

# SONG ACTIVITY – Cupid

# Richmond

by Amy Winehouse

Name: \_\_\_\_\_ Group: \_\_\_\_\_ Date: / /

## 1. Read a poem about love. Complete it with the lines in the box.

all thanks to your amazing arrows. am I not worthy of love? for it's that time of year again. is that the fact I haven't been blessed with love.	is that the reason why? my dream of a sweet and amazing valentine. to bring me love and happiness.
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### A Letter to Cupid

Nommable Wendle

Cupid, I know you're coming soon,

a. \_\_\_\_\_

Every 14th of February you come with your bow and arrow,  
shooting arrows at those that deserve love.

I always pray you'll shoot me with your arrow,

b. \_\_\_\_\_

That is why I'm writing to you,  
to hopefully accept what you bring.

Year after year I see those around me in love,

c. \_\_\_\_\_

But the only thing I'm upset about

d. \_\_\_\_\_

Have I sinned, Cupid?

e. \_\_\_\_\_

Have I hurt someone that loved me,

f. \_\_\_\_\_

Please, send me a sign, Cupid,  
for I feel so distressed.

I want to live my teenage dream,

g. \_\_\_\_\_



Source: <http://www.wattpad.com/94291057-a-letter-to-cupid>

#### Glossary:

shoot – *atirar*

deserve – *merecer*

pray – *rezar*

upset – *chateado(a)*

blessed – *abençoado(a)*

sin – *pecar*

worthy – *digno(a)*

distressed – *aflito(a)*

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2. Look at the cover of a Valentines' Day card. Can you label the items on it with words from the poem in Activity 1? How is the image on the card related to the concept of love?



3. Listen to the song *Cupid*, by Amy Winehouse. Check (✓) the lines you hear.

- |   |   |
|---|---|
| a. [ ] Draw back your bow                 | j. [ ] That's why I'm writing to you            |
| b. [ ] Bring my lover's heart for me      | k. [ ] And let your arrow fly                   |
| c. [ ] Please hear my cry                 | l. [ ] Help me and I swear anything             |
| d. [ ] Shot him with your arrow of love   | m. [ ] I swear I'm gonna love him 'til eternity |
| e. [ ] I don't want to bother you         | n. [ ] His heart we can steal                   |
| f. [ ] But I'm so upset                   | o. [ ] Help me if you will                      |
| g. [ ] Please bring me love and happiness | p. [ ] You'd better send me a sign              |
| h. [ ] I pray he knows I exist            |   |
| i. [ ] And let your arrow flow            |   |

4. Now listen to the song again. Complete the sentences with *S* if the information refers to *the singer*, *M* if it refers to *the man she loves* or *C* if it refers to *the cupid*.

- a. \_\_\_\_\_ doesn't know the singer exists.  
b. \_\_\_\_\_ is in love.  
c. \_\_\_\_\_ can help the singer.  
d. \_\_\_\_\_ is crying and distressed.  
e. \_\_\_\_\_ can make two people fall in love.  
f. \_\_\_\_\_ will have his heart stolen.  
g. \_\_\_\_\_ promises eternal love.

5. Work in small groups. Discuss these questions.

- a. Have you ever been in a romantic situation like the one depicted in the song? If so, how did you deal with it?  
b. What kind of advice would you give to the singer?

## TEACHER'S NOTES


**Target audience (age):** *Ensino Fundamental* and *Ensino Médio*.

**Aims:** Discuss characteristics of Valentine's Day. Read a love poem. Learn about a symbol of Valentine's Day. Expand vocabulary. Develop listening comprehension.

**Duration:** 50 min.

**Organization:** individual / group work.

**Material:** worksheet.

**Preparation:** Make copies of the  **worksheet** (1 per student). Check the website with the **song**. ([http://www.youtube.com/watch?v=\\_i5UL7LqkuA](http://www.youtube.com/watch?v=_i5UL7LqkuA)).

**Procedure:**

*Pre-listening (Activities 1 and 2)*

- Warm up students by asking *What do you know about Valentine's Day? Do we have a similar celebration in Brazil? What do Brazilians do on "Dia dos Namorados"?* Listen to students' ideas. You can share the information in the box with the class.

**When:** *Valentine's Day – February 14<sup>th</sup>.*


**Celebration:** *Known as a day to celebrate love and friendship in most English-speaking countries, Valentine's Day has its origins in the Roman Empire. According to legend, Saint Valentine was a priest who lived in Rome, in the 4<sup>th</sup> century A.D., a period when Christians were persecuted. The empire was then ruled by Claudius II, who had issued an edict prohibiting marriages between young people – the emperor thought that single men made better soldiers for Rome. Valentine secretly married young men and women. He was eventually arrested and sentenced to death, later becoming the patron saint of love and marriage in the Catholic church.*

*On Valentine's Day, people who are in love and friends exchange presents, celebrating love and friendship. Traditional gifts include cards, chocolates and flowers. Children usually make cards – called Valentines – for their classmates, friends and family.*

*In Brazil, there is a similar date dedicated to the celebration of love – Dia dos Namorados, on June 12<sup>th</sup>. Brazilians usually celebrate their love for their partners by expressing their feelings on social media, exchanging gifts and flowers and spending time together.*

- Explain to the class that many works of art have been created to celebrate love. Write the following list on the board and discuss with students which type of work of art best celebrates love, in their opinion. Encourage students to justify their answers.

*dance                      paintings                      sculptures*  
*drama plays              photographs              songs*  
*novels                      poems*

- Next, hand out the  **worksheets**.
- Draw students' attention to the poem in **Activity 1**. Read the lines aloud for students, using appropriate intonation. Point out the Glossary box as a resource to help students complete the poem. Allow them some time to do the task individually before checking the answers. After checking the answers, read the poem again or encourage students to do read it. Discuss with the whole class what is it about. **Answer(s):** **a.** for it's that time of year again; **b.** to bring me love and happiness; **c.** all thanks to your amazing arrows; **d.** is that the fact I haven't been blessed with love; **e.** am I not worthy of love?; **f.** is that the reason why?; **g.** my dream of a sweet and amazing valentine.
- Now focus on the card in **Activity 2**. Ask students if they send cards on *Dia dos Namorados* and what images are typically seen on stationery related to the date – they will probably mention hearts, flowers and cupids. Then ask if they recognize the creature on the cover of the card. Allow them some time to do the task individually. When they

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are finished, correct answers with the whole class. If necessary, share the information about Cupid, in the box below, with the whole class. 🗝️ **Answer(s): a. cupid; b. wing; c. heart; d. bow; e. arrow; possible answer – The cupid is a symbol of love. He uses his bow and arrow to make people fall in love.**

*"In classical mythology, **Cupid** (Latin **Cupīdō** [kʊ'pi:.do:], meaning "desire") is the god of desire, erotic love, attraction and affection. He is often portrayed as the son of the love goddess Venus and the war god Mars [...]. His Greek counterpart is Eros.*

*Although Eros is generally portrayed as a slender winged youth in Classical Greek art, during the Hellenistic period, he was increasingly portrayed as a chubby boy. During this time, his iconography acquired the bow and arrow that represent his source of power: a person, or even a deity, who is shot by Cupid's arrow is filled with uncontrollable desire."*

Source: Wikipedia

### Listening (Activities 3 and 4)

- Allow students some time to go through the lines in **Activity 3**. ▶ **Play the song** for students to do the task. Check answers with the whole class. 🗝️ **Answer(s): a.; c.; e.; i.; k.; m.; n.; o..**
- For **Activity 4**, have students try to complete the sentences before listening to the song. Then ▶ **play the song** for students to do the task or check their work. Check answers. 🗝️ **Answer(s): a. M/C; b. S; c. C; d. S; e. C; f. M; g. S.**

### After listening (Activity 5)

- Organize students into small groups. Read the questions in **Activity 5** with the whole class.
- Allow some time for students to discuss the questions. While they discuss their ideas, ▶ **play the song** in the background. Walk around the classroom, helping with vocabulary, if necessary.
- When they are finished, encourage some students to share their ideas with the class. 🗝️ **Answer(s): personal answers.**

### Wrap-up activity

- Students write a letter to the singer, giving her advice on how to deal with her love relationship.
- Students can sing along with the song.

### Extra

- 📺 **Watch the video** *The myth of Cupid and Psyche* with students, with the closed captions on. ([http://www.youtube.com/watch?v=Gjj\\_-CPxjCM](http://www.youtube.com/watch?v=Gjj_-CPxjCM)). Pause the video as students watch and ask some comprehension questions to check students' understanding. Then, discuss the questions:  
According to the myth,
  - a. is love something we can control? Why (not)? 🗝️ **Answer: No, because Psyche fell in love with Cupid even not knowing who he was.**
  - b. is love based on physical traits? Why (not)? 🗝️ **Answer: Not always. Psyche fell in love with Cupid without being able to see him.**
  - c. is it possible for true love to forgive betrayal? Why (not)? 🗝️ **Answer(s): Yes. Even though Psyche betrayed Cupid, he forgave her because she was able to prove her love for him.**