

# *Love...in all its guises*

## *A Christmas Teaching Tracks Sampler*



English language teaching materials  
exploring

**Frankie Goes to Hollywood's**  
***The Power of Love***



**Chris Walklett**





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

*This sampler is a mini version of a full lesson on the same song which appears in the book Top Ten. This sampler is free to use to give you a taste of Teaching Tracks materials. Enjoy this gift and please give feedback – see page 30.*

*I hope Christmas 2020 is a good one for you – it's been a really trying year, but try to relax this Christmas and think about what you do have rather than what you don't have – and most importantly, keep love at the root of everything you do.*

*Chris*

### **Available to purchase**

**Teaching Tracks – Top Ten** - £29.99 (Student's) & £24.99 (Teacher's)

*\*20% off for attendees of Hupe, Croatia & TESOL, Spain*

Other samplers available in the series: (All £4.99 each or 3 for £12)

**The Final Frontier?** –ELT materials exploring **David Bowie - Space Oddity**

**Fight for your Rights** – ELT materials exploring **Katy Perry - Roar**

**Filthy Lucre?** – ELT materials exploring **Pink Floyd - Money**



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**\*Page 15-27 are also available as a separate attachment to either print or distribute electronically 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, 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 ELT 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: Brian Philip Nash, Holly Johnson, Mark William O'Toole, Peter Gill, Rudy Perez  
©Universal Music Publishing Group, BMG Rights Management

**Recommended level B2 and above - but flexible with adaptation**



## Overview of themes and learning objectives

**This song, and some of these activities are Christmas themed, so may not be suitable for all times of year/all people.**

The theme of this unit is love and the 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, the vocabulary activities include prediction activities, matching up 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 students construct a ‘love letter’ to someone close to them, be it a partner, relative, friend or pet! There is then a chance to view the video with its Christmas nativity themes and produce a running commentary of what they see occurring in the video. See the Activity Breakdown for more details.

Please note that direct references are made to the Student Book and, where appropriate, suggested answers are also given. These are clearly marked in different fonts.

All lyrics, songs and videos are accessible from the QR Codes below.

You will need to download a QR reader onto your smartphone.

*Teaching Tracks* uses [qrcode-monkey.com](http://qrcode-monkey.com)



song / video



lyrics

**All QR codes and internet links used in these materials were accurate at time of publication but might have changed making them inoperative. Please check prior to use.**

### Activity breakdown

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



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

5	Listening (i)	Mood and Meaning
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#### **Lyrics (complete)**

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



#### **Video**

9	Listening (ii) & Writing (iii)	The Christmas story - running commentary
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## Activity 1 ~ Speaking (i)

### Love days

Get your students to have a discussion based on the following points.

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, when is this day and what traditions are there?

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 to note the different types of love that you think exist.

## Activity 2 ~ Reading

### It's all Greek to me - the Ancient's views on love

Get your students to consider these questions after reading the text on the ancient Greeks' views on love.

- (1) What kinds of love listed in the text have you experienced? *Open question.*
- (2) Which of these types of love is the best? Why? *Open question.*
- (3) Why do people think just of *eros* when they think of love? *Open question.*

#### 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.

Another 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 believed that it would be extremely beneficial if over time *eros* developed into *philia*.

A further 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 as 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 characterised 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, it 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 noted (in the song “What the World Needs Now is Love”), *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>	recognisably 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>virtues (n)</i>	behaviour showing high moral standards
<i>consensus (n)</i>	general agreement
<i>compromise (n)</i>	a settlement of a dispute that is reached by agreement
<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

### Activity 3 ~ Speaking (ii)

#### Pre-listening – “The Power of Love”

Tell your students they are going to listen to a song called “The Power of Love”. Get them to think about and make notes on the following:

- What might a song with this title be about? Use cautious language.
- Do you think love is powerful? If you do, why do you think it’s so powerful?
- What do you think **the power of love** is?

### Activity 4 ~ Vocabulary

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

Get your students to brainstorm ideas for words/phrases that might be in a song with the title “The Power of Love”, then they can complete the match up activity of multi-part words and their possible meanings.

multi-word verbs from song	<i>meaning</i>
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 your door	<i>to keep something (often bad) away</i>



## Activity 5 ~ Listening

### Mood and meaning

Play the song twice. The first time, students must listen and think about the mood of the song, then write down adjectives or phrases relating to how the song makes *them* feel.

On the second listen, they need to keep an ear out any of the words/phrases from **Activity 4** and decide if the meanings are clear in context.



## Activity 6 ~ Phonetics

### The power of rhyming

Access the lyrics using the QR code. They have to look for rhyming words and phrases, and then list these in the box (student's materials).

If needed, explain what a rhyme is. Be prepared to play the song again if needed. Allow the use of the phonetic chart (at the back of this book) and a dictionary if necessary.

Examples: *claw/door, soul/goal, love/above/dove, desire/fire, down/around, energy/me, undying/death-defying, sublime/entwine/divine, pleasure/treasure.*

## Activity 7 ~ Writing (i) & Grammar

### What is love?

The song says that love is... *danger, pleasure, pure* and *the only treasure*. Love means many things – encourage your students to complete sentences in the box to express what they think love is. The sentences should begin *love is...*

Encourage them to use longer sentences (perhaps gerunds and noun phrases) to express their definitions of love. For example, *love is... enjoying the little things together*. In pairs or groups, they should swap books say whether they agree with the sentiment expressed by your partner and analyse the grammatical structure of each other's example sentences.

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### **Activity 8 ~ Writing (ii)** **'Love letters' at Christmas**

Your students are going to write a Christmas 'love letter' to someone special (it could be a partner, parent, child, friend or even pet). They must say what this person etc. means to them. They should use the notepad provided. Get them to think about what language to use, the structure of an informal letter, and encourage them to recycle some words from the previous activities. They might wish to make notes in their first language and to translate later using a dictionary.

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### **Activity 9 ~ Listening (ii) & Writing (iii)** **The Christmas story - running commentary**

Let your students watch the video for the song and make notes about what happens in it. They may write in their own language (if their level makes this applicable) and then look up and translate later. Using these notes, ask them to watch the video again and give a running commentary of what is happening in it. The connection with Christmas is made clear by the video (it's the Nativity – the Christmas story).

Teaching Tracks - Sample





*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  
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# Love...in all its Guises

Recommended level B2 and above - but flexible with adaptation

## Student overview

**This song and some of these activities are Christmas themed, so may not be suitable for all times of year/all people.**

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, reading and writing skills. There is also a focus on vocabulary, grammar, phonetics and multi skill activities.

More specifically the unit includes:

- An initial orientation discussion activity.
- An in-depth reading activity based on the unit's theme.
- Vocabulary match-up and prediction activities.
- Listening for meanings of words in context and listening to the song as a narrative.
- A phonetic activity that focuses on the rhymes within the lyrics.
- A writing activity - an informal, emotive letter.

We hope you have fun using this activity book and enjoy the music!

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



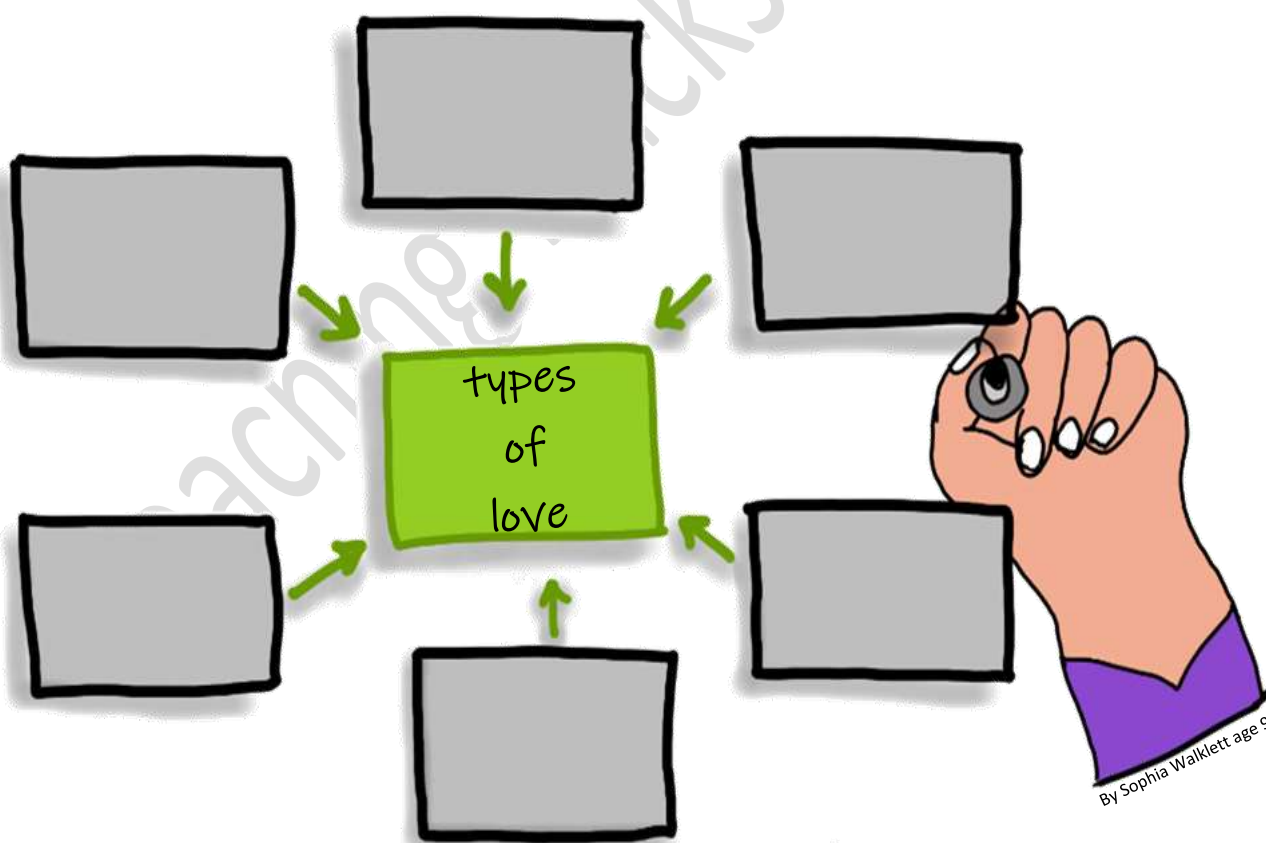
## Activity 1 ~ Speaking (i)

### Love days

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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 to note the different types of love that you think exist.





## Activity 2 ~ Reading

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

Read the following text and then discuss the questions at the end. There is a glossary of unfamiliar words to help you.

#### *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*.

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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 noted (in the song “What the World Needs Now is Love”), *it's the only thing that there's just too little of*.

## Glossary

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<i>multi-faceted (adj)</i>	having many features

### Text questions and discussion points

- (1) Which of the kinds of love listed in the text have you experienced?
- (2) Which of these types of love is the best? Why?
- (3) Why do people think mostly of *eros* when they think of love?







### Activity 3 ~ Speaking

#### Pre-listening – “The Power of Love”

You are going to listen to a song called “The Power of Love”. Think about the following questions and make notes on the notepad below.

- What might a song with this title be about? Use cautious language
- Do you think love is powerful? If you do, why do you think it’s so powerful?
- What do you think **the power of love** is?

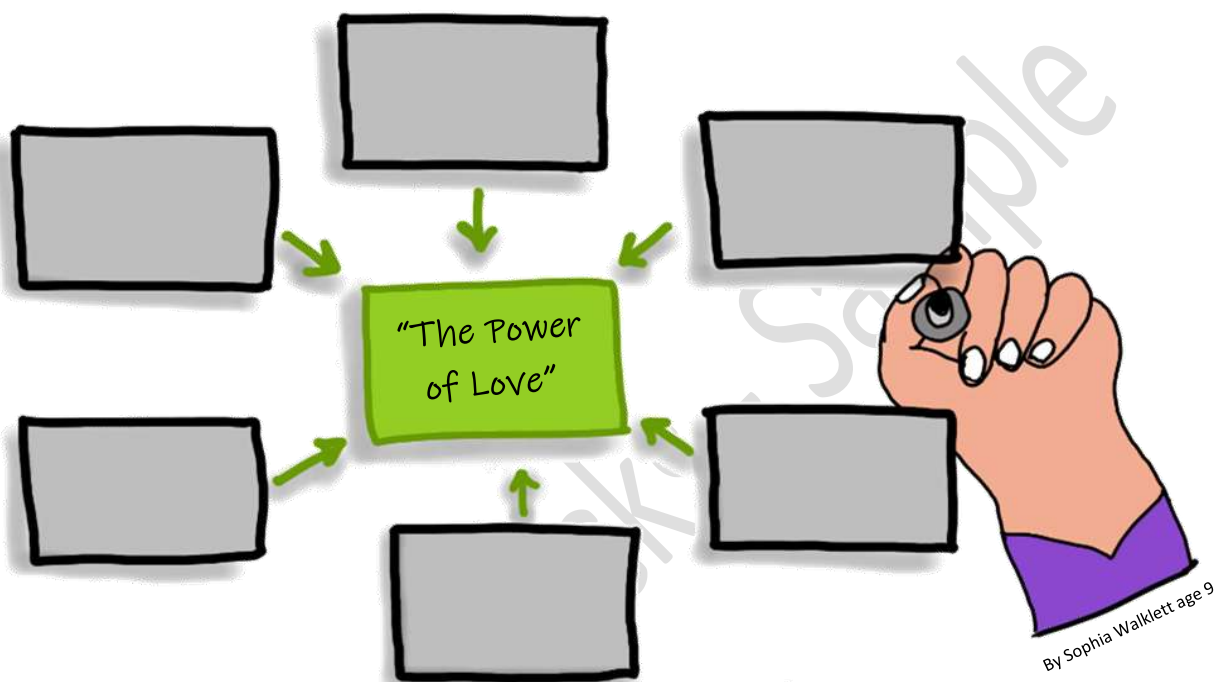




## Activity 4 ~ Vocabulary

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

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



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

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



song/video



## Activity 5 ~ Listening

### Mood & meaning



You are going to listen to the song twice.

On the first listen, think about the mood of the song and write down adjectives or phrases relating to how the song makes you feel.



On the second listen, keep an ear out for phrases from the previous activity.  
Are the meanings clear in context?





## Activity 6 ~ Phonetics

### The power of rhyming

Access the lyrics using the QR code. Look through for rhyming words/phrases.

What rhymes can you find? Write them in the box below. They might be rhyming lines (couplets) or groups of three or more words that rhyme.

Use the **phonetic chart** and a dictionary if you need to.

Listen to the song again if required.

words that rhyme





## Activity 7 ~ Writing (i) & Grammar

### What is love?

The song says that love is...*danger, pleasure, pure and the only treasure*. What do you think love is? Write your sentences in the box below, starting with 'love is...'

Try adding present participles and noun phrases rather than just nouns to make the sentences longer.

**Love is...**

Teaching Tracks - Sample

In pairs or groups, swap books. Do you agree with the sentiment expressed by your partner? Analyse the grammatical structure of the sentences written in the box above. Are they correct? If not, correct them.





## Activity 8 ~ Writing (ii)

### 'Love letters' at Christmas

You are going to write a Christmas 'love letter' to someone special, (it could be a partner, child, parent, sibling, friend or even a pet). You must say what this person means to you. Use the notepad below.

Try to use some of the words you learnt in the previous activities.







**Activity 9 ~ Listening (ii) & Writing (iii)**  
**The Christmas story - running commentary**



You are going to watch the video for the song for the first time. Make notes below of what happens in the video. Write in your own language if you wish and then translate into English using a dictionary later.



Play the video again this time with the sound down. Using the notes you have written, give a running commentary of what is happening in the video.



## Appendix - phonetic chart

**Teaching Tracks**  
Phonetic Chart

Vowels		Consonants	
Short	Long	Unvoiced	Voiced
<b>ɪ</b> d <u>i</u> sc	<b>i:</b> d <u>re</u> am	<b>p</b> p <u>o</u> p	<b>b</b> b <u>a</u> nd
<b>æ</b> t <u>r</u> ack	<b>ɑ:</b> b <u>a</u> r	<b>k</b> k <u>e</u> y/ <u>c</u> an	<b>g</b> g <u>u</u> itar
<b>ɒ</b> r <u>o</u> ck	<b>ɔ:</b> o <u>r</u> gan	<b>t</b> t <u>o</u> p t <u>e</u> n	<b>d</b> d <u>a</u> nce
<b>ʊ</b> b <u>o</u> ok	<b>u:</b> g <u>ro</u> ove	<b>f</b> f <u>u</u> n	<b>v</b> v <u>i</u> deo
<b>ə</b> s <u>a</u> m <u>p</u> l <u>e</u> r	<b>ɜ:</b> l <u>e</u> arn	<b>s</b> s <u>i</u> ng <u>l</u> e	<b>z</b> j <u>a</u> zz
<b>e</b> e <u>c</u> h <u>o</u>		<b>ʃ</b> sh <u>o</u> ut	<b>ʒ</b> plea <u>s</u> ure
<b>ʌ</b> d <u>r</u> um		<b>tʃ</b> ch <u>a</u> rt	<b>dʒ</b> j <u>a</u> m
		<b>θ</b> th <u>e</u> me	<b>ð</b> broth <u>e</u> r
<b>Diphthongs</b>		<b>l</b> l <u>y</u> rics	<b>r</b> r <u>o</u> ck
<b>eɪ</b> r <u>a</u> d <u>i</u> o	<b>əʊ</b> p <u>i</u> an <u>o</u>	<b>j</b> y <u>o</u> del	<b>w</b> w <u>o</u> rd
<b>aɪ</b> v <u>i</u> ol <u>i</u> n	<b>aʊ</b> s <u>o</u> und	<b>m</b> m <u>u</u> sic	<b>n</b> n <u>o</u> te
<b>ɔɪ</b> j <u>o</u> y	<b>ɪə</b> h <u>e</u> ar	<b>ŋ</b> s <u>o</u> ng	<b>h</b> h <u>i</u> p h <u>o</u> p
<b>eə</b> sh <u>a</u> re	<b>ʊə</b> t <u>o</u> ur		



## 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:**

I would like to thank Carol Samlal for her patience and hard work with the Teaching Tracks project. Also, I would like to thank the numerous organisations that have allowed me to present on related subjects over the years. And finally, my daughter Sophia who did some of the illustrations for this book and my Mum for her endless support.

## **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 many other countries both in person and online.

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.

If you would like to book Chris to present a talk, workshop, webinar or teacher training event please get in touch.

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!  
Have a great 2021*

