

SONG ACTIVITY – Thriller

by Michael Jackson

Richmond

Name:	Group:	Date: / /
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1. Work in small groups. The words and phrases below are related to singer Michael Jackson and *Thriller*, one of his songs. What do the words tell you about the singer and the song?



1983	14 minutes	music video	zombies
Rod Temperton	choreography	talking section	
Vincent Price	greatest music video ever	438 million	

2. Listen to your teacher to confirm your ideas in Activity 1.

3. Choose, in each case, the line that is related to the words in the box (from the song *Thriller*).

evil ♦ creature ♦ scream ♦ dark ♦ terror ♦ beast ♦ alien ♦ horror ♦ demons ♦ ghoul

- | | | |
|----|--|--|
| a. | [] It's close to midnight. | [] They shine at midnight. |
| b. | [] You try to scream but terror takes the sound before you make it. | [] I want my own dream so bad I'm gonna scream! |
| c. | [] You see a life worth fighting for. | [] You're fighting for your life inside a killer, thriller night. |
| d. | [] There's nowhere left to run. | [] I feel I'm going nowhere. |
| e. | [] You hear a creature creeping up behind. | [] There she stands, this lovely creature. |
| f. | [] The thing with the forty eyes. | [] And you've got that one thing. |
| g. | [] We won't go unless we start. | [] The dead start to walk. |
| h. | [] There's no need to choose sides. | [] There's no escaping the jaws. |
| i. | [] At the end of the day you're the one I want. | [] This is the end of your life. |


4. Now  listen to the song. Match the columns to form lines.

- | | |
|---------------------------------|---|
| a. It's close to midnight | [] against the thing with the forty eyes, girl |
| b. You start to freeze | [] and something evil's lurking in the dark |
| c. And no one's gonna save you | [] and wonder if you'll ever see the sun |
| d. You feel the cold hand | [] as horror looks you right between the eyes |
| e. But all the while | [] from the beast about to strike |
| f. There ain't no second chance | [] I'll save you from the terror on the screen |
| g. There's no escaping the jaws | [] of the alien this time (they're open wide) |
| h. They're out to get you | [] there's demons closing in on every side |
| i. All through the night | [] than any ghoul could ever dare try |
| j. 'Cause I can thrill you more | [] you hear a creature creeping up behind |

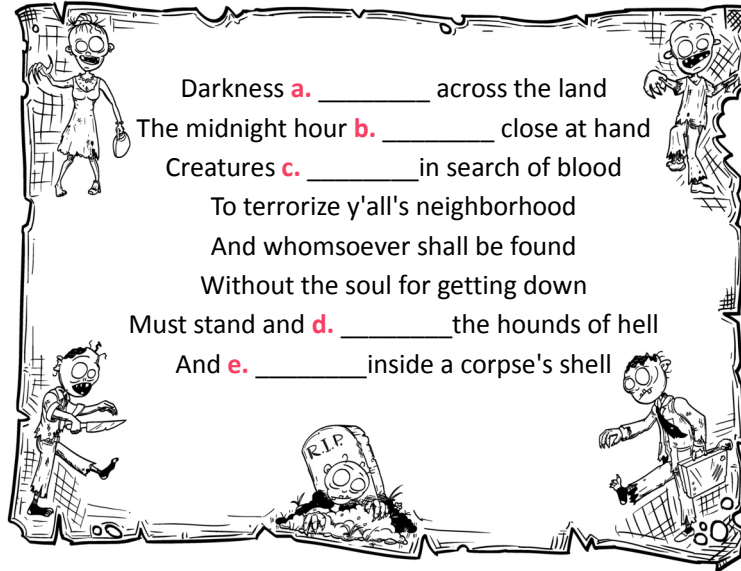
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5. *Thriller* ends with a monologue by actor Vincent Price. Fill in the gaps with the verbs in the box in the correct form. Then  listen and check your work.

be crawl face fall rot



6. Work in small groups. Create a playlist for a Halloween party! Think of a spooky name for your selection and include nine other songs.

Name of playlist:	
Title of the song	Artist / Band
1. <i>Thriller</i>	Michael Jackson
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	



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TEACHER'S NOTES


Target audience (age): *Ensino Fundamental 2 and Ensino Médio.*

Aims: learn about Michael Jackson and his most popular song; explore the comprehension of the lyrics.

Duration: 50 min.

Organization: individual work and in groups.

Material: worksheet(s).

Preparation: make copies of the  **worksheet(s)** (1 per student). Check the website with the song (http://www.youtube.com/watch?v=xIx_HbmRnQY).

Procedure:


Pre-listening (Activities 1 to 2)

- Warm up students by checking how much they know about Halloween. Explain that people usually throw parties on this day and that music is an important part of the celebration. Then, write the title of the song (*Thriller*) on the board and say that it is one of the most played songs on Halloween.
- Next, ask students what they know about the song and its singer, Michael Jackson. Listen to students' ideas, without confirming or rejecting them at this moment. If you find it convenient, share the short biography in the box with the class:

Who was Michael Jackson?

Known as the "King of Pop", Michael Joseph Jackson (August 29, 1958 to June 25, 2009) was a best-selling American singer, songwriter and dancer. As a child, Jackson became the lead singer of his family's popular Motown group, the Jackson 5. He went on to a solo career of astonishing worldwide success, delivering No. 1 hits from the albums *Off the Wall*, *Thriller* and *Bad*. In his later years, Jackson was dogged by allegations of child molestation. He died of a drug overdose just before launching a comeback tour in 2009.

Source: <https://www.biography.com/people/michael-jackson-38211>

- Hand out the  **worksheet(s)**. Tell students that, before listening to the song, they're going to do some activities about the song and its singer.
- Organize students into small groups (3-4 students) for **Activity 1**. Go through the words and phrases with the whole class, clarifying vocabulary if necessary. Then, have students discuss how the items in the activity are related to the song. When they are finished, collect some ideas from the groups.
- In **Activity 2**, read the text below, so that students can check the ideas from the previous activity.

Thriller was recorded by Michael Jackson for the album of the same name in 1983. The song was adapted into a highly successful 14-minute music video, with an iconic scene showing Jackson leading zombies in a choreography that became famous worldwide.

The singer didn't write the song – composer Rod Temperton wrote the lyrics. The "talking section" at the end of the song was performed by Vincent Price, a famous horror movie actor.

The song became Michael Jackson's most famous hit and its music video, a classic in the genre. MTV and VH1 have both listed *Thriller* as the greatest music video ever made. The official video has over 438 million views on YouTube.

Based on: [https://en.wikipedia.org/wiki/Thriller_\(song\)](https://en.wikipedia.org/wiki/Thriller_(song))



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- In **Activity 3**, students must identify some lines from *Thriller*. Check answers with the whole class. 🗨️ **Answer(s):** **a.** It's close...; **b.** You try to scream...; **c.** You're fighting for your life...; **d.** There's nowhere...; **e.** You hear a creature...; **f.** The thing with...; **g.** The dead start...; **h.** There's no escaping...; **i.** This is the end...

Listening (Activities 4 and 5)

- In **Activity 4**, if time allows, students can try to match the columns before they listen to the song, and look up unknown words in a dictionary. If not, let them read the lines before playing the song. Then  **play the song** for students to match the columns to form lines. Encourage students to compare their answers with a classmate's. Check answers with the whole class. 🗨️ **Answer(s):** f, a, d, b, c, l, g, h, j, e.
- Before playing the song again in **Activity 5**, allow students some time to go through the lines. Have them fill in the gaps before listening, making sure they understand that they might have to change some of the verb forms. Then,  **play the song**. Let students compare their answers with a partner. Check answers with the whole class. 🗨️ **Answer(s):** **a.** falls; **b.** is; **c.** crawl; **d.** face; **e.** rot.

After listening (Activity 6)

- Organize students into small groups (3-4 students) for **Activity 6**. Allow them some time to think of songs to include in their playlist. Make sure they understand that the songs should be somehow related to Halloween. While they discuss their ideas, play the song in the background.
- When they are finished, have students share their playlists with the class.

Note: There are several playlists for Halloween parties online. You can check the lists suggested below for ideas:

Halloween Party playlist on Spotify:

<https://open.spotify.com/user/myplay.com/playlist/4QfKgd0gwlZkGaZHThBCkQ#> =

Best Halloween songs: Your spooky party playlist ft. Rihanna, The Weeknd, Rita Ora and The Prodigy: <http://www.independent.co.uk/arts-entertainment/music/features/best-halloween-songs-from-thriller-and-ghostbusters-to-marilyn-manson-and-eminem-9816846.html>

Wrap up activity

- Students sing along with the song.