

## Lesson Plan Logical Song by Supertramp

Level: S3

Duration: 3-4 periods ( each period lasts for 40 minutes )

Aims:

- to practice listening comprehension
- to learn more adjectives describing people and their emotion
- to learn the poetic device – rhyming in songs
- to explore more information related to teen problems.

Lesson Development

### a. Pre-listening

#### Activity 1: vocabulary building (15 minutes )

Steps

1. Put those adjectives describing personality on the board ( words from the song )
2. Invite students to guess the meaning of those vocabulary items
3. Give Ss sentences with the target vocabulary and ask them to further guess the meaning of those words (Activity Sheet 1)
4. Give out the matching exercise: with target vocabulary and their definitions.
5. T checks answers with students

#### Activity 2: Arousing Students' interest of the song ( 5 minutes )

Steps:

1. Give students some pictures describing emotions (pre-teach those emotions if students are not familiar with it )
2. Draw three columns on the board with titles: childhood, teenage, adulthood  
(Activity Sheet 2)
3. Asks students to put those emotion pictures into the columns and explain why

After the two activities, before start listening to the song, ask students to focus on the following questions:

1. What are the stages of life mentioned in the song?
2. What are the changes?
3. Is the person happy or unhappy about the changes? Why? Why not?

### b. Listening

#### Activity 3: 1<sup>st</sup> listening (to feel the mood of song) ( 10 minutes )

Steps:

1. play the song
2. ask students to fill in the blanks of the song and answer the questions on the Activity Sheet

3. students share and discuss their answers with their neighbours.

**Activity 4: 2<sup>nd</sup> listening ( to understand the song )(view the music-video) ( 15 minutes )**

Steps:

1. Play the song again ( with cartoon animation )
2. Students fill in the Activity Sheet 4 to understand the meaning of the song
3. Students fill in the Double Entry Journal (Activity Sheet 5: homework) to respond to the song.
4. Students share their journal in their group and present in to the class

**Activity 5: 3<sup>rd</sup> Listening ( to help students appreciate the language by drawing their attention to the rhyming pattern. ( 10 minutes )**

Steps:

1. listen to the song
2. pay attention to the underlined words
3. ask students the features
4. finish Activity Sheet 6

c. Post-listening:

**Activity 6: exploring teen problems ( 15 minutes )**

Steps:

1. Invite Ss to share what problems that 'I' ( in the song ) is facing
2. Elicit Ss answers on the board and invite them to explain why
3. Introduce more terms related to teen problems
4. Invite more Ss to share what they think of the problems they are facing now by completing the survey

**Activity 7 : Extended Task (reading and writing ) (25 minutes )**

Write a letter to the person you would like to share, mentioning the problems that disturb you now.

Steps:

1. Give out three letters written by three teenagers mentioning the problems they are facing
2. Ask students to underline the major problems mentioned
3. Remind students the way of organizing the letter

topic sentences showing the problems → elaboration of what happened → seek for help

4. students write their own letters

## Activity Sheet 1

Read the following sentences, discuss with your partners and guess the meaning of the words.

1. **Sensible** (adjective) \_\_\_\_\_  
E.g. It is sensible of him not to drive when he is drunk.
2. **Responsible** (adjective) \_\_\_\_\_  
E.g. We are all responsible for our own study. We should work hard.
3. **Miracle** (noun) \_\_\_\_\_  
E.g. The earthquake is devastating. He is the only one alive. It's a miracle he survived after 10 days without food and water.  
E.g. It's a miracle that your dad did not punish you even though you broke his favourite guitar. He loves it so much.
4. **Magical** (adjective) \_\_\_\_\_  
E.g. It's magical that David Copperfield suddenly turned the rabbit into a flower.
5. **Logical** (adjective) \_\_\_\_\_  
E.g. It is logical to suppose that he will not come to the movie this time. It started almost an hour ago. It will soon finish in 30 minutes.
6. **Intellectual** (adjective) \_\_\_\_\_  
E.g. Mozart is an intellectual person. He was good at writing beautiful music.
7. **Fanatical** (adjective) \_\_\_\_\_  
E.g. She is fanatical about Hello Kitty. Everything she possessed is a product with the logo of Hello Kitty.
8. **Dependable** (adjective) \_\_\_\_\_  
E.g. My brother is a dependable person because he always gives help when I am in trouble. I can rely on him.
9. **Cynical** (adjective) \_\_\_\_\_  
E.g. John is a cynical person. In his eyes, everyone in the world only do things for themselves rather than for helping others. Everyone just cares about their own advantages.



Match the words on the left hand side with their meanings on the right hand side.






<b>1. miracle</b>	a. very charming and attractive.
<b>2. magical</b>	b. used to describe someone whom can be trusted or relied on.
<b>3. fanatical</b>	c. having or showing good sense.
<b>4. sensible</b>	d. interested in or able to deal with things of the mind.
<b>5. logical</b>	e. a good event that is unexpected or thought to be caused by God.
<b>6. responsible</b>	f. capable of being relied on.
<b>7. dependable</b>	g. in accordance with what seems reasonable or natural.
<b>8. intellectual</b>	h. Extremely interested in one thing
<b>9. cynical</b>	i. Always believing that people are doing things for their own good, not for others.

Put the appropriate letters in the box provided.

1.	2	3	4	5	6	7	8	9
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## Activity Sheet 2

What are your feelings toward the three stages of life? Choose some adjectives from the following boxes and put them into the columns.

				
<b>confident</b> <b>hopeful</b> <b>wonderful</b> <b>magical</b>	<b>joyful</b> <b>happy</b> <b>cheerful</b> <b>glad</b> <b>playful</b>	<b>puzzled</b> <b>uncertain</b>	<b>sad</b> <b>unhappy</b> <b>unpleasant</b>	<b>worried</b> <b>anxious</b> <b>hopeless</b> <b>desperate</b>

Childhood	Teenage	Adulthood

Which stage do you prefer, childhood or growing up? Why?

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## Activity Sheet 3

Listen to the song and fill in the blanks.

**Logical Song**  
by Supertramp


When I was young,  
it seemed that life was so  
\_\_\_\_\_,  
a miracle,  
oh it was \_\_\_\_\_,  
magical.  
And all the \_\_\_\_\_ in the trees,  
well they'd be singing so  
\_\_\_\_\_,  
joyfully,  
playfully watching me.

But then they \_\_\_\_\_ me away  
to \_\_\_\_\_ me how to be  
sensible,  
logical,  
responsible,  
practical.  
And they \_\_\_\_\_ me a  
\_\_\_\_\_ where

There are times when all the  
world's asleep,  
The questions run too \_\_\_\_\_ for  
such a \_\_\_\_\_ man  
Won't you please, please tell me  
what we've \_\_\_\_\_  
I know it sounds absurd but please  
tell me \_\_\_\_\_ I am

Now watch what you say  
or they'll be calling you a radical,  
liberal,  
fanatical,  
criminal.  
Won't you sign up your \_\_\_\_\_,  
we'd like to feel you're  
acceptable,  
respectable,  
presentable,  
a \_\_\_\_\_!

At night,  
when all the world's asleep,  
The questions run so \_\_\_\_\_ for



After listening to the song, put the adjectives in the song describing different stages in the spaced provided.

In childhood ...		When growing up ...	
Mood	Adjectives:	Mood	Adjectives:

## Activity Sheet 4

Listen to the song again and answer the following questions.

1. Who type of person wrote this song?	
2. Why did he/she write the song?	
3. What are the stages mentioned in the song?	
4. What are the changes?	
5. Is the person happy or unhappy about the changes?	
6. Why?	
7. Which line/lines impress you the most?	
8. What is the mood of song?	

Activity sheet 5

Which lines impressed you the most?

Double Entry Journal

Lines

My thought

## Activity Sheet 6

Listen to the song and pay attention to the pronunciation of the underlined words.

### Logical Song by Supertramp

When I was young,  
it seemed that life was so wonderful, a  
miracle,  
oh it was beautiful, magical.  
And all the birds in the trees,  
well they'd be singing so

happily,  
joyfully,  
playfully watching me.

But then they sent me away  
to teach me how to be

sensible,  
logical,  
responsible,  
practical.

And they showed me a world where  
I could be so

dependable,  
clinical,  
intellectual,  
cynical.

There are times when all the world's  
asleep,

The questions run too deep for such a  
simple man

Won't you please, please tell me what  
we've learned

I know it sounds absurd but please tell

me who I am

Now watch what you say  
or they'll be calling you

a radical,  
liberal,  
fanatical,  
criminal.

Won't you sign up your name,  
we'd like to feel you're

acceptable,  
respectable,  
presentable,  
a vegetable!

At night,  
when all the world's asleep,  
The questions run so deep for  
such a simple man

Won't you please,  
please tell me what we've  
learned

I know it sounds absurd  
but please tell me who I am

Locate the rhyming words found in the lyrics of the song and complete the table (as the example given).

	Sound	Rhyming words
e.g.	/ /	wonderful - beautiful
	/ /	miracle -
	/ /	happily -
	/ /	sensible -
	/ /	logical -
	/ /	dependable -
	/ /	clinical -
	/ /	asleep -
	/ /	learned -
	/ /	liberal -
	/ /	acceptable -

## Logical Song

### Aims:

- to practice listening comprehension
- to learn more adjectives describing people
- to encourage students to use contextual clues to order a text

### Material required:

- logical song lyric
- logical song online link
- jumbled lyric
- adjective worksheet
- double entry journal Sheet

### Lesson Development

#### a. Pre-listening

Task 1: vocab building ( 15 minutes )

##### Steps

1. Put those adjectives describing personality on the board ( words from the song )
2. Invite students to guess the meaning of those songs
3. Give Ss sentences with the target vocab and ask them to further guess the meaning of those words
4. Give out the matching exercise: with target vocab and their definitions.
5. T checks answers with students

Task 2: Jumbled lyric ( understanding of the poem ) (15 minutes )

Preparation: cut the lyrics into lines or words or stanza depending on the level of students

##### Steps:

1. Give out an envelop with jumbled lyric
2. Tell students that there is a story
3. Instruct students to put the words/stanza into a logical story
4. Invite students to share their rationale of ordering the sentences

#### b. Listening

1<sup>st</sup> listening: listen to the song and fill in the missing gaps

2<sup>nd</sup> listening: check the answers

3<sup>rd</sup> listening: sing along

#### c. Post-listening:

Task 1

##### Steps:

1. choose one quote
2. put the quote and reflection on the double entry journal
3. share the reflection with classmates

Task 2 exploring the theme related to the song : teen problems

Steps:

1. Invite Ss to share what problems that 'I' ( in the song ) is facing
2. Elicit Ss answers on the board and invite them to explain why
3. Introduce more terms related to teen problems
4. Invite more Ss to share what they think of the problems they are facing now.

## Logical Song

by Supertramp

When I was young,  
it seemed that life was so  
wonderful,  
a miracle,  
oh it was \_\_\_\_\_,  
magical.  
And all the \_\_\_\_\_ in the trees,  
well they'd be singing so  
\_\_\_\_\_,  
joyfully,  
playfully watching me.

But then they send me away  
to \_\_\_\_\_ me how to be  
sensible,  
logical,  
responsible,  
practical.  
And they showed me a \_\_\_\_\_  
where  
I could be so dependable,  
clinical,  
intellectual,  
cynical.

There are times when all the  
world's asleep,  
The questions run too deep for  
such a \_\_\_\_\_ man  
Won't you please, please tell me  
what we've learned  
I know it sounds absurd but  
please tell me who I am  
Now watch what you say  
or they'll be calling you a  
radical,  
liberal,  
fanatical,  
criminal.  
Won't you sign up your \_\_\_\_\_,  
we'd like to feel you're  
acceptable,  
respectable,  
presentable,  
a \_\_\_\_\_!  
At night,  
when all the world's asleep,  
The questions run so deep for  
such a simple man  
Won't you please,  
please tell me what we've  
learned  
I know it sounds absurd  
but please tell me who I am



***Logical Song***  
***by Supertramp***

When I was young,  
it seemed that life was so wonderful,  
a miracle,  
oh it was beautiful,  
magical.  
And all the birds in the trees,  
well they'd be singing so happily,  
joyfully,  
playfully watching me.

But then they send me away  
to teach me how to be sensible,  
logical,  
responsible,  
practical.  
And they showed me a world where  
I could be so dependable,  
clinical,  
intellectual,  
cynical.

There are times when all the world's  
asleep,  
The questions run too deep for such a  
simple man  
Won't you please, please tell me what  
we've learned  
I know it sounds absurd but please tell  
me who I am

Now watch what you say  
or they'll be calling you a radical,  
liberal,  
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Won't you sign up your name,  
we'd like to feel you're  
acceptable,  
respectable,  
presentable,  
a vegetable!

At night,  
when all the world's asleep,  
The questions run so deep for  
such a simple man  
Won't you please,  
please tell me what we've learned  
I know it sounds absurd  
but please tell me who I am

### **Guessing the meaning of the words**

#### **Miracle** (noun)

E.g. It's a miracle you weren't killed in that car accident!

E.g. It's a miracle that Mr. Lee did not punish you even though you broke his glasses.  
He loves them so much.

#### **Magical** (adjective)

E.g. It's magical that David Copperfield suddenly turned the rabbit into a flower.

#### **Playfully** (adverb)

E.g. The little cat is now jumping onto the sofa playfully. It is always that naughty.

#### **Sensible** (adjective)

E.g. It is sensible of you to ask your teachers for help when you do not know how to do your homework.

#### **Logical** (adjective)

E.g. It is logical to suppose that he will not come to the concert this time. It started almost two hours ago. It will soon finish in 20 minutes.

#### **Responsible** (adjective)

E.g. We are all responsible for the cleanliness of our classroom. We should keep it clean and tidy all the time.

#### **Dependable** (adjective)

. E.g. He is a dependable friend because he always gives help when I am in trouble.

#### **Intellectual** (adjective)

E.g. Mozart is an intellectual person. He was good at writing beautiful music.

### Matching the meaning of the words

<b>miracle</b>	very charming and attractive.
<b>magical</b>	used to describe someone whom can be trusted or relied on.
<b>playfully</b>	having or showing good sense.
<b>sensible</b>	interested in or able to deal with things of the mind.
<b>logical</b>	a good event that is unexpected or thought to be caused by God.
<b>responsible</b>	capable of being relied on.
<b>dependable</b>	in accordance with what seems reasonable or natural.
<b>intellectual</b>	done in fun, not seriously

### Answers

**Miracle** (noun) - a good event that is unexpected or thought to be caused by God.

E.g. It's a miracle you weren't killed in that car accident!

E.g. It's a miracle that Mr. Lee did not punish you even though you broke his glasses.  
He loves them so much.

**Magical** (adjective) - very charming and attractive.

E.g. It's magical that David Copperfield suddenly turned the rabbit into a flower.

**Playfully** (adverb) - done in fun, not seriously.

E.g. The little cat is now jumping onto the sofa playfully. It is always that naughty.

**Sensible** (adjective) - having or showing good sense.

E.g. It is sensible of you to ask your teachers for help when you do not know how to do your homework.

**Logical** (adjective) - in accordance with what seems reasonable or natural.

E.g. It is logical to suppose that he will not come to the concert this time. It started almost two hours ago. It will soon finish in 20 minutes.

**Responsible** (adjective) - capable of being relied on.

E.g. We are all responsible for the cleanliness of our classroom. We should keep it clean and tidy all the time.

**Dependable** (adjective) - used to describe someone whom can be trusted or relied on.

E.g. He is a dependable friend because he always gives help when I am in trouble.

**Intellectual** (adjective) - interested in or able to deal with things of the mind.

E.g. Mozart is an intellectual person. He was good at writing beautiful music.

Double entry journal

Quotes	Reflections