

**OUR LIVES  
BEGIN TO END  
THE DAY WE  
BECOME SILENT  
ABOUT THINGS  
THAT MATTER.**

MARTIN LUTHER KING

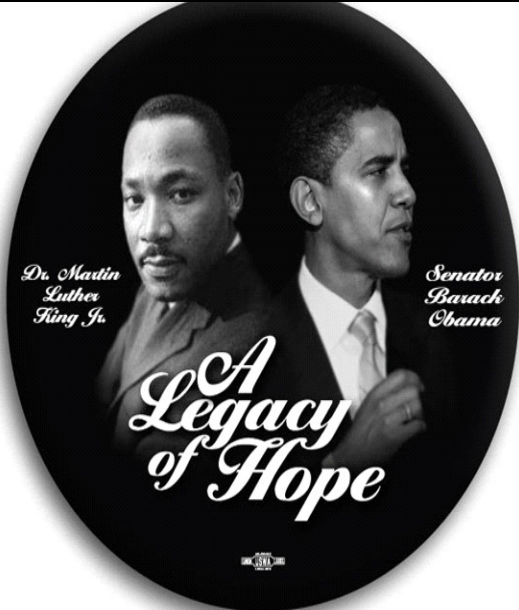


beats from the motion picture  
**IT'S RIGHT TO BE CIVIL**

Produced by Marc Mac



AFRICAN UNDERGROUND ALL-STARS (feat. CHOSAN, OPTIMUS & IYEOKA)  
TONY ALLEN • WALDEMAR BASTOS • BA CISSOKO • KEZIAH JONES  
**IN THE NAME OF LOVE**  
**AFRICA CELEBRATES U2**  
ANGELIQUE KIDJO • LES NUBIANS • CHEIKH LÔ • VUSI MAHLASELA • SIERRA  
LEONE'S REFUGEE ALL STARS • SOWETO GOSPEL CHOIR • VIEUX FARKA TOURÉ



*Pride, In the name of Love*  
**Patricia Pereira**  
English Through Songs  
And Their Cultural Background

Publicado en:

[http:// www.cursoshomologados.com/cursos/escb\\_trabajos\\_alumnos.htm](http://www.cursoshomologados.com/cursos/escb_trabajos_alumnos.htm)

## ▪ OBJECTIVES

Together with other lovers, critics, scholars and worldwide fans I believe human rights are a cultural phenomenon and its story is present everywhere at everytime. For this reason I think students must be familiar with this cultural phenomenon.

This didactic unit is designed for the students of second year of bachillerato to achieve a brief overview of the history Civil Rights Movement. In this sense, the students will be able to focus on and to analyze so different kinds of people such as U2's Bono or Martin Luther King.

All these points will bring about interest on the students to compare and contrast the figure of Martin Luther and Barack Obama through U2's song *Pride, In the name of love*.

Patricia Pereira

## ▪ INTRODUCTION

- **Culture:** From Dr. King's Dream to Barack Obama's Reality; The Journey of Equality.
- **Listening:** Pride, In the name of Love
- **Grammar:** Rewriting sentences; Direct and Indirect Speech.
- **Vocabulary:** American vs. British English.
- **Writing:** How to write an opinion essay.



## 1.- CULTURE

### 1.1.- American Civil Rights Movement



American Civil Rights Movement is a term referred to the political reforms between 1954 and 1970 that took place in the USA. Today, too many timelines and textbooks tell us that the Civil Rights Movement "began" in 1954 with the Supreme Court ruling in *Brown v Board of Education* and "ended" with the call for "Black Power" in 1966 or with the assassination of Dr. King in 1968.

These movements looked for the end of discrimination against African American, and to end legal racial segregation. The aim was to include racial dignity, economic, and freedom from whites.

There were a lot of organisations that were so active in the Civil Rights Movement. Some of them are **SNCC** (The Student Nonviolent Coordinating Committee (or SNCC, pronounced "snick"), **CORE** (The Congress of Racial Equality), **OR SCLC** (The Southern Christian Leadership Conference). They used the term "Southern Freedom Movement" because they thought these fight was something more than just civil rights, they were looking for their dignity and their self-sufficiency from the whites.

The Freedom Movement lived and fought in every state and every city of America, North and South, East and West. There were some differences between the Southern and Northern wings of the Movement, but those differences were insignificant compared to the Movement's essence. North or South, it was the same movement everywhere.



## 1.2- Martin Luther's King Dream



Martin Luther King attended segregated public schools in Georgia and received the B.A degree in 1948 from Morehouse College, a distinguished Negro Institution in Atlanta.

In 1954, Martin Luther King became pastor of the Dexter Avenue Baptist Church in Montgomery, Alabama and one he was able to accept the leadership of the National Association for the Advancement of Colored People. At this time King was the leader of the *bus boycott*. In 1956 the Supreme Court of the United States declared unconstitutional the laws requiring segregation on buses, Negro and whites rode the buses as equals.

Dr. King's is a figure known worldwide. Maybe one of the most famous speeches in history is his "I Have a Dream". This speech was part of the March on Washington for Jobs and Freedom in 1963. King's appearance was the last of the event, the closing speech was carried live on major television networks. On the steps of Lincoln Memorial, King's speech was a call for equality, for a dream in which one day *black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers*.

Dr. King won the Nobel Peace prize at the age of thirty-five.

He was assassinated on the evening of April 4, 1968 while he was standing on a balcony in Memphis.

4.- Who was Martin Luther King?

- a) A pastor                                      b) A chemist                                      c) A terrorist

5.- Why the figure of Dr. King was so important?

- a) He fought to achieve the equality between Black and White people.  
b) He was married to a famous actress.  
c) He founded a lot of schools in New Orleans.  
d) He was inspired in the figure of Mahatma Ghandi.

6.- What is the real meaning of *bus boycott*?

- a) Only black people could ride on buses  
b) Only white people could ride on buses  
c) Black people have to leave the seats to white people.

🎥 If you want you can watch the “I Have a Dream Speech”

[http://www.youtube.com/watch?gl=US&v=PbUtL\\_0vAJk](http://www.youtube.com/watch?gl=US&v=PbUtL_0vAJk)



### 1.3.- Barack Obama

**Barack Hussein Obama II, born August 4, 1961, is the 44th and current President of the United States. He is the first African American to hold the office. Obama was the junior United States Senator from Illinois from January 2005 until November 2008, when he resigned following his election to the presidency. He is also the first new president since terrorists attacked New York and Washington on September 11, 2001, the first to use the Internet to decisive political advantage, the first to insist on handling a personal smartphone while in the White House.**

**The Family of Barack Obama is an extended clan of African American, English, Indonesian, and Kenyan (Luo) heritage known through the writings and political career of Barack Obama, the President of the United States of America, and other reports. The Obamas are the first First Family of African American descent in the United States and the youngest to enter the White House since the Kennedys.**

**On February 10, 2007, Barack Obama, then junior United States Senator from Illinois, announced his candidacy for the presidency of the United States in Springfield, Illinois. On June 3, 2008, he secured enough delegates to become the presumptive nominee of the Democratic Party for the 2008 presidential election. He is the first African-American in American History to be nominated by a major party. On November 4, 2008, Obama won the presidential election and currently serves as the 44th President of the United States, succeeding George W. Bush.**

7.- In the text there are numerous verbs, can you write the bare form of them?

- was
- resigned
- known
- announced
- secured
- serves



**This is part of the victory speech pronounced by Barack Obama in Chicago after winning the Presidency of the United States of America.**

*“You did it because you understand the enormity of the task that lies ahead. For even as we celebrate tonight, we know the challenges that tomorrow will bring are the greatest of our lifetime -- two wars, a planet in peril, the worst financial crisis in a century.*

*Even as we stand here tonight, we know there are brave Americans waking up in the deserts of Iraq and the mountains of Afghanistan to risk their lives for us.*

*There are mothers and fathers who will lie awake after the children fall asleep and wonder how they'll make the mortgage or pay their doctors' bills or save enough for their child's college education.*

(...)

*There's new energy to harness, new jobs to be created, new schools to build, and threats to meet, alliances to repair.*

*This is our chance to answer that call. This is our moment.*

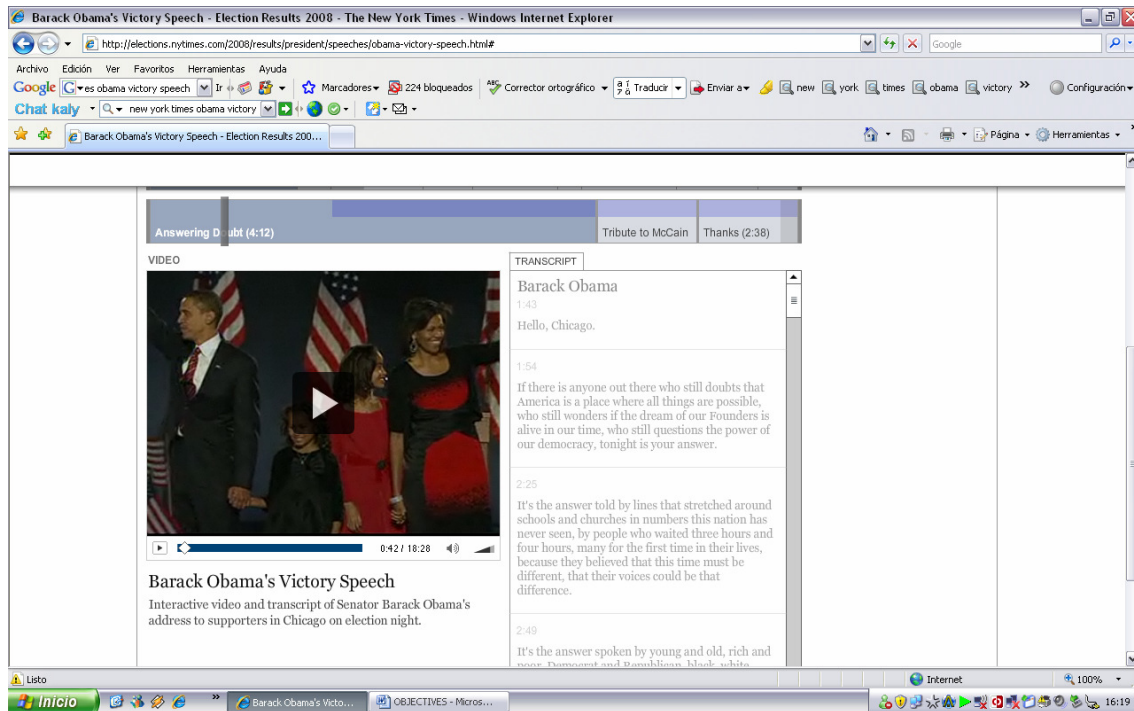
*This is our time, to put our people back to work and open doors of opportunity for our kids; to restore prosperity and promote the cause of peace; to reclaim the American dream and reaffirm that fundamental truth, that, out of many, we are one; that while we breathe, we hope. And where we are met with cynicism and doubts and those who tell us that we can't, we will respond with that timeless creed that sums up the spirit of a people: Yes, we can”*

**8.- Explain in English the meaning of the following expressions as used in the text.**

- ✓ “The task that lies ahead.”
- ✓ “There are brave Americans waking up in the deserts of Iraq”
- ✓ “How they'll make the mortgage or pay their doctors' bills”
- ✓ “This is our chance”
- ✓ “To put our people back to work”
- ✓ “While we breathe, we hope”

🖱️ If you want you can watch Obama's Victory Speech in  
this link:

<http://elections.nytimes.com/2008/results/president/speeches/obama-victory-speech.html#>



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#### 1.4.- Pride, In the Name of Love

We can find this song in U2's album *The Unforgettable Fire*. This is one of the most famous songs of the Irish group. The song was recorded in Slane Castle and in Dublin between May and July in 1984.

"Pride" is one of the band's most recognized songs, and appeared as the opening track on the compilation The Best of 1980-1990, and on the 2006 compilation U218 Singles.



"Pride" has appeared in virtually every U2 concert since the Unforgettable Fire Tour. As of 2006, it is the second-most performed song in the band's history, registering 746 known performances

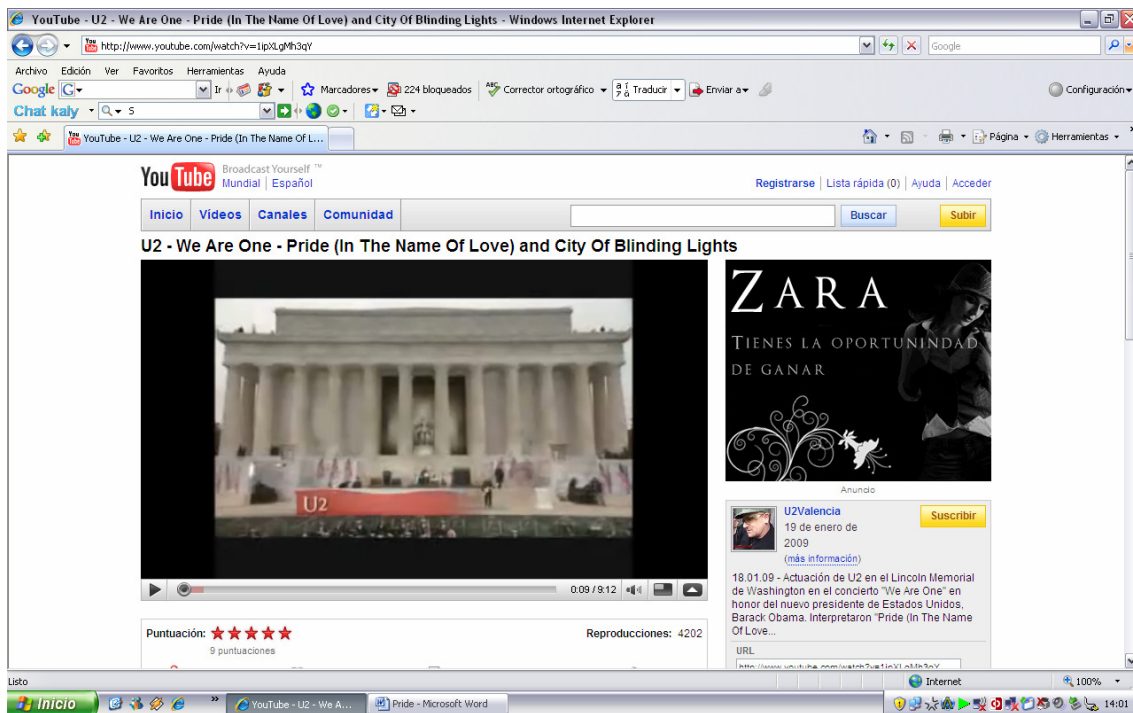
The melody and the chords came out of a 1983 War Tour sound check in Hawaii. The song was originally intended to be about Ronald Reagan's pride in America's military power but writer Bono had been influenced by Stephen B. Oates's book *Let The Trumpet Sound: A Life of Martin Luther King, Jr.* as well as by a biography of Malcolm X. These caused Bono to ponder the different sides of the civil rights campaigns, the violent and the non-violent. The last line of the middle verse refers to Jesus was betrayed by Judas Iscariot, "One man betrayed with a kiss".

The first line of the last verse erroneously refers to King's shooting as "Early morning, April 4", when it was actually after 6 p.m. Bono admits the error and in live performances he occasionally changes the lyric to "Early evening..."

On January 18, 2009, U2 performed "Pride" on the steps of the Lincoln Memorial, mere steps from where Martin Luther King, Jr. delivered his "I Have a Dream" speech, as part of the We Are One: The Obama Inaugural Celebration at the Lincoln Memorial concert.

🌐 You can watch the video in this link:

<http://www.youtube.com/watch?v=YmMp6E85V84&feature=related>



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## 2.- LISTENING

### 2.1.- Presenting the song

#### ***Pride, In the name of love***

One man come in the name of love  
One man come and go  
One come he to justify  
One man to overthrow

In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love

One man caught on a barbed wire fence  
One man he resist  
One man washed on an empty beach.  
One man betrayed with a kiss

In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love

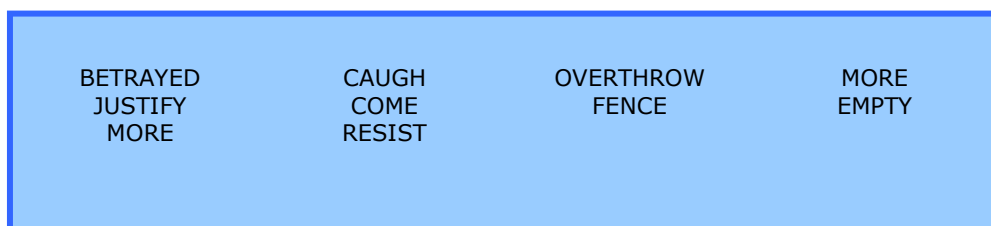
(nobody like you...)

Early morning, April 4  
Shot rings out in the Memphis sky  
Free at last, they took your life  
They could not take your pride

In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love...

**<http://www.u2.com/discography/lyrics/lyric/song/106>**

1.- Listen to the lyrics of the song and fill in the blanks with the following words:



One man [ ] in the name of love  
One man come and go  
One come he to [ ]  
One man to [ ]

In the name of love  
What [ ] in the name of love  
In the name of love  
What [ ] in the name of love

One man [ ] t on a barbed wire [ ]  
One man he [ ]  
One man [ ] on an [ ] beach.  
One man [ ] with a kiss

2.- Ignore the wrong word and circle the right one

One man **caught/cold** on a barbed wire **fence/ offence**  
One man he resist  
One man **washed/watch** on an empty beach.  
One man betrayed with a kiss

In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love

(nobody like you...)

Early morning, April 4  
Shot rings out in the Memphis sky  
Free at last, they **took/ put** your **life/live**  
They could not take your pride

In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love  
In the name of love  
What more in the name of love...

3.- Sing the song

# PRIDE (In The Name Of Love)

Words & Music by U2

Moderate Rock  $\text{♩} = 110$

**Intro**  
Gtr. I

**Gtr. II**

**Key: Fig. 1 (modified by Dad go)**

**1st Verse**  
Repeat Key: Fig. 1 (2 times)

One man come, in the name of love, one man come, and go.

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### 3.- GRAMMAR

#### 3.1.- Practising Language: Reporting Speech

##### A) Choose the correct answer

- "I received too much work"

Amelia complained that she ... too much work

a) has received

b) had received

- "I promise that I will drive carefully"

David promised that he ... carefully

a) would drive

b) will drive

- "When are you going to the film?"

He asked when ... to the film.

a) we were going

b) were we going

- "My boyfriend is travelling around India"

Sandra mentioned that her boyfriend ... around India

a) was travelling

b) had travelling

- "Let's buy the tickets for the concert"

My friend suggested that we ... tickets for the concert

a) bought

b) buy

##### B) Complete the sentences in Reported Speech

- ✓ "We enjoyed the boat ride on the River Thames", Robert said.

Robert said that he...

- ✓ "The new arte exhibition is very interesting", Donna says.

Donna says that the...

- ✓ "I won't be late", Bill promised.

Bill promised that...

- ✓ "Can you stay for dinner?", Anna asked.

Anna asked us if...

- ✓ "You should see a doctor about your sore throat", Mike suggested.

Mike suggested that...

##### C) Write these quotations in Reported Speech

- *Our lives begin to end the day we become silent about things that matter.* **MARTIN**

**LUTHER KING.**

-

- *We must learn to live together as brothers or perish together as fools.* **MARTIN**

**LUTHER KING.**

-

- *Americans... still believe in an America where anything's possible - they just don't think their leaders do.* **BARACK OBAMA.**

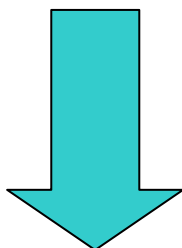


- 
- *Money is not the only answer, but it makes a difference.* **BARACK OBAMA.**
- 
- *I'm the Imelda Marcos of sunglasses.* **BONO.**
- 
- *Every age has its massive moral blind spots. We might not see them, but our children will.* **BONO.**
-

**d) Game:**

**Who's got my message?**

- For the last exercisess I think it would be interesting play a game using Reported Speech. In this case this card games provides contextualized and interactive practice with the reported speech of statements, questions as used in real life situation: that of giving messages. Learners are given the contents of telephone messages and asked to transform them into full reported speech situations.
- The words and expresions used during the game are these: *insurance, company, personnel, physiotherapist, overdrawn, reschedule, make it to (a place), break down.*
- PROCEDURES
  - 1) Before class, cut one set of sender cards and one set of message cards for each group.
  - 2) In class, write on the board a few messages similar to those cards.
  - 3) Divide the class into groups and hand out the material.
  - 4) Set the situation by telling your class: *The secretaries were absent from work today, so everybody had to take turnas taking down messages for everyone else. However, the messages got mixed up. Find your messages.*
  - 5) Playing the game.
- MATERIALS



## 7.1 Who's got my message?

### Sender cards

 from your sisters	 from your lawyer	 from the bank	 from your dentist
 from Jennifer	 from your English teacher	 from your secretary	 from your parents
 from your cousin Paul	 from the insurance company	 from the library	 from the repair shop
 from personnel	 from your physiotherapist	 from your grandma	 from your kids

## Who's got my message? 7.1

### Message cards

<p><b>FROM:</b> sisters</p> <p><b>MESSAGE:</b> Call as soon as possible. Will be at Aunt Agatha's.</p>	<p><b>FROM:</b> lawyer</p> <p><b>MESSAGE:</b> Documents are ready. Come and sign them tomorrow.</p>	<p><b>FROM:</b> bank</p> <p><b>MESSAGE:</b> Account is overdrawn. Make a deposit urgently.</p>	<p><b>FROM:</b> dentist</p> <p><b>MESSAGE:</b> Appointment cancelled. Call this afternoon to reschedule it.</p>
<p><b>FROM:</b> Jennifer</p> <p><b>MESSAGE:</b> Going to make special lasagna tomorrow. Bring some wine.</p>	<p><b>FROM:</b> teacher</p> <p><b>MESSAGE:</b> Car has broken down. Can't make it to class today. Will call tomorrow to set replacement class.</p>	<p><b>FROM:</b> secretary</p> <p><b>MESSAGE:</b> In bed with the flu. Won't come the rest of the week.</p>	<p><b>FROM:</b> parents</p> <p><b>MESSAGE:</b> Arriving tomorrow morning. Pick them up at the airport at 6 a.m.</p>
<p><b>FROM:</b> Paul</p> <p><b>MESSAGE:</b> Forgot to pay phone bill. Call back before 6:30. Will be at the office.</p>	<p><b>FROM:</b> insurance company</p> <p><b>MESSAGE:</b> Documents authorizing the repairs are ready. Can take car to any garage.</p>	<p><b>FROM:</b> library</p> <p><b>MESSAGE:</b> Have got the book you wanted. Will keep it for two days.</p>	<p><b>FROM:</b> repair shop</p> <p><b>MESSAGE:</b> Haven't fixed the CD player yet. Will call when it is ready.</p>
<p><b>FROM:</b> personnel</p> <p><b>MESSAGE:</b> Need a recent photo. Bring it in by the end of the week.</p>	<p><b>FROM:</b> physiotherapist</p> <p><b>MESSAGE:</b> Can schedule extra session the day after tomorrow. Call and confirm with secretary.</p>	<p><b>FROM:</b> grandmother</p> <p><b>MESSAGE:</b> Needs help with new TV. Please stop by tomorrow morning.</p>	<p><b>FROM:</b> kids</p> <p><b>MESSAGE:</b> Want to spend the night at David's. Call to say it's OK.</p>

### 3.2- REPORTED SPEECH

REPORTED SPEECH			
TIEMPO VERBAL	ESTILO DIRECTO	TIEMPO VERBAL	ESTILO INDIRECTO
<b>PRESENT SIMPLE</b>	"Students go to class every day".	<b>PAST SIMPLE</b>	He said (that) students <b>went</b> to class every day.
<b>PAST SIMPLE</b>	"Students went to class ..."	<b>PAST PERFECT</b>	He said (that) students <b>had gone...</b>
<b>FUTURE SIMPLE</b>	"Students will go to class..."	<b>CONDITIONAL</b>	He said (that) students <b>would go...</b>
<b>PRESENT CONTINUOUS</b>	"Students are going to class..."	<b>PAST CONTINUOUS</b>	He said (that) students <b>were going...</b>
<b>PAST CONTINUOUS</b>	"Students were going to class..."	<b>PAST PERFECT CONTINUOUS</b>	He said (that) students <b>had been going...</b>
<b>PRESENT PERFECT SIMPLE</b>	"Students have gone to class..."	<b>PAST PERFECT SIMPLE</b>	He said (that) students <b>had gone..</b>
<b>PRESENT PERFECT CONTINUOUS</b>	"Students have been going to class..."	<b>PAST PERFECT CONTINUOUS</b>	He said (that) students <b>had been going ...</b>
<b>PAST PERFECT SIMPLE</b>	"Students had gone to class..."	<b>PAST PERFECT SIMPLE</b>	He said (that) students <b>had gone ...</b>
<b>PAST PERFECT CONTINUOUS</b>	"Students had been going to class..."	<b>PAST PERFECT CONTINUOUS</b>	He said (that) students <b>had been going ...</b>

- El estilo indirecto se usa para contar lo que alguien ha dicho pero sin citar sus palabras exactamente.

## 1) Reported Statements

- Podemos contar en presente lo que alguien acaba de decir, para lo cual suprimimos las comillas y cambiamos los pronombres y la forma del verbo como corresponda.

"I attended music lessons"

She says that she attends music lessons

- Pero lo normal es contarlo en pasado. Entonces el verbo que introduce el estilo indirecto va en pasado (**said**) y el de la oración siguiente da un salto atrás, esto es, si está en Present Simple pasa a Past Simple, éste a Past Perfect, y así sucesivamente.
- La oración subordinada va introducida por la conjunción **that**, aunque en inglés hablado se suele omitir.

"My students asked me many questions", he said.

He said (that) his students asked him many questions.

- Los verbos más frecuentes para introducir el **reported speech** son **say** y **tell**. Cuando utilizamos **tell** tenemos que tener cuidado ya que SIEMPRE lleva complemento indirecto son to.

"Amy is studying for the exam"

He told us that Amy was studying for the exam.

He said that Amy was studying for the examn.

He said to us that Amy was studying for the exam.

## 2) Reported Questions

Hay dos tipos de preguntas en inglés:

- Las **yes/ no questions**. Para pasarlas a estilo indirecto usamos el verbo **ask** y las conjunciones **if o whether**. Como la frase ya no es una pregunta, no se invierte el orden sujeto-verbo, no se pone signo de interrogación y tampoco comillas.

"Is PAul Irish?" he asked me.

He asked me **if/ whether Paul was** Irish.

- Las **Wh- questions**, que empiezan con una partícula interrogativa (**what, which, who, where, when, why, how, etc.**). Al pasarlas al estilo indirecto mantenemos la partícula al principio, luego van el sujeto y el verbo y omitimos el signo de interrogación y las comillas.

"Where is the gym?", the girl asked.

The girl asked **where the gym was**.

## 3) Reported Orders

Para cambiar una **orden** a estilo indirecto cambiamos el **imperativo por un infinitivo**.

"Keep quiet"

The teacher told us to keep quiet.

## 4) Reported Suggestions

Las sugerencias se pasan al estilo indirecto de dos formas

- Usando una oración de complemento directo introducida por **that**, con su sujeto y el verbo en la forma base.

“Let’s take the bus”

He suggested that we take the bus.

- Usando el gerundio, sin especificar ningún sujeto.

“Let’s start tomorrow!”

She suggested starting tomorrow.

## 5) Cambios en palabras y expresiones

ESTILO DIRECTO	ESTILO INDIRECTO
Now	Then
Today	That day
Yesterday	The day before
Last week	The week before
A month ago	The previous month
Tomorrow	The following day
Next week	The following week
Here	There
This/these	That/those



## 4.- VOCABULARY

- En este apartado lo que se intenta es que el alumno se familiarice con una de las variantes del inglés británico. Para ello se puede llevar a cabo las actividades que a continuación se adjuntan y también se pueden mostrar las diferencias en los “listenings” realizados durante las lecciones anteriores.

## British and American English

<b>Break</b>	<b>caretaker</b>	<b>check</b>	<b>closet</b>
<b>Darling</b>	<b>date</b>	<b>nappy</b>	
<b>Shift</b>	<b>vest</b>	<b>number plate</b>	



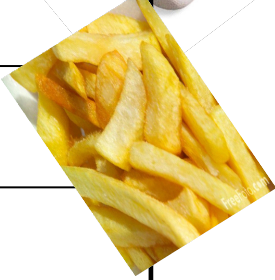

Complete the list of British and American words.

	
	Bill (at a restaurant)
Janitor	
	Wardrobe
Diaper	
	Waistcoat
License plate	
	Gear stick
Honey	
	Go out with
Recess (at school)	

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How do the Americans say these words? Choose the words in the box.

Sweets	
Lorry	
Chips	
Rubber	
Autumn	
Biscuits	
Cinema	
Handbag	

CANDY      COOKIES      ERASER  
 FALL      PURSE  
 FRIES      MOVIE THEATER  
 TRUCK

## 5.- WRITING

### 5.1.- How to write an opinión essay.

#### HANDOUT FOR THE STUDENTS

#### HOW TO WRITE AN OPINION ESSAY CÓMO ESCRIBIR UN TEXTO DE OPINIÓN

-Escribimos textos de opinión para mostrar nuestro punto de vista sobre algún tema en concreto. A continuación mostramos una pequeña guía que puede ayudar a realizar la actividad.

##### INTRODUCTION (INTRODUCCIÓN)

Presenta el tema y tu opinión



##### DEVELOPEMENT (DESARROLLO)

Apoya tu opinión con razones, hechos y ejemplos. Incluye una idea nueva en cada párrafo.



##### CONCLUSION (CONCLUSIÓN)

Da tu opinión otra vez, pero con otras palabras.

USEFUL LANGUAGE	
In my opinión	Obviously
As I see it	Clearly
It seems to me that	Of Course
I think/ feel/ believe that	As far as I'm concerned
I agree/ I disagree	Personally,
I think/ feel/ believe that	I agree/ I disagree

ADVERBIOS DE INTENSIDAD				
Absolutely	Really	Pretty	Slightly	Totally
So	Very	Fairly	A bit	Completely
A little	Rather	Not at all	Definitely	Quite

## 5.2.- Creative Work

- **This text is taken from Rosa Park's *My story*. Taking into account all the information about American Civil Rights Movement, comment the text. You must pay attention to a lot of details given in the text that have been analyzed along this didactic unit, then you have to create a for and against essay following the instructions given in the haundout.**

" On evening in early December 1955 I was sitting in the front seat of the colored section of a bus in Montgomery, Alabama. The white people were sitting in the white section. More white people got on, and they filled up all the seats in the white section. When that happened, we black people were supposed to give up our seats to the whites. But I didn't move. The white driver said, "Let me have those front seats". I didn't get up. I was tired of giving in to white people.

"I'm going to have you arrested", the driver said.

"You may do that", I answered.

Two white policemen came. I asked one of them, "Why do you all push us around?"

He answered, "I don't know, both the law is the lay and you'r under arrest."

## 6.- References

### 6.1.- Internet resources

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