Appendix A

Questionnaire A

This questionnaire is to ask your personal opinion about English pop songs in your daily life and about the use of English pop songs in your English class. Answer carefully and honestly. Your answers are confidential. You can answer either in English or Bahasa Melayu.


A. PERSONAL PARTICULARS / DATA PERIBADI

Instruction: Please tick (/) the appropriate box or write in the space provided.

Arahan: Tolong tandakan (/) di kotak yang sesuai atau tulis di ruang yang disediakan.

1. Name / nama: ..........................................................

2. Sex / Jantina:
a. Male / Lelaki ( )
b. Female / Perempuan ( )

3. Race / Bangsa:
a. Malay / Melayu ( )
b. Chinese / Cina ( )
c. Indians / India ( )
d. Others / Iain -lain ( )
   Please specify / sila tulis ........................................

4. Your Home / Rumah Anda:
a. Urban / Pekan/bandar ( )
b. Rural / Luarbandar ( )

5. How do you perceive yourself in the English Language in term of:

Bagaimana anda mentakrifkan pencapaian Bahasa Inggeris anda dari segi:

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<th>Excellent/sangat bagus</th>
<th>Moderate/sederhana</th>
<th>Weak/lemah</th>
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<td>a. Writing/penuisian</td>
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<td>c. Speaking/bertutur</td>
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6. English Results / Keputusan markah Bahasa Inggeris:
   First semester result 2001
   Keputusan semester pertama 2001
Grade / Gred

   a. A ( )
   b. B ( )
   c. C ( )
   d. D ( )
   e. E ( )

B. YOUR PERSONAL OPINION ABOUT ENGLISH POP SONGS IN YOUR DAILY LIVES.
PENDAPAT PERIBADI ANDA TENTANG LAGU – LAGU POP INGGERIS DI DALAM KEHIDUPAN HARIAN ANDA.

Instruction: You may tick more than once where appropriate.
Arahan: Anda boleh menandakan lebih dari satu di soalan – soalan yang anda rasa perlu kan lebih dari satu jawapan.

1. Do you like to listen to English pop songs?
   Adakah anda gemar mendengar lagu – lagu pop yang dinyanyikan dalam Bahasa Inggeris?
   a. Yes / Ya ( )
   b. No / Tidak ( )
   c. Not sure / Tidak pasti ( )

2. How often do you listen to English pop songs weekly?
   Berapa kerap anda mendengar lagu pop Bahasa Inggeris dalam seminggu?
   a. Always / Selalu ( )
   b. Often / Kerapkali ( )
   c. Occasionally / Jarang ( )
   d. Not at all / Tidak pernah ( )

3. When you normally listen to English pop songs?
   Bila biasanya anda mendengar lagu-lagu pop Inggeris?
   a. Weekdays / hari biasa ( )
   b. Weekends / hujung minggu ( )
   c. Both weekdays and weekends / kedua-dua hari biasa dan hujung minggu ( )
   d. Never / tidak pernah ( )
4. In what occasion do you listen do you listen to English pop songs? (You may tick more than once)
Semasa bila anda mendengar lagu – lagu pop Bahasa Inggeris? (Anda boleh tandakan lebih dari satu kali.)

a. Leisure time / Semasa bersantai ( )
b. While studying at home / Semasa belajar di rumah ( )
c. While sleeping / semasa tidur ( )
d. Others/lain–lain (sila nyatakan) __________________________

5. If you had more time, would you like to spend it listening to English pop songs?
Jika anda ada lebih banyak masa terluang, adakah anda mahu/akan mendengar lagu pop Bahasa Inggeris dengan lebih lama lagi?

a. Yes / Ya ( )
b. No / Tidak ( )

6. Who else like to listen to English pop songs in your family? (You may tick more than once)
Siapakah lagi di dalam keluarga anda yang menyukai lagu – lagu pop Bahasa Inggeris? (Anda boleh tandakan lebih dari satu kali)

a. Siblings / Adik-beradik ( )
b. Parents / ibubapa ( )
c. All in the family / Semua ahli keluarga ( )
d. Nobody else except me/ tiada lagi kecuali saya ( )

7. How you normally listen to the English pop songs? (You may tick more than once)
Bagaimana anda selalunya mendengar lagu pop Bahasa Inggeris? (Anda boleh tandakan lebih dari satu kali)

a. Radio / radio ( )
b. Cassettes player (tapes) / kaset (tape) ( )
c. Video / video ( )
d. Television / televisyen ( )
e. Karaoke / karaoke ( )

C. YOUR PERSONAL OPINION ABOUT THE USE OF ENGLISH POP SONGS IN YOUR ENGLISH CLASS.
PENDAPAT PERIBADI ANDA TENTANG PENGGUNAAN LAGU – LAGU POP INGGERIS DI DALAM KELAS BAHASA INGGERIS ANDA.

Instruction : Please respond as indicated.
Arahan : Sila jawab seperti yang diperlukan.

8. Have you ever been taught English by a teacher using pop songs?
Pernahkah anda diajar Bahasa Inggeris oleh guru menggunakan lagu – lagu pop?

a. Yes / Ya ( )
b. No / Tidak ( )
If yes, how many times did your English teacher use English pop songs in his / her teaching this year? (Please inform)
Jika ada, berapa kaliakah guru anda menggunakan lagu –lagu pop Inggeris di dalam pengajarannya pada tahun ini? (Sila nyatakan)

9. If no, would you like it if your teacher uses English pop songs to teach English?
Adakah anda suka jika guru anda gunakan lagu – lagu pop Inggeris untuk mengajar Bahasa Inggeris?

a. Yes / Ya
b. No / Tidak

10. Do you think that you can learn better if your teacher uses English pop songs in your class / lesson?
Adakah anda fikir anda akan dapat belajar dengan lebih baik jika guru anda menggunakan lagu-lagu pop Bahasa Inggeris di dalam kelas / pembelajaran?

a. Yes / Ya
b. No / No
c. Not sure / tidak pasti

11. Which skills would you like your teacher to teach using English pop songs? (You may tick more than once)
Kemahiran yang manakah dalam pelajaran Bahasa Inggeris yang anda mahu guru anda mengajar menggunakan pop songs? (Anda boleh menandakan (✓) lebih dari satu kali.

a. Listening / mendengar
b. Speaking / bertutur
c. Writing / penulisan
d. Grammar / tatabahasa

Why? Give your reason(s) / Mengapa? Sila beri penjelasan.
12. What do you find more difficult to learn in English?
   Apakah yang kamu rasa paling sukar untuk dipelajari di dalam Bahasa Inggeris?

   a. Listening / mendengar ( )
   b. Speaking / bertutur ( )
   c. Writing / penulisan ( )
   d. Grammar / tatabahasa ( )

13. How many times do you think is appropriate to have English pop songs in English lesson per month?
   Berapa kalakah yang anda rasa sesuai untuk menggunakan lagu pop Bahasa Inggeris di dalam pengajaran Bahasa Inggeris dalam sebulan?

   a. Everyday / Setiap hari. ( )
   b. Every week / Setiap minggu ( )
   c. Every fortnight / Setiap dua minggu ( )
   d. Once a month / Sekali sebulan. ( )

14. Do you think you may enjoy and look forward towards the lesson using the English pop songs in the English classroom?
   Adakah kamu fikir kamu akan merasa seronok dan menunggu untuk merasai pembelajaran dengan menggunakan lagu pop Bahasa Inggeris di dalam kelas Bahasa Inggeris anda?

   a. Yes / ya ( )
   b. No / Tidak ( )
   c. Not sure / tidak pasti ( )

Terima kasih atas segala kerjasama anda. Segala jawapan adalah rahsia.
Thank you for your cooperation. Your answers are confidential.
Appendix B

Questionnaire B
This questionnaire is to ask your opinion after the lessons using English pop songs in your English class. Answer carefully and honestly. Your answers are confidential. You can answer either in English or Bahasa Melayu.


1. YOUR PERSONAL OPINION ABOUT THE USE OF ENGLISH POP SONGS IN YOUR ENGLISH CLASS.
PENDAPAT PERIBADI ANDA TENTANG PENGGUNAAN LAGU – LAGU POP INGGERIS DI DALAM KELAS BAHASA INGGERIS ANDA.

SECTION A

Instruction : Please respond as indicated.
Arahan : Sila jawab seperti yang diperlukan.

Now that you have had some English classes using pop songs, please answer truthfully the questions below.
Sekarang anda telah diperkenalkan dengan pembelajaran menggunakan lagu – lagu pop Bahasa Inggeris, diharap dapat menjawab soalan – soalan di bawah dengan jujur.

Put a tick (/) in the appropriate box.
Letakkan tanda (/) di tempat yang sesuai.

Do you think that you have learnt better when your teacher uses English pop songs in your class/lesson?
Adakah anda rasa anda telah dapat belajar dengan lebih baik bila guru anda menggunakan lagu – lagu pop Bahasa Inggeris di dalam kelas anda?

a. Yes / Ya ( )
b. No / No ( )
c. Not sure / Tidak pasti ( )
2. Which skills do you think that your teacher has taught you using English pop songs? (You may (/) tick more than once)

Kemahiran yang manakah dalam pelajaran Bahasa Inggeris yang anda rasa guru anda telah gunakan untuk mengajar menggunakan pop songs? (Anda boleh menandakan (/) lebih dari satu kali.)

a. Listening / mendengar ( )
b. Speaking / bertutur ( )
c. Writing / penulisan ( )
d. Grammar / tatabahasa ( )
e. Comprehension / kefahaman ( )

* Why? Give your reason(s) / Mengapa? Sila beri penjelasan.

3. After being exposed to pop songs in language learning, how many times do you think is appropriate to have English pop songs in English lesson per month?

Setelah didedahkan dengan pembelajaran menggunakan lagu – lagu pop Bahasa Inggeris, berapa kaliakah yang anda rasa sesuai untuk menggunakan lagu pop Bahasa Inggeris di dalam pengajaran Bahasa Inggeris dalam sebulan?

a. Everyday / Setiap hari. ( )
b. Every week / Setiap minggu ( )
c. Every fortnight / Setiap dua minggu ( )
d. Once a month / Sekali sebulan. ( )

4. Do you enjoy and look forward towards the next lesson using the English pop songs in the English classroom?

Adakah kamu fikir kamu akan merasa seronok dan menunggu untuk merasai pembelajaran berikutnya dengan menggunakan lagu pop Bahasa Inggeris di dalam kelas Bahasa Inggeris anda?

a. Yes / ya ( )
b. No / Tidak ( )
c. Not sure / tidak pasti ( )

5. What is your opinion on using English pop songs to learn English?

Apakah pendapat anda tentang penggunaan lagu – lagu pop Bahasa Inggeris untuk belajar Bahasa Inggeris?

________________________________________________________________________

________________________________________________________________________
6. Would you like to listen more to English pop songs during your free time now after being taught English pop songs (after the experiment)?
   Adakah anda akan mendengar dengan lebih kerap lagi lagu-lagu pop Bahasa Inggeris selepas pendedahan ini?

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SECTION B

Put a tick (✓) in the appropriate part on the column for each statement.

Letakan tanda (✓) di tempat yang sesuai.

| While learning using the English pop songs: | a. Agree | b. Disagree | c. Uncertain | Comment |
| Semasa belajar menggunakan lagu pop Bahasa Inggeris tersebut: | Setuju | Tidak setuju | Tidak pasti | Komen |

7. I enjoy the songs very much
   Saya amat menyukai lagu-lagu itu

8. I hope my teacher will use English pop songs more often.
   Saya berharap guru akan selalu menggunakan lagu pop Bahasa Inggeris.

9. I feel more confident in learning the English Language
   Saya merasa yakin untuk mempelajari Mata Pelajaran Bahasa Inggeris.

10. I feel motivated to learn the English Language
    Saya bermotivasi untuk mempelajari Bahasa Inggeris.

11. I feel that time flies very fast during the English classes.
    Saya merasa masa berlalu begitu pantas semasa kelas Bahasa Inggeris

12. I do not feel shy to answer the questions asked by the teacher like I normally do.
    Saya tidak merasa malu – malu untuk menjawab soalan seperti selalunya.

13. My friends tease me less if I give a wrong answer
    Kawan-kawan tidak menyindir / mengajuk jika saya memberi jawapan yang salah.
14. In fact, my friends help me to get the correct answer. Malah kawan-kawan membantu memberikan jawapan yang betul.

15. I am willing to take my favourite English pop songs to class to share with my friends. Saya sanggup untuk membawa lagu pop Bahasa Inggeris kegemaran saya ke kelas untuk dikongsi bersama rakan-rakan sekelas.

16. I am also willing to get the lyrics of the songs for that purpose. Saya juga sanggup mencari/mendapatkan senikata lagu tersebut untuk tujuan tersebut.

17. I am willing to discuss with my friends outside classroom on how to explore my favourite English pop songs to create further activities apart from singing. Saya juga sanggup untuk berbincang dengan kawan-kawan saya di luar kelas untuk mencari idea apakah aktiviti-aktiviti lain yang boleh dihasilkan dari lagu tersebut selain daripada menyanyikannya.

During the lesson, I think I have learnt: Semasa pengajaran saya rasa saya telah mempelajari:

18. Listening / mendengar
19. Comprehension / Pemahaman
20. Grammar / Tata bahasa
21. Vocabulary / Perbendaharaan kata
22. Writing / Penulisan
23. Speaking / Bertutur

Any other comments or suggestions that you like to share, please write them here. Jika ada sebarang komen atau cadangan sila catatkan di sini.

Terima kasih atas segala kerjasama anda. Segala jawapan adalah rahsia. Thank you for your cooperation. Your answers are confidential.
Appendix C

i). Song – “Father and Son” by Boyzone.

ii). Lesson plans and song activities for the song “Father and Son”.

iii). Worksheets:
Example of worksheets of the same exercise but for different levels.

a). Worksheet A (I) – Worksheet for learners with high proficiency in English.
c). Worksheet A (III) – Worksheet for low English proficiency level.
i) **Song: FATHER AND SON – Boyzone.**

It's not time to make a change
Just relax, take it easy,
You're young, that's your fault
There's so much you have to know

Find a girl, settle down,
If you want you can marry
Look at me, I'm old
But I'm happy.

I was once like you are now
And I know that it's not easy
To be calm when you've found
Something going on.

But take your time, think a lot
Why think of everything you've got
For you will still be here tomorrow
But your dreams may not.
How can I try to explain
Cause when I do he turns away again
It's always been the same
Same old story.

From the moment I could talk
I was ordered to listen
Now there's a way and I know
That I have to go away
That I have to go.

It's not time to make a change
Just sits down take it slowly
You're still young that's your fault
There's so much you have to go through.

Find a girl, settle down,
If you want you can marry
Look at me, I am old
But I'm happy.

All the times that I've cried
Keeping all the things I knew inside
It's hard, but it's harder
To ignore it.

If they were right I'd agree
But it's them they know, not me
Now there's a way
I know I have to go.
ii) Lesson Plans and Activities

1. Title of the song: FATHER AND SON

2. Syllabus item 1.7-Listen to and understand; ask for and give; messages expressing encouragement and concern.

3. Aims: To enable students to appreciate and enjoy the song and understand its message.

4. Skills: Listening, speaking, reading and writing.

5. Time: 80 minutes

6. Class organisation: Pair work.

7. Grammar specification: 5.16 Simple Present Tense.
   : 5.17 Simple Past Tense.


2. Vocabulary: settle down, take your time, ignore.

3. Sound system: 4.4 Stress in two and three syllable words.
   4.7 Contraction- 're, 'm.

4. Discourse: -


6. Procedure: as below.

Presentation

First stage

1. Teacher asks students to recall any advice received from their parents or from elder persons in the family that means a lot to them.

2. Students are asked to tell their friends about it.

3. In -groups of four, each student tells his/her partner’s most useful and memorable advice to the group. If the group is interested to know more
about it, they can directly ask the person to elaborate/explain more about it.

*This is the lead in towards the lesson.*

**Second stage.**

1. Students are asked to listen to the song twice.
2. Teacher asks students about the song in general.
   e.g.: Have you ever heard of the song before? When? Where?
         What do you think of the song? Why?
         Do you know the group who sings the song?
3. Lyrics are given to the students.
4. Students are asked to sing along with the tape once or twice.
   • This is to create interest and personalization.

**Third stage.**

1. Teacher gives worksheet A to students.
   Note: Teacher needs to collect back the lyrics given in stage 2.
2. In pairs, students are asked to discuss and fill in the blanks with the right answers.

Note: Example of differentiated task is given for this exercise Therefore, students need to read the rubric, as the rubrics are different as well.

3. Teacher/students have a feedback session on the worksheet.
4. In pairs, they are asked to imagine themselves as father and son.
   They are to role-play a part of how the father would give an advice to his son.
5. Individually, they are asked to draw cartoon scripts of a father and a son speaking to each other (advising and replying). If they are not good at drawing, ask them to draw two different shapes of bubbles speaking to each other. (These bubbles represent the father and son).

@ Variation:
1. Students are asked to sing the song a few times.
Worksheet A. (1)

Worksheet for learners with high proficiency in English.

Rubric: Fill in the missing words or phrases based on what you have listened just now. If you do not remember the exact words, write other words you think are suitable for the lines.

FATHER AND SON.

It's not time to make a change
Just ___1___, take it easy
You're young, that's your ___2___
There's so much you have to know

Find a girl, ___3___
If you want you can ___4___
Look at me, I am old
But I'm happy.

I was once like you ___5___ now
And I ___6___ that it's not easy
To be ___7___ when you've found
Something going on.

But ___8___ your time, think a lot
Why ___9___ of everything you're got
For you will still be ___10___ tomorrow
But you ___11___ may not.

How ___12___ I try to explain
Cause when I do he ___13___ away again
It's always been the same
___14___ old story.

From the moment I could ___15___
I was ___16___ to listen
Now there's a way and I ___17___
That's I have to go away
That I have to go.
It's not time to make a 18
Just sits down take it slowly
You're still 19 that's your fault
There's so much you have to go 20.

Find a girl, settle down,
If you 21 you can marry
Look at me, I am old
But I'm happy.

All the times I've 22,
Keeping all the 23 I knew inside
It's hard, but it's harder
To ignore it.

If they were 24 I'd agree
But it's 25 they know, not me
I know I have to go.
Worksheet A. (11)

Worksheet for learners with average proficiency in English.
Rubric: Fill in the missing words or phrases based on what you have listened just now. If you do not remember the clues are given here and fill in the blanks with the correct words.

(dreams, here, think, take, calm, know, are, marry, settle down, fault, relax, want, through, young, change, know, ordered, walk, same, turns, can, them, right, things, cried)

FATHER AND SON.

It’s not time to make a change
Just _______1_____, take it easy
You’re young, that’s your _______2_____
There’s so much you have to know

Find a girl, _______3_____
If you want you can _______4_____
Look at me, I am old
But I’m happy.

I was once like you _______5____ now
And I _______6____ that it’s not easy
To be _______7____ when you’ve found
Something going on.

But _______8____ your time, think a lot
Why _______9____ of everything you’re got
For you will still be _______10____ tomorrow
But you _______11____ may not.

How _______12____ I try to explain
Cause when I do he _______13____ away again
It’s always been the same
______14____ old story.
From the moment I could ___15____
I was ___16____ to listen
Now there's a way and I ___17____
That's I have to go away
That I have to go.

It's not time to make a ___18____
Just sits down take it slowly
You're still ___19____ that's your fault
There's so much you have to go ___20____.

Find a girl, settle down,
If you ___21____ you can marry
Look at me, I am old
But I'm happy.

All the times I've ___22____
Keeping all the ___23____ I knew inside
It's hard, but it's harder
To ignore it.
If they were ___24____ I'd agree
But it's ___25____ they know, not me
I know I have to go.
Worksheet A (III)

Worksheet for low English proficiency level.

Rubric: Choose the right words based on what you have listened to just know.

FATHER AND SON.

It's not time to make a change
Just (1. relax / relap), take it easy
You're young, that's your (2. fought / fault)
There's so much you have to know

Find a girl, (3. settle down / set her down)
If you want you can (4. Bury / marry)
Look at me I am old
But I'm happy.

I was once like you (5. are / are) now
And I (6. know / now) that it's not easy
To be (7. come / calm) when you've found
Something going on.

But (8. take / tick) your time, think a lot
Why (9. thing / think) of everything you've got
For you will still be (10. her / here) tomorrow
But your (11. dreams / drain) may not.

How (12. can't / can) I try to explain
Cause when I do he (13. turns / turn) away again
It's always been the same
(14. Same / Some) old story.

From the moment I could (15. walk / talk)
I was (16. ordered / ordit) to listen
Now there's a way and I (17. now / know)
That's I have to go away
That I have to go.
It's not time to make a (18. change / chance)
Just sit down and take it slowly
You're still (19. yawn / young) that's your fault
There's so much you have to go (20. Through / true)

Find a girl, settle down,
If you (21. one / want) you can marry
Look at me, I am old
But I'm happy.

All the times that I've (22. Tried / cried)
Keeping all the (23. things / think) I knew inside
It's hard, but it's harder
To ignore it.

If they were (24. Right / write) I'd agree
But it's (25. damp / them) they know, not me
Now there's a way
I know I have to go.
Appendix D

i). Song – “Child” by Freddie Aguilar

ii). Lesson plans and song activities for the song “Child

iii). Worksheet
i)  **Song: CHILD - Freddie Aguilar**

When you were born into this world  
You mom and dad saw a dream fulfilled.  
A dream came true, the answer to their prayer.  
You were to them a special child.  
You gave them joy every time you smiled.  
Each time you cried they were at your side to care.

Chorus:

Child, you don’t know you’ll never know.  
How far they’d go to give you all their love can give.  
To see you through and get it through.  
They’d die for you if they must to see you live.

How many seasons came and went?  
So many years have now been spent.  
For time ran fast and now at last you’re strong.

Now what has gotten over you?  
You seem to hate what your parents do.  
Speak out your mind why do you find the wrong?

Repeat chorus.

And now that your path has gone astray.  
Child, you don’t what to do or say.  
You’re so alone no friends are on your side.  
And child as you now break down in tears.  
Let them drive away your fears.  
Where must you go? Their arms stay open wide.

Repeat chorus twice.
ii) Lesson Plans and Activities

1. Title of the song: CHILD

2. Syllabus item: 1.8 – Listen to and understand stories;
   Ask for and give the main ideas, detail and
   Conclusion; tell stories on moral values - kindness

3. Aims: To enable students to appreciate and enjoy the song and understand
   the moral values stated in it.

4. Skills: Listening, speaking and writing.

5. Time: 80 minutes

6. Class organisation: Individual and group work

7. Grammar Specification: 5.5. Wh questions and responses
   5.16 Simple present tense
   5.17 Simple past tense

8. Suggested language Form: Free expression in the simple present or
   simple past tense forms.

9. Vocabulary: astray; fulfilled

10. The sound system: 4.2 Past tense form – ed / d /

11. Discourse: Poetic language / unusual word order:

   You were to them a special child


13. Procedures: Refer below.
Presentation

First stage

1. Students are asked to listen to the song and enjoy it.
2. Students’ opinions of the song in general are asked.
   e.g. Do you like the song?
   Would you like to share it with the class?
   Why do you like/dislike the song?
   Etc.

* This is to create interest among the students by personalising the song.
3. Students are given the lyrics and asked to sing the song again.
4. Students are asked to circle the words that they think represent positive and negative meaning in context of the song by using two different colours to avoid confusion.
5. In pairs, students discuss why they choose the words and differentiate them in respective categories.
6. They are asked to identify when they can find most of the positive/negative words (e.g. Is it when the child was small or grown up?).
   * This is to check students’ understanding of the song as well as to make them aware of the past and present without teacher overtly pointing out to them.
7. Teacher / students also discuss any unusual word order in the song.
   e.g.
   - Identify them
   - Where they can find that sort of writing (poems or any other creative writing).
8. Students are asked to write a poem based on the song or any similar
experience. They are encouraged to create as many poetic sentences as possible.

9. Students read their poems to the class and later display them on the board in the class or school corridors.

**Second Stage.**

1. Students are given worksheet A.
2. Students are asked to listen to the song again and answer the questions.
3. Song is played once more to ensure students’ are able to get the answers.
4. In pairs, students discuss the answer. If there’s disagreement, student are asked to seek another pair’s opinion. If there’s still disagreement over the answers, teacher’s opinion is consulted.
5. Students are asked to sing the song again, along with the tape.

**Third stage.**

1. In a group of 4, students are asked to role-play the song.
2. Teacher gives a task to them.  
   *e.g.* The same situation happened to you. You and your parents go to see a counsellor to solve the problems.
3. Students role-play the task, one would be the problem child, one would be the mother, one would be the father and one would be the counsellor.

@ Alternatives:

1. Students are asked to write the songs or stories of their own based on the song above. Allow them to be as creative as possible. If songs are composed, ask them to sing them in class or during other suitable occasions and if stories, displayed them wherever appropriate.
Worksheet

Rubric: Answer the questions below.

CHILD

a. How did the parents feel when the child was born?

b. How did they treat the child?

c. What did they do when the child cried?

d. What happened when the child grew up?

e. What reasons did the child give for disliking his parents?

f. Why did he leave his parents?

g. Whom did he mix with?

h. Why was he lonely?

i. What did you think of the child?
Appendix E

i). Song - “Some People” by Cliff Richard

ii). Lesson plans and song activities for the song “Some People”

iii). Worksheet
i) Song: SOME PEOPLE  - Cliff Richard.

Some people may tease one another
Take pride in themselves, keeping the other one down
Well I’m not like that at all
Some people they hurt one another
They love to see hurt in the other one’s eyes
Well I’m not like that at all
Some people are born for each other
They love to walk holding the other one’s hand
They always understand
Some people cry, some people know why.

Some people they use one another,
So aimlessly not like lovers do
Well I’m not like that at all
Some people long for each other
They love to talk holding the other one’s hand
They always understand
Some people cry, some people know why.

In a word unspoken with a voice unheard
When a thought is broken by a tender word
When a heart is moved, when a heart is stoned
The silence tells you you’re not alone.

Some people are born for each other
They love to walk holding the other one’s hand
They always understand
Some people cry, some people know why.
ii) Lesson Plans and Activities

1. Title of the song: SOME PEOPLE

2. Syllabus item : 1.8 - Listen and understand; ask for and give main ideas, detail and conclusion; tell stories an moral values such as selflessness.

3. Aims : To enable students to appreciate and enjoy the song and learn the moral value of selflessness.

4. Skills : Listening, speaking, reading and writing.

5. Time : 80 minutes.

6. Class organization : Pair work, group work.

7. Grammar specification : 5.16 Simple Present Tense.
   : 5.23 Subject and verb agreement.
   : 5.37 Modifiers – Adjectives before nouns – few, some, many.

8. Suggested language form : Some / Few / Many people......
   Free expression.

9. Vocabulary : words concerning felling : hurt, pride, understand
   And cry.

10. Sound system : Vowel 4.1.12 – hurt.

11. Discourse : Idiom:
   Keeping the other one down.
   : Metaphor:
   when a heart is moved, when a heart is stoned.
   : Poetic sentences / unusual word order:
   In a word unspoken with a voice unheard


13. Procedure : as below.
Presentation:

First stage

1. Students are asked to listen to the song once and enjoy it.
2. Students are asked to listen to the song once more.
3. Students / teacher discuss any personal experiences that are similar to the song.
   a. Looking at what others have done to you.
      e.g.: Negative points:
      Looked down by friends / superiors / etc.
      Being used by others – nice to you if your service / help is needed but ignoring you once the mission is completed.
      Positive points:
      Being helped by others when you need it.
      Having someone to confide in.
      Etc.
4. In pairs, reflect on their own behaviour or attitudes; identify at least 2 positive and 2 negative points.

   E.g.: positive points
      - like to help others.
      - always try to understand others.
      - patient, thoughtful, loving, etc.

   Your negative points
      - impatient, rude, ruthless, mean, nasty.
      - inconsiderate.
      - boastful.
      - like to use people for your selfish purposes, etc.
5. In pairs, reflect and discuss behaviour or attitudes that they would like to change and why.

* This is to make students aware of bad and good behaviour or attitudes that everybody possesses and that bad behaviour can be changed if they want to.

Second stage

1. The lyrics of the song are given to everyone. Teacher / students discuss the lyrics; e.g. vocabulary, idiom, poetic language and metaphor used in the song.

2. Teacher asks students to circle or underline phrases that show positive or negative attitudes of some people by using two different colours.

3. Teacher / students discuss the answers.

* This is to ensure students' understanding of the song

4. The students are asked to sing the song once.

5. Students are asked to sing to the lyrics but change the word "some" to "many" and to "few" accordingly and change "I'm" to "we're", "they're" or "you're" depending on teacher's instruction.

Notes:

1. Teacher needs to be very clear in giving instruction. For example change the word "some" to "many" only and sing or change "I'm" to "you're" and sing. Do not change too many words at once to avoid confusion.

2. Students sing the song in chorus, however, it is more interesting if the lines with "I'm..." are sung by one person and when the lines are changed to "we're", "they're" or "you're", a few selected students or a group of boys / girls sing the lines instead of whole class.
This is to enable students to practice grammar items without students realizing that they are being drilled.

Third stage

1. Students are divided into a group of 4.
2. They are asked to discuss any situation, which is similar to the song that they notice happening around them.
3. They are asked to role-play it.

Note: To make it interesting, teacher may conduct a competition among groups. The best role-playing group is given a present. Giving marks as the reward is also appropriate. The group with most marks is declared the winner.
Worksheet

Rubric: Change the highlighted words as below.

Some to 'many, few
I'm to' we're, you're and they're'
Listen to teacher's instruction when to change the words.

SOME PEOPLE.

Some people may tease one another
Take pride in themselves, keeping the other one down

Well I'm not like that at all

Some people they hurt one another
They love to see hurt in the other one's eyes

Well I'm not like that at all

Some people are born for each other
They love to walk holding the other one's hand
They always understand
Some people cry, some people know why.

Some people they use one another,
So aimlessly not like lovers do

Well I'm not like that at all

Some people long for each other
They love to talk holding the other one's hand
They always understand
Some people cry, some people know why.
In a word unspoken with a voice unheard
When a thought is broken by a tender word
When a heart is moved. When a heart is stoned
The silence tells you’re not alone.

Some people are born for each other
They love to walk holding the other one’s hand
They always understand
Some people cry, some people know why.
Appendix F

i). Song - “Earth Song” by Michael Jackson

ii). Lesson plans and song activities for the song “Earth Song”
What about sunrise?
What about rain?
What about dolphins?
That you said we were to gain?

What about killing things?
Is there a time?
What about dolphins?
That you said they're yours and mine.

Did you ever stop to notice?
All the blood we've shared before
Did you ever stop to notice?
This crying earth is weeping sore.

What have we done to the world?
Look what we've done
What about the peace?
That you pledge you're always right.

Did you ever stop to notice?
All the children of different worlds
Did you ever notice?
This crying earth is weeping sore.

I used to dream
I used to glance beyond the stars
Now I don't know where we are
How can I know where we are?

What about everything?
What about love?
What about these seas?
The earth is falling down
I can't even see
What about everything?
ii) Lesson Plans and Activities

1. Title of the song : EARTH SONG

2. Syllabus item : (1.21 – Listen to), (2.33 – Read), (3.24 – Present opinions) and understand opinions on current issues – pollution.

3. Aims : To make students aware of what’s happening around them (in the world) without much constraint imposed on them.


5. Time : 80 minutes.

6. Class organisation : Pair work, group work.

7. Grammar : 5.16 Simple present tense

   Specification : 5.17 Simple past tense

   : 5.19 Present continuous tense

8. Suggested language form. : Free expression

9. Vocabulary : Pledge

10. Sound system : 4.2 Consonant clusters.

   - 4.2.6 – pl : pledge

   - 4.2.8 – sh : shared

   : 4.5 Stress in compound words

   - SUNrise

   - Everything

   : 4.6 Sentence stress and intonation

   4.6.2 What about ...................?

   Did you ever stop to notice?

   : 4.7 Contractions

   4.7.1 ‘re, ‘ve – you’re, we’ve
11. Discourse : -
12. Materials : Videotape, worksheet, and lyrics
13. Procedure : As below

Presentation

First stage

Teacher gives the lyrics of the song.
Students are asked to listen and to sing along several times.
Students are asked to do choral reading.
In pairs students are asked to read the song in a poetry style. One student reads sentences with questions and one reads the statements.

- This is to emphasise the stress in compound words and sentences as well as intonation without students realising that they are been drilled for that purpose.

@ Variation.

1. Students are asked to read by verses.

Second stage

1. Students are asked to watch a video clip of the song.
2. Teacher replays the video clip in stage and discusses the issues with students e.g. extinction of rain forests and wild animals etc.
3. Teacher minds map the ideas by given appropriate section on the board.
4. In-group of fours, students are asked to choose and discuss a specific topic e.g. water pollution, air pollution, extinction of wild animals, etc.
5. A representative of each group presents the points of discussion.

Third stage

1. In-group, students are asked to think of a project with any of the topics that they are interested in e.g. making positive posters on how to make people aware of pollution and suggestions to make these people cooperate.

2. The product of the project should be put on display at appropriate places.

Note: Teacher should try to help students to use positive statements, as people normally would respond to them more easily than to an order. E.g. instead of writing a poster, which says, "Don't litter this area", students may write "Thank you for not littering this area" or they may decorate a bin with a funny face and a smile, which says, "I'm pleased to be used" or "Please use me".