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# INTRODUCTION

*Songs for Social Change* is a multi-level English language learning resource. It uses songs to highlight issues facing Myanmar and the world: the environment, inequality, human rights, poverty and injustice.

Each song is one lesson, although you can shorten or supplement it depending on class needs. Each lesson has the same format:

**Before You Listen** – activities to introduce the topic, language and ideas in the song.

**As You Listen** – activities to help understanding of the language and ideas in the song.

## ANOTHER BRICK IN THE WALL (PART TWO)

SUNG BY: PINK FLOYD  
CURRICULATOR: DANIEL SPINK


Topics: education, empathy  
Level: pre-intermediate

**Before You Listen**

**Pink Floyd's "The Wall"**  
The Wall is a musical film made in 1982 by the band Pink Floyd. It is about a singer who creates a wall in his head. This helps him deal with difficulties in his life.  
[https://www.youtube.com/watch?v=09m227\\_8I](https://www.youtube.com/watch?v=09m227_8I)

1. Here are some famous walls. Match them with their pictures and descriptions.

- Berlin Wall
- Great Wall of China
- Mandalay Palace Wall
- The Wailing Wall



1. This wall is 8,850 kms long. You can see it from outer space. People started building it 2,700 years ago to protect the state from outside invasion.

2. This wall is in Jerusalem, Israel. It is very important in Judaism, and people go there to pray. It was part of a temple built 3,000 years ago.

3. This wall stood between 1961 – 1989. It divided the city into communist East and capitalist West. It was seen as a symbol of the Cold War.

4. This wall was built in 1857. It surrounds a palace. The last king lived there until British colonial forces sent him into exile.

2. What is the reason for these walls?  
What other reasons do people make walls for?  
Make a class list.

3. In pairs, discuss:

- Do we need walls?
- Do you think the world has too many walls or not enough?
- If you were very rich, would you build a wall?

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**As You Listen**

4. What do these words and phrases mean? Choose the best meaning.

- thought control
  - making people obey you all the time
  - using your mind to make others obey you
  - controlling a person's mind and ideas
- sarcasm
  - saying the opposite of what you mean, cleverly
  - making children cry by shouting at them
  - making students memorise the exact text
- brick
  - something people use to build houses and walls
  - a large hole people can escape through
  - a gate or door in a wall

**As You Listen**

5. Write the words in the gaps. Listen and check.

We don't need no "\_\_\_\_\_".  
We don't need no "\_\_\_\_\_".  
No dark "\_\_\_\_\_". in the classroom.  
Teacher leave them kids alone!  
Hey, teacher! Leave them kids alone!  
All in all, it's just another "\_\_\_\_\_" in the wall.  
All in all, "\_\_\_\_\_" just another brick in the wall.

6. Listen to the part at the end of the song. Discuss in groups:

- Who is the man?
- Who is he shouting at?
- Why is he shouting?

**After You Listen**

7. Decide if each of these statements could be sarcasms.

- Big business cares a lot about human rights.
- Education for all is a human right.
- Teachers are paid far too much money.
- Getting a good education helps get a good job.

8. How important are these things to a good education? Give them a score from 0 (not important) to 5 (very important).

- Discipline
- Learning facts
- Learning skills
- Social life / friends
- Learning to obey authority


In pairs, compare your scores.

9. What do you think the singer's school life was like? In groups, describe the type of school he attended.

**Focus on Myanmar**

10. Read about MINE. How are their education ideas different from the singer's school experience?  
List the differences.

**Myanmar Indigenous Network for Education (MINE)**



MINE is a network of local organisations supporting the education, language and cultural rights and development of indigenous peoples in Myanmar.

Crystal White and Naing Lin of MINE gave Mote Do some advice on a good education.

- "Inclusive education includes disability, gender and diverse cultures, languages and backgrounds."
- "Education is a fundamental human right. It promotes thinking skills and knowledge. It should be free of discrimination."
- "Child-centered education is a popular term and teachers are getting pressure to change their methods. However there needs to be more investment. They need more exposure to democratic education, participatory methods and critical thinking."
- "Good education is not only in the classroom. It must relate to, and be applied to daily life."

<https://www.facebook.com/MyanmarIndigenousNetworkforEducation>

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**After You Listen** – extension activities that build on the ideas in the song.

Throughout the module there are **Focus on Myanmar** sections. These highlight the work of a group or individual working for social change.

## Additionally:

- The **Answers** section has answers to closed questions.
- The **Answers** section also has possible answers to some of the open questions. These are designed to provide examples of answers. You may disagree with them – that's fine. They are there to show suggestions as to the types of answers students might provide.
- At the back there are the **Lyrics and Chords**. Use the lyrics if you need help with the listening exercises and if you want to sing along to the songs.
- *Songs for Social Change* can be used in the classroom or as a self-study resource.

# GLOSSARY

Here is a glossary of some of the words and ideas you will encounter in *Songs for Social Change*.

abuse (*n, v*) - အလွဲသုံးစားလုပ်သည်။  
 လွဲမှားစွာ သုံးစွဲခြင်း ဆောင်ရွက်ခြင်း။

activist (*n*) - တက်ကြွလှုပ်ရှားသူ။

advocacy (*n*) - ထောက်ခံပြောဆိုခြင်း။

aggression (*n*) - ခိုက်ရန်ဒေါသ၊  
 ရန်စကျိုးကျော်ခြင်း။

anarchism (*n*) - မင်းမဲ့ဝါဒ၊ (အစိုးရမရှိသင့်  
 ဟု ယူဆသောဝါဒ)။

authoritarian (*adj*) - အာဏာရှင်ဆန်ခြင်း။

banner (*n*) - နဖူးစည်းစာတမ်း၊ တံခွန်။

barricade (*n*) - အပိတ်အဆို၊ အတားအဆီး။

biodiversity (*n*) - ဇီဝမျိုးကွဲများ စုံလင်မှု။

campaign (*n, v*) - စည်းရုံးလှုံ့ဆော်လှုပ်ရှားမှု။

capitalism (*n*) - အရင်းရှင်ဝါဒ။

captivity (*n*) - အကျဉ်းချမ်းဆီးခံရခြင်း။

cause (*n*) - အရေးကိစ္စ။

ceasefire (*n*) - အပစ်အခတ် ရပ်စဲခြင်း။

chemical weapons (*n*) -  
 ဓါတုလက်နက်များ။

civil rights (*n*) - နိုင်ငံသားဆိုင်ရာ  
 အခွင့်အရေးများ။

civilian (*n*) - အရပ်သား။

colonial (*adj*) - နယ်ချဲ့စနစ်နှင့်ဆိုင်သော။

communism (*n*) - ကွန်မြူနစ်ဝါဒ။

compulsory (*adj*) - မဖြစ်မနေ  
 ဆောင်ရွက်ရသော။

conservative (*adj*) - ရှေးရိုးစွဲဖြစ်သော၊  
 အပြောင်းအလဲ မလိုလားသော။

corrupt (*adj*) - အကျင့်ပျက် ခြစားသည်။

discriminate (*v*) - ခွဲခြားဆက်ဆံသည်။

dissident (*n*) - အစိုးရဆန့်ကျင်လှုပ်ရှားသူ။

diverse (*adj*) - ကွဲပြားစုံလင်သော။

elite (*n*) - ထိပ်သီး လူတန်းစား။

empathy (*n*) - စာနာနားလည်မှု။

equality (*n*) - တန်းတူညီမျှမှု။

exploit (*v*) - ခေါင်းပုံဖြတ်သည်

free speech (*n*) - လွတ်လပ်စွာ ထုတ်ဖော်  
 ပြောဆိုခွင့်။

gender (*n*) - လူမှုနန်းစံများအရ ကျား/မ  
 ဖြစ်တည်မှု။

genocide (*n*) - လူမျိုးတုန်းအောင်  
 သတ်ဖြတ်မှု။

global (*adj*) - ကမ္ဘာလုံးဆိုင်ရာ။

grassroots (*n, adj*) - အခြေခံလူထု၊  
 အခြေခံလူတန်းစား။

ideology (*n*) - အယူဝါဒ။

inclusive (*n*) - မတူကွဲပြားသော  
 ပုဂ္ဂိုလ်များ စုံလင်စွာ ပါဝင်ကြသော။

indigenous (*adj*) - ဌာနေ  
 လူမျိုးစုဖြစ်သော။

left-wing (*adj*) - လက်ဝဲယိမ်း။

LGBT - lesbian, gay, bisexual, trans-  
 sexual (*adj*) - လိင်တူချင်းတိမ်းညွတ်သော၊  
 လိင်တူလိင်ကွဲကို တစ်ပြိုင်တည်း တိမ်းညွတ်  
 သော၊ လိင်ပြောင်းလဲထားသော။

land rights (*n*) - လယ်ယာမြေ အခွင့်အရေး။

liberty (*n*) - လွတ်လပ်မှု။

livelihood (*n*) - အသက်မွေးဝမ်းကျောင်း  
 အလုပ်။

masculine (*adj*) - ယောက်ျားဆန်သော။

militia (*n*) - ပြည်သူ့စစ်။

minority (*n, adj*) - အနည်းစု။  
 အနည်းစုဖြစ်သော။

negotiate (*v*) - ညှိနှိုင်း အလျှော့အတင်း  
 ပြုသည်။

network (*n, v*) - ကွန်ရက်။  
 ကွန်ရက်ချိတ်ဆက်သည်။

oppression (*n*) - ဖိနှိပ်မှု။

overthrow (*v*) - ဖြုတ်ချသည်၊  
 ဖယ်ရှားသည်။

participate (*v*) - ပါဝင်ဆောင်ရွက်သည်။

patriotism (*n*) - နိုင်ငံချစ်စိတ်။

pollution (*n*) - ညစ်ညမ်းမှု။

possessions (*n*) - ပိုင်ဆိုင်မှုများ။

poverty (*n*) - ဆင်းရဲမွဲတေမှု။

preach (*v*) - တရားဟောသည်။  
 နားချသည်။

privilege (*n*) - အခွင့်ထူး၊ ခံစားခွင့်။

profit (*n, v*) - အကျိုးအမြတ်။  
 အကျိုးအမြတ်ရရှိသည်။

progress (*n, v*) - တိုးတက်မှု။ ဖြစ်ထွန်း  
 တိုးတက်သည်။

revolution (*n*) - တော်လှန်ရေး။

racism (*n*) - လူမျိုးတစ်မျိုးဖြစ်ခြင်းနှင့်  
 ပတ်သက်ပြီး လူကို ခွဲခြားရှုမြင်မှု။

recycle (*v*) - ပြန်လည်ပြုပြင်အသုံးပြုသည်။  
 သံသရာ လည်သည်။

reform (*v*) - ပြုပြင်ပြောင်းလဲခြင်း။ ပြုပြင်  
 ပြောင်းလဲသည်။

refugee (*n*) - ဒုက္ခသည်။  
 ဘေးရန်တစ်ခုခုကို တိမ်းရှောင်သူ။

representative (*n*) - ကိုယ်စားလှယ်။

resistance (*n*) - တွန်းလှန်တိုက်ခိုက်မှု။  
 အဟန့်အတား။

right-wing (*adj*) - လက်ယာယိမ်းသော။

sanctions (*n*) - ပိတ်ဆို့ တားဆီးမှုများ။

segregation (*n*) - ခွဲခြားမှု

sexuality (*n*) - လိင်စိတ် တွေ့ကြုံခံစားနိုင်မှု။

shame (*n, v*) - အရှက်၊ ရှက်စိတ်။

slave (*n*) - ကျွန်အဖြစ်၊ ကျွန်ဘဝ။

social media (*n*) - လူထုမီဒီယာ။

solidarity (*n*) - စည်းလုံးမှု။

stereotype (*n, v*) - သမားရိုးကျပုံစံ၊  
 ပုံသေကားကျပုံစံ။

strike (*n*) - သပိတ်မှောက်ခြင်း။

struggle (*v*) - တိုက်ပွဲဝင်သည်၊ ကြိုးစား  
 ရုန်းကန်သည်။

sustainable (*v*) - ရေရှည်တည်မြဲသော။

tolerance (*n*) - နားလည်သည်းခံမှု။  
 မတူကွဲပြားမှုအား လက်ခံနိုင်မှု။

torture (*n*) - ညှဉ်းပန်းနှိပ်စက်မှု။

trade union (*n*) - အလုပ်သမား သမဂ္ဂ။

treaty (*n*) - သဘောတူစာချုပ်။

tyranny (*n*) - နိုင်လိုမင်းထက်ပြုကျင့်မှု။

unemployment (*n*) - အလုပ်လက်မဲ့ဖြစ်မှု။

uprising (*n*) - အုံကြွမှု။ တော်လှန်မှု။

victim (*n*) - ထိခိုက်ခံစားရသူ၊  
 သားကောင်ဖြစ်ရသူ။

welfare (*n*) - လူမှုဖူလုံရေး။

# WE SHALL NOT BE MOVED

SUNG BY: PETE SEEGER

CURRICULATOR: KATIE JULIAN

**Topics:** resistance, equality

**Level:** elementary

## Before You Listen

1. What does *equality* mean? Choose the best answer.
  - a. All people should have the same jobs.
  - b. All people should have the same rights.
  - c. All people should have the same pay.
  - d. All people should have the same things.
2. Read about the song.  
Which picture goes with which paragraph?



1. *We Shall Not Be Moved* started as *I Shall Not Be Moved* in the 19th Century. It was originally a Black American religious song.

2. In the 1950s and 1960s, the US Civil Rights movement sang it. They protested for equality for black people. It was also popular with trade unions and anti-war movements. It is easy to change the words, so people have written versions of the song to support different issues.

3. A lot of different singers and bands have recorded *We Shall Not be Moved*, from jazz to folk to rap to punk. In England, football fans sing it to support their team.

3. Match these words with their opposites.

- |             |            |
|-------------|------------|
| a. young    | i. white   |
| b. women    | ii. old    |
| c. city     | iii. poor  |
| d. straight | iv. gay    |
| e. black    | v. country |
| f. rich     | vi. men    |

4. Which of these words do you think you will hear in the song?

## As You Listen

5. Listen to the chorus. Fill the gaps.

\_\_\_\_\_ <sup>a</sup> **shall not, we shall not be moved**

**We shall not, we shall not be** \_\_\_\_\_ <sup>b</sup>.

**Just like a** \_\_\_\_\_ <sup>c</sup> **that's standing by the** \_\_\_\_\_ <sup>d</sup>.

\_\_\_\_\_ <sup>e</sup> **shall not be moved**

6. What is the topic of each verse?

Number these verses in the correct order.

- a. \_\_\_ unity between different genders
- b. \_\_\_ unity between urban and rural people
- c. \_\_\_ unity between different races
- d. \_\_\_ unity between different sexualities
- e. \_\_\_ no nuclear weapons
- f. \_\_\_ unity between different age groups

## After You Listen

7. What do you think is the main message of the song?

8. In groups, create another verse for the song. Add your own words.

\_\_\_\_\_ and \_\_\_\_\_ together,

**we shall not be moved**

\_\_\_\_\_ and \_\_\_\_\_ together,

**we shall not be moved**

**Just like a tree, that's standing by the water**

**We shall not be moved**



## ★ Focus on Myanmar ★

9. Read about the *My Friend Campaign*. How does this relate to the song?

### My Friend Campaign

The *My Friend Campaign* promotes diversity and friendship. It is against discrimination based on religion, ethnicity or gender.

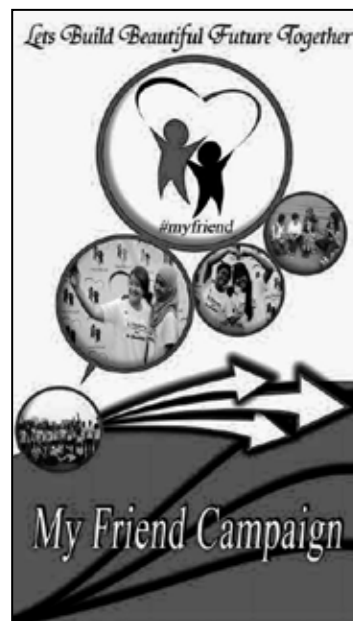
People post selfies with friends from different religious or ethnic backgrounds and put it on Facebook or Twitter. They write:

*I am (religion/ethnicity) and my friend is (religion/ethnicity). We are friends.*

The *My Friend Campaign* also holds events to encourage friendship and tolerance.

They want to create youth networks against discrimination and hatred.

<https://www.facebook.com/myfriendcampaign>



10. Discuss or find out the meaning of:

- a. discrimination (n)
- b. diversity (n)
- c. tolerance (n)
- d. hatred (n)

Can you see examples of these in your communities?

# SEND IT ON

SUNG BY: DISNEY'S FRIENDS FOR CHANGE

CURRICULATOR: SHWE HTAY KHANT

Topics: empathy, solidarity,  
community development

Level: elementary

## Before You Listen

1. In pairs, talk about *creating positive change*. Have you ever done this in your community?
2. In groups, identify someone who *creates positive change* in your community. Explain about this person to the class.
3. Match the words with the definitions.

a. reach (v)	i. to make something healthy again
b. heal (v)	ii. an event that causes another event
c. circumstances (n)	iii. the ability to make people do things
d. chain reaction (n)	iv. to try to touch or get something
e. power (n)	v. heat and light; it makes a fire
f. spark (n)	vi. the situation

*Send It On* was released in 2009. It is performed by Disney's Friends for Change: Miley Cyrus, Demi Lovato, Selena Gomez and the Jonas Brothers. In 2009, they were all child actors. They worked for Disney.

The song is part of a Disney campaign. This campaign encouraged fans to take action on environmental issues. The campaign included popular songs and public service announcements.



## As You Listen

4. Listen to the song and complete the lyrics.

A word's just a word 'til you mean what you  
\_\_\_\_\_ a.

And love isn't love 'til you give it \_\_\_\_\_ b.

We've all got a \_\_\_\_\_ c, yeah, something  
to give / To make a change

CHORUS

*Send it on, on and on*

*Just one that can \_\_\_\_\_ d. another*

*Be a part, \_\_\_\_\_ e. a heart*

*Just one \_\_\_\_\_ f. starts a fire*

*With one little action*

*The \_\_\_\_\_ g. will never stop*

*Make it strong, shine a \_\_\_\_\_ h. and send  
it on*

Just \_\_\_\_\_ i, and the world will smile along  
with you

That small \_\_\_\_\_ j. of love stands for one  
who become two

If we take the chances to change \_\_\_\_\_ k.

Imagine all we can do

CHORUS

There's \_\_\_\_\_ l. in all of the choices we  
make

So I'm starting now, there's not a moment to  
\_\_\_\_\_ m.

A word's just a word 'til you mean what you say

And love isn't love 'til you give it away

5. Match the lines from the song with the similar meanings.

- a. "Just smile, and the world will smile along with you."
- b. "And love isn't love 'till you give it away."
- c. "Just one spark will start a fire."
- d. "So I'm starting now, there's not a moment to waste."
- i. If you show you are happy, other people also feel happy.
- ii. If you do a small thing, it can become a bigger thing.
- iii. Now is the right time to create positive change.
- iv. Love is better when you share it.

### After You Listen

6. Write three sentences to summarise the most important messages in the song.

In pairs, compare your summaries.

7. Individually, make a list of small actions you can do to make the world a better place.

- leave a present in someone's mailbox
- put up a sign saying "DO NOT THROW RUBBISH ON THE GROUND. IT IS BAD FOR THE ENVIRONMENT."

In groups of three to five, make a list of the ten most useful actions. Put it on the wall.

Walk around and look at other people's lists.

8. In groups, create a public service announcement.

- Choose one action that will help create positive change – something people can do to create a better world.
- The public service announcement can be about anything that helps to make the world a better place.

Recycle plastic bags, and if you buy something from a shop, don't take a plastic bag.

If you say nice things to people, you will make them happy and they will be nice to others.

Visit an older relative. Talk to them and help them in their house.

### ★ Focus on Myanmar ★

9. Read about *Musica Gratis*. Do you know other groups that are similar to them?

How do their actions relate to *Send it On*?

#### Musica Gratis

In August 2015, there were very bad floods across Myanmar. Many people saw pictures of the flooding on social media and wanted to help the victims. *Musica Gratis* (Spanish for 'free music') are a group of friends, living in Yangon. They decided to raise money by playing music in public places around Yangon. They used these concerts to collect money, clothes and other donations for people in flooded areas.

<https://www.facebook.com/musicagratismy>



10. In groups, discuss:

- a. Who might need donations in your community? Why? What might they need?
- b. What can you do to raise money for people in your community? Make a list of possible fundraising activities.
- c. Plan a fundraising event. Where could you do it? How would you advertise it?

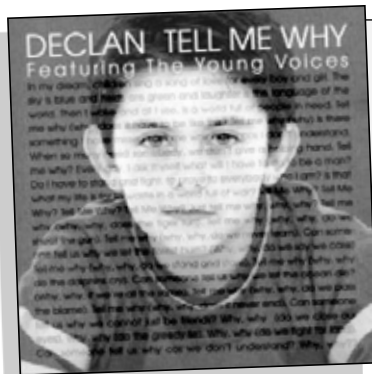
# TELL ME WHY

SUNG BY: DECLAN GALBRAITH

CURRICULATOR: AUNG AUNG

**Topics:** environment, masculinity, empathy  
**Level:** elementary

## Before You Listen



Declan Galbraith, from England, released *Tell Me Why* when he was ten years old. In 2002, Declan sang it at a concert with 10,000 children – the largest choir in history. The concert was a fundraiser for children with cancer.

Declan's songs are popular in many Asian countries, because the English is simple and clear. They are part of China's national English language learning programme.

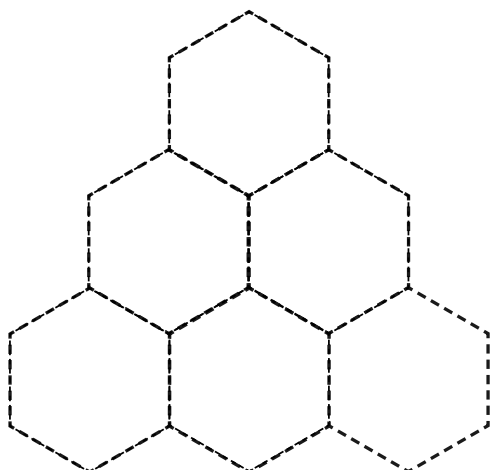
1. As a class, brainstorm *problems in the world*.  
or

Have a group brainstorm competition.

- In groups of four to six, choose one writer.
- You have two minutes to list as many world problems as you can. The group with the longest list is the winner.
- Write them on the board.

2. Individually, make a problems pyramid.

- Choose six world problems. Put the most important issue at the top, the medium important ones in the middle and the less important at the bottom.
- Work with a partner. In pairs, agree on a problem pyramid.
- Join with another pair. In groups, agree on a problem pyramid.
- Make a class problem pyramid.



3. What do you know about:

- a. environmental problems
- b. masculinity
- c. empathy
- d. war

4. Look at the problems from *activity 1*. Do they relate to these ideas?  
Put them in the table below.

a. environment
b. masculinity
c. empathy
d. war
e. other

## As You Listen

5. Are these topics in the song? In the table below, write the lines which relate to each issue.

<b>a. environment</b>
<b>b. masculinity</b>
<b>c. empathy</b>
<b>d. war</b>

6. What other social issues can you hear in the song?

7. What do these lines mean? Choose the best answer.

- a. Laughter is the language of the world.
  - i. Laughter is more popular than English.
  - ii. Everyone can communicate by laughing.
  - iii. The world is a funny place.
- b. Why do we pass the blame?
  - i. Why does everyone say it is not their fault?
  - ii. Why do people get angry with each other?
  - iii. Why can't people be more friendly?
- c. Why do the greedy lie?
  - i. Why do world leaders say things that are not true?
  - ii. Why do people say false things to get more for themselves?
  - iii. Why do rich people want more money if they don't need it?

8. Summarise the lyrics. For each, write one sentence that has the same meaning.

- a. In my dream, children sing a song of love for every boy and girl. The sky is blue and fields are green and laughter is the language of the world. Then I wake and all I see is a world full of people in need.
- b. Everyday I ask myself, what will I have to do to be a man? Do I have to stand and fight, to prove to everybody who I am? Is this what my life is for, to waste in a world full of war?
- c. Can someone tell us why we let the forest burn? (Why, why do we say we care) Tell me why? (Why, why do we stand and stare)

## After You Listen

9. In groups, identify the causes. Why do you think these things happen? List as many possible causes as you can.

- a. Can someone tell me why we let the forest burn?  
*The farmers want the land for growing crops. They needed more land because rice prices were very low.*
- b. When so many need somebody, we don't give a helping hand.
- c. Why do we never learn?
- d. Can someone tell us why we let the oceans die?
- e. Why do we fight for land?

Compare your lists of causes. Make class lists of possible causes.

10. What do you think is the main cause of the world's problems? In groups, agree on the best answer.

- Most people don't help others.
- Most people don't respect religion enough.
- Most people are not educated.
- Most people don't have enough money.
- Most people are violent.
- Most people are greedy.
- Bad people have all the power and good people have no power.
- Bad things happen and it's no one's fault.

Present your ideas to the class. Give reasons for your choice.

# EARTH SONG

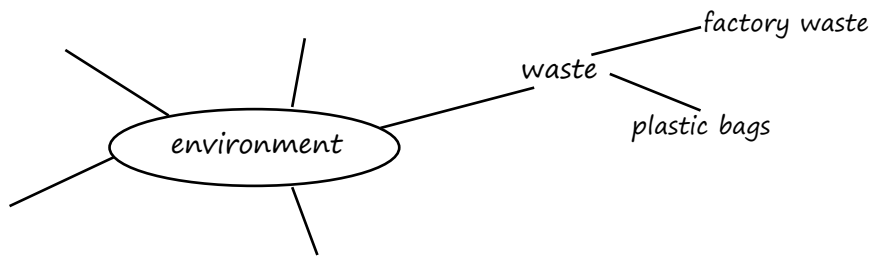
SUNG BY: MICHAEL JACKSON

CURRICULATOR: DOE PYIT SOE

**Topics:** environment, minority rights, peace  
**Level:** elementary

## Before You Listen

1. What words can you think of related to *environment*? Make a mind-map.



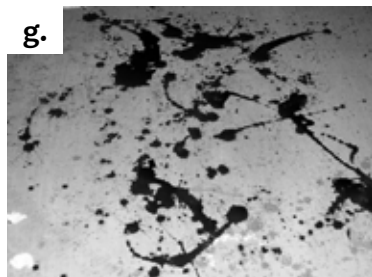
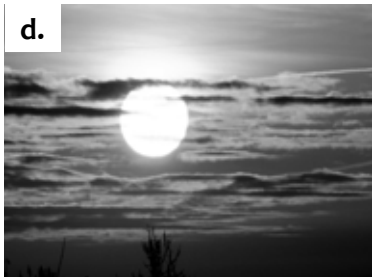
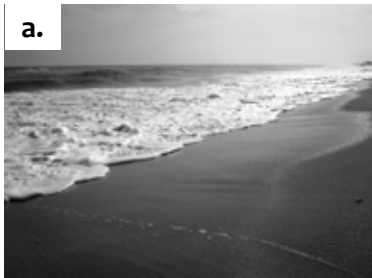
2. Write the letters A-Z on the board.

- As a class, take turns to write environment words starting with each letter.
- Can you complete the alphabet?

3. Match the pictures with the words in the box.

a	h	o	v
b	i	p	w
c	limate	j	q
d	k	r	y
e	l	s	z
f	m	tigers	
g	n	u	

- sunrise
- rain
- field
- blood
- shore
- sea
- elephant
- whale
- trail



## As You Listen

4. Listen for the words in *activity 3*. Add them to the correct line.
- a. What about \_\_\_\_\_?
  - b. What about \_\_\_\_\_?
  - c. What about killing \_\_\_\_\_?
  - d. Did you ever stop to notice all the \_\_\_\_\_ we've shed before?
  - e. Did you ever stop to notice the crying Earth, the weeping \_\_\_\_\_?
  - f. What about \_\_\_\_\_? Have we lost their trust?
  - g. What about crying \_\_\_\_\_?
  - h. We're ravaging the \_\_\_\_\_.
  - i. What about forest \_\_\_\_\_?
5. Match these lines with the similar meanings.
- i. You promised your child that the world will have peace.
  - ii. We tried to stop forest fires, but you ignored us.
  - iii. The earth is like our mother.
  - iv. Religions are destroying the world by fighting each other.
  - v. We have travelled a long way, and we are now lost.
  - vi. Why don't people care?

### Words and Phrases from the Song:

*The Killing Fields* are in Cambodia. The Khmer Rouge regime (1975-79) used them as execution grounds.

*Abraham* is an important person in the Muslim, Christian and Jewish religions.

## After You Listen

6. What are some *causes* and *effects* of environmental damage? Complete the chart.

	forests	seas	air
<b>causes</b>	• <i>people are burning the trees</i>		
<b>effects</b>	• <i>there is more CO<sup>2</sup> in the air</i>		

### ★ Focus on Myanmar ★

7. Read about KESAN. How do their actions relate to the song?
8. In groups, discuss:
- a. What will happen in five years if humans don't change their behaviour?
  - b. What will happen in fifty years if humans don't change their behaviour?
  - c. What will happen in five hundred years if humans don't change their behaviour?

Present your ideas to the class.

### The Karen Environment and Social Action Network

KESAN is a local NGO working on biodiversity, development and livelihood issues in Karen State. They research issues and discuss them with villages, leaders and organisations, so everyone can make more informed decisions. They run environmental education programmes, assist people displaced by war, and work to give communities control over their environment and livelihoods.



<http://www.kesan.asia/>

# (FREE) NELSON MANDELA

SUNG BY: THE SPECIAL AKA

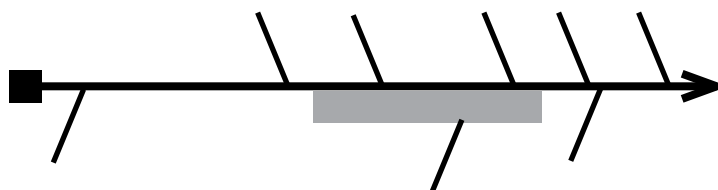
CURRICULATOR: KATIE JULIAN

**Topics:** international solidarity, justice, equality  
**Level:** pre-intermediate

## Before You Listen

1. What do you know about South Africa?
2. Match these events with the year(s).

a. Nelson Mandela sent to prison	• 1962
b. South Africa gets independence from the British	• 1815
c. Apartheid system	• 1910
d. Nelson Mandela dies	• 2013
e. Nelson Mandela released from prison	• 1994
f. Nelson Mandela becomes South Africa's first black president	• 1948-1994
g. South Africa becomes a British colony	• 1990
h. Nelson Mandela wins Nobel Peace Prize	• 1993
3. Put the events on the timeline:  
Read the text and check your answers.



### **Nelson Mandela and South Africa**

From 1948 to 1994, South Africa lived under an apartheid system. In this system, people were classified according to race - 'Black', 'White', 'Coloured' and 'Indian'. Each group had different rights, services and access to opportunities. Marriage between different races was illegal. The Black majority had the fewest rights and the worst living conditions. Many people of all races fought against apartheid. The most famous of these was Nelson Mandela.



Even after his death at aged 95, Nelson Mandela remains one of the most respected people in the world. Born in 1918 to the leader of the Tembu Tribe in South Africa, the young Mandela trained as a lawyer. At university he became involved with the struggle to end apartheid. He became the leader of African National Congress (ANC) in 1950, and in 1962, he was arrested and tried for treason. He was accused of 'plotting to overthrow the government', and sentenced to 27 years in prison. The case attracted enormous international attention, and Mandela became a hero to activists around the world. Rock stars, actors, politicians and ordinary people campaigned to free him and end apartheid in South Africa. He was released from prison in 1990. He won the Nobel Peace Prize in 1993, and a year later, he became the country's first black president. He served as president until 1999. After he retired, he campaigned for many global causes, including racial equality and HIV-AIDS awareness.

*The song '(Free) Nelson Mandela' was released in 1984 when Nelson Mandela had been in jail for 21 years. The Special AKA, from the UK, were a band active in anti-racism causes. The song was a worldwide hit.*

## As You Listen

4. Put the lyrics in order.

- \_\_\_ Are you so deaf that you cannot hear his plea?
- \_\_\_ Shoes too small to fit his feet
- \_\_\_ Only one man in a large army
- \_\_\_ Are you so blind that you cannot see?
- \_\_\_ 21 years in captivity
- \_\_\_ Pleaded the causes of the ANC
- \_\_\_ Are you so blind that you cannot see?
- \_\_\_ His body abused but his mind is still free
- \_\_\_ Are you so dumb that you cannot speak?

5. Match the summaries with each verse.

- a. \_\_\_ Nelson Mandela's fight against apartheid.
- b. \_\_\_ Why can't people see, hear or discuss the problems in South Africa?
- c. \_\_\_ Nelson Mandela's life in prison.

If this is difficult, look at the lyrics at the back of the book.

## After You Listen

6. Fill the gaps with words from the song.

- a. The bird was kept in \_\_\_\_\_ in a cage.
- b. 'Please can you speak more loudly? I'm a little \_\_\_\_\_'.
- c. The child \_\_\_\_\_ her parents to buy her a new bicycle.
- d. The apartheid government \_\_\_\_\_ the rights of most citizens.
- e. He made a \_\_\_\_\_ for global peace.

7. In pairs or groups, discuss the questions.

- a. During apartheid, the ruling (white) population were approximately 17% of the population. How do you think they stayed in power for so long?
- b. Do you think the international campaign to free Nelson Mandela helped end apartheid?
- c. There were a lot of political prisoners in South Africa during apartheid. Why was Nelson Mandela particularly famous?

8. **Find out more.** Apartheid has been over for 20 years now. What is South Africa like these days? What problems does it have? What are its successes?

9. Can you think of any situation in your country that is similar to the apartheid system?

### ★ Focus on Myanmar ★

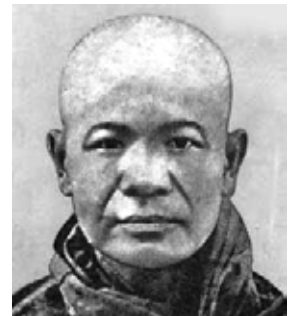
10. Read the text about U Ottama and make a timeline similar to the one in *activity 3*.

11. Who else from Myanmar's history has been imprisoned for their beliefs?

Research a historical prisoner. Make a presentation about that person.

## U Ottama

U Ottama was a Rakhine monk from Sittwe. He spent many years in prison because of his beliefs about independence and his protests against the British colonial government.



U Ottama was born in 1879 in Sittwe and became a novice monk at 13. He studied in India and travelled widely outside his native Arakan State, visiting Japan, France, and Egypt.

Returning to Burma, he joined the nationalist movement that had gained strength following the 1920 student protests. In 1921, he became the first Buddhist monk to be imprisoned for speaking out against the British government. In 1924, after his release, one of his followers was killed in Mandalay. However, he continued to advocate peaceful protest. He died on hunger strike in 1939.

Although he did not live to see independence in 1948, his ideas and beliefs influenced many people.

# WHAT ABOUT US? (SONG FOR SYRIA)

SUNG BY: MICHAEL HEART

CURRICULATOR: SALLY KANTAR

**Topics:** peace.  
international solidarity  
**Level:** pre-intermediate

## Before You Listen

1. Do you know anything about Syria? Which part of the world is it in? Who are its neighbours?
2. Read *paragraph a* of the text and identify the five places on the map.



3. Read *paragraph b* and explain who these groups and people are:
  - a. Islamic State
  - b. Bashar al-Assad
  - c. The Free Syrian Army
4. Read *paragraph c* and say which country:
  - a. supports Bashar al-Assad
  - b. wants a different leader in Syria
  - c. is sending guns and bombs to rebel groups in Syria
5. Read *paragraph d* and explain these numbers:
  - a. 11 million
  - b. 30
  - c. 200,000

## The Syrian Conflict

**a.** Syria is a small country in the Middle East. To the north of Syria is Turkey and to the east is Iraq. South of Syria is Jordan and to the west are Lebanon and the Mediterranean Sea.

**b.** In March of 2011 in Syria, there were pro-democracy protests against the government of President Bashar al-Assad. They became violent and a civil war started. Many different groups are fighting, including: the Syrian Army, anti-government rebel groups like the *Free Syrian Army (FSA)* and *Martyrs of Syria Brigade*, and Islamist groups, including *Islamic State* and *al-Nusra*.

**c.** Different countries have different ideas about how to solve the conflict in Syria. The USA does not want al-Assad to stay the leader. It sends guns to the rebel groups to fight Assad. It is also attacking Islamist groups with planes and bombs. The UK government also wants to send weapons and planes. Russia is supporting the Syrian government with soldiers and advice.

**d.** Over 200,000 people have been killed and 11 million have been displaced. The UN estimates that 30 percent of the country lives in poverty. Syria's health and education systems have failed. International representatives have tried to negotiate a ceasefire, but these efforts have also failed.



FSA Rebel Soldiers in Syria

## As You Listen

6. Close your eyes and listen to the song.
  - What pictures do you see in your mind?
  - Listen again. Draw five things you hear about in the song.
  - Show your drawings to a partner. Can they guess what you drew?
7. Look at the lyrics at the back of the book. Which lyrics mean the same as these sentences?
  - a. Time passes, many people have died, and no-one has helped us yet.
  - b. As the world argues, more civilians die. Is this right?
  - c. Many of the dead and injured are not soldiers.
  - d. Civilians are being injured and killed by chemical weapons.
  - e. In other places, people are not suffering in this way.
  - f. People are fleeing their homes because of this war.
  - g. Things happening in Syria will be part of human history.

### **Michael Hart / *What about Us?***

Michael Heart is a Syrian-American singer. His real name is Annas Allaf. He writes songs about humanitarian issues. *What About Us? (Song for Syria)* is about the anger and sadness of the Syrian people. Foreign countries talk about ending the conflict but nothing changes in Syria for the people.



## After You Listen

8. In groups, discuss the questions.
  - a. What is the singer's message to people outside of Syria?
  - b. What emotion is the singer feeling? Why?
9. World leaders cannot agree whether to get involved in Syria's civil war. Here are four country's policies and actions. Match each country with their policies and actions.

	The UK	Sweden	The USA	Russia
<b>a.</b> _____  This government put economic sanctions on Syria in 2011. This meant that their companies were not allowed to do business with Syria. No oil from Syria was allowed to come to this country. In 2013, they started sending guns to rebel groups in Syria. They also bomb Islamist groups by plane.	<b>b.</b> _____  Members of this government wanted to attack Syria from the air in 2013, after a chemical weapon attack killed a lot of civilians. However, their parliament did not support this plan. In 2015, the parliament voted again and they used airstrikes.	<b>c.</b> _____  This government has said they do not want to 'take sides' in the conflict in Syria. They say that if others get involved, the violence would be 'never ending.' Their leadership is against any military intervention by the UN or by Western countries. They have a close relationship with the Syrian government.	<b>d.</b> _____  This small country's military does not get involved in international conflicts. In 2013, they offered 'permanent residency' to any refugee who can leave Syria and get there. This would give them the legal right to live and work in this country.	

10. Summarise the position of each country in one sentence.
11. As a class, discuss: What could be done to help the people of Syria?

# WIND OF CHANGE

SUNG BY: THE SCORPIONS  
CURRICULATOR: MATTHEW SIMPSON

**Topics:** empathy, solidarity, community development  
**Level:** pre-intermediate

## Before You Listen

1. What do you know about the Cold War?
2. Read the text. What do these photos show?

### The Cold War / *Wind of Change*

For much of the twentieth century, much of Eastern Europe and parts of Asia were communist. Western Europe and North America were capitalist. The conflict between these was called the 'Cold War'.

Many of the communist states were very authoritarian. Resistance to those governments was very difficult, and dissidents were jailed, or worse. The most famous symbol of this conflict was the Berlin Wall, which divided communist East Germany and capitalist West Germany.

By 1989 communism was losing power, and the Berlin Wall came down. Within a few months, the Eastern European communist system (controlled from Moscow, Russia), was gone, and Germany was reunited.

*Wind of Change* is one of the best-selling songs in the world. The Scorpions are a band from West Germany. They wrote this song when they visited Moscow, Russia in 1989.



3. You will hear these words in the song. Predict what will they say about them.

a. brothers      b. memories      c. time

## As You Listen

4. Listen to the first part of the song.  
Choose the correct words.

I follow the Moskva  
Down to Gorky Park  
Listening to the wind of change  
An August summer / sunny<sup>a</sup> night  
shoulders / soldiers<sup>b</sup> passing by  
Listening to the wind of change  
The world is frozen / closing<sup>c</sup> in  
Did you ever think  
That we could be so close, like brothers  
The future's / duty's<sup>d</sup> in the air  
I can feel it everywhere  
Blowing with the wind of change  
Take me to the magic / cages<sup>e</sup> of the moment  
On a glory night  
Where the chickens / children<sup>f</sup> of tomorrow  
dream away  
In the wind of change

### Words and Phrases from the Song:

*The Moskva* is a river in Moscow, the capital of Russia.

*Gorky Park* is a park in Moscow.

A *balalaika* is a Russian musical instrument.

5. Listen to the second part of the song.  
Fill the gaps with the correct words.

Walking down the \_\_\_\_\_<sup>a</sup>  
Distant memories  
Are buried in the \_\_\_\_\_<sup>b</sup> forever  
I follow the Moskva  
Down to Gorky Park  
Listening to the wind of change  
Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow \_\_\_\_\_<sup>c</sup>  
their dreams  
With you and \_\_\_\_\_<sup>d</sup>  
Take me to the magic of the moment  
On a glory night  
Where the children of tomorrow dream away  
In the wind of change  
The wind of change \_\_\_\_\_<sup>e</sup> straight  
Into the \_\_\_\_\_<sup>f</sup> of time  
Like a stormwind that will ring  
The \_\_\_\_\_<sup>g</sup> bell for peace of mind  
Let your balalaika sing  
What my guitar wants to say

## After You Listen

6. Which lines in the song have a similar meaning to these sentences?
- Soldiers also think change will happen.
  - We feel friendlier towards Russian people now.
  - Bad events from before are now gone.
  - Young Russian people are communicating with the world outside.
  - Change is going to happen.
  - Play the music we both enjoy.
7. You see the phrase 'Winds of Change' a lot in newspaper headlines. Some examples from July 2015 include article on politics, sports, economics and tourism:

### WINDS OF CHANGE BLOW THROUGH MIDDLE EAST

D/FW airline disaster in '85 helped start wind of change

### WINDS OF CHANGE BLOWING TIGER WOODS AWAY

Winds of change in the global economic forecasts

### WINDS OF CHANGE FOR LOCAL AIR SERVICE?

Type 'Winds of Change' into a search engine (Google, Yahoo, etc). What types of articles can you see?

# ALL ABOUT THAT BASS

SUNG BY: MEAGHAN TRAINOR

CURRICULATOR: KAUNG HLA ZAN

**Topics:** body image, gender

**Level:** pre-intermediate

## Before You Listen

### 1. Look at these people.

a. What adjectives would you use to describe each one? Choose three adjectives per person.

- healthy
- attractive
- intelligent
- lazy
- unattractive
- stupid
- adventurous
- confident
- shy
- strange
- unhealthy
- normal



Aye



Bee Bee



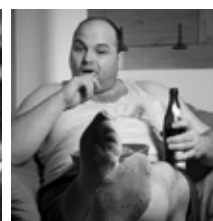
Si Si



Dee Dee



Ei Ei



Fred



Glorifilia

b. Work in pairs. Discuss the reasons why you chose these adjectives.

**'I think Si Si is confident because she is holding her head up high.'**

### 2. In your culture, what are the characteristics of:

- a good-looking man?
- a good-looking woman?

Make two lists. Compare your lists with a partner.

### 3. In groups, discuss.

- a. Is it more important for a woman or a man to be good-looking? Why?
- b. What do you think plus-size (larger) women usually feel about their body image?

### 4. Do you know these words? If you don't know, find out their meanings.

- a. body image (n)
- b. size two (n)
- c. bass (n)
- d. Photoshop (n)
- e. treble (n)
- f. stick-figure (n)
- g. Barbie doll (n)
- h. silicone (n)

### 5. Read the text. What do you think this song will be about?

## Appearance

The majority of women (and a lot of men) say they are not happy with their appearance. If a person feels so bad about this that they don't leave their house, go out with friends, or avoid having a romantic relationship, then they are being affected by bad body image. A lot of women are badly affected.

The beauty industry makes a huge profit. They tell people that their appearance is not good enough, and beauty products can make people better. One technique they use is to shame large women (and men) through advertisements, songs and films.

## As You Listen

6. Read the summaries of the first half of the song. Listen, and put the summaries in order.
- a. \_\_\_ Some women think they are fat, but they are still beautiful.
  - b. \_\_\_ Men are attracted to curvy women, so don't try to be thin to get a boyfriend.
  - c. \_\_\_ I like to be curvy, and don't want to be thin. If you don't like it, I don't care.
  - d. \_\_\_ The media should stop creating fake photos with impossible beauty ideals.
  - e. \_\_\_ I am not thin, but I have a healthy body, I'm a great dancer and men like me.
  - f. \_\_\_ I don't care about the opinions of other women; be proud of your body.

If this is difficult, look at the lyrics at the back of the book.

7. What do these lines mean? Choose the best meaning.
- a. Yeah it's pretty clear, I ain't no size two, but I can shake it, shake it, like I'm supposed to do.
    - i. You can easily see me when I move my body.
    - ii. You can see me easily because I am fat.
    - iii. Although I am not skinny, I'm a good dancer.
  - b. You know I won't be no stick-figure, silicone Barbie doll.
    - i. I will not change my body to make me look like a skinny model.
    - ii. I will not be a doll, I am a human being.
    - iii. I will play with dolls if I want to, even though I am an adult.
  - c. So if that's what's you're into, then go ahead and move along.
    - i. Dance with me and you will see that I am attractive.
    - ii. If you like thin women, I am perfect for you.
    - iii. If you like skinny women, go somewhere else.
  - d. I'm bringing booty back.
    - i. I'm making it fashionable to be curvy.
    - ii. I'm going back to my home town.
    - iii. I'm going to get fatter and fatter.

**Words and Phrases from the Song:**

*Boom boom, junk* and *booty* are slang for women's bottoms. A *bitch* is a female dog. It is slang for a woman you don't like. It is not polite, so be careful if you use it!

## After You Listen

8. In pairs or groups, complete the table.

	advantages	disadvantages
being fat		
being thin		

9. In pairs or groups, discuss the questions.
- a. Why is she arguing for being fat?
  - b. Why does she use the word 'bass' to describe herself?
  - c. The singer is trying to help the body image perception of women. Do you think people in your community can relate to her message?
10. What are your favourite lines from the song? Why?



11. Some people criticised Meaghan Trainor (above). They didn't like this message: 'fat girls should be happy if boys are attracted to them.' This implies that the most important thing for women is being attractive to men. Do you think her message improves gender equality, has no effect, or makes it worse?

# ANOTHER BRICK IN THE WALL (PART TWO)

SUNG BY: PINK FLOYD

CURRICULATOR: DANIEL SPINK

**Topics:** education, empathy

**Level:** pre-intermediate

## Before You Listen

### Pink Floyd's *The Wall*

*The Wall* is a musical film made in 1982 by the band Pink Floyd.

It is about a singer who creates a wall in his head. This helps him deal with difficulties in his life.

[https://www.youtube.com/watch?v=0tJm-227\\_8I](https://www.youtube.com/watch?v=0tJm-227_8I)



1. Here are some famous walls. Match them with their pictures and descriptions.

- Berlin Wall
- Great Wall of China
- Mandalay Palace Wall
- The Wailing Wall

1.



2.



3.



4.



- This wall is 8,850 km long. You can see it from outer space. People started building it 2,700 years ago to protect the state from outside invasion.
- This wall is in Jerusalem, Israel. It is very important in Judaism, and people go there to pray. It was part of a temple built 2,000 years ago.
- This wall stood between 1961 – 1989. It divided the city into communist East and capitalist West. It was seen as a symbol of the Cold War.
- This wall was built in 1857. It surrounds a palace. The last king lived there until British colonial forces sent him into exile.

2. What is the reason for these walls?

What other reasons do people make walls for?  
Make a class list.

3. In pairs, discuss:

- Do we need walls?
- Do you think the world has too many walls or not enough?
- If you were very rich, would you build a wall?

4. What do these words and phrases mean? Choose the best meaning.
- a. thought control
- making people obey you all the time
  - using your mind to make others obey you
  - controlling a person's mind and ideas
- b. sarcasm
- saying the opposite of what you mean, cleverly
  - making children cry by shouting at them
  - making students memorise the exact text
- c. brick
- something people use to build houses and walls
  - a large hole people can escape through
  - a gate or door in a wall

8. Are these examples of education or indoctrination?
- Teaching people to listen to both sides of an argument before they make decisions.
  - Teaching people that the teacher is always right.
  - Teaching people that it is OK to question authority.
  - Teaching people that sometimes they have to obey authority.
  - Teaching people that we should oppose authority because authority is always bad.

### ★ Focus on Myanmar ★

9. Read about MINE. How are their education ideas different from indoctrination? List the differences.

### As You Listen

5. Write the words in the gaps. Listen and check.

We don't need no \_\_\_\_\_ a.

We don't need no \_\_\_\_\_ b.

No dark \_\_\_\_\_ c. in the classroom.

Teacher leave them kids alone.

Hey, teacher! Leave them kids alone!

All in all, it's just another \_\_\_\_\_ d. in the wall.

All in all, \_\_\_\_\_ e. just another brick in the wall.

### After You Listen

6. How important are these things to a good education? Give them a score from 0 (*not important*) to 5 (*very important*).
- Discipline
  - Learning facts
  - Learning skills
  - Social life / friends
  - Learning to obey authority
- In pairs, compare your scores.
7. Match the words and their meanings
- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>education</li> <li>indoctrination</li> </ol> | <ol style="list-style-type: none"> <li>developing the minds and thinking of people</li> <li>teaching people in a biased or one-sided way</li> </ol> |
|---|---|

### Myanmar Indigenous Network for Education (MINE)



MINE is a network of local organisations supporting the education, language and cultural rights and development of indigenous peoples in Myanmar.

Crystal White and Naing Lin of MINE gave Mote Oo some advice on a good education.

- “Inclusive education includes disability, gender and diverse cultures, languages and backgrounds.”
- “Education is a fundamental human right. It promotes thinking skills and knowledge. It should be free of discrimination.”
- “Child-centered education is a popular term and teachers are getting pressure to change their methods. However there needs to be more investment. They need more exposure to democratic education, participatory methods and critical thinking.”
- “Good education is not only in the classroom. It must relate to, and be applied to daily life.”

<https://www.facebook.com/MyanmarIndigenousNetworkforEducation>

# IMAGINE

SUNG BY: JOHN LENNON

CURRICULATOR: ALYSSA PAYLOR

**Topics:** equality, empathy, peace, religious freedom  
**Level:** pre-intermediate

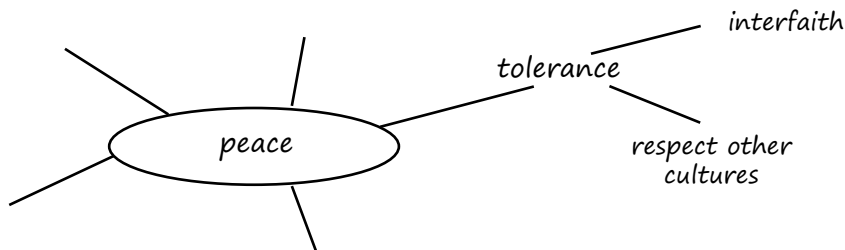
## Before You Listen

1. What do you think are the main causes of war and violence in the world?  
Circle the four main reasons we have conflict.
2. In pairs, explain your choices. Do you agree or disagree with each other?
3. What words and phrases can you think of related to peace? Make a mind-map.
4. In pairs, write a definition of peace. It should be only one or two sentences.
5. Fill the gaps with these words.

religion economics mistrust politics borders  
jealousy greed misunderstandings history  
natural resources power cultural differences

greed possessions brotherhood imagine

- a. Our \_\_\_\_\_ are things that we own and control.
- b. When we \_\_\_\_\_ something, we make a picture or idea in our brain.
- c. \_\_\_\_\_ is when we want more than we need.
- d. A \_\_\_\_\_ is a community of people with similar interests and goals.



## As You Listen

6. Put the lines in order.
  - \_\_\_ Imagine no possessions
  - \_\_\_ Imagine there's no countries
  - 1 Imagine there's no heaven
  - \_\_\_ Imagine all the people sharing all the world
  - \_\_\_ Imagine all the people living life in peace
  - \_\_\_ Imagine all the people living for today
  - \_\_\_ And the world will be as one
  - \_\_\_ No need for greed or hunger
  - \_\_\_ Above us only sky
  - \_\_\_ A brotherhood of man
  - \_\_\_ I hope some day you'll join us
  - \_\_\_ It isn't hard to do
  - \_\_\_ I wonder if you can
  - \_\_\_ Nothing to kill or die for
  - \_\_\_ And no religion too
  - \_\_\_ But I'm not the only one
  - \_\_\_ It's easy if you try
  - \_\_\_ No hell below us
  - \_\_\_ You may say I'm a dreamer

## After You Listen

7. The Venn diagram has three main ideas from *Imagine*. Put the lines of the song into the diagram.

**a.** Imagine there's no heaven.  
It's easy if you try.

**b.** No hell below us,  
Above us only sky.

**c.** Imagine all the  
people, living  
for today.

**d.** Imagine there's  
no countries.  
It isn't hard to do.

**f.** Nothing to kill or die for,  
and no religion too.

**g.** Imagine no possessions.  
I wonder if you can.

**h.** No need for  
greed or hunger.  
A brotherhood of  
man.

**i.** Imagine all the  
people, sharing all the  
world.

**e.** Imagine all the people living  
life in peace

8. According to *Imagine*, a peaceful world has no greed, religion or countries. Look at the definition of peace you wrote in *activity 4*.

Is your definition similar or different? In pairs, Discuss the similarities and differences.

Complete the table.

similarities	differences

9. *Imagine* includes the line “No need for greed or hunger”. How is greed connected to hunger? In pairs or groups, list the ways greed and hunger are related.



10. In pairs or groups, think of examples where war or violence happens because of:

- a. religion
- b. greed
- c. the borders of a country

Do you think if there was no religion, greed, or countries, these conflicts would stop?

11. Put events from this text on a timeline.

### *Imagine*, John Lennon and Yoko Ono

*Imagine* was written by British musician John Lennon (1940-1980) and his Japanese wife, Yoko Ono. It is one of the most famous songs of the 20th Century. John Lennon was a member of the band The Beatles. He wrote *Imagine* in 1971 after the band broke up. It quickly became an anti-war anthem.

In 1955, the USA's war in Vietnam began. Between 2.5 and 3.5 million people died during this war. The violence and length of the war, the use of chemical weapons, and compulsory military service made the war very unpopular in the US and UK. By 1971, millions of people, especially students and youth, were demanding the government end the war. The Vietnam-American War ended in 1975.

John Lennon was a peace activist. He used *Imagine* and other songs to promote a message of peace. Lennon and Ono often combined their music with other forms of protest, such as sit-ins, marches, performance art, speeches, and advertisements. In 1980 John Lennon was shot and killed outside of his apartment in New York City, USA.

In 2015, at age 82, Yoko Ono continues to be a peace activist, artist and performer. She supports the anti-war movement against the US-UK Iraq War, environmental activism, civil and political rights movements around the world, gender activism, and other causes.



John Lennon and Yoko Ono in a 1969 'bed-in' protest against war.



### ★ Focus on Myanmar ★

12. What peace activism happens in your community?

#### Coexist

Coexist is a small NGO that works to overcome hostility and distrust between Myanmar's different religious groups. They aim to promote understanding, respect and appreciation amongst different religions.

They organise activities such as painting workshops to encourage young people to think about positive aspects of diversity. In 2015, they supported a group of Buddhists to collect hijabs for Muslim women who were affected by flooding in Rakhine State.

13. In groups, discuss the questions.

- How is the Coexist campaign similar to the message of *Imagine*?
- How is the Coexist campaign different from the message of *Imagine*?
- What causes more problems between different religious groups in Myanmar?
- What could improve relationships between different religious groups in Myanmar?



# DO YOU HEAR THE PEOPLE SING?

SUNG BY: THE CAST OF LES MISERABLES

CURRICULATOR: TIN MAUNG HTWE

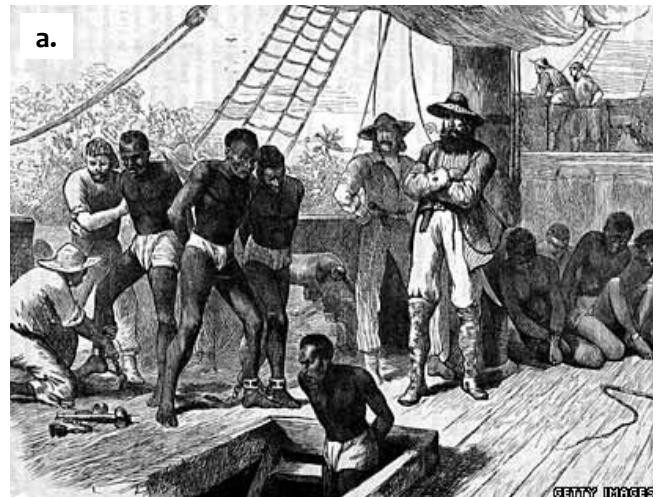
Topics: resistance, equality,  
human rights

Level: intermediate

## Before You Listen

1. Brainstorm. For what reasons do people protest?  
Make a class list of events that have caused protests, both locally and internationally.
2. Read the text and answer the questions.
  - a. Was King Louis-Philippe more popular before or after the 1832 Uprising?
  - b. What issues faced French people around the time of the Paris Uprising?
  - c. Did the people fail or succeed in the Paris Uprising?
  - d. What is the relationship between the Paris Uprising and the musical film *Les Miserables*?
3. Find the meaning of any words you don't know, Look at the pictures. Choose the word that best matches each picture.

crusade   drums   advance   barricade  
banner   martyr   meadow   slaves



## The 1832 Paris Uprising / The Musical Film *Les Miserables*

In the 1830s, France was ruled by King Louis-Philippe. He began as a popular king but soon became unpopular. France suffered from increasing poverty and a corrupt ruling elite, and Louis-Philippe's rule did not change this.

Demonstrations on the streets demanded an end to the monarchy and a fairer distribution of resources. By 1832, there were many angry people who wanted change. Their anger increased because of social problems, including food shortages and disease. The uprising was unsuccessful in the end. However, the monarchy ended in 1848.

*Do you Hear the People Sing* was written for the musical *Les Miserables*. The musical was based on a famous book by Victor Hugo about the 1832 Paris Uprising in France. It describes some of his experiences during the uprising.

The song is set at the start of the uprising.

## As You Listen

4. Fill the gaps with words from *activity 3*.

### CHORUS:

*Do you hear the people sing?*

*Singing a song of angry men?*

*It is the music of a people*

*Who will not be \_\_\_\_\_<sup>a</sup> again!*

*When the beating of your heart*

*Echoes the beating of the \_\_\_\_\_<sup>b</sup>.*

*There is a life about to start*

*When tomorrow comes!*

Will you join in our \_\_\_\_\_<sup>c</sup>?

Who will be strong and stand with me?

Beyond the \_\_\_\_\_<sup>d</sup>.

Is there a world you long to see?

Then join in the fight

That will give you the right to be free!

### CHORUS

Will you give all you can give

So that our \_\_\_\_\_<sup>e</sup> may \_\_\_\_\_<sup>f</sup>.

Some will fall and some will live

Will you stand up and take your chance?

The blood of the \_\_\_\_\_<sup>g</sup>.

Will water the \_\_\_\_\_<sup>h</sup> of France!

5. Which line in the song has a similar meaning to:
- These are the words of people who will never allow others to control us.
  - Are you prepared to die to help achieve our victory?
  - Listen to everyone expressing anger with their situation.
  - Will you participate in our struggle?
  - In the future, life will begin again.
  - Do you want a better world after the fighting is over?

## After You Listen

6. **Teach each other.** Work in groups of four. Each person reads about one of these uprisings. Then put your book down and explain it to the group.

### a. Warsaw Ghetto Uprising (Poland, 1943)

During World War II, the Nazis tried to eliminate Jewish and other minority groups in all the areas they controlled. The Warsaw Ghetto Uprising was an act of resistance by Jewish people against Nazi Germany. Before the uprising, over 300,000 Jewish people in the ghetto had been deported or killed by the Nazis.

### b. 8888 Uprising (Myanmar, 1988)

This was a series of protests against a corrupt and oppressive government. It was started by students in the capital city, Rangoon, but spread to cities throughout the country. The uprising was led by students, but also included people from religious, political and military backgrounds, farmers and others.

### c. People Power (Philippines, 1986)

The People Power movement was series of protests and demonstrations over a period of three years against Ferdinand Marcos's corrupt and oppressive government. Over two million people came out on the streets, and after four days Ferdinand Marcos fled the country and the Philippines got a democratic system.

### d. Tiananmen Square (China, 1989)

These protests in Beijing were led by students calling for political and economic reform. They started when a pro-reform leader of the Communist Party died. At first, the protesters mourned the leader, and then called for more reform. Tanks and members of the army fired on the protestors, killing hundreds.

7. What were the reasons for each of these uprisings?

## ★ Focus on Myanmar ★

8. Read the interview with Ko Myint Oo, who participated in Myanmar's democracy uprising of 1988.

In groups, answer the questions.

- Why did people start demonstrating?
- How did Ko Myint Oo feel before the demonstrations?
- How did he feel when he joined the demonstrations?
- What do you think were the main reasons for the uprising?

9. What do you think would have happened if the 8888 uprising had led to democratic reform in Myanmar?

What changes would have happened?

- social changes?
- political changes?
- economic changes?

What do you think Myanmar would be like today?

### 8888 Pro-Democracy Uprising

In 1987 General Ne Win, head of the Burma Socialist Programme Party, announced changes to currency notes. This meant a lot of people's money became worthless.

For students like Ko Myint Oo from Mon State, all of his savings for university disappeared.

*"I was very angry after they (the military government) cancelled the currency. I*

*joined a protest at the university, but after two days the military stopped it and sent us back to our home towns. We couldn't even take our belongings from the dormitories."*

A series of protests that started as a fight between students from Rangoon Institute of Technology (now Yangon Technology Institute) turned into a series of protests against military rule.

*"When incidents started happening on March 13, one of the students was killed. We went back to university. I was very angry with the government in March 1988. All the students were very angry because they killed two students in Rangoon. We didn't think we could change the situation, just angry and unsatisfied with the government. And we had a bad feeling about policy, about the one party system."*

The largest and most famous protests occurred on August 8, 1988, calling for democracy and an end to military rule. There were protests across the country during this period. Many of them were led by university students.

*"At the time I was keeping my eyes and ears open to the situation. I was hearing about unrest in Rangoon. Friends in the city would write letters to me, sometimes people sent me messages by person. I felt so angry and also excited. I'd never seen protesting like this in Burma before. It was the first time."*



# FERNANDO

SUNG BY: ABBA

CURRICULATOR: MORGAN MACDONALD

**Topics:** resistance, minority rights, land rights  
**Level:** intermediate

## Before You Listen

1. What independence struggles do you know about? Make a class list.
2. Read the information in the box and order these events.
  - a. Mexico gained independence from Spain.
  - b. Mexico lost the war and Texas became part of the USA.
  - c. The USA gained independence from Great Britain.
  - d. The band 'ABBA' wrote 'Fernando'.
  - e. Europeans colonised North and South America.
  - f. Texas declared independence from Mexico.
  - g. There was a war between the USA and Mexico.

### **The American-Mexican War / *Fernando***

North America was populated by native Americans for thousands of years before Europeans colonised it in the sixteenth and seventeenth centuries.

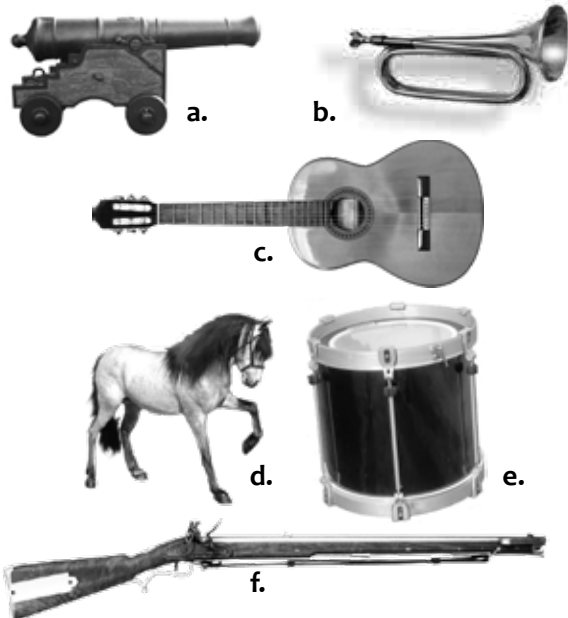
Mexico is a country south of the USA. It gained independence from Spain in 1821. The United States of America had gained independence from Great Britain earlier, in 1776. After both countries got independence there was fighting over the border areas. In 1836, Texas, a border area claimed by Mexico, declared independence from Mexico. The USA then claimed Texas. The Mexican government disagreed with this, and there was a war from 1846 to 1848. The USA won, and Texas became a state of the United States of America. The Rio Grande River now forms part of the border between the USA and Mexico.

*Fernando* was written by ABBA, a band from Sweden, in the 1970s.

3. What do these words mean? Choose the best answer.

- |                     |                        |
|---------------------|------------------------|
| <b>a.</b> eternally | <b>d.</b> Rio Grande   |
| i. never            | i. a Yangon road       |
| ii. sometimes       | ii. a US river         |
| iii. forever        | iii. a movie star      |
| <b>b.</b> liberty   | <b>e.</b> roar         |
| i. human rights     | i. a loud noise        |
| ii. freedom         | ii. an explosion       |
| iii. government     | iii. a lion            |
| <b>c.</b> bugle     | <b>f.</b> fateful      |
| i. an instrument    | i. lucky and fun       |
| ii. an animal       | ii. boring             |
| iii. a weapon       | iii. important but bad |

4. What are these things?



## As You Listen

5. Which of them are mentioned in the song?

6. Listen to the first part of the song.  
Choose the correct words.

Can you hear the drums Fernando?  
I remember long ago / lives ago<sup>a</sup>  
another starry night like this  
In the firelight, Fernando  
You were humming to yourself and  
softly strumming your guitar  
I could hear the distant strums / drums<sup>b</sup>  
And sounds of beauty / bugle<sup>c</sup> calls  
were coming from afar  
They were closer now, Fernando  
Every hour every minute seemed to last  
internally / eternally<sup>d</sup>  
I was so afraid / on fire<sup>e</sup>, Fernando  
We were young and full of life and none  
of us prepared to die  
And I'm not ashamed / assumed<sup>f</sup> to say  
The roar of guns and cannons almost  
made me cry

7. Listen to the second part of the song.  
Fill the gaps with the correct words.

There was something in the air that night  
The \_\_\_\_\_<sup>a</sup> were bright, Fernando  
They were shining there for you and me  
For \_\_\_\_\_<sup>b</sup>, Fernando  
Though we never thought that we could lose  
There's no regret  
If I had to do the \_\_\_\_\_<sup>c</sup> again  
I would, my friend, Fernando  
Now we're \_\_\_\_\_<sup>d</sup> and grey, Fernando  
And since many years I haven't seen a rifle in  
your \_\_\_\_\_<sup>e</sup>  
Can you hear the drums Fernando?  
Do you still recall the \_\_\_\_\_<sup>f</sup> night we  
crossed the \_\_\_\_\_<sup>g</sup>?  
I can see it in your eyes  
How proud you were to \_\_\_\_\_<sup>h</sup> for  
freedom in this land

### After You Listen

8. Where are Fernando and the other soldier from? Why do you think this?
9. Identify these places on the map. Use the text on the previous page to help you if necessary.
- Mexico
  - Texas
  - The Rio Grande



10. In groups, discuss these questions.
- What are the emotions of the soldiers in the song? Why do they feel like this?
  - For what reasons do people go to war?
  - Why do you think ABBA – a Swedish pop group in the 1970s – decided to sing about the Mexican-American war?

11. In groups of three to five, write a story about the experiences of the two soldiers from this song before, during and after the war.

Your story should include information about:

- Why they decided to fight in the war.
- Their experiences during the war.
- What happened when the war finished.
- What they did after the war.

Present your story to the class.

# I AM WOMAN

SUNG BY: HELEN REDDY

CURRICULATOR: KATIE JULIAN

**Topics:** gender, equality, human rights

**Level:** intermediate

## Before You Listen

- Choose the statement you most agree with.
  - Women have easier lives than men.
    - Men have easier lives than women.
    - Women and men's lives are equally easy.
  - Women have more equality now than in the past.
    - Women have less equality now than in the past.
    - Women have the same equality now as in the past.
- Discuss the text and write the numbers in the gaps. Check your answers when finished.

53% 64 6% \$60 63% 73.5 93 22 22%

## Gender Inequality

There are many inequalities between women and men in employment, education, health and representation. Worldwide, women earn \$ \_\_\_\_\_<sup>a</sup> for every \$ 100 earned by men. There are currently (in 2015) \_\_\_\_\_<sup>b</sup> female presidents or prime ministers, and \_\_\_\_\_<sup>c</sup> of members of parliament are women. In Myanmar, \_\_\_\_\_<sup>d</sup> of MPs are women. Global literacy rates are decreasing worldwide.

However there is still a gender gap – \_\_\_\_\_<sup>e</sup> of adults who can't read or write are women. More girls than boys are out-of-school, although this gap is closing. In 2000, 57 % of out of school children were female. By 2009, it was \_\_\_\_\_<sup>f</sup>. In universities there are now more women than men. Globally, there are \_\_\_\_\_<sup>g</sup> men enrolled in university for every 100 women. In Myanmar the figures are even higher – 60% of university students are women.

Women, on average, live longer than men. The global average life expectancy is 68.5 years for men and \_\_\_\_\_<sup>h</sup> for women. In Myanmar average life expectancy is \_\_\_\_\_<sup>i</sup> years for men and 68 for women.

Information from sources including: <http://www.weforum.org/reports/global-gender-gap-report-2014>

- In groups or as a class, discuss these questions.
  - Why do women earn less than men?
  - Why are more male MPs and heads of state than female?
  - Why can fewer women read and write?
  - Why do fewer girls go to school?
  - Why do more women attend university?
  - Why do women live longer than men?
- Match the words and their synonyms.

a. wise	i. unbeatable
b. invincible	ii. unborn child
c. determined	iii. objective
d. goal	iv. intelligent
e. novice	v. inexperienced
f. conviction	vi. belief
g. embryo	vii. motivated
- Match the words and their opposites.

a. roar	i. first
b. ignore	ii. fail
c. pain	iii. pleasure
d. gain	iv. whisper
e. achieve	v. short
f. final	vi. lose
g. long	vii. pay attention

## As You Listen

6. Fill the gaps with words from *activities 4 and 5* (a - g).

I am woman, hear me \_\_\_\_\_<sup>a</sup>.  
 In numbers too big to \_\_\_\_\_<sup>b</sup>.  
 And I know too much to go back and pretend  
 Cause I've heard it all before  
 And I've been down there on the floor  
 No one's ever going to keep me down again

### CHORUS

Oh yes I am \_\_\_\_\_<sup>c</sup>.  
*But it's wisdom born of \_\_\_\_\_<sup>d</sup>.*  
*Yes, I've paid the price*  
*But look how much I \_\_\_\_\_<sup>e</sup>.*  
*If I have to, I can do anything*  
*I am strong*  
*I am \_\_\_\_\_<sup>f</sup>.*  
*I am woman*

You can bend but never break me  
 Cause it only serves to make me  
 More \_\_\_\_\_<sup>g</sup>. to \_\_\_\_\_<sup>h</sup>. my \_\_\_\_\_<sup>i</sup>. \_\_\_\_\_<sup>j</sup>.  
 And I come back even stronger  
 Not a \_\_\_\_\_<sup>k</sup>. any longer  
 Cause you've deepened the \_\_\_\_\_<sup>l</sup>. in my soul

### CHORUS

I am woman watch me grow  
 See me standing toe to toe  
 As I spread my loving arms across the land  
 But I'm still an \_\_\_\_\_<sup>m</sup>.  
 With a \_\_\_\_\_<sup>n</sup>. long way to go  
 Until I make my brother understand

### CHORUS

7. Match the three verses to the summaries.

- a. The women's movement will never stop fighting for the goal of gender equality.
- b. Women must use love to help men understand about women's rights.
- c. The women's movement is growing bigger and stronger.

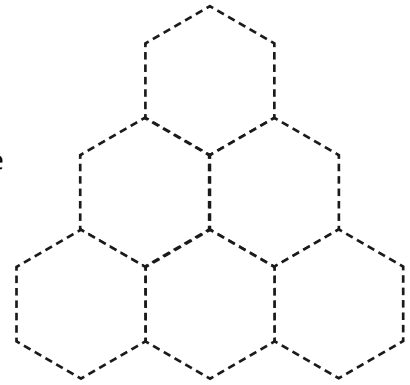
8. Choose the best meaning for each line.

- a. I've been down there on the floor.  
 No one's ever going to keep me down again.
  - i. I'm tired of cleaning floors, and I won't do it any more.
  - ii. I've been oppressed, but this is going to change.
  - iii. I was at the bottom, and some people want to keep me there.
- b. It's wisdom born of pain.
  - i. It was hard work to gain this knowledge.
  - ii. Being a woman is often painful.
  - iii. I know all about difficulties and problems.
- c. You can bend but never break me.
  - i. I am going to compromise if you hurt me.
  - ii. I am too strong to hurt.
  - iii. I am afraid but I will continue, even if you hurt me.
- d. I'm still an embryo with a long long way to go,  
 Until I make my brother understand.
  - i. I am a baby sister and need my older brother to help me.
  - ii. I don't care if men also participate in the struggle for women's rights.
  - iii. I have only just started, and will work hard until men also support women's rights.



## After You Listen

9. What do you think is the most important message in the song?
10. For the world to get gender equality, what things need to change?
- In pairs, make a list. Choose six changes. Put the most important one at the top, the medium important ones in the middle and the less important at the bottom.
  - Join with another pair. In groups, agree on a changes pyramid.
  - Make a class changes pyramid.



### Girl Determined

Girl Determined works with girls aged 12-17. In Myanmar, girls often feel they are less important than boys, and face issues like early marriage, violence or having to leave school to help their families.

Girl Determined Circles address issues such as decision-making, self-confidence, building friendship, understanding cultural and religious differences, girls' rights and planning for the future. They help to build self-confidence and understanding through discussion and activities. The program's aim is to give girls skills and confidence to speak up in a society where their opinions often go unheard. Throughout Myanmar, there are more than 2,000 girls participating in Girl Determined Circles each week.

Ma Aye, 15, said "Once I joined the program I realised that I can choose my own future and I must dare to stand up for myself and tell my family and the people around me that I want to go to complete school."

<http://www.girletermined.org/girl-determined-circles.php>

### ★ Focus on Myanmar ★

11. Read about Girl Determined.  
In groups, discuss:
- Why do you think they focus on girls aged 12-17?
  - What are the main issues facing boys aged 12-17 in Myanmar?
  - Do you think there should be 'Boy Determined Circles' for boys?
12. How do Girl Determined's activities relate to the song?

# GET UP, STAND UP

SUNG BY: BOB MARLEY

CURRICULATOR: MORGAN MACDONALD

**Topics:** resistance, religious freedom, human rights  
**Level:** intermediate

## Before You Listen



1. Look at the picture of *The Blind Men and the Elephant*. Do you know the story?

Each blind man touches a different part of the elephant. As a result, each man thinks the elephant looks different.

In groups, describe what each man thinks the elephant looks like.

2. In the story, the blind men end up fighting over their different understanding of what the elephant looks like.
- Think of a situation from your life where people fight because they have different understandings or something.
  - How is the situation similar to 'The Blind Men and the Elephant'?

3. Match these words with

- a word that means the same
- a word that rhymes or sounds the same

	i. same meaning	ii. rhyme
a. worth (n)	struggle	high
b. glitter (v)	pastor	light
c. story (n)	value	earth
d. fight (v)	atmosphere	rule
e. fool (v)	shine	teacher
f. preacher (n)	tale	bitter
g. sky (n)	trick	glory

4. In pairs, predict how these words will be used in the song.

I think they will tell the leaders not to fool people.

We have to fight to achieve our goals.

## As You Listen

5. Put the lines of each of the verses in order.

### CHORUS

*Get up, stand up, stand up for your right (x3)*

*Get up, stand up, don't give up the fight*

- a. i. \_\_\_ Half the story has never been told
- ii. \_\_\_ It's not all that glitters is gold and
- iii. \_\_\_ So now you see the light
- iv. \_\_\_ I know you don't know what life is really worth
- v. \_\_\_ Stand up for your right. Come on
- vi. \_\_\_ Preacher man don't tell me heaven is under the earth

### CHORUS

- b. i. \_\_\_ And now you see the light
- ii. \_\_\_ Most people think great God will come from the sky
- iii. \_\_\_ You would look for yours on earth
- iv. \_\_\_ You stand up for your right, yeah!
- v. \_\_\_ Take away everything, and make everybody feel high
- vi. \_\_\_ But if you know what life is worth

### CHORUS

- c. i. \_\_\_ But you can't fool all the people all the time
- ii. \_\_\_ We know when we understand
- iii. \_\_\_ We're sick and tired of your ism-schism game
- iv. \_\_\_ We going to stand up for our right
- v. \_\_\_ Almighty God is a living man
- vi. \_\_\_ Die and go to heaven in Jesus' name, Lord
- vii. \_\_\_ You can fool some people sometimes
- viii. \_\_\_ So now we see the light

6. Match the verse with the summary.

- a. We cannot wait for a god to come and help us. We must do it ourselves.
- b. Religious leaders do not want us to fight for our rights. They care only about being rich.
- c. A human is as powerful as a god if they are wise and do not get fooled by leaders.

7. Look at the pictures. Which line in *Get Up, Stand Up* relates to each picture?

- i. You can fool some people sometimes.
- ii. Most people think great God will come from the sky.
- iii. Get up, stand up.
- iv. I know you don't know what life is really worth.

a. 

*Set aside all the doctors often means just long enough to enjoy a cigarette! And doctors, too, are particular about the brand they choose!*

*In a nationwide survey, 113,597 doctors were asked, 'What cigarette do you smoke, Doctor?' The brand named most was Camel!*

Repeated Nationwide Surveys Show:

## More Doctors Smoke Camels than any other cigarette!

*"What cigarette do you smoke?" 113,597 doctors were asked that question a few years ago. The brand named most was Camel! Since then, repeated cross-sectional surveys have been made and every time Camel has been first choice!*

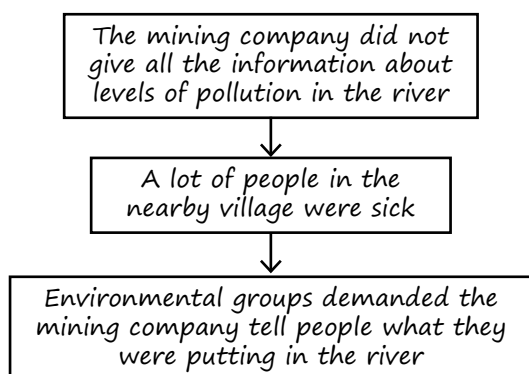
*Smoke the cigarette so many doctors enjoy! Smoke only Camels for 30 days and see how much you enjoy Camel's rich flavor... see how well Camels agree with your throat, week after week!*

START YOUR OWN 30-DAY TEST TODAY!



## After You Listen

8. What do you think is the main message in the song?
9. In groups, discuss these lines from the song. Think of an example situation for each line – either a real situation or a possible situation – in your community.
  - a. Half the story has never been told
  - b. You can fool some people sometimes, but you can't fool all the people all the time
10. Choose one of the situations from *activity 9*. Make a cause and effect chain, e.g.



Present your cause and effect chain to the class.

11. Read about Bob Marley, reggae music and the Rastafarian religion.

Compare Rastafarianism with your religion, or a religion you know.

  - What are the similarities?
  - What are the differences?



### Bob Marley, Reggae and Rastafarianism

Bob Marley was a singer (1945-81), songwriter, reggae guitarist and activist from Jamaica. Reggae music came from the Caribbean region and is now popular all over the world.

He was a Rastafarian – a religion with roots in African Christianity. Rastafarians take their name from Ras Tafari Makonnen, who was crowned Emperor Haile Selassie I of Ethiopia in 1930. Until the 1970s, Rastafarianism was not widely acknowledged or respected. Rastafarian preachers were often arrested for their beliefs and actions. Rastafarians are against oppression, and want equal rights for all people. They are Afro-centric, and anti-colonial.

*Get Up, Stand Up* was written by Bob Marley and Peter Tosh in 1973. The song has two messages. Firstly, the need to oppose oppression. The second theme is about truth. The verses question the truth of what religious leaders say. The song also encourages people to live to make their lives better now, rather than waiting to go to heaven.

Some key points of the Rastafarian religion:

- Promotes a message of hope, self-respect and freedom from oppression.
- Similar to other Abrahamic religions (Christianity, Judaism, Islam).
- Belief in one god called Jah or Yah.
- Hair and beards are not combed or cut.
- Discourages alcohol, meat and processed foods but allows marijuana use.



# TREATY

SUNG BY: YOTHU YINDI

CURRICULATOR: MORGAN MACDONALD

**Topics:** minority rights, justice, land rights  
**Level:** upper-intermediate

## Before You Listen

1. In pairs, ask and answer these questions.
  - a. Where did your family live 2 years ago?
  - b. Where did your family live 20 years ago?
  - c. Where did your family live 200 years ago?
  - d. Where did your family live 2000 years ago?
  - e. What is your favourite memory of your home?

2. Here is some background information about Australia's history.

Choose the best number to fill the gaps.

- a. Indigenous (aboriginal) Australians have lived in Australia for \_\_\_\_\_ years.

i. 6	iv. 6,000
ii. 60	v. 60,000
iii. 600	vi. 600,000

- b. In 1788, there were approximately \_\_\_\_\_ indigenous languages in Australia.

i. 7	iv. 5,200
ii. 25	v. 25,000
iii. 700	vi. 70,000

- c. Today, there are less than \_\_\_\_\_ indigenous Australian languages spoken.

i. 7	iv. 250
ii. 25	v. 5,000
iii. 100	vi. 20,000

- d. Captain James Cook, of England, claimed possession of Australia in \_\_\_\_\_

i. 1085	iv. 1988
ii. 1770	v. 1993
iii. 1842	vi. 2001

- e. Indigenous Australians formally gained citizenship rights in \_\_\_\_\_

i. 1770	iv. 1942
ii. 1842	v. 1967
iii. 1932	vi. 1998

- f. In 2011 there were approximately \_\_\_\_\_ Aboriginal people living in Australia.

i. 7	iv. 7000
ii. 70	v. 70,000
iii. 700	vi. 700,000



Indigenous Australian women

3. Match the word and the definition.

- |                     |  |
|---------------------|--|
| a. aboriginal (adj) | i. an agreement between nations              |
| b. priceless (adj)  | ii. native to a place                        |
| c. indigenous (adj) | iii. related to your family's past           |
| d. treaty (n)       | iv. what will happen in the future           |
| e. ancestral (adj)  | v. the original people of a country or land  |
| f. Union Jack (n)   | vi. worth more than money can buy            |
| g. destiny (n)      | vii. the national flag of the United Kingdom |

4. What do you think this song will be about?



The British flag and the Aboriginal flag combined

## As You Listen

5. Choose the best word. Listen and check.

Well I heard it on the radio / media <sup>a.</sup>  
And I saw it on the television  
Back in 1988, all those talking politicians / policemen <sup>b.</sup>  
Words are easy, words are cheap / cheat <sup>c.</sup>  
Much cheaper than our priceless land  
But promises can just appear / disappear <sup>d.</sup>  
Just like riding / writing <sup>e.</sup> in the sand  
Treaty yeah treaty now treaty yeah treaty now  
This land was never given up  
This land was never bought and sold / gold <sup>f.</sup>  
The planting of the Union Jack / onion, Jack <sup>g.</sup>  
Never changed our low / law <sup>h.</sup> at all  
Now two rivers run their course  
situation / separated <sup>i.</sup> for so long  
I'm dreaming of a brighter day  
When the waters will be one / won <sup>j.</sup>  
Treaty yeah treaty now treaty yeah treaty now



Mandawuy Djarrjtuntjun Yunupingu,  
leader of Yothu Yindi

6. Choose the best summary.

- a. The treaty promised us our land and we want it back.
- b. We believe that you will keep your promises.
- c. We want a treaty to make sure you keep your promises.

### Words and Phrases from the Song:

The non-English verse is in Gumatj, an indigenous Australian language. The lyrics mean "My dear men, you keep improvising, keep dancing and you're getting better."

## After You Listen

- 7. Can you think of any examples of treaties?
- 8. Read the text and summarise the opinions of indigenous Australians in 1988.
- 9. Are there days or celebrations that cause conflict or tensions in your community? Why?

### The Colonisation of Australia

The first British ship arrived in Australia in 1788. Where the ship landed, Captain Arthur Phillips, declared it the city of Sydney and the surrounding areas the Colony of New South Wales.

Two hundred years later, in 1988, Australia organised events to celebrate the arrival of the 'first fleet' as a national celebration. This was very controversial for indigenous Australians because they had suffered murder, slavery, and loss of land. Many indigenous Australians felt the anniversary should be remembered as a day of tragedy.

In 1988, the prime minister of Australia made a statement saying that there would be a treaty between the government and indigenous Australia. This treaty would recognise the rights, freedoms and dignity of indigenous people.

As of 2015, no treaty had been signed with indigenous Australians.

# TALKIN' 'BOUT A REVOLUTION

SUNG BY: TRACEY CHAPMAN  
CURRICULATOR: MORGAN MACDONALD

**Topics:** resistance, poverty, justice  
**Level:** upper-intermediate

## Before You Listen

- Match the words and their meanings.
  - revolution (n)
    - to take part in an action to show anger or disapproval
    - a meeting to show anger or public opinion about a situation
    - a change from one system to another
  - protest (v)
  - demonstration (n)
- In groups, decide which of these can be described as a revolution.
  - overthrowing the government
  - a general strike
  - protesting
  - collecting money for local charities
  - running as a candidate in local elections
  - declaring yourself president
  - joining a group that wants to stop paying taxes
  - everyone in the world using only solar power
  - using Facebook more than using the phone
  - massive reductions in cost of travelling
  - walking backwards down the street
- Read about these revolutions.
  - Why did they happen?
  - What is the situation in these countries now?

### **I. Cultural Revolution (China 1966-1976)**

The Cultural Revolution was a social and political movement led by Mao Zedong, the leader of the Communist Party. The goal of the revolution was to get rid of any influences of capitalism and traditional elements of Chinese society in order to preserve the 'true' communist ideology. It resulted in many people, from all parts of society, being tortured, killed, and imprisoned for long periods.

### **II. Russian Revolution (Russia 1917)**

The Russian Revolution was the overthrow of the Russian monarchy, which led to the Soviet Union, the first country to have a communist system. This Revolution occurred during World War One. Two main causes of the revolution were that the Russian army was not doing well in the war, and people in the cities were not getting enough food.





### As You Listen

4. Put the lines in order.
  - a. \_\_\_ Poor people gonna rise up and get their share.
  - b. \_\_\_ While they're standing in the welfare lines.
  - c. \_\_\_ Crying at the doorsteps of those armies of salvation.
  - d. \_\_\_ Don't you know you better run, run, run...  
Oh I said you better run, run, run...
  - e. \_\_\_ Wasting time in the unemployment lines.
  - f. \_\_\_ Don't you know they're talkin' 'bout a revolution – it sounds like a whisper.
  - g. \_\_\_ Sitting around waiting for a promotion.
  - h. \_\_\_ Poor people gonna rise up and take what's theirs.
  - i. \_\_\_ Finally the tables are starting to turn.
  - j. \_\_\_ Talkin' 'bout a revolution.
5. Which lines have similar meaning to:
  - a. It is difficult to hear clearly as they are speaking very quietly.
  - b. One day the oppressed will not tolerate the situation and they'll take what they deserve.
  - c. People are standing around, waiting for their turn to be offered a job.
  - d. At last things are beginning to be more fair.
  - e. People are hoping to get a better job in their organisation or company.

#### Words and Phrases from the Song:

'Armies of salvation' refers to the *Salvation Army*, an organisation that supports poor people to get food, housing and jobs.

### After You Listen

6. In pairs, summarise the song in two or three sentences, then:
  - Join with another pair, and make a group summary.
  - Join with another group, and agree on a group (or class) summary.
7. **Teach each other.** Work in groups of four. Each group member read about one of the uprisings on the next page. Then, without looking at the text, explain about it to the group.
8. Read about the uprisings on the next page. In groups, discuss the questions.
  - a. Does each situation here count as a revolution? Why/why not?
  - b. What was the cause of each?
  - c. Can you think of any similar events in the history of your country?
9. **Find out more.** What is happening in these countries now? Do you think these revolutions were successful or not?

---

### **i. The French Revolution**

In the late 1800s, France was a nation of extremes. The king, King Louis XVI, and his nobles lived in luxury, while most people were very poor.

In 1788, the king tried to raise taxes. The people refused and formed a new organisation, the National Assembly, to make laws apart from the King. When the king tried to dismiss this assembly, the people rebelled.

On July 14, 1789, they stormed the king's prison, the Bastille, and freed the prisoners. This was the beginning of the French Revolution. The king, queen and many nobles. were executed.

---

### **ii. The Green Revolution**

The Green Revolution is a name given to a period in the twentieth century. It describes the discovery of many new, modern ways of farming and growing food. The Green Revolution began in Mexico in the 1940s, when an American scientist, Norman Borlaug, began to experiment with growing wheat. He was successful in growing stronger wheat which was not attacked by disease. Because of these new methods, Mexico could grow more than it needed to feed its people.

Over the next 20 years, his discoveries spread to many other countries around the world.

Because of the Green Revolution, India is now one of the biggest rice producers in the world.

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### **iii. Rosa Parks and the Civil Rights Movement, USA**

Rosa Parks was a civil rights activist that lived in Alabama, USA. She grew up during a period when there were laws that forced racial segregation , mostly targeting African Americans. There was segregation of whites and coloured in all public facilities. Although it was described as 'separate, but equal', conditions for coloured people were worse.

On public buses, coloured people had to ride in a separate section at the back of the bus. If white people came onto the bus then black people had to stand. On December 1, 1955, Rosa Parks refused to give up her seat in the coloured section for a white passenger. Parks' act of defiance led to the campaign against segregation on buses and was an important moment in the Civil Rights Movement in the US.

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### **iv. The Digital Revolution**

The Digital Revolution describes events during the current modern age, beginning in the 1980s, and continuing un today. Generally, it describes the use of digital computers, mobile phones and the use of the world wide web and internet.

The Digital Revolution started in the developed world in the 1980s, with home computers and digital cameras. However it has been the fastest and most visible in the last twenty years, as cheap mobile telephones and internet access have spread to almost every part of the world, including the rural parts of devolping countries such as Myanmar. Newer inventions, such as smartphones and tablets are now common across society and are changing the way people communicate and work.

# 21 GUNS

SUNG BY: GREEN DAY

CURRICULATOR: KHAWM PIL

Topics: peace, justice

Level: upper-intermediate

## Before You Listen

1. Brainstorm. What things do you associate with the number 21? Make a class list on the board.
2. The title of this song is *21 Guns*. What do you think it will be about?
3. Match the words and the definitions.

a. suffocate (v)	i. guns and other weapons
b. patriotism (n)	ii. to destroy something
c. weigh out (v)	iii. illness caused by drinking too much alcohol
d. ruin (n)	iv. be heavier than [something]
e. toll (n)	v. devotion and pride in your own country
f. hangover (n)	vi. to not be angry with someone any more
g. arms (n)	vii. negative effects of a situation
h. forgiveness (n)	viii. to not be able to breathe



## As You Listen

4. Each line in each verse has one mistake in it. Listen and correct the mistakes.

a. Do you know what's worth lying for	i. When you're at the start of the road
b. When it's not worth crying for?	j. And you lost all sense of time
c. Does it take your death away	k. And your ideas have taken their toll
d. And you feel someone suffocating	l. When your lies breaks the spirit of your soul
e. Could the pain weigh out the pride?	m. Your faith walks on broken cups
f. And you look for a place to ride	n. And the hangover doesn't stop
g. Did someone take your heart inside	o. Nothing's ever meant to last
h. They're in ruins	p. We're in ruins

CHORUS:

*One, 21 Guns  
Lay down your arms  
Give up the fight  
One, 21 Guns  
Throw up your arms into the sky  
You and I.*

CHORUS

- q. Did you try to be on your own
- r. When you burned down the house and car
- s. Did you dance too close to the fire?
- t. Like a liar looking for money from a stone
- u. When it's time to live and let go
- v. And you can't get another window
- w. Something inside this brain has died
- x. It's in ruins

5. Choose the best meaning for the line.
  - a. Do you know what's worth fighting for, when it's not worth dying for?
    - i. It's difficult to know if fighting is worthwhile, especially if you might be killed.
    - ii. If you fight, you will die. Fighting isn't worth it for any reason.
    - iii. If something is worth fighting for, then that cause is worth dying for.
  - b. When your mind breaks the spirit of your soul
    - i. You can't think very well so you trust your emotions.
    - ii. Your brain takes over from your heart.
    - iii. The thoughts you think destroys your mental state.
  - c. Like a liar looking for forgiveness from a stone
    - i. Lying is bad, so nothing, not even a rock, will ever forgive you.
    - ii. If you lie to a stone, the stone will never stop being angry with you.
    - iii. It's a waste of time wanting something without emotions to like you.
6. Rephrase these lines in your own words.
  - a. One, 21 guns, lay down your arms.
  - b. Throw up your arms into the sky.
  - c. Does the pain weigh out the pride?
  - d. When you're at the end of the road and you lost all sense of control.
  - e. When you burned down the house and home did you stand too close to the fire?
7. Choose the best summary of the .
  - a. His mind is slowly breaking down because he drinks too much, he is doing a lot of crazy things, and his health is badly affected.
  - b. He is suffering from the effects of participating in a war he doesn't understand. He needs to find a way to heal and get better.
  - c. He joined up to fight in a war, and is suffering mental health problems. However it is important to continue fighting until we win.
8. What do you think when you listen to this song? What do you feel? Write down your thoughts and feelings as you listen.

---

### After You Listen

9. Read the text about PTSD.
  - a. What happens in war that can cause PTSD?
  - b. What lyrics in the song are about PTSD?
10. Have a debate.
  - a. Divide into two teams. Team A argues that: *'War is sometimes necessary.'*  
Team B argues that: *'War is never necessary.'*  
In a large class, divide into 4 or 6 teams.
  - b. Choose three speakers from your team. Spend five to ten minutes preparing your arguments.
  - c. The first speaker from Team A presents their arguments, followed by the first speaker from Team B.
  - d. The second speaker from Team A argues against Team B's points. The second speaker from Team B argues against Team A's points.
  - e. The third speaker from both teams summarises their arguments.
  - f. Everyone votes on which team had the stronger argument.

#### Post-Traumatic Stress Disorder

The US band Green Day wrote *21 Guns* for the 2009 album *21st Century Breakdown*. This album tells the story of a young couple as they face the challenges of living in the United States of America.

The song *21 Guns* discussed the impacts that patriotism and war has on people living in the US. The US has been involved in two wars this century, in Iraq and Afghanistan. One of the impacts of these wars has been the psychological problem that soldiers have after bad experiences during their time at war.

People who have experienced horrific things (e.g. war, violent crime, natural disasters) can afterwards suffer *post traumatic stress disorder* (PTSD). Symptoms of PTSD include nightmares, fear of other people, anger, depression and/or memory problems. Many people with PTSD experience difficulty keeping a job, family issues, and drug and alcohol problems.

# SAME LOVE

SUNG BY: MACKLEMORE AND RYAN LEWIS

CURRICULATOR: ALYSSA PAYLOR

**Topics:** sexuality, human rights, equality  
**Level:** upper-intermediate

## Before You Listen

1. Read the statements. Sort them into three categories based on your opinion.
  - a. Everyone has the right to marry the person they choose.
  - b. Discrimination against men and women who are gay is common.
  - c. People who are gay should not have to hide themselves.
  - d. Some people are born gay and some people are not. This is natural.
  - e. Gay couples and heterosexual couples should have equal rights.
  - f. Being gay is against most religions.
  - g. People who are gay deserve to have all the same rights as people who are not.



agree	neither/not sure	disagree

2. Match the word with the definition.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>a. stereotypes (n)</li> <li>b. pre-conceived (adj)</li> <li>c. right-wing conservatives (n)</li> <li>d. predisposition (n)</li> <li>e. paraphrase (v)</li> <li>f. genre (n)</li> <li>g. synonymous (adj)</li> </ol> | <ol style="list-style-type: none"> <li>i. supporters of traditional religious or nationalist ideas</li> <li>ii. to summarise or interpret meaning of a text</li> <li>iii. a tendency to do, think or feel something</li> <li>iv. having the same meaning as another word</li> <li>v. category of music, art or literature</li> <li>vi. when your opinion is made before you have evidence to support it</li> <li>vii. a biased opinion about a group of people</li> </ol> |
|--|---|

3. Circle the words that you don't know.

annointed pigment oppression veil  
 complexion hip-hop plagued numb

- Choose one word you don't know. Find out what it means. Write a definition.
- For the other words you don't know, walk around the class and find someone who has written a definition. Continue until you know all the words.

4. What do you think this song will say?

Write three sentences you think could be in the song.



## As You Listen

5. Which order do you hear these ideas?
- \_\_\_ Popular culture, such as music and social media, encourages discrimination against gay people.
  - \_\_\_ When I was a child I thought I was gay because I was artistic and I had a gay uncle.
  - \_\_\_ Human rights are the same for all people.
  - \_\_\_ Conservatives think gay people can change, based on old-fashioned religious beliefs.
  - \_\_\_ Love is the same for all people.
  - \_\_\_ People have fought against other types of discrimination, such as gender and racism.

6. Fill the gaps with the missing words from *activities 2 and 3*.

- |   |   |
|---|---|
| a. Yeah I guess she had a point didn't she? Bunch of _____ all in my head | l. If you preach hate at the service those words aren't _____           |
| b. A _____ idea of what it all meant                                      | m. Progress, march on with the _____ over our eyes                      |
| c. The _____ think it's a decision  | n. When kids are walking round the hallway _____ by pain in their heart |
| d. Man-made rewiring of a _____   |   |
| e. But we _____ a book written thirty-five-hundred years ago              |   |
| f. If I was gay, I would think _____ hates me                             |   |
| g. We become so _____ to what we're saying                                |   |
| h. A culture founded from _____, yet we don't have acceptance for them    |   |
| i. A word rooted in hate, yet our _____ still ignores it                  |   |
| j. Gay is _____ with the lesser   |   |
| k. Gender to skin colour, the _____ of your _____                         |   |



---

## After You Listen

7. Match the lyrics with their meanings.
- |  |  |
|--|--|
| a. Have you read the YouTube comments lately?<br>"Man that's gay" gets dropped daily.<br>Call each other faggots behind the keys of a message board. | i. The internet makes it easy to write hateful and harmful messages because there is distance between you and that person. |
| b. When everyone else is more comfortable remaining voiceless.<br>Rather than fighting for humans that have had their rights stolen.                 | ii. Being quiet is easier than speaking up, but being quiet also hurts other people.                                       |
| c. And a certificate on paper isn't gonna solve it all,<br>But it's a good place to start.<br>No law is gonna change us.<br>We have to change us.    | iii. In order to change negative ideas about other people, laws must change, but our attitudes must also change.           |

**Words and Phrases from the Song:**

*Pre-K* in the US, is a nursery school, or a school you attend before kindergarten.

*Little League* is a baseball series for children.

*Faggot* is an insulting term for a gay man.

8. In groups, discuss these questions.

- a. How does religion shape our opinions about gay, lesbian, bisexual, and transgender people (LGBT)?
- b. Why do you think Macklemore and Ryan Lewis titled this song *Same Love*?
- c. How do you see LGBT people treated in your community?
- d. Look back at *activity 1*. Do you want to change where you placed some of the statements? Which statements would you like to move and why?

---

★ **Focus on Myanmar** ★

---

9. These photos are from the documentary film *This Kind of Love* and from the activities of *Colours Rainbow Network*. What do you think is happening in each picture?



10. Read the text. In groups, discuss these questions.

- a. How does the LGBT movement in Myanmar reflect changing attitudes about gay people?
- b. What do you think is the most important change that must be made in Myanmar for LGBT people to gain equal rights?
- c. Aung Myo Min has worked for equality for all types of people, not just LGBT people. Why do you think this is?

## Aung Myo Min, LGBT issues in Myanmar and *This Kind of Love*



In Myanmar today it is illegal to marry a person of the same sex. Section 377 of Myanmar's penal code makes it not only illegal to marry a person of the same sex; it makes it illegal to be caught in a romantic relationship with someone of the same sex.

The LGBT community throughout Myanmar faces

severe discrimination and a denial of their human rights to legal protection, education, employment opportunities, and other rights. However, many people in Myanmar hope that recognition of LGBT rights will come soon.

In May 2012, members of the LGBT community in Myanmar held their first gay pride event in the country. Colours Rainbow is a network to organise and support all the community-based LGBT organisations and advocate for equal rights on behalf of all members of the diverse LGBT community in Myanmar.

Aung Myo Min is the founder of Equality Myanmar, an organization that provides education, training, and monitoring of the human rights situation in Myanmar. He was an activist during the 1988 protests, and then joined the All Burma Students Democratic Front.

Deep in the Burmese jungle, Aung Myo Min fell in love with another young man, a fellow student-turned-soldier who shared his ideals and fought alongside him. But while their comrades preached equal human rights for all, the two men knew they were not accepted by the rest of the group. Unable to cope with the stigma, the couple separated.

Aung Myo Min left the army to take up human rights activism. His lover was sent to the front lines, captured by government forces and killed.

"They did not believe in this kind of love," Aung Myo Min said, "But our love, it came from the heart."

In 2015, documentary film-maker Jeanne Hallacy and Equality Myanmar produced *This Kind of Love*. The 45 minute film follows Aung Myo Min as he returns home after 24 years in exile.

*Myo's vision – that human rights are for everyone – from children to transgender people to ethnic nationalities – makes This Kind of Love an offering of hope for the future.*

<https://www.facebook.com/pages/wwwcoloursrainbowcom>

<https://www.facebook.com/thiskindoflove88?fref=ts>

<http://www.thiskindoflovefilm.org/>

# THE INTERNATIONALE

SUNG BY BILLY BRAGG

CURRICULATOR: KATIE JULIAN

**Topics:** international solidarity, equality

**Level:** upper-intermediate

## Before You Listen

1. Do you think the world is a fair place? What would you change to make it more fair?
2. Read the text then decide if the words and phrases in the box are associated with the **left-wing**, the **right-wing** or **neither/both**. Use a dictionary if necessary.

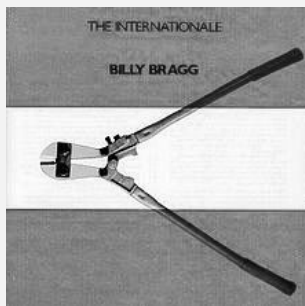
conservatism trade unions capitalism  
patriotism socialism law and order  
equality fascism progress labour  
tradition authoritarianism human rights  
military security economic growth  
communism environment anarchism

### *Left-wing and Right-wing*

*Left-wing* and *right-wing* (or left and right) are used to describe political beliefs. These terms come from 18th century France. In the parliament, the supporters of revolution sat on the left, and the supporters of the old system (a monarchy) sat on the right. Since then, left and right have been used to describe the differences between social and economic ideas.

The rich and powerful (who want things to stay the same) are usually associated with the right. The poor and the workers (who want change) are usually associated with the left.

## *The Internationale*



*The Internationale* has been an anthem of the left for over 150 years. It was first written – in French – in 1871. Anarchists, socialists, communists, trade unions and social democrats have all used *The Internationale* to express international solidarity. The song talks about rights for workers, an end to poverty and tyranny, and the need to fight to create a better world.

It is often sung on Labour Day (May 1). People raise their fists in the air as they sing. It has been translated into many different languages, including German, Chinese, Russian, Bengali, Arabic, Spanish and Burmese. It was used as the national anthem of Soviet Russia from 1918-1944. It was the rallying song of the students and workers at the Tiananmen Square protests in 1989.

The version we use here is by British left-wing folk singer Billy Bragg. It uses modern English, unlike previous translations which use more formal, old-fashioned English.

A documentary on the history of *The Internationale*: [https://www.youtube.com/watch?v=X90-mSBc\\_PY](https://www.youtube.com/watch?v=X90-mSBc_PY)

3. Four of these lines are in *The Internationale*. Predict which ones.
  - a. Stand up, all victims of oppression
  - b. If you work hard, you will grow rich
  - c. All good citizens love their country
  - d. The international ideal unites the human race
  - e. Compete to be better than each other
  - f. We'll live together or we'll die alone
  - g. Change will not come from above
  - h. Ask the leaders to change their policies

## As You Listen

4. Listen and check your answers to *activity 3*.
5. Which lines in *activity 3* have the same meaning as:
  - i. The grassroots need to create change, not wait for leaders to give it to them.
  - ii. Stop being marginalised and exploited.
  - iii. If we unite, we will survive.
  - iv. Throughout the world all humans have the same struggle and aim.
6. Which of these issues are in the song?
  - a. endangered species
  - b. anti-discrimination
  - c. redistribution of wealth
  - d. gender equality
  - e. LGBT rights
  - f. disability rights
  - g. education for all
  - h. environmentalism
  - i. equality
7. Circle the parts of the song that mean the same as:
  - a. Rights are more important than belongings.
  - b. If all people are not free, freedom is a luxury only for the rich.
  - c. People who have made wealth from the work of others should give it back.
  - d. Patriotism is not useful – we should care about our planet, not our country.
  - e. Leaders might offer small changes, but this is not enough.



Stand up, all victims of oppression,  
For the tyrants fear your might!  
Don't cling so hard to your possessions,  
For you have nothing if you have no rights!  
Let racist ignorance be ended,  
For respect makes the empires fall!  
Freedom is merely privilege extended,  
Unless enjoyed by one and all.

### *Chorus*

*So come brothers and sisters,  
For the struggle carries on.  
The Internationale  
Unites the world in song.  
So comrades, come rally,  
For this is the time and place!  
The international ideal  
Unites the human race.*

Let no one build walls to divide us,  
Walls of hatred nor walls of stone.  
Come greet the dawn and stand beside us,  
We'll live together or we'll die alone.  
In our world poisoned by exploitation,  
Those who have taken, now they must give!  
And end the vanity of nations,  
We've but one Earth on which to live.

### *Chorus*

And so begins the final drama,  
In the streets and in the fields.  
We stand unbowed before their armour,  
We defy their guns and shields!  
When we fight, provoked by their aggression,  
Let us be inspired by life and love.  
For though they offer us concessions,  
Change will not come from above!



### After You Listen

8. Make a list of three issues that affect your local community, three issues that affect your country, and three issues that affect the entire world.

local	national	global

- In pairs, discuss these. Does your partner agree that these are local, national and global issues?
- In groups, decide on the three most important local issues, national issues and global issues.

9. In groups:

- a. Look at your group's three local issues. How might they be relevant to people on the other side of the world?
- b. How could people on the other side of the world help your local issues?
- c. Look at your group's three international issues. What can you do on these issues?

Present your ideas to the class.

# ANSWERS

## WE SHALL NOT BE MOVED

1. Answer: b
2. Answers:
  - a. 1
  - b. 3
  - c. 2
3. Answers:
  - a. ii
  - b. vi
  - c. v
  - d. iv
  - e. i
  - f. iii
5. Answers:
  - a. we
  - b. moved
  - c. tree
  - d. water
  - e. we
6. Answers: f, a, b, c, d, e
7. Possible answer:

People should be treated equally.
9. Possible answer:

Both the song and the campaign promote friendship between different groups of people.
10. Possible answers:
  - a. Treating a person differently because they belong to a group (ethnic, religious, sex.)
  - b. People of different ages, ethnicities, religions and other group associations.
  - c. Accepting a person or idea you disagree with.
  - d. Strongly disliking something/someone.

## SEND IT ON

3. Answers:
  - a. iv
  - b. i
  - c. vi
  - d. ii
  - e. iii
  - f. v
4. Answers:
  - a. say
  - b. away
  - c. gift
  - d. heal
  - e. reach
  - f. spark
  - g. chain reaction
  - h. light
  - i. smile
  - j. act
  - k. circumstances
  - l. power
  - m. waste
5. Answers:
  - a. i
  - b. iv
  - c. ii
  - d. iii
6. Possible answers:
  - We should help other people.
  - We can help people by being positive.
  - If you do something positive it can have a big impact.
  - It is important to talk about important issues.
  - You should try to be nice to other people.
9. Possible answers:
  - They make positive change.
  - They take action to help others.
  - They use music to share a positive message with others.

## TELL ME WHY

### 1. Possible answers:

- poverty
- hunger
- inequality
- hatred
- violence
- discrimination
- pollution
- climate change
- noise
- rudeness

### 3. Possible answers:

- There is less rainforest in Myanmar and around the world because people are cutting down lots of trees; Factories are causing air pollution.
- Masculinity refers to people's ideas about how a man should look and behave; People often have different ideas about how a man should look and behave.
- Empathy is about sharing and understanding other people's feelings.
- War causes lots of problems for communities. There is a peace process in Myanmar to try and stop it.

### 4. Possible answers:

- hunger, pollution, climate change
- violence, noise, discrimination
- rudeness, hatred, discrimination
- violence, hatred, noise
- inequality, poverty

### 5. Answers:

- The sky is blue and fields are green  
– Why does the tiger run?  
– Can someone tell us why we let the forest burn?  
– Why do the dolphins cry?  
– Can someone tell us why we let the oceans die?
- What will I have to do to be a man?
- Children sing a song of love for every boy and girl  
– Why do we say we care?  
– Why if we're all the same?  
– Why we cannot just be friends?
- Do I have to stand and fight to prove to everybody who I am?  
– Is that what my life is for, to waste in a world full of war?  
– Why do we shoot the gun?  
– Why do we fight for land?

### 6. Possible answers:

- poverty (I see a world full of people in need)
- corruption (Why do the greedy lie?)

### 7. Answers:

- ii
- i
- ii

### 8. Possible answers:

- I want people to be happy but they are not  
– I dreamed all people loved each other and the environment was fine, but then I woke up and saw people are suffering.
- Men are encouraged to be brave, but this leads to violence.  
– I am a boy, so do I have to fight wars?
- It's confusing that people do nothing when there are big problems in the world.  
– Why do we ignore environmental problems, and at the same time say we should pay attention to them?

### 9. Possible answers:

- The farmers want more land for growing crops. They needed more land because rice prices were very low.
- We don't know how to help other people.  
– We don't help others because we want to keep our money.  
– We have bad ideas about people that have different religious beliefs and ethnicities.
- It's very difficult to change someone's mind. It's more difficult to change many people's minds than just one person.
- It's difficult to live a modern lifestyle without causing pollution.  
– It's difficult for people to see and understand that oceans die.
- There are too many people living in places with too few resources.  
– We fight for land because some people are greedy.

## EARTH SONG

### 3. Answers:

- |             |          |
|-------------|----------|
| a. shore    | f. rain  |
| b. whale    | g. blood |
| c. trail    | h. sea   |
| d. sunrise  | i. field |
| e. elephant |          |

### 4. Answers:

- |            |              |
|------------|--------------|
| a. sunrise | f. elephants |
| b. rain    | g. whales    |
| c. fields  | h. seas      |
| d. blood   | i. trails    |
| e. shores  |              |

### 5. Answers:

- |       |        |
|-------|--------|
| a. v  | d. iii |
| b. vi | e. iv  |
| c. i  | f. ii  |

### 6. Possible answers:

#### Causes

**Forests:** People are burning trees; People are cutting down trees; People use a lot of wooden products.

**Seas:** People are catching too many fish; People are polluting the ocean; People are killing too many whales.

**Air:** There are more cars and motorbikes; People and businesses are using more power.

#### Effects

**Forests:** Many species are dying; Habitats are being destroyed; climate change is happening.

**Seas:** There are fewer fish left in the ocean; The whales are going extinct; Habitats are being destroyed; Rising sea levels.

**Air:** Diseases from pollution; more storms and cyclones.

### 7. Possible answers:

KESAN is working to address environmental and human rights issues, especially related to forests and rivers and the people who live there.

## (FREE) NELSON MANDELA

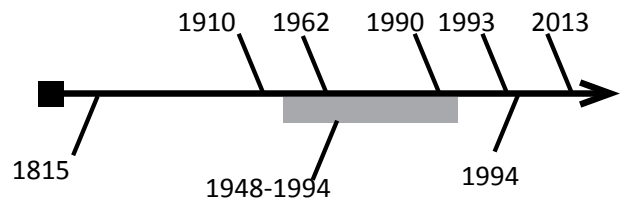
### 1. Possible answers:

- in Africa
- apartheid system
- Nelson Mandela

### 2. Answers:

- a. 1962
- b. 1910
- c. 1948-1994
- d. 2013
- e. 1990
- f. 1994
- g. 1815
- h. 1993

### 3. Answers:



### 4. Answers:

1. 21 years in captivity
2. Shoes too small to fit his feet
3. His body abused but his mind is still free
4. Are you so blind that you cannot see?
5. Pleaded the causes of the ANC
6. Only one man in a large army
7. Are you so blind that you cannot see?
8. Are you so deaf that you cannot hear his plea?
9. Are you so dumb that you cannot speak?

### 5. Answers:

- a. second verse
- b. third verse
- c. first verse

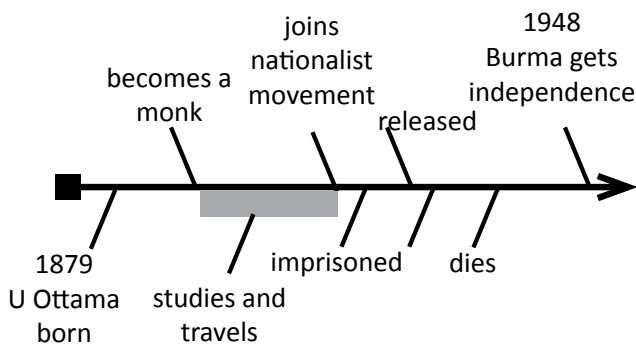
### 6. Answers:

- a. captivity
- b. deaf
- c. begged
- d. abused
- e. plea

**7. Possible answers:**

- a. They controlled the government and economy. They had weapons.
- b. Yes, because the South African government was embarrassed by international opinions of apartheid and economic sanctions.  
or  
No, the changes in South Africa were caused by South Africans themselves.
- c. He was leader of the African National Congress. He was sentenced to prison for so long. The international media liked him.

**8. Answers:**



**WHAT ABOUT US? (SONG FOR SYRIA)**

**2. Answers:**

- a. The Mediterranean Sea
- b. Syria
- c. Iraq
- d. Jordan
- e. Lebanon

**3. Answers**

- a. an Islamist group
- b. The Syrian President
- c. a rebel group

**4. Answers**

- a. Russia
- b. The USA
- c. The USA

**5. Answers**

- a. the number of displaced people in Syria.
- b. the percentage of the population in poverty in Syria.
- c. the number of people killed in the civil war in Syria.

**7. Answers:**

- a. Two years and counting, a hundred thousand dead. And still you wait.
- b. Should we just keep on dying while you're waiting to solve the political mess?
- c. Innocent civilians have bled the ground red.
- d. Chemical weapons raining from the sky.
- e. The world is busy living an ordinary life.
- f. Millions of refugees, running for their lives.
- g. This page we write in history, of the human race, inked in blood for all to see, we never can erase.

**8. Possible answers:**

- a. People in Syria are suffering. Everyone should take urgent action to help Syrians.
- b. Anger, because people are not giving enough attention to the tragedy in Syria. Sadness, because innocent people are dying.

**9. Answers:**

- a. The USA
- b. The UK
- c. Russia
- d. Sweden

**10. Possible answers:**

- a. The US government put economic sanctions, have been sending guns to rebel groups and have been making air strikes against Islamic militant groups.
- b. Some members of the UK government wanted to attack Syria from the air but parliament did not support the plan.
- c. The Russian government do not want to get involved in the war because they think it would contribute to violence, they are against a military intervention by the UN and western countries and they have a close relationship with the Syrian government.
- d. The Swedish military does not get involved in international conflicts, but they offer residence to any refugees who get to Sweden.

**11. Possible answers:**

- Donate to organisations that help Syrians.
- Organise an event to collect money to donate to people in Syria.
- Raise awareness of the situation in Syria.

## WIND OF CHANGE

1. **Possible answers:**  
Communism – Eastern Europe and much of Asia were communist during the Cold War.  
Capitalism – Northern America and Western Europe were capitalist during the Cold War.
2. **Answers:**
  - a. Moscow
  - b. East Berlin over the Berlin Wall
  - c. The Berlin Wall coming down
  - d. The world, showing capitalist countries (dark grey), communist countries (black) and neutral (light grey) countries during the Cold War.
4. **Answers:**
  - a. summer
  - b. soldiers
  - c. closing
  - d. future
  - e. magic
  - f. children
5. **Answers:**
  - a. street
  - b. past
  - c. share
  - d. me
  - e. blows
  - f. face
  - g. freedom
6. **Answers:**
  - a. Soldiers passing by listening to the wind of change.
  - b. Did you ever think that we could be so close, like brothers?
  - c. Distant memories are buried in the past forever.
  - d. Where the children of tomorrow share their dreams with you and me.
  - e. The wind of change blows straight into the face of time.
  - f. Let your balalaika sing, what my guitar wants to say.

## ALL ABOUT THAT BASS

4. **Possible answers:**
  - a. the way you feel about your body size and shape
  - b. a small clothing size
  - c. the lower, deeper notes in music
  - d. a computer programme people can use to change photographs
  - e. the higher notes in music
  - f. very skinny (like a stick)
  - g. a popular, tall, very skinny doll from the USA
  - h. a material used for cosmetic surgery
6. **Answers:** e, d, a, b, c, f
7. **Answers:**
  - a. iii
  - b. i
  - c. iii
  - d. i
9. **Possible answers:**
  - a. Because she does not believe that women should feel ashamed of their size, and that many men do not like very thin women.
  - b. Because in music, there is an instrument called a double bass (or just bass), which is shaped like a curvy woman. It is guitar-shaped, and the bottom is larger than the top.
  - c. Yes, because in my community, there is now pressure from society to look like models or the people on TV.  
*or*  
No, because she is singing about these issues in an unfamiliar way, using difficult language.  
*or*  
No, because these issues are not important in my community.

## ANOTHER BRICK IN THE WALL (PART TWO)

**1. Answers:**

- a. 3, iii
- b. 2, i
- c. 1, iv
- d. 4, ii

**2. Possible answers:**

- to protect from outside invasion
- to keep people or animals inside
- to divide a city into two
- for praying
- to separate houses
- to impress people
- to stop water from flooding a city

**4. Answers:**

- a. iii
- b. i
- c. i

**5. Answers:**

- a. education
- b. thought control
- c. sarcasm
- d. brick
- e. you're

**7. Answers:**

- a. i
- b. ii

**8. Possible answers:**

- a. education
- b. indoctrination
- c. education
- d. education
- e. indoctrination

**9. Possible answers:**

MINE encourages thinking skills, participatory methods and democratic education rather than discipline and learning only facts.

## IMAGINE

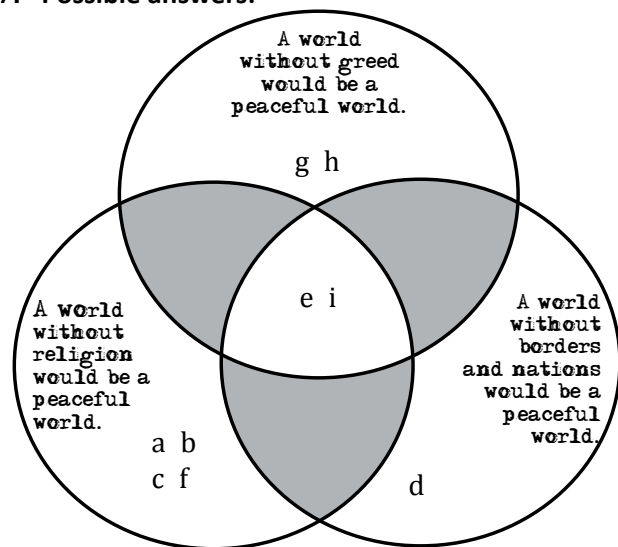
**5. Answers:**

- a. possessions
- b. imagine
- c. greed
- d. brotherhood

**6. Answers:**

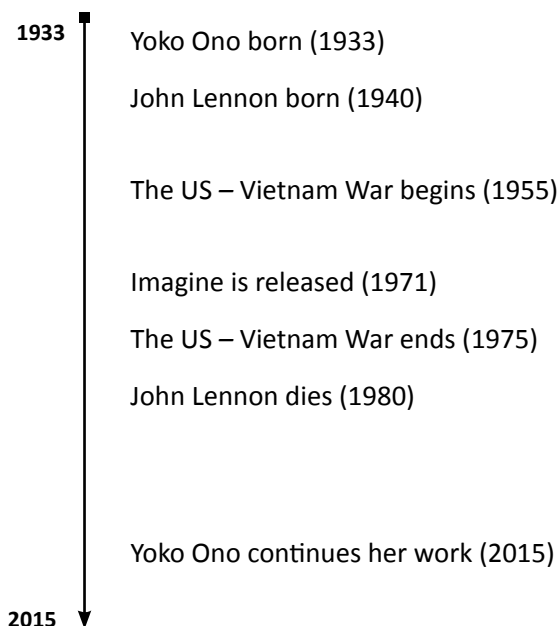
1. Imagine there's no heaven
2. It's easy if you try
3. No hell below us
4. Above us only sky
5. Imagine all the people living for today
6. Imagine there's no countries
7. It isn't hard to do
8. Nothing to kill or die for
9. And no religion too
10. Imagine all the people living life in peace
11. You may say I'm a dreamer
12. But I'm not the only one
13. I hope some day you'll join us
14. And the world will be as one
15. Imagine no possessions
16. I wonder if you can
17. No need for greed or hunger
18. A brotherhood of man
19. Imagine all the people sharing all the world

**7. Possible answers:**



- 9. Possible answer:** If some people are greedy and take as many resources as they can, other people will not be able to get enough food and be hungry.

**11. Possible answers:**



**13. Possible answers:**

- a. They both encourage peace.
- b. *Imagine* encourages people to give up their religion.  
Coexist encourages people to respect other people's religion.
- c. Fear, lack of education, poverty
- d. Create more schools and organisations where people from different religions join together; have education campaigns about people from different religious backgrounds.

## DO YOU HEAR THE PEOPLE SING?

**2. Possible answers:**

- a. before
- b. poverty, corruption, food shortages, disease
- c. they failed
- d. The film is based on a book about the Uprising.

**3. Answers:**

- a. slaves
- b. barricade
- c. banner

**4. Answers:**

- a. slaves
- b. drum
- c. crusade
- d. barricade
- e. banner
- f. advance
- g. martyrs
- h. meadows

**5. Answers:**

- a. It is a music of a people who will not be slaves again
- b. Some will fall and some will live, will you stand up and take a chance?
- c. Do you hear the people sing? Singing the song of angry men?
- d. Will you join in our crusade?
- e. There is a life about to start when tomorrow comes.
- f. Beyond the barricades is there a world you long to see?

**7. Possible answers:**

- a. to escape from persecution and genocide
- b. to get democracy
- c. to get democracy
- d. to get political and economic reform

**8. Possible answers:**

- a. The government cancelled the currency.
- b. Angry and unsatisfied with the government.
- c. Angry and excited.
- d. People were unhappy with the government and wanted to change the system.

## FERNANDO

### 2. Answers:

- |      |      |
|------|------|
| 1. e | 5. g |
| 2. c | 6. b |
| 3. a | 7. d |
| 4. f |      |

### 3. Answers:

- |        |        |
|--------|--------|
| a. iii | d. ii  |
| b. ii  | e. i   |
| c. i   | f. iii |

### 4. Answers:

- |           |          |
|-----------|----------|
| a. cannon | e. drum  |
| b. bugle  | f. gun   |
| c. guitar | g. stars |
| d. horse  |          |

### 5. Answers:

cannon, bugle, guitar, drum, gun, stars

### 6. Answers:

- |             |              |
|-------------|--------------|
| a. long ago | d. eternally |
| b. drums    | e. afraid    |
| c. bugle    | f. ashamed   |

### 7. Answers:

- |            |               |
|------------|---------------|
| a. stars   | e. hands      |
| b. liberty | f. fateful    |
| c. same    | g. Rio Grande |
| d. old     | h. fight      |

8. **Answer:** The soldiers are from Mexico, because the Mexicans lost the war and are singing about it.

### 9. Answers:

- Texas
- The Rio Grande
- Mexico

### 10. Possible answers:

- fear, excitement, pride
- to feel proud of themselves; to defend people they care about; patriotism, ideals and beliefs, money; they want to do something exciting.
- The person who write the song was interested in this part of history; They thought that this part of history was not well-known to people and they wanted to make people aware.

## I AM WOMAN

### 2. Answers:

- |         |         |
|---------|---------|
| a. \$60 | f. 53%  |
| b. 22   | g. 93   |
| c. 22%  | h. 73.5 |
| d. 6%   | i. 64   |
| e. 63%  |         |

### 3. Possible answers:

- Some people think work traditionally done by women is worth less than work traditionally done by men.  
Some people think men are more skilled than women at some jobs.
- Some societies think that men are better and more appropriate leaders than women.
- Worldwide, more boys attend school than girls.
- In some countries girls are less likely to go to school. This might be if a family is poor and can only send some children to school, or because they want their daughters to help in the home.
- Once people finish high school, girls are often more motivated to access higher education.
- Women are less likely to have dangerous jobs, like being a soldier, or behaviour, like smoking.

### 4. Answers:

- |        |       |
|--------|-------|
| a. iv  | e. v  |
| b. i   | f. vi |
| c. vii | g. ii |
| d. iii |       |

### 5. Answers:

- |        |       |
|--------|-------|
| a. iv  | e. ii |
| b. vii | f. i  |
| c. iii | g. v  |
| d. vi  |       |

### 6. Answers:

- |               |               |
|---------------|---------------|
| a. roar       | i. final      |
| b. ignore     | j. goal       |
| c. wise       | k. novice     |
| d. pain       | l. conviction |
| e. gained     | m. embryo     |
| f. invincible | n. long       |
| g. determined |               |
| h. achieve    |               |

- 7. Answers:**
- a. second verse
  - b. third verse
  - c. first verse

- 8. Answers:**
- a. ii
  - b. i
  - c. iii
  - d. iii

- 11. Possible answers:**
- a. They are vulnerable to early marriage or being forced to leave school by their families.
  - b. Violence, abuse, child labour, alcohol and drug problems

- 12. Possible answer:**  
 Girl Determined is encouraging girls in Myanmar to be strong, wise and powerful, like the woman in the song.

## *GET UP, STAND UP*

- 2. Possible answers:**
- a. Fighting between different religious communities because of different understandings of religion.  
 Fighting between different political groups because of different understandings of what is best for a country.  
 Fighting between different ethnic groups because of different understandings of each other's culture.
  - b. These people are only seeing a part of the situation. If they combine their information they can understand the whole situation.

- 3. Answers:**
- a. value, earth
  - b. shine, bitter
  - c. tale, glory
  - d. struggle, light
  - e. trick, rule
  - f. pastor, teacher
  - g. atmosphere, high

- 5. Answers:**
- a. vi, iv, ii, i, iii, v
  - b. ii, v, vi, iii, i, iv
  - c. iii, vi, ii, v, vii, i, viii, iv

- 6. Answers:**
- a. second verse
  - b. first verse
  - c. third verse

- 7. Answers:**
- a. i
  - b. iii
  - c. ii
  - d. iv

- 8. Possible answer:**  
 We should all fight to protect rights and freedoms in our communities; We should live life for now, not what we think will happen after we die.

- 9. Possible answers:**
- a. When people discussed the effects of a casino in their town, they focussed on the experiences of men and not about women.
  - b. Someone was selling a medicine they said cured cancer. Some people bought it, but it didn't work. The next time he returned to sell it, people refused to buy it.

- 10. Possible answers:**  
 When the casino was built, many men got work, and made more money.  
  
 For women, one effect was house rental prices increased as more bars and hotels moved in.  
  
 Therefore, many women moved to surrounding areas out of the town centre.  
  
 They had to travel further to get to work, schools etc.

## TREATY

### 2. Answers:

- |        |       |
|--------|-------|
| a. v   | d. ii |
| b. iii | e. v  |
| c. iv  | f. vi |

### 3. Answers:

- |       |        |
|-------|--------|
| a. v  | e. iii |
| b. vi | f. vii |
| c. ii | g. iv  |
| d. i  |        |

### 5. Answers:

- |                |               |
|----------------|---------------|
| a. radio       | f. sold       |
| b. politicians | g. Union Jack |
| c. cheap       | h. law        |
| d. disappear   | i. separated  |
| e. writing     | j. one        |

### 6. Answer: c

### 7. Possible answer:

Some examples include:

- United Nations Charter
- ASEAN declaration
- Kyoto Protocol (reduces greenhouse gasses)
- United Nations Convention on Torture

### 8. Possible answer:

Many indigenous people felt that celebrating the arrival of British people to Australia was insensitive because they had suffered as a result of British colonisation.

## TALKIN' 'BOUT A REVOLUTION

### 1. Answers:

- iii
- i
- ii

### 2. Possible answers:

- |          |        |
|----------|--------|
| a. yes   | g. no  |
| b. no    | h. yes |
| c. no    | i. no  |
| d. no    | j. no  |
| e. no    | k. no  |
| f. maybe |        |

### 3. Possible answers:

- People and the government wanted to get rid of parts of society that they thought were bad.
  - It was a response to Russia doing poorly in war and hunger in the cities.
- China is a one-party communist state with a capitalist economy.
  - Russia is no longer economically or politically communist.

### 4. Answers: f, b, c, e, g, a, h, d, i, j

### 5. Answer:

- It sounds like a whisper
- Poor people going to rise up and take what's theirs  
Poor people going to rise up and take their share
- Wasting time in the unemployment line
- Finally the tables are starting to turn
- Sitting around waiting for a promotion

### 6. Possible answer:

There are many people that find it difficult to get a job or to find work that pays well. Many of these people feel that it's unfair and they are discussing it with each other. Those in power should get ready for a big change when poor people decide to make society fair.

### 8. Possible answers:

- Yes, because they overthrew the government.
  - Maybe, because some countries still do not use newer farming techniques, and some modern farming techniques have negative effects compared to older techniques.
  - Maybe, as this action did not change the system by itself, but it was the start of a big change
  - Yes, because it has completely changed the way that people learn, work and communicate.
- inequality and rising taxes on poor people
  - a scientist trying to solve problems of food production
  - racism, segregation
  - the spread of cheap digital technologies such as the smartphone and the internet

## 21 GUNS

### 3. Answers:

- a. viii
- b. v
- c. iv
- d. ii
- e. vii
- f. iii
- g. i
- h. vi

### 4. Answers:

- a. Do you know what's worth fighting for?
- b. When it's not worth dying for?
- c. Does it take your breath away?
- d. When you feel yourself suffocating
- e. Does the pain weigh out the pride?
- f. And you look for a place to hide?
- g. Did someone break your heart inside?
- h. You're in ruins
- i. When you're at the end of the road
- j. And you lost all sense of control
- k. And your thoughts have taken their toll
- l. When your mind breaks the spirit of your soul
- m. Your faith walks on broken glass
- n. And the hangover doesn't pass
- o. Nothing's ever built to last
- p. You're in ruins
- q. Did you try to live on your own
- r. When you burned down the house and home
- s. Did you stand too close to the fire?
- t. Like a liar looking for forgiveness from a stone
- u. When it's time to live and let die
- v. And you can't get another try
- w. Something inside this heart has died
- x. You're in ruins

### 5. Answers:

- a. i
- b. iii
- c. iii

### 6. Possible answers:

- a. Soldiers are dying. Let's stop the war.
- b. We should throw guns away.
- c. Is your mental pain stronger than your feeling of pride for going to war?
- d. When you are exhausted, you feel crazy and you are unable to control it.
- e. Do your experiences from war make it difficult for you to feel peaceful when you get home?

### 7. Answer: b

### 9. Possible answers:

- a. Killing people, seeing people die, having friends or family die, fear, torture, stress, injury
- b. Does it take your breath away?  
And you feel you're suffocating  
You're in ruins  
And you lost all sense of control  
And your thoughts have taken their toll  
And the hangover doesn't pass  
When your mind breaks the spirit of your soul

## SAME LOVE

2. **Answers:**

- a. vii
- b. vi
- c. i
- d. iii
- e. ii
- f. v
- g. iv

5. **Answers:** b, d, a, f, c, e

6. **Answers:**

- a. stereotypes
- b. preconceived
- c. right-wing conservatives
- d. predisposition
- e. paraphrase
- f. hip-hop
- g. numb
- h. oppression
- i. genre
- j. synonymous
- k. complexion, pigment
- l. annointed
- m. veil
- n. plagued

7. **Answers:**

- a. i
- b. ii
- c. iii

9. **Answers:**

- a. This is the banner and poster for *This Kind of Love*.
- b. Spokespeople from *Colours Rainbow* at a press conference.
- c. *Colours Rainbow* organised a demonstration for LGBT rights.
- d. *Colours Rainbow* activists posing for a photograph promoting LGBT rights.

## THE INTERNATIONALE

2. **Possible answers:**

**left-wing:** trade unions, socialism, equality, progress, labour, communism, environment, anarchism

**neither/both:** law and order, authoritarianism, human rights

**right-wing:** conservatism, capitalism, patriotism, fascism, tradition, military, security, economic growth

4. **Answers:** a, d, f, g

5. **Answers:**

- i. g
- ii. a
- iii. f
- iv. d

6. **Answers:** b, c, h, i

7. **Answers:**

- a. Don't cling so hard to your possessions,  
For you have nothing if you have no rights!
- b. Freedom is merely privilege extended,  
Unless enjoyed by one and all.
- c. Those who have taken, now they must give!
- d. And end the vanity of nations,  
We've but one Earth on which to live.
- e. For though they offer us concessions,  
Change will not come from above!

# WE SHALL NOT BE MOVED

D                    A7  
We shall not, we shall not be moved  
                          D                    D7  
We shall not, we shall not be moved  
                          G                                    D  
Just like a tree that's planted by the water  
                          A            D  
We shall not be moved

We're young and old together, we shall not be moved  
We're young and old together, we shall not be moved  
Just like a tree that's planted by the water  
We shall not be moved

We're women and men together, we shall not be moved  
We're women and men together, we shall not be moved  
Just like a tree that's planted by the water  
We shall not be moved

Here's the city and country together, we shall not be moved  
Here's the city and country together, we shall not be moved  
Just like a tree that's standing by the water  
We shall not be moved

We're black and white together, we shall not be moved  
We're black and white together, we shall not be moved  
Just like a tree that's standing by the water  
We shall not be moved

We're straight and gay together, we shall not be moved  
We're straight and gay together, we shall not be moved  
Just like a tree that's planted by the water  
We shall not be moved

Well it's no nukes is good nukes, we shall not be moved  
Well it's no nukes is good nukes, we shall not be moved  
Just like a tree that's planted by the water  
We shall not be moved

# SEND IT ON

G Em Bm D  
A word's, just a word, 'til you mean what you say,  
G Em Bm D  
And love, isn't love 'til you give it away  
G  
We've all gotta give  
Em Bm D  
Yeah something to give, to make a change

## CHORUS:

C G  
Send It on, on and on  
Em D  
Just one that can heal another  
C G  
Be a part, reach a heart  
Em D  
Just one spark starts a fire!  
C G Em D  
With one little action, the chain reaction will never stop  
C  
Make it strong  
G  
Shine a light and send it on

Just Smile, and the world will smile along with you  
That small act of love, stands for one will become two  
If We take the chances  
To change circumstances  
Imagine all we can do  
(If we)

## CHORUS

Em - D - C Em - D - C  
Send it on send it on  
Em Bm  
And There's Power in all of the choices we make  
C  
So I'm starting now there's not a moment to waste!  
G Em Bm D  
A word's, just a word, 'til you mean what you say  
G Em Bm D  
And love, isn't love 'til you give it away

## CHORUS x 2

# TELL ME WHY

F#m            A            D                            C#  
In my dream, children sing a song of love for every boy and girl  
F#m            A            Bm                            C#  
The sky is blue and fields are green and laughter is the language of the world  
D            C#m   Bm                            C#m  
Then I wake and all I see is a world full of people in need

## CHORUS:

F#m            E  
Tell me why (why) does it have to be like this?  
D            C#  
Tell me why (why) is there something I have missed?  
F#m            E                            D  
Tell me why (why) cause I don't understand when so many need somebody  
C#                            F#m  
We don't give a helping hand. Tell me why?

Every day I ask myself what will I have to do to be a man?  
Do I have to stand and fight to prove to everybody who I am?  
Is that what my life is for to waste in a world full of war?

## CHORUS

Bm                            C#m                            D  
Tell me why? (Tell me why?) Tell me why? (Tell me why?) Tell me why? (Tell me why?)  
C#7  
Just tell me why, why, why?

Abm            F#  
Tell me why (why) does it have to be like this?  
E            Eb  
Tell me why (why) is there something I have missed?  
Abm            F#                            E  
Tell me why (why) cos I don't understand. When so many need somebody  
Eb  
We don't give a helping hand?

Abm                            F#  
Tell me why (why, why, does the tiger run)? Tell me why (why, why, do we shoot the gun)?  
E                            Eb  
Tell me why (why, why, do we never learn)? Can someone tell us why we let the forest burn?  
Abm                            F#  
(Why, why, do we say we care)? Tell me why (why, why, do we stand and stare)?  
E                            Eb  
Tell me why (why, why, do the dolphins cry)? Can someone tell us why we let the oceans die?  
Abm                            F#  
(Why, why, if we're all the same)? Tell me why (why, why, do we pass the blame)?  
E                            Eb                            Abm  
Tell me why (why, why, does it never end)? Can someone tell us why we cannot just be friends? Why, why

# EARTH SONG

Gm C Gm C  
What about sunrise? What about rain?  
Gm C D  
What about all the things that you said we were to gain?  
Gm C Gm C  
What about killing fields? Is there a time?  
Gm C D  
What about all the things that you said was yours and mine?  
Cm Cm7 Bb Gm  
Did you ever stop to notice all the blood we've shed before  
Cm D  
Did you ever stop to notice this crying Earth this weeping shores?

## CHORUS:

Gm C Gm C Gm C Gm C Gm C Gm C D  
Aah.. Aah... Ooh... Aah... Ooh...

What have we done to the world Look what we've done  
What about all the peace that you pledge your only son?  
What about flowering fields? Is there a time?  
What about all the dreams that you said was yours and mine  
Did you ever stop to notice all the children dead from war  
Did you ever stop to notice this crying Earth this weeping shores?

## CHORUS

Cm Bb# Gm  
I used to dream, I used to glance beyond the stars  
Cm D  
Now I don't know where we are Although I know we've drifted far

## CHORUS

Am D Am D Am D Am D Am D Am D Am D E Am  
Aah.. Aah... Ooh... Aah... Aah... Ooh...

D Am  
 Hey, what about yesterday (What about us)?  
 D Am  
 What about the seas (What about us)?  
 D Am  
 The heavens are falling down (What about us)?  
 D Am  
 I can't even breathe (What about us)?  
 D Am  
 What about the bleeding Earth (What about us)?  
 D Am  
 Can't we feel its wounds (What about us)?  
 D E Am  
 What about nature's worth (ooo,ooo)? it's our planet's womb (What about us)?

What about animals (What about it)?  
 We've turned kingdoms to dust (What about us)?  
 What about elephants (What about us),  
 Have we lost their trust (What about us)  
 What about crying whales (What about us),  
 We're ravaging the seas (What about us)  
 What about forest trails (ooo, ooo), burnt despite our pleas (What about us)?

What about the holy land (What about it)?  
 torn apart by creed (What about us)?  
 What about the common man (What about us)?  
 can't we set him free (What about us)?  
 What about children dying (What about us)?  
 can't you hear them cry (What about us)?  
 Where did we go wrong (ooo, ooo), someone tell me why (What about us)?

## CHORUS

What about babies (What about it)?  
 What about the days (What about us)?  
 What about all their joy (What about us)?  
 What about the man (What about us)?  
 What about the crying man (What about us)?  
 What about Abraham (What about us)?  
 What about death again (ooo, ooo)? Do we give a damn?

## CHORUS x 2

# (FREE) NELSON MANDELA

Free Nelson Mandela  
Free free  
Free free free Nelson Mandela

Am Em Dm F (x2)  
C G F (x2)

C G F C G F  
Free Nelson Mandela

C G F  
21 years in captivity  
C G F  
Shoes too small to fit his feet  
C G F  
His body abused, but his mind is still free  
C G F  
Are you so blind that you cannot see? (I said)

C G F C G F  
Free Nelson Mandela (x2)

C G F (x2)

Pleaded the causes at the ANC  
Only one man in a large army  
Are you so blind that you cannot see?  
Are you so deaf that you cannot hear his plea?

C G F C G F  
Free Nelson Mandela (x2)

Am Em Dm F (x2)

C G F (x6)

21 years in captivity  
Are you so blind that you cannot see?  
Are you so deaf that you cannot hear him?  
Are you so dumb that you cannot speak? (I said)

Free Nelson Mandela (x3)

C G F C G F  
Free Nelson Mandela

# WHAT ABOUT US (SONG FOR SYRIA)

Bm A G A

Bm A G A  
Two years and counting, a hundred thousand dead, and still you wait  
Bm A G A  
Innocent civilians have bled the ground red, and still you wait  
Em F#m G  
The world is busy living an ordinary life, with school and work and family  
A Asus4  
And sleeping safe at night

Bm D A  
But what about us, don't we count at all? Should we just keep on dying  
G Bm D  
While you're waiting to solve the political mess, all you do is stall  
A G  
Can't you see the bloody writing all over the wall  
Esus4 E  
What about us?

Chemical rockets raining from the sky, and still you wait  
Millions of refugees running for their lives, and still you wait  
This page we write in history of the human race inked in blood for all to see  
We never can erase

But what about us, don't we count at all, should we just keep on dying  
While you're waiting to solve the political mess, all you do is stall  
Can't you see the bloody writing all over the wall?

Em  
What about us

Bm Em  
Can't you hear us calling, can't you feel our pain  
G A  
What'll it take to free us from these chains?

Bm D G Bm D G

Bm D A  
But what about us, don't we count at all, should we just keep on dying  
G Bm D  
While you're waiting to solve the political mess, all you do is stall  
A G  
Can't you see the bloody writing all over the wall (*Repeat*)

# WIND OF CHANGE

F Dm F Dm Am Dm Am G C

C Dm C Dm Am G C  
I follow the Moskva down to Gorky Park listening to the wind of change

C Dm C Dm Am G  
An August summer night soldiers passing by listening to the wind of change

F Dm F Dm Am Dm Am G C

C Dm C Dm A G C  
The world is closing in did you ever think that we could be so close, like brothers

C Dm C Bm Am G  
The future's in the air I can feel it everywhere blowing with the wind of change

## CHORUS:

C G Dm G C G  
Take me to the magic of the moment on a glory night

Dm G Am G G  
Where the children of tomorrow dream away in the wind of change

Walking down the street distant memories are buried in the past forever  
I follow the Moskva Down to Gorky Park listening to the wind of change

## CHORUS

Am G Am  
The wind of change blows straight into the face of time

G C  
Like a stormwind that will ring the freedom bell for peace of mind

Dm  
Let your balalaika sing

E7  
What my guitar wants to say

F G Em Am F G Am F G E7 Am Dm - E7 -

## CHORUS

F Dm F Dm Am Dm Am G C

# ALL ABOUT THAT BASS

## CHORUS:

A  
Because you know I'm all about that bass 'bout that bass 'bout that bass, no treble  
Bm  
I'm all about that bass, 'bout that bass, no treble  
E  
I'm all about that bass, 'bout that bass, no treble  
A  
I'm all about that bass, 'bout that bass

A  
Yeah it's pretty clear, I ain't no size two  
Bm  
But I can shake it, shake it like I'm supposed to do  
E  
Cause I got that boom boom that all the boys chase  
A  
All the right junk in all the right places

I see the magazines working that Photoshop  
We know that shit ain't real come on now, make it stop  
If you got beauty beauty just raise them up  
Cause every inch of you is perfect from the bottom to the top

## BRIDGE:

A Bm  
Yeah, my momma she told me don't worry about your size  
E A  
She says boys they like a little more booty to hold at night  
A Bm  
You know I won't be no stick figure silicone Barbie doll  
E A  
So, if that's what's you're into then go ahead and move along!

## CHORUS

A  
I'm bringing booty back  
Bm  
Go ahead and tell them skinny bitches Hey!  
E  
No, I'm just playing I know you think you're fat  
A  
But I'm here to tell you that every inch of you is perfect from the bottom to the top!

## BRIDGE

## CHORUS x 3

# ANOTHER BRICK IN THE WALL (PART TWO)

Dm Dm Dm  
 We don't need no education  
 Dm Dm Dm  
 We don't need no though control  
 Dm Dm Dm  
 No dark sarcasm in the classroom  
 Dm G  
 Teachers leave the kids alone  
 Dm  
 Hey! Teacher! Leave the kids alone!

## CHORUS:

F C Dm Dm Dm  
 All in all it's just another brick in the wall  
 F C Dm  
 All in all you're just another brick in the wall

# IMAGINE

C Cmaj7 F C Cmaj7 F  
 C Cmaj7 F  
 Imagine there's no heaven  
 C Cmaj7 F  
 It's easy if you try  
 C Cmaj7 F  
 No hell below us  
 C Cmaj7 F  
 Above us only sky  
 F Am/E Dm7 Dm7/C  
 Imagine all the people  
 G G7  
 Living for today

Imagine there's no countries  
 It isn't hard to do  
 Nothing to kill or die for  
 And no religion too  
 Imagine all the people  
 Living life in peace

## CHORUS:

F G C Cmaj7 E E7  
 You may say I'm a dreamer  
 F G C Cmaj7 E E7  
 But I'm not the only one  
 F G C Cmaj7 E E7  
 I hope some day you'll join us  
 F G C  
 And the world will be as one

Imagine no possessions  
 I wonder if you can  
 No need for greed or hunger  
 A brotherhood of man  
 Imagine all the people  
 Sharing all the world

## CHORUS

# DO YOU HEAR THE PEOPLE SING?

F Bb/F F  
Do you hear the people sing? Singing the song of angry men  
Dm G C  
It is the music of a people who will not be slaves again  
F Bb/F F  
When the beating of your heart echoes the beating of the drum  
Dm Gm C7 F  
There is a life about to start when tomorrow comes

E Am Em  
Will you join in our crusade, who will be strong and stand with me  
Dm Am  
Beyond the barricade is there a world you long to see  
F Dm7 G  
Then join in the fight that will give you the right to be free

C F C  
Do you hear the people sing, singing the song of angry men  
Am D G  
It is the music of a people who will not be slaves again  
C F C  
When the beating of your heart, echoes the beating of the drum  
Am Dm G C  
There is a life about to start when tomorrow comes

Am Em  
Will you give all you can give so that our banner may advance  
Dm Am  
Some will fall and some will live, will you stand up and take the chance  
F Dm7 G  
The blood of the martyrs will water the meadows of France!

C F C  
Do you hear the people sing? Singing the song of angry men,  
Am D G  
It is the music of a people who will not be slaves again  
C F C  
When the beating of your heart, echoes the beating of the drum  
Am Dm G7 C  
There is a life about to start when tomorrow comes.

# FERNANDO

A D A

A

Can you hear the drums Fernando?

F#m

I remember long ago another starry night like this

Bm

E

In the firelight Fernando you were humming to yourself and softly strumming your guitar

A

I could hear the distant drums and sounds of bugle calls were coming from afar

They were closer now Fernando

Every hour every minute seemed to last eternally

I was so afraid Fernando We were young and full of life and none of us prepared to die

And I'm not ashamed to say the roar of guns and cannons almost made me cry

## CHORUS:

E

There was something in the air that night

A

The stars were bright, Fernando

E

A

They were shining there for you and me, for liberty, Fernando

A/G

F#7

B7

Though we never thought that we could lose there's no regret

E

A

If I had to do the same again I would my friend Fernando

E

D - - - - - A A D A E A

If I had to do the same again I would my friend Fernando

Now we're old and grey Fernando

And since many years I haven't seen a rifle in your hand

Can you hear the drums Fernando? Do you still recall the fateful night we crossed the Rio Grande?

I can see it in your eyes how proud you were to fight For freedom in this land

## CHORUS

# I AM WOMAN

G C G C G C G C

G C Bm Em  
I am woman, hear me roar in numbers too big to ignore  
C D  
and I know too much to go back and pretend  
G C G C  
Cause I've heard it all before and I've been down there on the floor  
Am D Bb  
No one's ever gonna keep me down again

## CHORUS:

F Bb  
Oh, yes I am wise but it's wisdom born of pain  
F Bb Am  
Yes, I've paid the price but look how much I gained  
Gm F Gm  
If I have to I can do anything  
Gm Am Gm  
I am strong (strong) I am invincible (invincible) I am woman

You can bend but never break me cause it only serves to make me  
More determined to achieve my final goal  
And I'll come back even stronger not a novice any  
longer; 'Cause you've deepened the conviction in my soul

## CHORUS

I am woman watch me grow see me standing toe to toe  
As I spread my loving arms across the land  
But I'm still an embryo with a long long way to go  
Until I make my brother understand

## CHORUS

F Bb F  
I am woman  
Bb  
I am strong, (strong)  
F Bb F  
I am invincible, (invincible)  
Bb F  
I am woman

# GET UP, STAND UP

## CHORUS:

Bm F#m Bm  
Get up, stand up stand up for your rights  
Get up, stand up stand up for your rights  
Get up, stand up stand up for your rights  
Get up, stand up don't give up the fight

Bm  
Preacher man, don't tell me, Heaven is under the earth  
Bm  
I know you don't know what life is really worth  
Bm  
It's not all that glitters is gold half the story has never been told  
Bm  
So now you see the light  
Bm  
Stand up for your rights come on!

## CHORUS

Most people think great god will come from the skies  
Take away everything and make everybody feel high  
But if you know what life is worth you will look for yours on earth  
And now you see the light you stand up for your rights

## CHORUS

We're sick and tired of your ism and skism game  
Dying and going to heaven in Jesus' name  
We know when we understand:  
Almighty god is a living man.  
You can fool some people sometimes  
But you can't fool all the people all the time  
So now we see the light  
We're going to stand up for our rights

## CHORUS

# TREATY

F#m

Well I heard it on the radio, and I saw it on the television

D

Back in 1988, all those talking politicians

F#m

Words are easy, words are cheap, much cheaper than our priceless land

D

F#m

But promises can disappear just like writing in the sand

## CHORUS:

F#m

Treaty yeah treaty now treaty yeah treaty now

F#m

Nhimadjat'pangarrinhimawalangwalang nhedjat'payatpanhimagayanhe

Matjini yakarray nhedjat'panhewalanggumurrjtjarrrkgutjuk

F#m

This land was never given up, this land was never bought and sold

D

F#m

The planting of the union jack, never changed our law at all

F#m

Now two rivers run their course, separated for so long

D

F#,

I'm dreaming of a brighter day, when the waters will be one

F#m

Treaty yeah treaty now treaty yeah treaty now (x2)

Nhemagayakayanhegayanhe nhegayanhematjiniwalangwalangnheya

Nhimadjatpanhewalang gumurrjtjarrrkyawirriny

Nhegayanhematjini gaya gayanhegayanhe

Matjiniwalangwalang nhemadjat'panhewalang

Nhegumurrjtjarrknheya

A

Promises disappear priceless land destiny

F#m

Treaty yeah treaty now treaty yeah treaty now

F#m

Well I heard it on the radio, and I saw it on the television

D

F#m

But promises can disappear just like writing in the sand

## CHORUS

F#m

Treaty ma treaty ma treaty ma treaty ma

# TALKIN' 'BOUT A REVOLUTION

G Cadd9 Em D

## CHORUS:

G Cadd9 Em D G  
Dont you know they're talkin' 'bout a revolution  
Cadd9 Em D  
It sounds like a whisper  
G Cadd9 Em D G  
Dont you know they're talkin' 'bout a revolution  
Cadd9 Em D  
It sounds like a whisper

G Cadd9 Em G  
While they're standing in the welfare lines  
G Cadd9 Em D  
Crying at the doorsteps of those armies of salvation  
G Cadd9 Em D G  
Wasting time in the unemployment lines  
G Cadd9 Em D  
Sitting around waiting for a promotion

## CHORUS

G Cadd9 Em D G Cadd9 Em D  
Poor people are gonna rise up and get their share  
G Cadd9 Em D G Cadd9 Em D  
Poor people are gonna rise up and take what's theirs

G Cadd9 Em D G  
Don't you know you better run, run, run, run, run, run, run, run, run, run, run, run, run, run, run, run  
G Cadd9 Em D G  
Oh I said you better run, run, run, run, run, run, run, run, run, run, run, run, run, run, run, run

G Cadd9 Em D

G Cadd9 Em D G  
Because finally the tables are starting to turn  
Cadd9 Em D  
Talkin' 'bout a revolution

G Cadd9 Em D G  
Yes finally the tables are starting to turn  
Cadd9 Em D  
Talkin' 'bout a revolution

# 21 GUNS

Dm Bb F C  
Do you know what's worth fighting for?

Dm Bb F C  
When it's not worth dying for?

Dm Bb F C  
Does it take you breath away?  
Bb C

And you feel yourself suffocating?

Dm Bb F C  
Does the pain weight out the pride?

Dm Bb F C  
And you look for a place to hide?

Dm Bb F C  
Does someone break your heart inside?  
Bb C

You're in ruins

## CHORUS:

F C/E Dm C Bb F C  
One 21 guns lay down your arms give up the fight

F C/E Dm C Bb F C  
One 21 guns throw up your arms into the sky

Bb F C

You and I

When you're at the end of the road  
And you lost all sense of control  
And your thoughts have taken their toll  
When your mind breaks the spirit of your soul  
Your faith walks on broken glass  
And the hangover doesn't pass  
Nothing's ever built to last  
You're in ruins

## CHORUS

Did you try to live on your own  
When you burned down the house and home?  
Did you stand too close to the fire?  
Like a liar looking for forgiveness from a stone

When it's time to live and let die  
And you can't get another try  
Something inside this heart has died  
You're in ruins

## CHORUS

# SAME LOVE

Eb Cm Ab Eb

Eb Cm  
When I was in the third grade I thought I was gay  
Ab Eb  
'Cause I could draw and my uncle was and I kept my room straight  
Eb Cm  
I told my mom tears rushing down my face  
Ab Eb Eb  
She's like "Ben you've loved girls since before pre-k," tripping  
Cm  
Yeah I guess she had a point didn't she?  
Ab Eb  
Bunch of stereotypes all in my head.  
Eb Cm  
I remember doing the math like, "yeah I'm good at little league"  
Ab Eb  
A preconceived idea of what it all meant

For those that liked the same sex had the characteristics  
The right wing conservatives think it's a decision  
And you can be cured with some treatment and religion  
Man-made rewiring of a predisposition  
Playing god, aw nah here we go  
America the brave still fears what we don't know  
And god loves all his children, is somehow forgotten  
But we paraphrase a book written thirty-five-hundred years ago  
I don't know

## CHORUS:

Eb Cm Ab Eb Eb Cm Ab Eb  
And I can't change even if I tried even if I wanted to  
Eb Cm Ab Eb Eb Eb/C  
And I can't change even if I try even if I wanted to  
Ab Eb Eb Cm  
My love, my love, my love she keeps me warm  
Ab Eb Eb Cm Ab Eb  
She keeps me warm She keeps me warm She keeps me warm

If I was gay, I would think hip-hop hates me  
Have you read the YouTube comments lately  
"Man, that's gay" get dropped on the daily  
We become so numb to what we're saying  
A culture founded from oppression yet we don't have acceptance for 'em  
Call each other faggots behind the keys of a message board  
A word rooted in hate, yet our genre still ignores it  
A gay is synonymous with the lesser  
It's the same hate that's caused wars from religion

Gender to skin color, the complexion of your pigment  
The same fight that led people to walk outs and sit ins  
It's human rights for everybody, there is no difference!  
Live on and be yourself  
When I was at church they taught me something else  
If you preach hate at the service those words aren't anointed  
That holy water that you soak in has been poisoned

                    Eb                    Cm  
When everyone else is more comfortable remaining voiceless  
                    Ab  Eb  
Rather than fighting for humans that have had their rights stolen  
Eb                    Gm  
I might not be the same but that's not important  
            Ab                    Eb  
No freedom till we're equal, damn right I support it

Eb Cm Ab Eb Eb Cm Ab Eb

### CHORUS

And press play don't press pause  
Progress, march on  
With the veil over our eyes  
We turn the back on the cause  
Till the day that my uncles can be united by law  
When kids are walking 'round the hallway plagued by pain in their heart  
A world so hateful some would rather die than be who they are  
And a certificate on paper isn't gonna solve it all  
But it's a damn good place to start  
No law is gonna change us  
We have to change us  
Whatever god we believe in  
We come from the same one

Eb                    Gm  Ab                    Eb  
Strip away the fear underneath it's all the same love about time we raised up

### CHORUS

Love is patient  
Love is kind  
Love is patient  
Love is kind  
(I'm not crying on Sundays)  
Love is patient  
(I'm not crying on Sundays)

# THE INTERNATIONALE

A D E7 A  
Stand up all victims of oppression for the tyrants fear your might  
A D E7 A  
Don't cling so hard to your possessions for you have nothing if you have no rights  
E B7 E B7 E  
Let racist ignorance be ended for respect makes the empires fall  
E E7 A E E7 E E7  
Freedom is merely privilege extended, unless enjoyed by one and all

## CHORUS:

A D  
So come brothers and sisters  
E7 A  
For the struggle carries on  
A E7 F#m E  
The Internationale  
B B7 E7  
Unites the world in song  
A D  
So come comrades and rally  
E7 A  
For this is the time and place  
G F#7 Bm7  
The international ideal  
A E7 A  
Unites the human race

Let no one build walls to divide us walls of hatred or walls of stone  
Come greet the dawn and stand beside us we'll live together or we'll die alone  
In our world poisoned by exploitation those who have taken, now they must give  
And end the vanity of nations, we have but one world on which to live

## CHORUS

And so begins the final drama in the streets and in the fields  
We stand unbowed before their armour we defy their guns and shields  
When we fight provoked by their aggression let us be inspired by life and love  
For though they offer us concessions change will not come from above

## CHORUS

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