



# Zombie – The Cranberries – Notes



- **Activity types:** discussion, vocabulary, listening for specific words, gap fill, pronunciation.
- **Grammar:** Present Simple, Present Continuous, adverb formation.
- **Time:** 30 mins.
- **Note:** The Irish rock band The Cranberries was very successful in the 1990's. "Zombie", their best-known song, was released in 1994 on the album "No Need To Argue", and won "Best Song" at the 1995 MTV Awards. About the political-religious conflict in Northern Ireland, it was written in memory of Jonathan Ball, aged 3, and Tim Parry, aged 12, killed in an IRA bombing in Warrington in 1993. It refers to the 1916 Easter Rising when Irish nationalists occupied Dublin's G.P.O. (post office) as a protest against British occupation, proclaiming an Independent Irish Republic. The Rising was crushed by the British who executed its leaders. "The Troubles" were a feature of 20<sup>th</sup> Century Ireland, but in May 2007 there was hope for a peaceful future, when a new Assembly with representatives from both sides of the divide began governing Northern Ireland.

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## 1) PRE-LISTENING ACTIVITIES: - Discussion.

- a) Do you know The Cranberries? Where do they come from? (Students may know the band's singer Dolores O'Riordan, who released her first solo album in 2007)
- b) Do you know about "the Troubles" in Ireland? Do you know what happened in 1916?
- c) **Vocabulary.** Write the following words on the board:

**bomb, child, to die, family, to fight, gun, head, heart, mother, tank, violence**

- d) Ask the students to categorise the words, dividing them into 3 groups: **BODY - PEOPLE - WAR**
- e) Elicit the different meanings of the word "zombie".

## 2) LISTENING ACTIVITIES

- f) Ask the students to **listen for the words** in activity c), numbering them in the order they hear them (if they appear more than once, refer to the first time). They may have to change the form (singular/plural, base form/-ing form, etc.). Play the song.
- g) Give each student a copy of the worksheet and ask them to try to **fill in the gaps** with the missing words according to their answers to the activity f), and context. Do not play the song at this stage.
- h) Play the song again. Students check their answers in pairs or in groups.
- i) Correct in open class, play the song again and sing together.

## 3) GRAMMAR FOCUS AND FURTHER DISCUSSION

- j) Ask the students to list the verbs in the **Present Simple** and those in the **Present Continuous** and to explain the difference between the two groups.
- k) The **adverbs** *lowly* and *slowly* are formed by adding -ly to the adjectives *low* and *slow*. Can they think of other examples? **Note:** *lowly* is in fact incorrect, and is used here for the rhyme - the correct adverb is *low*. Can they think of other adverbs which do not follow the -ly pattern? (**Key:** e.g. fast, well)
- l) **Pronunciation focus:** /t/ vs /θ/: *tanks* vs *thanks* (other examples: *tree/three*; *tick/thick*; *tin/thin*; *true/through*). Point out how *family* is pronounced with incorrect intonation, to suit the rhythm of the song.
- m) **Discussion:** Which is the exact meaning of the word *Zombie* in the song? What is the message of the song? When do you think we behave like zombies?

## 4) OPTIONAL EXTRA ACTIVITIES.

Ask the students to find more information about 1916 in Ireland. Show them the 1996 film "Michael Collins" by Neil Jordan starring Liam Neeson, Aidan Quinn, Alan Rickman and Julia Roberts. It is suitable for all.



# Zombie – The Cranberries



**Complete the song using the following words** (you may have to change the form).

**bomb, child, to die, family, to fight, gun, head, heart, mother, tank, violence**

Another \_\_\_\_\_ hangs lowly,  
\_\_\_\_\_ is slowly taken.  
And the \_\_\_\_\_ caused such silence  
Who are we mistaken?

But you see it's not me,  
It's not my \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They are \_\_\_\_\_  
With their \_\_\_\_\_ and their \_\_\_\_\_  
And their \_\_\_\_\_ and their \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They are crying

In your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie  
What's in your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie

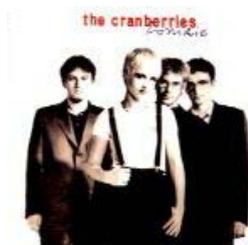
Another \_\_\_\_\_'s breaking \_\_\_\_\_ is taking over  
When the \_\_\_\_\_ causes silence  
We must be mistaken

It's the same old theme since 1916  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They're still \_\_\_\_\_  
With their \_\_\_\_\_ and their \_\_\_\_\_  
And their \_\_\_\_\_ and their \_\_\_\_\_  
In your \_\_\_\_\_, in your \_\_\_\_\_  
They are \_\_\_\_\_

In your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie  
What's in your \_\_\_\_\_, in your \_\_\_\_\_  
Zombie, Zombie, Zombie



## Zombie – The Cranberries – Complete



Another head hangs lowly,  
Child is slowly taken.  
And the violence caused such silence  
Who are we mistaken?

But you see it's not me,  
It's not my family  
In your head, in your head  
They are fighting  
With their tanks and their bombs  
And their bombs and their guns  
In your head, in your head  
They are crying

In your head, in your head  
Zombie, Zombie, Zombie  
What's in your head, in your head  
Zombie, Zombie, Zombie

Another mother's breaking heart is taking over  
When the violence causes silence  
We must be mistaken

It's the same old theme since 1916  
In your head, in your head  
They're still fighting  
With their tanks and their bombs  
And their bombs and their guns  
In your head, in your head  
They are dying

In your head, in your head  
Zombie, Zombie, Zombie  
What's in your head, in your head  
Zombie, Zombie, Zombie