***If*, by Rudyard Kipling**

**TASK 1** Warm-up

The students are asked to listen to the poem recited by Sir Michael Cane. The teacher can play this poem directly from YouTube if he/ she has the possibility. The students can have the text of this poem in front of them and underline the unknown words. Then the teacher asks the pupils to listen to the poem again, but this time it will be sung. There is on YouTube again a version which is performed by Joni Mitchell. The students can see the verses and sing together. They may like it a lot!

**TASK 2** Vocabulary practice

The students have listened to the poem twice so far, so they can guess the meaning of some words that the teacher provides for them in the chart below. After they do that in pairs or individually they have the possibility to check the meaning with a dictionary. They name themselves to answer.

|  |  |  |
| --- | --- | --- |
| The word | The students’ definition | The dictionary definition |
| Blame |  | To say or think that someone or something did something wrong or is responsible for something bad happening; |
| Doubt |  | Not being certain about something, especially about how good or true it is; |
| Knave |  | A dishonest man; |
| Heap |  | An untidy pile or mass of things; |
| Sinew |  | Tendon; |
| Foes |  | Enemies; |

**TASK 3** Poetry analyses

The students are asked to work in groups of five. They have to name the themes that emerge from the poem. Each group chooses somebody to present the themes and all the ideas are written on the board or flipchart. The students are asked to support each idea with examples from the text.

Possible answers:

*The main theme is about moral values of our lives. The poem may be considered as motivational, inspiring about how to overcome difficulties. Another theme may be considered the emphasis on the values of inner strength.*

**TASK 4** Grammar practice – If Clauses – Jigsaw Method

The students are asked to work in pairs and make a list with the qualities a person should have to be good, a person of virtue. A list of all the students’ ideas will be written on the board, flipchart.

Then the students are organized in six groups of four children. Each student from each group will get a number from 1 to 4. All the pupils with number 1 get hand-out number 1, all with number 2 get hand-out number 2, all with number 3 get hand-out number 3 and those with number 4 get hand-out number 4.

Hand-out 1 – the students are asked to write as many sentences as possible using type 0 of conditional. They have to use the list with the qualities they have written before. The teacher can give them an example.

e.g. If you speak in a soft voice, people speak to you the same.

Hand-out 2 – the students are asked to write as many sentences as possible using type 1 of conditional. They have to use the list with the qualities they have written before. The teacher can give them an example.

e.g. If you help your mate in need, he will be thankful to you in the future.

Hand-out 3 – the students are asked to write as many sentences as possible using type 2 of conditional. They have to use the list with the qualities they have written before. The teacher can give them an example.

e.g. If you helped your mate in need, he would be thankful to you.

Hand-out 4 – the students are asked to write as many sentences as possible using type 3 of conditional. They have to use the list with the qualities they have written before. The teacher can give them an example.

e.g. If you had listened to your sad friend that very moment, he wouldn’t have considered you a false friend.

The students have some theoretical support on their hand-outs. After they do their task for some minutes (it’s the teacher’s decision), the students with the same number go into one team and discuss the problem they have to solve. Then they go back into the mixed groups and share their information with the others. As a final step, all the solutions are presented in front of the class, step by step.

**TASK 5** Poem writing

The students are asked to write their own poems, using the conditionals they have studied. They have the poem *If,* by Rudyard Kipling as an example. They have the opportunity to choose the theme of their poems: love, hate etc. the length of the poems is at their decision. The best poems are awarded. (There can be organised a competition. It’s the teacher’s decision.)