



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

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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!

These materials use QR codes. Please only use these when directed by your teacher.

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

Teaching Tracks uses qrcode-monkey.com



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.

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



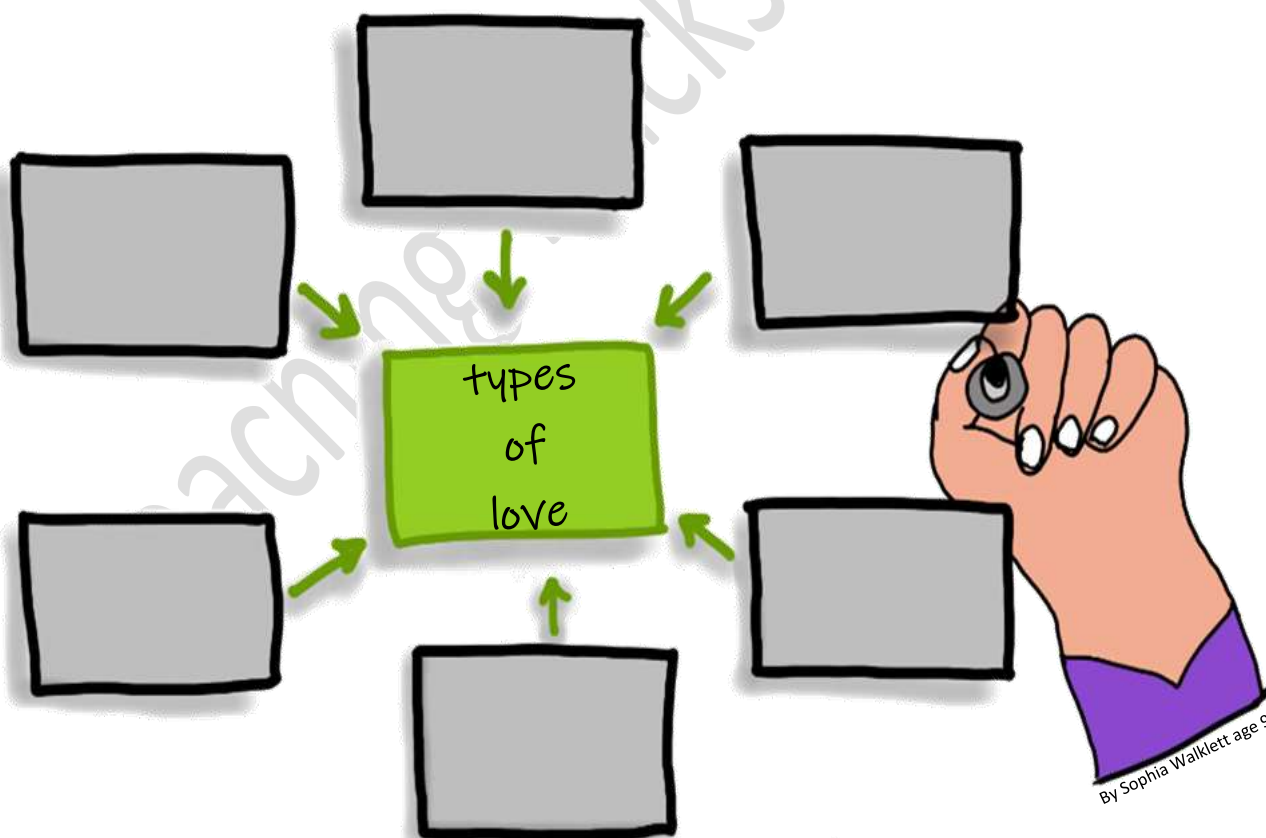
Activity 1 ~ Speaking (i)

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 14th of February.

Do people in your country celebrate Valentine's Day? If not, do you have another day when love is celebrated? 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

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*.

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

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?

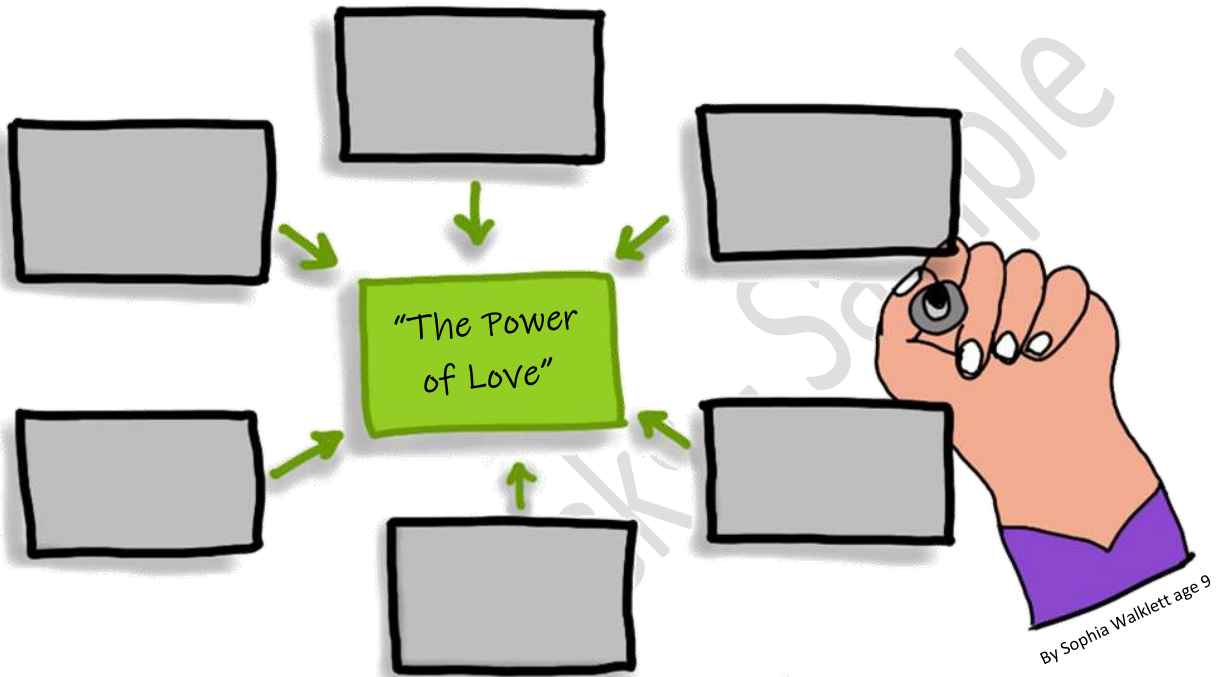




Activity 4 ~ Vocabulary

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?



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lyrics

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...

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.



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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.

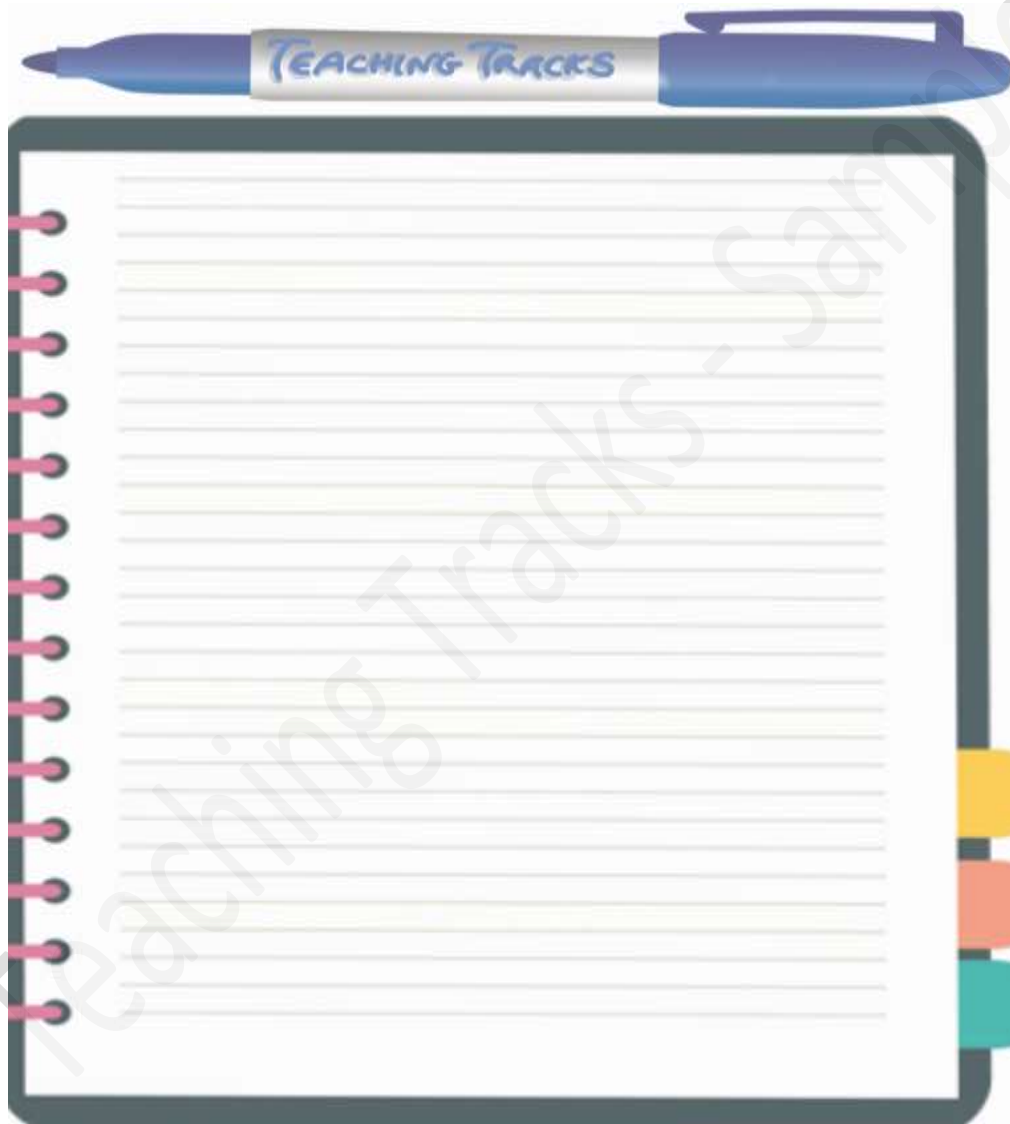




Activity 9 ~ Listening (ii) & Writing (iii)
The Christmas story - running commentary



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

Phonetic Chart

Vowels		Consonants	
Short	Long	Unvoiced	Voiced
ɪ d <u>isc</u>	i: d <u>ream</u>	p p <u>op</u>	b b <u>and</u>
æ t <u>rack</u>	ɑ: b <u>ar</u>	k k <u>ey/can</u>	g g <u>uitar</u>
ɒ r <u>ock</u>	ɔ: o <u>rgan</u>	t t <u>op ten</u>	d d <u>ance</u>
ʊ b <u>ook</u>	u: g <u>roove</u>	f f <u>un</u>	v v <u>ideo</u>
ə s <u>ampler</u>	ɜ: l <u>earn</u>	s s <u>ingle</u>	z j <u>azz</u>
e e <u>cho</u>		ʃ sh <u>out</u>	ʒ plea <u>sure</u>
ʌ d <u>rum</u>		tʃ ch <u>art</u>	dʒ j <u>am</u>
		θ th <u>eme</u>	ð broth <u>er</u>
Diphthongs		l l <u>yrics</u>	r r <u>ock</u>
eɪ r <u>adio</u>	əʊ p <u>iano</u>	j y <u>odel</u>	w w <u>ord</u>
aɪ v <u>iolin</u>	aʊ s <u>ound</u>	m m <u>usic</u>	n n <u>ote</u>
ɔɪ j <u>oy</u>	ɪə h <u>ear</u>	ŋ s <u>ong</u>	h h <u>ip hop</u>
eə sh <u>are</u>	ʊə t <u>our</u>		

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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

or contact Chris – 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, from Chris at Teaching Tracks!

