



Pride (In the Name of Love)/MLK – U2 – Notes



- **Activity types:** Discussion; listening for specific words; gap fill; watching videos; reading texts; Internet search
- **Level:** Intermediate/Upper-Intermediate
- **Grammar:** Tenses review (*Pride*); Word Function: Nouns/Verbs (*MLK*)
- **Language:** Talking about discrimination and racism; talking about past events; reporting biographies; summarising; making comparisons; expressing opinions
- **Note:** Both songs are from U2's 1985 album *The Unforgettable Fire* and celebrate the American non-violent civil rights campaigner Martin Luther King, assassinated in Memphis on 4th April 1968.

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- Write the word **DISCRIMINATION** on the board and ask students to give examples of any forms of discrimination or any idea related to it. Write their answers on the board as a spidergram.

Possible answers: racism – prejudice – race – sex – segregation – apartheid

- Elicit **different kinds of discrimination** (race, age, gender, disability, etc.) and invite students to discuss which in their opinion are the most common or if they have ever experienced direct or indirect forms of discrimination. You may refer to the Article 7 from the *Universal Declaration of Human Rights*: "*All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination*". You can download the full text of the UDHR at www.amnesty.org
- Focus on **racial discrimination**. Students express their opinions and experiences, also referring to their own countries. Invite students to discuss the following quotations (these quotations are also on the worksheet – you can give out the worksheet, but ask students to fold it so they cannot see the lyrics at this stage):
"Racist practices hurt their victims, but they also limit the promise of entire societies where they are tolerated. They prevent individuals from realising their potential and stop them from contributing fully to national progress."
Ban Ki-moon, United Nations Secretary-General

"Racism, discrimination and poverty form a vicious cycle."
Louise Arbour, United Nations High Commissioner for Human Rights
- Introduce the **International Day for the Elimination of Racial Discrimination**, which was proclaimed by the United Nations in 1966 and is observed annually on 21st March. On that day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa, against apartheid laws. Students can search the Internet for further information.
- Introduce one of the world's best-known civil rights activists, **Martin Luther King**, who received the Nobel Peace Prize in 1964 for his work to end racial segregation and racial discrimination through civil disobedience and other non-violent means.
- Students can find his biography and other details at different websites, such as en.wikipedia.org/wiki/Martin_Luther_King,_Jr and www.mlkonline.net. They can summarise and report their findings.
- Show students the video of Martin Luther King's "**I have a dream**" speech given in front of the Lincoln Memorial during the 1963 March on Washington. Alternatively, they can read it. You can find full text, audio and video of the speech at www.mlkonline.net/dream.html, www.youtube.com and www.video.google.com. Students can compare King's speech to the 44th US President Barack Obama's inaugural speech at http://news.bbc.co.uk/2/hi/americas/obama_inauguration/7840646.stm. Note: All of these links can be found on the page of www.tuneintoenglish.com with the video of MLK.
Some people consider Obama's election as President of the USA as the evidence that Martin Luther King's "dream" has come true. What do students think?



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- Explain to students that they are going to listen to two songs about Martin Luther King by the Irish rock band U2.

1) NOTES ON *Pride (In The Name Of Love)*

- Write the following verbs on the board:

betray – can – catch – come – go – justify – overthrow – resist – ring – take – wash

- Play the song. Students number the verbs in the order they hear them, in any form or tense. If they appear more than once, refer to the first time.

Key: 1. come – 2. go – 3. justify – 4. overthrow – 5. catch – 6. resist – 7. wash – 8. betray – 9. ring – 10. take – 11. can

- Give each student a copy of the worksheet (or ask them to unfold the page). Students fill in the gaps based on context, and their answers to the previous activity.
- Play the song again. Students check in pairs or in groups.
- Correct in open class, then sing together.
- **GRAMMAR FOCUS (Tenses review):** Students can group the verbs of the song according to their form or tense (present simple, past simple, past participle, base form). Point out that the band use some artistic license, such as “One man come and go” and “he resist”.
- **FOLLOW-UP:** Invite students to comment the song in relation to what they have previously learnt about Martin Luther King. The direct reference to him is “*Early morning, April four/shot rings out in the Memphis sky*”, although King was killed just after 6 p.m. In live performances U2 sometimes change the lyrics into “Early evening”, as they did at “We Are One”, The Obama Inaugural Celebration on 18th January 2009. U2 performed on the steps of the Lincoln Memorial, where MLK had his “*I have a dream*” speech. Students can watch the video on www.youtube.com. There is also a link on the page of www.tuneintoenglish.com with the video of *Pride (In The Name Of Love)*. Note that “*Free at last*” in the song is a quotation from *I have a dream* speech.

2) NOTES ON *MLK*

- Write the word **LOVE** (or any other suitable example) on the board. Point out that in English a noun and a verb often have the same form. We elicit the function from the context or the form (tense, singular/plural). Explain that in the song they are going to listen to, *MLK*, there are some more examples.
- Write the following words on the board:

cloud – dream – may – pass – rain – sleep – thunder
- Ask students which of these verbs can be used only as verbs, only as nouns, or as both.
- Students have to listen for the words above and complete the song using them in any form. Play the song. **KEY: see the complete version of the lyrics**
- Allow students to check in pairs or groups. Play the song again.
- Correct, play the song and sing together.
- **GRAMMAR FOCUS (Word function):** Students analyse the function of the words above, as used in the song: nouns, verbs or both?
KEY: sleep = verb, may = verb, dreams = noun, thunder = noun, cloud = noun, passes = verb, rain (line 3) = noun, rain (line 4) = verb
- **Note: 1)** The line *And may your dreams be realised* echoes King’s *I have a dream* speech.
2) *Rain down on he* and *rain on he* are examples of artistic license (the correct version is ...on him).



Pride (In The Name Of Love)/MLK – U2



"All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination."

The Universal Declaration of Human Rights – Article 7

"Racist practices hurt their victims, but they also limit the promise of entire societies where they are tolerated. They prevent individuals from realizing their potential and stop them from contributing fully to national progress."

Ban Ki-moon, United Nations Secretary-General

"Racism, discrimination and poverty form a vicious cycle."

Louise Arbour, United Nations High Commissioner for Human Rights

Pride (In The Name of Love)

One man _____ in the name of love
One man _____ and _____.
One man _____ he to _____
One man to _____

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 _____ on a barbed wire fence
One man he _____
One man _____ on an empty beach
One man _____ 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)

Mmmm...

Early morning, April four
Shot _____ out in the Memphis sky.
Free at last, they _____ your life
They _____ not _____ 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

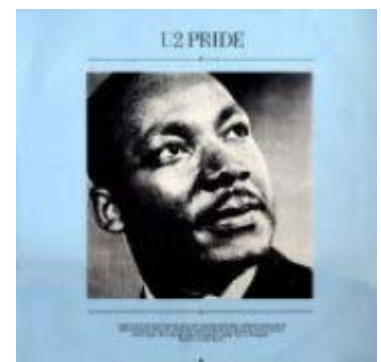
In the name of love
What more in the name of love
In the name of love
What more in the name of love

MLK

_____ tonight
And _____ your _____ be realised
If the _____
So let it _____, _____ down on he

Mmmm...
So let it be
Mmmm...
So let it be

_____ tonight
And _____ your _____ be realised
If the _____
So let it _____, let it _____
_____ on he





Pride (In The Name Of Love)/MLK – U2 – Complete



PRIDE (In The Name Of Love)

MLK

One man **come** in the name of love
 One man **come** and **go**.
 One man **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)

Mmmm...

Early morning, April four
 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.
 In the name of love
 What more in the name of love.

Mmmm...

Sleep, sleep tonight
 And **may** your **dreams** be realised
 If the **thunder cloud passes rain**
 So let it **rain, rain** down on he

Mmmm...
 So let it be
 Mmmm...
 So let it be

Sleep, sleep tonight
 And **may** your **dreams** be realised
 If the **thunder cloud passes rain**
 So let it **rain, let it rain**
Rain on he