



# *Love..in all its guises*

## *A Christmas Sampler*



English language teaching materials  
exploring  
**Frankie Goes to Hollywood's**  
*The Power of Love*



**Chris Walklett**

Edited by  
Carol Samlal





### **A word from the author**

*This sample is a mini version of a full lesson on the same song. It is free of charge to give you a taste of Teaching Tracks materials. Enjoy this gift and please give feedback – see page 29. I hope Christmas 2018 is a good one for you and remember with all the busyness and stresses of the season to keep love at the root of everything you do.*

*Chris*

### **Samplers available in the series:**

***The Final Frontier?*** – English language teaching materials exploring  
**David Bowie's *Space Oddity***

***Fight for your Rights*** – English language teaching materials exploring  
**Katy Perry's *Roar***

***Filthy Lucre?*** – English language teaching materials exploring  
**Pink Floyd's *Money***

### **Coming soon**

***Teaching Tracks – Top Ten*** (full coursebook)  
English language teaching materials exploring ten top songs.



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Illustrations by Carol Samlal and Sophia Walklett

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Please visit [www.teachingtracks.co.uk](http://www.teachingtracks.co.uk) to find out more.



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**\*Please feel free to print out pages 15-27 to give to your students**



## A fresh approach...and the inspiration behind it

This is how it all began. Around 2010, an idea started to brew about how to revolutionise the use of songs and song lyrics in the English language classroom. I felt what was currently on offer in coursebooks and even on the internet lacked innovation, and so I sought out ways to inject novelty and variety into its use; to break free from, what I and many others view as, a 'same-old, same-old' approach to the use of this resource.

Inspired by over 20 years of using songs and song lyrics in the classroom, I felt it was time to share these ideas so that all EFL teachers could further exploit this resource's potential, making its use (and teacher's lessons) much more engaging. The intention of this approach is to challenge the existing *status quo* in the way this resource is employed, and by doing so guide and inspire teachers towards new and innovative ways of maximising the benefits that the use of songs and song lyrics in the language classroom offers.

A key feature of both this sampler book and all books in the *Teaching Tracks* series is the absence of gap-fill activities. The tendency I feel is that producers of materials are prone to fall into what I have dubbed the 'gap-fill trap'. As well as the somewhat questionable pedagogy behind gap fills, its inclusion limits, even dictates, what *can* be done and, more crucially, what *can't* be done - severely restricting the scope of the exploitation of the material.

Creating teaching and study materials without including the full lyrics within the actual materials has, in fact, been a revelation. This freedom (from the proverbial box) made exploring the possibilities of the song, its theme, the multifarious elements of the language within the lyrics, its video and associated activities, much more satisfying with extremely innovative outcomes.

Despite the ease of access of lyrics, practitioners often seem to limit the use of songs in the classroom to that of little more than a tool to change the pace of the lesson or to create a lively, fun mood. But I think songs and their lyrics have far more to offer than this. Songs are a multi-purpose text type, tailor-made for the language classroom. They are perfect as they are invariably concise, contain interesting everyday vocabulary, and are a really effective way of analysing grammar *in situ*. They are also, of course, great for listening, pronunciation, and phonetic work.

Songs are a real-life text type, excellent for analysis of informal language like slang/colloquialisms, idioms, common usage and the like. That is not even to mention their thematic use which, if the right song is chosen, can be extensive. In short, the multi-skill based materials here and in the *Teaching Tracks* series are both content and culture rich, and crucially they are authentic too.

Please feel free to visit our website [www.teachingtracks.co.uk](http://www.teachingtracks.co.uk) for more information about why *Teaching Tracks* is the way forward in using songs and song lyrics in the English language classroom. Feel free to leave your comments and feedback, and to pre-order the full coursebook, **Top Ten** which contains ten top songs.



# Love...in all its guises



## Teacher's Notes

exploring

Frankie Goes to Hollywood 🌐 *The Power of Love*

Songwriters:

Licensed lyrics are available on Metrolyrics & Google Play Music in collaboration with Lyricfind  
We recommend the artist's official site The video is at  
<https://www.youtube.com/watch?v=NyoTvgPnOrU>  
The song itself is available on Google Play, Spotify, iTunes etc.



## **Seven steps to success with Teaching Tracks materials**

At *Teaching Tracks*, we believe that these materials are suitable to both experienced and novice teachers. However, to get the most from using this book, we advise reading the step-by-step guide below. By doing so both novice and experienced teachers will be able to employ songs and song lyrics in a non-formulaic way - making for a very satisfying classroom experience for teacher and student alike.

### **Step 1.**

Breathe, relax, clear your mind of your preconceptions – you are about to embark on a journey into the possibilities offered by using songs and song lyrics.

### **Step 2.**

Familiarise yourself with the song. Listen to it, sing along and maybe watch the video too. Immerse yourself in it!

### **Step 3.**

Locate the lyrics and read through them. Remember that due to issues like connected speech, the lyrics may be different from what you thought (creating what are known as *mondegreens*). So be prepared for a surprise or two.

### **Step 4.**

Think about the song's theme/s and what language emerges from it.

### **Step 5.**

Look through the 'activity breakdown' synopsis - it'll give you a good overview of the approach to the song and an idea of the linguistic possibilities emanating from it. It offers suggestions about when to first use the song, the lyrics, and the video - crucial for the logical staging of activities.

### **Step 6.**

Read through the detailed teacher's notes and think about whether you are going to use all or just some of the activities. Take time to brainstorm ideas as to how you are going to implement these activities to suit *your* students. What will *they* like? What will challenge *them*? Make the materials your own by thinking about how you would adapt them to your regular style of teaching. In other words – mix it up!

### **Step 7.**

Use with confidence. Remember you are doing something that your students will love. Don't ever forget - songs are a great text type with real pedagogic purpose.



# Love...in all its guises

Recommended level – B2 and above (but flexible with adaptation)

## Overview of themes and learning objectives

The theme of this unit is love and the various different forms it can take.

The activities start with a speaking warmer. This is followed by a reading text that looks at how the Ancient Greeks viewed love. Then there is a pre-listening activity focusing on how powerful love can be. Next there is a vocabulary activity that asks students to predict what kinds of language the song might contain and also to match up some phrases and multi-part words. Then the students listen to the song twice – firstly to absorb the mood and listen to the words, then to see if any of the words they envisaged were present. After this, the lyrics are studied in order to focus on the rhyming in the song. This is followed by two writing activities – the first is an opportunity to construct grammatically correct short sentences beginning with the phrase *love is*. Another longer writing activity follows where the student constructs a ‘love letter’ to someone close to them; be it a partner, relative, friend or pet! Finally there is a chance to view the video with its Christmas nativity themes and produce a running commentary of what they see occurring in the video.

This product is not endorsed by the songwriter/s or the artist/artists.





### Activity breakdown

<b>Activity</b>	<b>Language focus</b>	<b>Specific focus</b>
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<b>1</b>	<b>Speaking (i)</b>	“Love days”
<b>2</b>	<b>Reading</b>	It’s all Greek to me - The ancients views on love
<b>3</b>	<b>Speaking (ii)</b>	Pre-listening – the power of love
<b>4</b>	<b>Vocabulary</b>	Predictive activity, phrases and multi-part words



#### **Song** (complete)

<b>5</b>	<b>Listening (i)</b>	Mood and Meaning
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#### **Lyrics** (complete)

<b>6</b>	<b>Phonetics</b>	The power of rhyming
<b>7</b>	<b>Writing (i) / Grammar</b>	What is love?
<b>8</b>	<b>Writing (ii)</b>	‘Love letters’ at Christmas



#### **Video**

<b>9</b>	<b>Listening (ii) / Writing (iii)</b>	The Christmas story - running commentary
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## Activity 1 ~ Speaking (i)

### “Love days”

Many countries have a ‘love day’. In the UK and many other countries this is known as Valentine’s Day and is celebrated on the 14<sup>th</sup> of February.

Do people in your country celebrate Valentine’s Day?

If not, do you have another day when love is celebrated in your country? If so, what are the traditions on this day?

Some people believe that Valentine’s Day should celebrate more than just romantic love. What other types of love exist apart from romantic love? Use the mind map below to think of different types.



## Activity 2 ~ Reading

### *It’s all Greek to me - The ancient’s views on love*

What is love exactly and why in the modern age do we seemingly just **equate** the word to romance or sexual desire?

The Ancient Greeks were **notoriously** observant. Their culture of analysis and philosophy concluded that there were in fact several **distinct** and quite separate types of love which had different words attributed to them including: *eros*, *storge*, *philia* and *agape*.

The most easily recognizable form of love is called *eros*. *Eros* is the Greek god of love symbolised as the figure with a bow and arrow ready to shoot through the heart of the lover to be. In Ancient Greece this type of love was treated with suspicion due to its association with passion and desire. It was considered dangerous as it makes one behave **irrationally**. When this type of love is **afflicted** it is known as *mania*, which as the name suggests is an obsessive version of love.

A further type of love is known as *storge*; it is seen in the bond that exists between a parent and child or between other family members. *Storge* is **fondness** for someone based on familiarity or **interdependency**.

*Philia* is the kind of love that exists between true friends. This **platonic** form of love is loyal and can show itself through **sacrifice** and the sharing of emotions. Plato also believed that it would be extremely beneficial if over time *eros* developed into *philia*.

Another type of love referred to by the Ancient Greeks was *agape*; that is, selfless or charitable love. This kind of **empathetic** love is often referred to as the highest form of love and is mentioned in many different religions such as Buddhism and Christianity. Some now believe that nowadays this is the rarest kind of love.

Other types of love have been identified namely *ludus*, *pragma* and *philautia*.

*Ludus* is described a playful love, it is perhaps best **encapsulated** in the way children play with each other. It exists for adults too and for them shows itself as **frivolity** or **flirting** but without *eros*.

*Pragma* is a **mature** type of love that is characterized by making an effort to give rather than just receive love. Sociologist John Allan Lee, philosopher Alan de Boton and psychoanalyst Erich Fromm have had much to say on the **virtues** of this kind of love; the **consensus** seems to be that it is not about falling in love but rather *standing* in love (i.e. maintaining it). *Pragma* is about making **compromises** to help the relationship work over time, and showing patience and tolerance.

*Philautia*, or love of the self, can be divided into two types of which are **diametrically opposed**. The negative type is **narcissistic** love – love of the self. Whilst the positive kind is a healthy love for oneself, which gives us self-worth; feeling secure in ourselves we will then be able to give love to others.

Love then is a **multi-faceted** and complex thing; but, unfortunately certain types of it at least are somewhat lacking in the modern age. Indeed, as Hal David said in the song *What the World Needs No*, "it's the only thing that there's just too little of".

## Glossary

<i>equate (v)</i>	the same as or equal to something
<i>notoriously (adv)</i>	famously
<i>distinct (adj)</i>	recognizably different in nature
<i>irrationally (adv)</i>	not logically
<i>afflicted (adj)</i>	negatively affected
<i>obsessive (adj)</i>	all-consuming feelings about someone or something (usually negative)

<i>fondness (n)</i>	affection or liking for someone or something
<i>interdependency (n)</i>	where two or more people rely on or need each other
<i>platonic (adj)</i>	from Plato - an intimate and affectionate (but not sexual) relationship
<i>sacrifice (n)</i>	an act of giving up something (valued) for the sake of someone else
<i>empathetic (adj)</i>	an ability to understand and share the feelings of another
<i>encapsulated (adj /v )</i>	express the essential features briefly and clearly
<i>frivolity (n)</i>	lack of seriousness, light-heartedness
<i>flirting (n)</i>	behaviour as though attracted to someone, but playfully
<i>mature (adj)</i>	grown up / not childish
<i>consensus (n)</i>	general agreement
<i>compromise (n)</i>	a settlement of a dispute that is reached by agreement
<i>virtues (n)</i>	behaviour showing high moral standards
<i>diametrically opposed (adv)</i>	completely in opposition to something or someone's views
<i>narcissistic (adj)</i>	having an excessive interest in, or admiration of, oneself
<i>multi-faceted (adj)</i>	having many features

### Text questions

- 1) What kinds of love listed above have you experienced?
- 2) What type of love do you think is the best?
- 3) Why do people think just of *eros* when they think of love?



## Activity 3 ~ Speaking (ii)

### Pre-listening - the power of love

You are going to listen to a song called *the Power of Love*. What might a song with this title be about?

Do you think love is powerful? If so, what for you is the power of love?

Make notes using the notepad below.



## Activity 4 ~ Vocabulary

### Predictive activity, phrases and multi-part words

- i) Write down words that might be in a song with this title.
- ii) The song contains many new words, have a look at the multi-part words below and **match them up** to the possible meanings.

sky-scraping	<i>extremely high or tall</i>
death defying	<i>willing to face or risk death / very dangerous</i>
(when) the chips are down	<i>when times are bad - gambling terminology</i>
to make (something) your goal	<i>aim to be successful or get success</i>
to keep (something) at bay/from you door	<i>to keep (often something bad) away</i>



## Activity 5 ~ Listening

### Mood and meaning

Listen to this song twice.

On the first listen, think about the mood of the song. Write down adjectives or phrases relating to how the song makes you feel. Use the note pad below.

On your second listen, see if you hear any of the words from the previous activity either the ones you guessed or the phrases. Write down words that you hear in the songs and put it into the mind map above .

Do you understand their meaning in context?



## Activity 6 ~ Phonetics

### The power of rhyming

*Give out lyrics*

What rhymes can you find? List in the grid below. Use the phonetic chart on page 28 and a dictionary if you need to. Listen to the song again if required.

*There are many rhymes in this song including but perhaps not limited to the following; Claw/door, soul/goal, love/above/dove, desire/fire, down/around, undying/death defying, energy/me, sublime/entwine/divine, pleasure/treasure.*



## Activity 7 ~ Writing (i) / Grammar

### What is love?

You are going to complete sentences to express what you think love is.

The song says that love is...*danger, pleasure, pure* and *the only treasure*. Using longer sentences (perhaps using noun phrases or gerunds) express what you think love is. An example has been given. *Love is... enjoying the little things together.*

Think about what structures can follow (e.g. noun/gerund)? Try to use various structures.



## Activity 8 ~ Writing (ii)

### 'Love letters' at Christmas

Write a Christmas 'love letter' to someone special to you. This could be a partner, child, parent, sibling, friend or even a pet! Tell them what they mean to you.

Think about what language you will use. See if you can recycle some words from the previous or other activities.

Make notes in your own language if necessary and translate using a dictionary. Use the notepad below to write your 'love letter'.



## Activity 9 ~ Listening (ii) / Writing (iii)

### The Christmas story - running commentary

The connection with Christmas is made clear by the video <https://www.youtube.com/watch?v=NyoTvgPnorU>

Watch the video and make notes of what you see occurring in it. Write down words you don't know in your own language to look up later if you need to.

When you have notes watch the video again. Prepare to give a running commentary of what occurs in the video.



# Love...in all its guises



## Student's Materials

exploring

Frankie Goes to Hollywood 🌐 *The Power of Love*

Songwriters: Brian Philip Nash / Holly Johnson / Mark William O'toole / Peter Gill / Rudy Perez. The Power of Love lyrics © Universal Music Publishing Group, BMG Rights Management

Licensed lyrics are available on Metrolyrics & Google Play Music in collaboration with Lyricfind  
 We recommend the artist's official site  
 The official video is at <https://www.youtube.com/watch?v=NyoTvgPnorU>  
 The song itself is available on Google Play, Spotify, iTunes etc.



## Student overview

Activities within this unit include listening to the song, reading the lyrics and watching the video, as well as activities to help you practise your speaking, listening, and reading and writing skills. There is also a focus on vocabulary, grammar and phonetics.

More specifically the unit includes:

- Various speaking activities on the subject's theme(s).
- A reading passage on the Ancient Greeks beliefs on love.
- A pre-listening activity focusing on the subject in the song's title.
- A predictive vocabulary activity and a match-up activity with phrases.
- Listening to the song for mood and word recognition.
- Finding rhymes that are in the song's lyrics.
- Two writing activities – one short and one longer on the themes of the unit.
- A chance to view the video, take notes and re-tell the story with a running commentary.

We hope you have fun using this activity book and enjoy the music! Please check the artist's official website <http://www.frankiesay.com> for further information.



This product is not endorsed by the songwriter/s or the artist/artists.



## Activity 1 ~ Speaking (i)

### 'Love days'

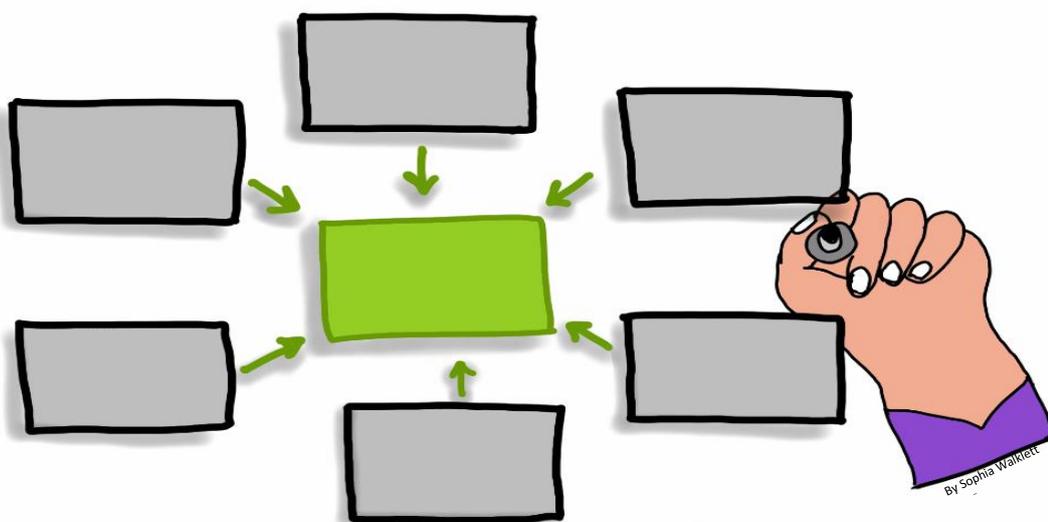
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### Text questions

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2) What type of love do you think is the best?

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3) Why do people think just of *eros* when they think of love?

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### Activity 3 ~ Speaking (ii)

#### Pre-listening – the power of love

You are going to listen to a song called *the Power of Love*. What might a song with this title be about?

Do you think love is powerful? If so, what for you is the power of love?

Make notes using the notepad below.

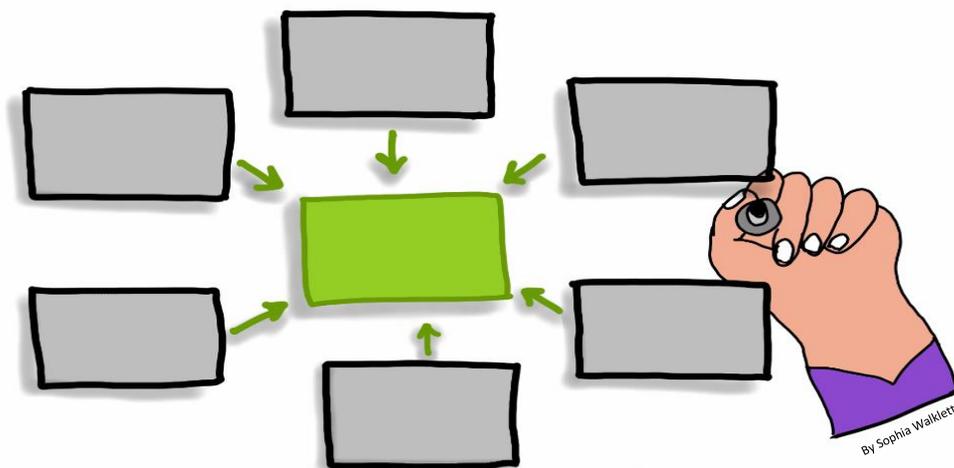




## Activity 4 - Vocabulary

### Predictive activity, phrases and multi-part words

- i) Write down words that might be in a song with the title *The Power of Love*.



- ii) The song contains many new words have a look at the multi word words below and **match them up** to the possible meanings.

sky-scraping	when times are bad – gambling terminology
death defying	willing to face or risk death / very dangerous
the chips are down	to keep (often something bad) away
to make (something) your goal	extremely high or tall
to keep (something) at bay/from you door	aim to be successful or get success



## Activity 5 ~ Listening

### Mood and meaning

Listen to the song twice.

On the first listen, think about the mood of the song. Write down adjectives or phrases relating to how the song makes you feel. Use the note pad below.



On your second listen, see if you hear any of the words from the previous activity either the ones you guessed or the phrases, if so put a tick next to them. Write down the words that you hear in the songs on the note pad above.

Do you understand their meaning in context?





## Activity 7 ~ Writing (i) / Grammar

### What is love?



You are going to complete sentences to express what you think love is.

The song says that love is...*danger, pleasure, pure* and *the only treasure*. Using longer sentences (perhaps using noun phrases or gerunds) express what you think love is. An example has been given:

<i>Love is... enjoying the little things together.</i>
<i>Love is...</i>

Analyse the grammatical structure of the examples you have created.



## Activity 8 ~ Writing (ii)

### 'Love letters' at Christmas



Write a Christmas 'love letter' to someone special to you. This could be a partner, child, parent, sibling, friend or even a pet! Tell them what they mean to you.

Think about what language you will use. See if you can recycle some words from the previous or other activities.

Make notes in your own language if necessary and translate using a dictionary. Use the notepad below to write your 'love letter'.





## Activity 9 ~ Listening (ii) / Writing (iii)

### The Christmas story - running commentary

The connection with Christmas is made clear by the video

<https://www.youtube.com/watch?v=NyoTvgPnorU>

Watch the video and make notes on the notepad below of what you see occurring in it. Write down words you don't know in your own language to look up later if you need to.



When you have notes watch the video again. Prepare to give a running commentary of what occurs in the video.





## Appendix - phonetic chart

Teaching Tracks

Phonetic Chart ©



### Vowels

Short	Long
<b>ɪ</b> d <u>isc</u>	<b>i:</b> d <u>ream</u>
<b>æ</b> t <u>rack</u>	<b>a:</b> b <u>ar</u>
<b>ɒ</b> r <u>ock</u>	<b>ɔ:</b> o <u>rgan</u>
<b>ʊ</b> b <u>ook</u>	<b>u:</b> g <u>roove</u>
<b>ə</b> s <u>ampl</u> er	<b>ɜ:</b> l <u>earn</u>
<b>e</b> e <u>cho</u>	<b>ʌ</b> d <u>rum</u>

### Diphthongs

<b>eɪ</b> r <u>adio</u>	<b>aɪ</b> v <u>iolin</u>
<b>ɔɪ</b> j <u>oy</u>	<b>aʊ</b> s <u>ound</u>
<b>əʊ</b> p <u>iano</u>	<b>ʊə</b> t <u>our</u>
<b>ɪə</b> h <u>ear</u>	<b>eə</b> sh <u>are</u>

### Consonants

Unvoiced	Voiced
<b>p</b> p <u>op</u>	<b>b</b> b <u>and</u>
<b>k</b> k <u>ey/can</u>	<b>g</b> g <u>uitar</u>
<b>t</b> t <u>op ten</u>	<b>d</b> d <u>ance</u>
<b>f</b> f <u>un</u>	<b>v</b> v <u>ideo</u>
<b>s</b> s <u>ingle</u>	<b>z</b> j <u>azz</u>
<b>ʃ</b> sh <u>out</u>	<b>ʒ</b> plea <u>sure</u>
<b>tʃ</b> ch <u>art</u>	<b>dʒ</b> j <u>am</u>
<b>θ</b> th <u>e</u> me	<b>ð</b> broth <u>er</u>
<b>l</b> l <u>yrics</u>	<b>r</b> r <u>ock</u>
<b>j</b> y <u>ellow</u>	<b>w</b> w <u>ord</u>
<b>m</b> m <u>usic</u>	<b>n</b> n <u>ote</u>
<b>ŋ</b> s <u>ong</u>	<b>h</b> h <u>ip hop</u>



## Teaching Tracks - Teachers' Feedback Form

I hope the lessons were a success and we look forward to hearing your thoughts about them. Please take a moment to fill out the form and send it back to [chriswalklett@teachingtracks.co.uk](mailto:chriswalklett@teachingtracks.co.uk)

It's a straightforward Yes/No form with the option for you to add more detail as appropriate.

**Name:** [Your Name]

**Email and/or other contact:** [Your email address and phone number]

### PRESS PLAY ▶

Were the materials easy for **you and your students** to use?

Yes  No

Explain: [Explanation]

Did you supplement the materials Do you think the materials need  
supplementing? ? .

Yes  No

Explain: [Explanation]

Please clarify which materials/activities you used (please say 'all' if applicable) or you didn't use.

[Comments]

Were the synopsis and the teaching instructions easy to use?

Yes  No

Explain: [Explanation]

Was it a problem that the units were not level specific? At what level did you use these materials?

Yes  No

Level used at: [Suggestions]

Were the reading passages useful?

Yes  No

Explain: [Explanation]

Please include any other comments or suggestions that you'd like to share.

[Comments or suggestions]

### ■ THANK YOU!

## **Acknowledgements:**

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### **About the author:**

Chris Walklett has been using music, songs and song lyrics in the classroom for many years dating back to his very first lesson in the mid-1990s. Music and its educational use is a subject that is dear to his heart, and it formed his choice of MA Linguistics dissertation, “The use of, and attitudes to, songs and song lyrics in coursebooks”.

In 2015 he gave a TEDx Talk on a related topic and has since had numerous appearances at IATEFL and other ELT conferences all over the UK and Europe. His next workshop will be at IATEFL Liverpool 2019.

Chris runs an engaging Facebook group *Creating Uses for Songs and Song Lyrics* for like-minded teachers where he shares ideas weekly on using songs and song lyrics in the ELT classroom.

To find out more please visit [www.teachingtracks.co.uk](http://www.teachingtracks.co.uk)

or contact Chris – [chris@teachingtracks.co.uk](mailto:chris@teachingtracks.co.uk)

**What teachers have had to say about *Teaching Tracks*:**



“materials were clear and straightforward”

“perfect for an integrated skills lesson”

“lots of discussion was generated”

“very good materials...well planned”

“the students enjoyed and felt motivated by it”

“the material was well staged”

“the target language is well scaffolded”

“they learnt a lot of new vocabulary”

“a good build up to listening to the song”

“the material can be easily exploited”

“teaching instructions were very clear and easy to use”



**What students have had to say**



**about *Teaching Tracks*:**

“learning English via music was a very interesting experience”

“I loved this way of learning”

“I don't normally listen to foreign music but this was inspiring”

“I like English songs, so I enjoyed this very much”

“this was a unique type of English lesson – I enjoyed it a lot”

“it was the first time I had learnt this way, it was great!”

“it was an easy and enjoyable way to learn”

“studying with songs is very nice”



*Merry Christmas,  
peace and love to all!*

