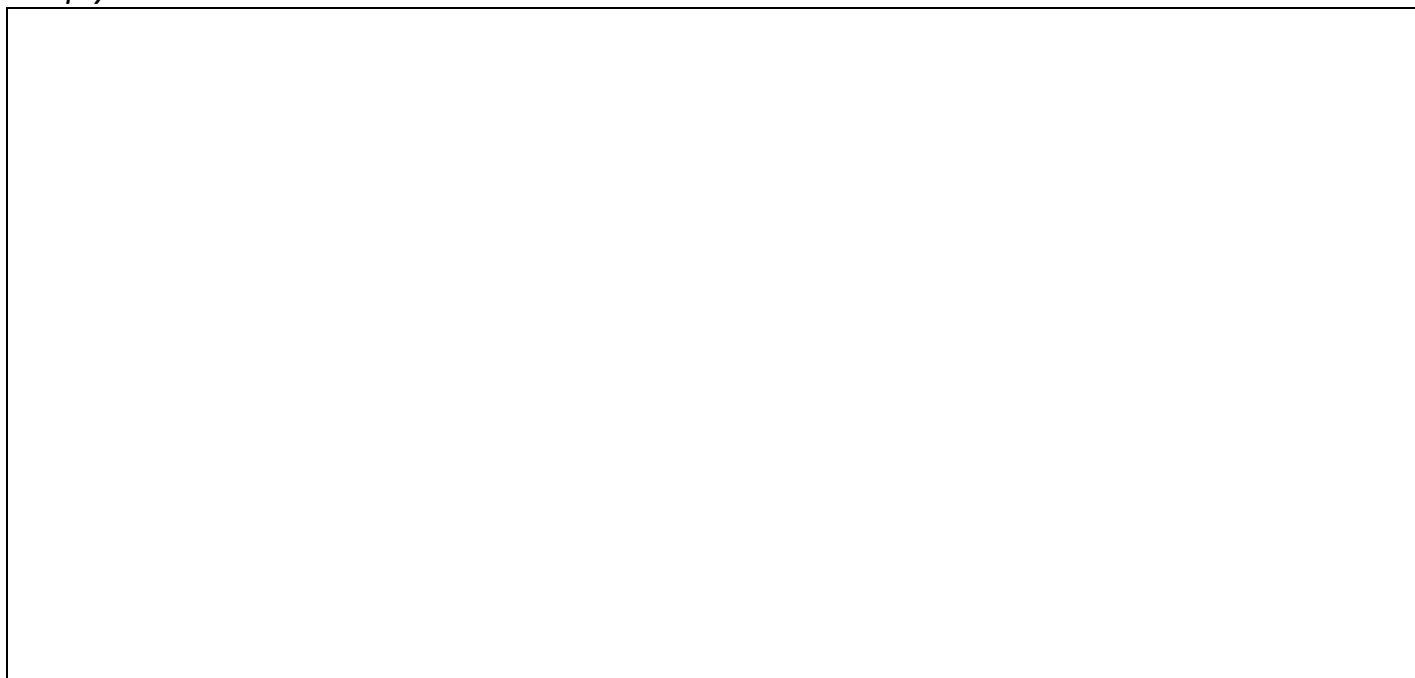
I see friends shakin' hands, sayin' "How do you do?"
They're really saying "I love you"
I hear babies cryin', I watch them grow

And I think to myself, what a wonderful world
Yes, I think to myself, what a wonderful world
Oh yeah

(Source: <http://www.youtube.com/watch?v=SzJY96m3lkg>)

Worksheet 3a

The lyrics depict a picture. Draw the picture in box below. You may use colour pencils to help you.



Worksheet 3b

What are the wonderful things you can see from the lyrics?

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 4a

There are some rhyming words in the lyrics. Can you find the pairs?

1. Too -- _____
2. White -- _____
3. Sky -- _____
4. Do -- _____
5. Know -- _____

Worksheet 4b

There are some rhyming words in the lyrics. Can you find the pairs?

1. _____ -- _____
2. _____ -- _____
3. _____ -- _____
4. _____ -- _____
5. _____ -- _____

Can you give one more example for each rhyme?

1. _____
2. _____
3. _____
4. _____
5. _____

Worksheet 5a

The lyrics writer believes that we live in a wonderful world. Can you give three more examples to illustrate this?

1. _____
2. _____
3. _____

Worksheet 5b

The lyrics writer believes that we live in a wonderful world. However, there are wars and natural disasters. Do you think we live in a wonderful world? Explain your view.

Song 4

Unit Plan

Introduction

Topic: Learning English through Songs (Song: **Ironic** by Alanis Morissette)

Background

The target group of this unit plan are students from a lower Band 2 school in which Chinese is used as the medium of instruction for all subjects from S1 to S7. Around 50% of S1 students came from the linked primary school. As mentioned by the principal of my school, the difference of capability among students is much greater in a through-train school. This is the main reason why catering for learner diversity has been set as one of the major concerns of school for a couple of years.

Learning English through Songs

Our group has designed a unit plan flexibly to suit the needs of two groups of S4 learners who are more able students from a Band 1 school and less able students from a Band 2 school. Our resource package acts as supplementary materials for the elective module Learning English through Poems and Songs. With the inclusion of various songs, our package engages students in a range of tasks which aim to let them identify the themes, language and features of different songs. Students can also understand how lyrics and images can be used for the purpose of promoting some social causes.

Approaches that we apply to cater for diversity of different learners in our resource package are the provision of differentiated worksheets for students with different levels and the adoption of different groupings when it comes to pair work or group work. Since students may have different learning styles, activities or tasks will also be designed to appeal to different types of multiple intelligences, like verbal-linguistic, intrapersonal, interpersonal, visual-spatial, etc.

Table of Content

	Version for More Able Students	Version for Less Able Students
Song 1 - <i>Ironic</i>		
Objectives	Students will be able to: <ul style="list-style-type: none"> - understand what ironic situations are; - appreciate the song; - relate the situations of the song to their own 	Students will be able to: <ul style="list-style-type: none"> - understand what ironic situations are; - appreciate the song; - relate the situations of the song to their own

	experiences	experiences
Learning activities / tasks	<ol style="list-style-type: none"> 1. Pre-listening activity 2. While-listening activity 3. Post-listening activity (Writing) 	<ol style="list-style-type: none"> 1. Pre-listening activity 2. While-listening activity 3. Post-listening activity (Writing)
Learning materials	Worksheet 1 Worksheet 2a	Worksheet 1 + supplement Worksheet 2b
Language skills to be developed	<ul style="list-style-type: none"> ● Listening ● Speaking ● Writing 	<ul style="list-style-type: none"> ● Listening ● Speaking ● Writing
Generic skills to be developed	<ul style="list-style-type: none"> ● Collaboration skills ● Communication skills 	<ul style="list-style-type: none"> ● Collaboration skills ● Communication skills
Multiple Intelligences to be developed	<ul style="list-style-type: none"> ● Interpersonal ● Visual-spatial ● Verbal-linguistic ● Intra-personal 	<ul style="list-style-type: none"> ● Interpersonal ● Visual-spatial ● Verbal-linguistic ● Intra-personal

Worksheet 1

You were Singh, the Indian who won the Mark Six lottery. What do you think would happen next after everyone knew that you had won the lottery? Is there anything positive or negative coming soon?



Something positive	Something negative
e.g. I would have more friends	e.g. my friends would ask me for money

Share your ideas with your partner.

Supplementary sheet of Worksheet 1

Something positive



luxury products (such as LV bags...)



villas / bungalows

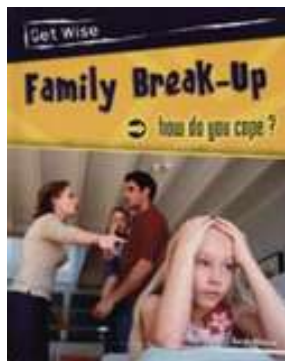


be famous / popular

Something negative



be robbed



lead to family break-up (Why?)



have no freedom (Why?)

Worksheet 2a

Listen to the song Ironic and fill in the lyrics in the spaces provided. You can choose to watch or not to watch the Youtube video while listening.

An old man _____
He _____ and _____
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
Isn't it _____ ... don't you think

(Chorus)

It's like _____
It's _____ when you've already paid
It's the good advice that you just didn't take
Who would've thought ... it figures

Mr. Play It Safe was _____
He packed his suitcase and kissed his kids good-bye
He waited his whole damn life to _____
And as the plane crashed down he thought
'Well isn't this nice...'
And isn't it _____ ... don't you think

(Repeat Chorus)

Well life has a funny way of sneaking up on you
When you think everything's okay and everything's going right
And life has a funny way of helping you out when
You think everything's gone wrong and everything blows up
In your face

It's _____ when you're already late
It's _____ on your cigarette break
It's like _____ when all you need is a knife
It's meeting the man of my dreams
And then meeting _____
And isn't it _____ ... don't you think
A little too _____ ... and yeah I really do think...

(Repeat Chorus)

Life has a funny way of sneaking up on you
Life has a funny, funny way of helping you out
Helping you out

Worksheet 2b

Listen to the song Ironic and fill in the lyrics in the spaces provided.

An old man turned _____ (*age?*)
He won the _____ (*something*) and died the _____ (*which day?*)
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
Isn't it **i** _____ ... don't you think

(Chorus)

It's like rain on your w _____ day (*which day?*)
It's a _____ (*adjective*) ride when you've already paid
It's the good advice that you just didn't take
Who would've thought ... it figures

Mr. Play It Safe was afraid to _____ (*verb*)
He packed his suitcase and kissed his kids good-bye
He waited his whole damn life to take that **f** _____ (= *plane*)
And as the plane crashed down he thought
'Well isn't this nice...'
And isn't it **i** _____ ... don't you think

(Repeat Chorus)

Well life has a funny way of sneaking up on you
When you think everything's okay and everything's going right
And life has a funny way of helping you out when
You think everything's gone wrong and everything blows up
In your face

It's a **t** _____ **j** _____ when you're already late
It's a no-smoking **s** _____ on your cigarette break
It's like ten thousand spoons when all you need is a **k** _____
It's meeting the man of my dreams
And then meeting his _____ (*TWO words*)
And isn't it **i** _____ ... don't you think
A little too **i** _____ ... and yeah I really do think...

(Repeat Chorus)

Life has a funny way of sneaking up on you
Life has a funny, funny way of helping you out
Helping you out

Worksheet 3a

Writing Task

You are asked to write a story which shows that 'life has a funny way of helping you out when you think everything's gone wrong and everything blows up in your face'. Write about 200 words.

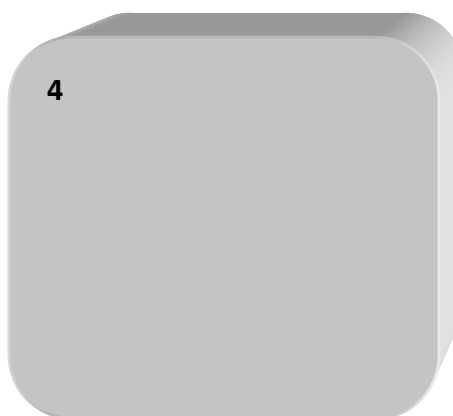
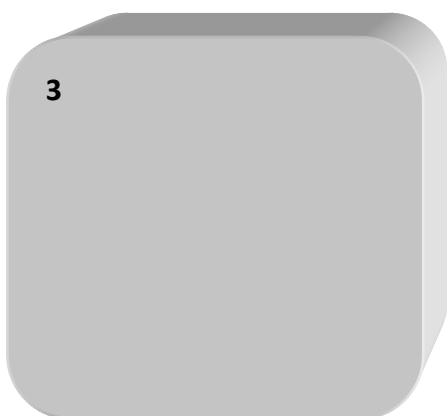
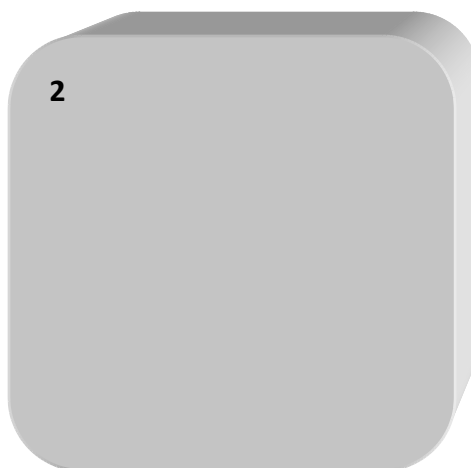
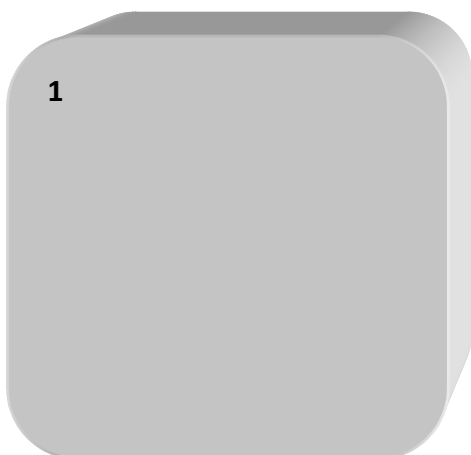
Worksheet 3b

Writing Task

You are asked to think of a story which shows that 'life has a funny way of helping you out when you think everything's gone wrong and everything blows up in your face'.

You can either tell the story by:

- a) writing about 150 words; OR
- b) drawing a four-grid comic strip and writing some captions



'Ironic' by Alanis Morissette

[Youtube video: <http://www.youtube.com/watch?v=Jne9t8sHpUc> (without lyrics)]

<http://www.youtube.com/watch?v=Nm-1xvWibt0> (with lyrics)]

An old man turned ninety-eight
He won the lottery and died the next day
It's a black fly in your Chardonnay
It's a death row pardon two minutes too late
Isn't it ironic ... don't you think

(Chorus)

It's like rain on your wedding day
It's a free ride when you've already paid
It's the good advice that you just didn't take
Who would've thought ... it figures

Mr. Play It Safe was afraid to fly
He packed his suitcase and kissed his kids good-bye
He waited his whole damn life to take that flight
And as the plane crashed down he thought
'Well isn't this nice...'
And isn't it ironic ... don't you think

(Repeat Chorus)

Well life has a funny way of sneaking up on you
When you think everything's okay and everything's going right
And life has a funny way of helping you out when
You think everything's gone wrong and everything blows up
In your face

It's a traffic jam when you're already late
It's a no-smoking sign on your cigarette break
It's like ten thousand spoons when all you need is a knife
It's meeting the man of my dreams
And then meeting his beautiful wife
And isn't it ironic... don't you think
A little too ironic... and yeah I really do think...

(Repeat Chorus)

Life has a funny way of sneaking up on you
Life has a funny, funny way of helping you out
Helping you out