

“Perhaps Love”

About this set of materials...

This set of materials is based on the experience of SKH Tang Shiu Kin Secondary School. It illustrates how teachers can make use of the song “Perhaps Love” to help learners develop creativity and critical thinking skills through encouraging them to think about what “love” is. It also helps them develop positive values and attitudes by learning to appreciate and treasure different kinds of love.

Materials used in this exemplar



Perhaps Love



Worksheets

Strand Targets

- To converse and exchange points of view about feelings, ideas and experiences (ISb, KS3)
- To identify and discuss ideas in spoken and written texts, make connections, refine or generate ideas, express or apply them (KSc, KS4)
- To develop a response to imaginative literature including poems, songs and dramatic texts through activities (ESa, KS4) such as:
 - participating in the presentation of texts
 - identifying and discussing themes
 - appreciating the use of language including rhythm and rhyme, other sound patterns and rhetorical devices

Learning Targets/ Objectives

- **Text-type:** song
- **Language features:** imagery and rhymes
- **Language skills:**
 - Listening:**
 - Listen for intended meanings, feelings and attitudes
 - Understand and interpret spoken texts
 - Establish and infer meanings from clues
 - Reading:**
 - Understand, interpret and analyse different written texts
 - Acquire, extract and organise information relevant to specific tasks
 - Understand different feelings, views and attitudes
 - Use linguistic and contextual clues and general knowledge to determine the meaning of the written texts
 - Interpret how linguistic and structural devices achieve certain effects

Speaking:

Present information, ideas and feelings clearly and coherently

- Convey ideas and information in conversations or discussions
- Use words and expressions appropriate to the context

Participate effectively in an oral interaction

- Express, elicit and respond to ideas, opinions and feelings in a group discussion

Writing:






Present information, ideas and feelings clearly and coherently

- Plan and produce coherent and structured texts

• Generic skills:

- Creativity
- Critical thinking skills
- Communication skills

• Values and Attitudes: love, appreciation and care

Learning and Teaching Process	Impact on Learning
<p>1. The teacher invited the learners to share their favourite love songs and give reasons for their choices. She then pointed out that some song lyrics could touch people's hearts and make them identify with the writer.</p> <p>2. The teacher explained and illustrated what imagery was. Students were then invited to think about what images could be used to represent "love" and share their views with the class.</p>	<p><i>Learners</i></p> <ul style="list-style-type: none"> ✓ <i>activate their prior knowledge about the theme "love". The familiar theme and sharing become a source of motivation for learners to interact with the song and the lyrics</i> ✓ <i>understand what imagery is and develop capability to compare and make connections between things/persons.</i>
	<p>Love = </p> <p>Love = </p>
<p>3. The teacher distributed Worksheet 1 and explained what rhyme was with examples. She then asked the learners to guess and fill in the blanks for the first six lines in the pre-listening column in the worksheet with the help of the rhyming words in the lyrics. The teacher went through the answers with the learners.</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="border: 1px solid black; padding: 5px; margin: 0 20px;">Worksheet 1</div>  </div>	<ul style="list-style-type: none"> ✓ <i>develop an understanding of songs as a text-type, as well as how rhymes contribute to the rhythm of the song</i> ✓ <i>make guesses about the missing words in the worksheet with the aid of rhyming words in the song</i>
<p>4. The teacher asked the learners to discuss in groups and fill in the rest of the blanks in the pre-listening column.</p>	<ul style="list-style-type: none"> ✓ <i>engage in meaningful interaction which helps sharpen their communication skills</i>

Learning and Teaching Process

5. The teacher played the song and asked learners just to listen. The teacher then played the song again and asked them to fill in the blanks in the while-listening column.

6. The teacher asked the learners to discuss and compare their answers after they had listened to the song twice. She then checked answers with the learners, drawing their attention to the use of rhymes.

7. The teacher divided the learners into groups of four to complete Worksheet 2 and answer the questions on imagery.



Worksheet 2



8. The teacher asked the learners to explain why the images and comparisons were used in the song and led them to discussion. She then invited them to share their views.

9. The teacher introduced the activity on Worksheet 3, which elicited learners' views on what love was. They had to write down their views on the worksheet.



Worksheet 3

10. The teacher encouraged the learners to share their views with others. She then drew on the learners' answers and introduced different kinds of love, e.g. parental love and love between friends.

Impact on Learning

Learners


- ✓ *develop awareness of rhyme patterns and enjoyment of rhymes and rhythm in the song*



- ✓ *develop their critical thinking skills and creativity through relating things in the song to their personal experiences and existing knowledge*

- ✓ *develop understanding of imagery and the metaphorical meanings embedded in the song through making connections between things/persons*



Learning and Teaching Process	Impact on Learning
<p>11. The teacher guided the learners to complete Part A of Worksheet 4, which required them to think of appropriate words to describe something/someone, using imagery and figurative language.</p> <p>12. The teacher asked the learners to complete Part B of Worksheet 4 by choosing one of the two topics and writing a reply letter based on a given situation.</p> <div data-bbox="263 667 443 840" style="text-align: center;">  </div> <div data-bbox="472 734 710 824" style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Worksheet 4 </div>	<p><i>Learners</i></p> <ul style="list-style-type: none"> ✓ <i>learn to see things in a new way and develop capability to describe things using imagery or making comparisons</i> ✓ <i>put their knowledge, creativity and critical thinking in use by writing a reply letter, expressing their views on love and giving reasons/advice based on the given context</i>