

# Thriller MICHAEL JACKSON

It's **close to midnight**  
**Something evil**'s lurking in the dark  
Under the **moonlight**  
You see a sight that **almost** stops your **heart**  
You **try** to **scream**  
But terror takes the sound before you make it  
You start to freeze  
As horror looks you right between the eyes  
You're paralyzed

You **hear** the **door slam**  
And **realize** there's nowhere left to run  
You **feel** the cold hand  
And wonder if you'll ever see the sun  
You close your eyes  
And **hope** that this is just imagination  
Girl, but all the while  
You hear a creature creeping up behind  
You're out of time  
They're out to get you  
There's demons closing in on every side  
They will possess you  
Unless you change that number on your dial  
Now is the time  
For you and I to cuddle close together  
All through the night  
I'll **save** you from terror on the screen  
I'll make you see

'Cause this is thriller  
Thriller night  
And no one's gonna save you  
From the beast about to strike  
You **know** it's thriller  
Thriller night  
You're **fighting** for your **life**  
Inside a killer  
Thriller **tonight**

You hear the door slam  
And realize there's nowhere left to run  
You feel the cold **hand**  
And **wonder** if you'll ever see the sun  
You close your eyes  
And hope that this is just imagination  
But all the while  
You hear a creature **creepin'** up behind  
You're out of time

\* **Close to:** cerca de.  
\* **Midnight:** media noche  
\* **Something:** algo.  
\* **Evil:** maligno, malvado.  
\* **Moonlight** luz de la luna  
\* **Almost:** casi.  
\* **Heart.** Corazón.  
\* **Try:** intentar.  
\* **Scream = cry:** gritar.

\* **Hear – heard- heard:** oír.  
\* **Realize = notice:** darse cuenta.  
\* **Feel – felt – felt:** sentir.  
\* **Hope:** esperar.  
\* **Save:** salvar / guardar  
\* **Door slam:** portazo.

\* **Know- knew – known:** saber.  
\* **Fight – fought – fought:** luchar.  
\* **Kill = murder:** matar  
\* **Killer = murderer:** asesino  
\* **Tonight:** esta noche  
\* **Life:** vida / **death:** muerte.  
\* **Live:** vivir / **die:** morir.  
\* **Dead:** muerto / **alive:** vivo.

\* **Hand:** mano.  
\* **Wonder:** preguntarse.  
\* **Creep:** arrastrarse.

'Cause this is thriller  
Thriller night  
There ain't no second **chance**  
Against the thing with forty eyes, girl  
Thriller, thriller night  
You're fighting for your life  
Inside of killer  
Thriller tonight

\* **Chance:** oportunidad.

Night creatures call  
And the dead start to **walk** in their masquerade  
There's no escapin' the **jaws** of the alien this time  
(They're open **wide**)  
This is the end of your life

\* **Walk:** caminar.  
\* **Wide:** ancho / narrow.  
\* **Jaws:** mandíbulas.

They're out to get you  
There's demons closing in on every side  
They will possess you  
Unless you change that number on your dial  
Now is the time  
For you and I to cuddle close together  
All through the night  
I'll save you from the terror on the screen  
I'll make you see

\* **Demons:** demonios.

That this is thriller  
Thriller night  
'Cause I can thrill you more  
Than any ghoul would ever dare try  
Thriller, thriller night  
So let me **hold you tight**  
And **share** a killer, diller, chiller  
Thriller here tonight

\* **Hold tight:** abrazar fuerte.  
\* **Share:** compartir.

'Cause this is thriller  
Thriller night  
Girl, I can thrill you more  
Than any ghoul would ever dare try  
Thriller, thriller night  
So let me hold you tight  
And share a killer, thriller

I'm gonna thrill you tonight

[Rap]

**Darkness falls** across the land  
The midnight hour is close at hand  
Creatures crawl in **search** of **blood**  
To terrorize y'all's **neighborhood**  
And whosoever shall be found  
Without the soul for getting down  
Must stand and face the hounds of **hell**  
And rot inside a **corpse's** shell

\* **Darkness:** oscuridad.  
\* **Fall- fell- fallen:** caer (se).  
\* **Search = look for:** buscar.  
\* **Blood:** sangre.  
\* **Neighbour:** vecino.  
\* **Neighbourhood:** vecindario.  
\* **Hell:** infierno.  
\* **Corpse:** cadaver.

I'm gonna thrill you tonight  
(Thriller, thriller)  
I'm gonna thrill you tonight  
(Thriller night, thriller)  
I'm gonna thrill you tonight  
Baby, I'm gonna thrill you tonight  
Thriller night, baby

### [Rap]

The foulest stench is in the air  
The funk of forty thousand years  
And grizzly ghouls from every **tomb**  
Are closing in to seal your doom  
And though you fight to stay alive  
Your body starts to **shiver**  
For no mere mortal can resist  
The evil of the thriller

\* **Tomb:** tumba.

\* **Shiver:** temblar.

## INTERDEPARTMENTAL ACTIVITIES:

1. Read the text carefully. Then listen to the song.
2. Read the text again and make a list of words related to horror. Choose three words and put them in a poster decorated with drawings that suggest feelings of terror. Decorate your classroom with the posters.
3. Translate into Spanish the first and second stanzas of the song.
4. Listen and read the dialogue extracted from the *thriller* video. Learn the following expressions by heart:

- **What are we going to do now?:** ¿qué vamos a hacer ahora?
- **I'm sorry I didn't believe you:** siento no haberte creído.
- **Can I ask you something?:** ¿puedo preguntarte algo?
- **I was wondering if...:** me preguntaba si...
- **What are you talking about?...:** ¿de qué estás hablando?, ¿a qué te refieres?
- **Go away!:** ¡márchate!

5. In pairs (a girl and another girl, a boy and another boy, or a girl and a boy), prepare a similar dialogue and perform it. Then change the roles.

### Dialogue:

**Michael:** Honestly, we're out of gas.

**Diane:** So... what are we gonna do now?...

(A few minutes later)

**Diane:** I'm sorry I didn't believe you.

**Michael:** Can I ask you something?  
**Diane:** What?  
**Michael:** You know I like you, don't you?  
**Diane:** Yes.  
**Michael:** I was wondering if ... you would be my girl?  
**Diane:** Oh, Michael! ... Yes!  
*(He puts a ring on her finger).*  
**Diane:** It's beautiful!  
**Michael:** Now it's official... I have something I want to tell you, Diane.  
**Diane:** Yes, Michael?  
**Michael:** I'm not like other guys.  
**Diane:** Of course not. That's why I love you.  
**Michael:** No, I mean I'm different.  
**Diane:** What are you talking about?... Are you all right?  
*(He turns into a werewolf)*  
**Michael:** Go away!

6. In piece of paper or cardboard, make a comic inspired by the dialogue above. Work in pairs or in a group. Choose some of the comics and put them on the classroom walls.
7. Vocabulary test.
8. Look for information about the singer Michael Jackson and fill in the form below. Then, do the same with your favourite singer or band. Learn the expressions by heart:
9. A photo description. Look for a photo of your favourite singer or band. Write about the place, people in the photo and their activities. Include your opinion. Use present simple / continuous and linking words (*look at the writing model on page 29 from your book*).
10. A description of an event: a concert. Pay attention to word order. Before writing, complete the chart below. Look at the writing model on page 39 from your text book:

EVENT:

WHEN:

PLACE:

ACTIVITIES:

OPINION:

11. PROJECT: A poster about your favourite band or singer. Use the Michael Jackson's form below and include that information (*see pages 42/43 from your text book*).

# MICHAEL JACKSON



- He was born in .....
- He began singing in .....
- The Jackson five was .....
- He became famous in .....
- He made his first album in .....
- The song ..... Went to number one in the charts in .....
- He recorded his second album in ...

- He had a big hit with the song .....
- Michael went on a world tour in ...
- He died in .....

## DESCRIBE MICHAEL JACKSON

• HEIGHT:

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• FACE:

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• WEIGHT:

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• PERSONALITY:

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• CLOTHES:

## FEELINGS

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>● <b>Feeling:</b> sentimiento</li> <li>● <b>Cry:</b> llorar / gritar.</li> <li>● <b>Scream = cry = shout:</b> gritar.</li> <li>● <b>Smile:</b> sonreír / sonrisa.</li> <li>● <b>Laugh:</b> reír .... <b>laughter:</b> risa.</li> <li>● <b>Enjoy = have a good time:</b> pasarlo bien.</li> <li>● <b>Show:</b> enseñar, mostrar.</li> <li>● <b>Worry:</b> preocuparse.</li> <li>● <b>Touch:</b> tocar.</li> <li>● <b>Hold:</b> coger, sostener; abrazar.</li> <li>● <b>Kiss:</b> besar.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Surprised:</b> sorprendido.</li> <li>● <b>Happy / sad:</b> feliz / triste.</li> <li>● <b>Angry:</b> enfadado.</li> <li>● <b>Bored:</b> aburrido.</li> <li>● <b>Frightened = scared:</b> asustado.</li> <li>● <b>Hungry:</b> hambriento (I'm hungry).</li> <li>● <b>Thirsty:</b> sediento (I'm thirsty).</li> <li>● <b>Worried:</b> preocupado.</li> <li>● <b>Tired:</b> cansado.</li> <li>● <b>Hug:</b> abrazar.</li> </ul> |
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## IRREGULAR VERBS

- **Feel – felt – felt:** sentir.
- **Hold- held – held:** coger, sostener; abrazar.
- **Become – became – become:** llegar a ser, hacerse (become a doctor).
- **Think – thought – thought:** pensar.
- **Fall – fell – fallen:** caer(se).
- **Sing – sang – sung:** cantar.
- **Know – knew – known:** saber, conocer.

## FACES

- |   |                      |                          |
|---|----------------------|--------------------------|
| ● <b>Head:</b> cabeza.                        | * <b>Eye:</b> ojo.   | * <b>Nose:</b> nariz.    |
| ● <b>Hair:</b> pelo.                          | * <b>Ear:</b> oreja. | * <b>Mouth:</b> boca.    |
| ● <b>Glasses:</b> gafas.                      | * <b>Face:</b> cara. | * <b>Freckles:</b> pecas |
| ● <b>Tooth pl. teeth:</b> diente pl. dientes. |                      |                          |

## PHYSICAL DESCRIPTION

- **Tall / short:** alto / bajo.
- **Medium-height:** de estatura media
- **Long / short:** largo / corto.
- **Curly / straight:** rizado / liso.
- **Fat / thin:** gordo / delgado.
- **Slim:** esbelto.
- **Dark / blond:** moreno / rubio.
- **Fair:** castaño.

## PERSONALITY

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>● <b>Brave:</b> valiente.</li> <li>● <b>Careful:</b> cuidadoso (<b>Be careful:</b> ten cuidado).</li> <li>● <b>Messy:</b> desordenado.</li> <li>● <b>Clever = intelligent.</b></li> <li>● <b>Adventurous:</b> aventurero.</li> <li>● <b>Neat:</b> ordenado.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Kind:</b> amable.</li> <li>● <b>Shy:</b> tímido.</li> <li>● <b>Outgoing:</b> extrovertido.</li> <li>● <b>Foolish:</b> tonto.</li> <li>● <b>Lazy:</b> vago.</li> <li>● <b>Hard-working:</b> trabajador.</li> </ul> |
|---|---|

## GIVING OPINIONS

- **I hate= I can't stand:** odio... / **I love:** me encanta...
- **I like = I'm keen on.**
- **I don't mind:** me da igual.

## CLOTHES: ROPA

- **Put on / take off:** ponerse / quitarse (ropa).
- **Shirt:** camisa. .... **T-shirt:** camiseta.
- **Skirt:** falda.
- **Pullover =jumper:** jersey
- **Coat:** abrigo ..... **Raincoat:** chubasquero.
- **Jacket:** chaqueta.
- **Dress:** vestido.
- **Trousers:** pantalones. .... **Shorts:** pantalones cortos.
- **Jeans:** vaqueros.
- **Shoes:** zapatos..... **Boots:** botas.
- **Trainers:** zapatos de deporte. .... **Sandals:** sandalias.
- **Tracksuit:** chándal ..... **Suit:** traje.
- **Socks:** calcetines.
- **Tie:** corbata..... **Scarf:** bufanda.
- **Hat:** sombrero..... **Cap:** gorra.
- **Glasses:** gafas ..... **Sunglasses:** gafas de sol.
- **Umbrella:** paraguas.
- **What's your style:** ¿cuál es tu estilo?
- **Sporty:** deportivo.
- **Casual / smart:** informal / elegante.
- **Fashionable / old-fashioned:** a la moda / pasado de moda.
- **Wear:** llevar puesto, vestir.

## CONCERT / MUSIC

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <b>Win a singing competition:</b> ganar un concurso de canto.</li> <li>• <b>Sing:</b> cantar .... <b>song:</b> canción ....<br/><b>singer:</b> cantante.</li> <li>• <b>Download music:</b> descargar música.</li> <li>• <b>Success:</b> éxito ..... <b>successful:</b> exitoso.</li> <li>• <b>Loud / low, quiet:</b> alto / bajo (sonido).</li> <li>• <b>Exciting / boring:</b> emocionante / aburrido.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Record:</b> grabar.</li> <li>• <b>Put videos on YouTube.</b></li> <li>• <b>Watch music videos.</b></li> <li>• <b>Become popular:</b> hacerse popular.</li> <li>• <b>Music ..... musician.</b></li> <li>• <b>Perform = act:</b> actuar, representar. .... <b>performance:</b> actuación.</li> <li>• <b>Free:</b> gratis.</li> <li>• <b>Live:</b> en directo.</li> <li>• <b>Crowded:</b> multitudinario.</li> </ul> |
|---|---|

## WRITING A MUSIC REPORT

- ... are a rock group / band from ...
- ... was born / died in...: nació / murió en ...
- ... began singing in ...: empezó a cantar en ...
- There are ... members.
- ... plays the keyboards / the drums: ... toca el teclado / la batería.
- ... made their first / second album in ...
- They had a big hit with the song...: tuvieron un gran éxito con la canción ...
- They became famous in ...
- They went on a world tour in ...: hicieron una gira mundial en ...
- They recorded their second album in ...: grabaron su segundo álbum en ...
- The song ... went to number 1 in the charts: a canción... fue número 1 en las listas.

## EVALUACIÓN:

<b>BLOQUE 1-COMPRESIÓN DE TEXTOS ORALES</b>	
<b>Criterios de evaluación</b>	
CE 1- Identificar la información esencial y algunos de los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios	
CE 2- Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, las ideas principales y los detalles más relevantes del texto. (CCL, CAA)	
CE 6- Reconocer léxico oral de uso muy común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios e inferir del contexto y del contexto, con apoyo visual, los significados de algunas palabras y expresiones. (CCL, CAA)	
<b>Aspectos socio-culturales y sociolingüísticos:</b>	
- Valoración de la lengua extranjera como instrumento para comunicarse.	

<b>BLOQUE 2-PRODUCCIÓN DE TEXTOS ORALES</b>	
<b>Criterios de evaluación</b>	
CE 1- Producir textos breves y comprensibles, tanto en conversación cara a cara sobre temas cotidianos como pedir disculpas, hablar sobre experiencias (CCL, CD, SIEP)	
CE 2- Conocer y saber aplicar las estrategias más adecuadas para producir textos orales monológicos y dialógicos breves y de estructura simple y clara, utilizando entre otros, procedimientos como la adaptación del mensaje a patrones de la primera lengua u otras, o el uso de elementos léxicos aproximados ante la ausencia de otros más precisos. (CCL, CAA, SIEP)	
<b>Aspectos socio-culturales y sociolingüísticos:</b>	
- Participación en conversaciones breves y sencillas dentro del aula y en simulaciones relacionadas con experiencias e intereses personales	

<b>BLOQUE 3-COMPRESIÓN DE TEXTOS ESCRITOS</b>	
<b>Criterios de evaluación</b>	
CE 1- Identificar la información esencial, los puntos más relevantes y detalles importantes en textos breves y bien estructurados (CCL, CMCT, CD)	
CE 3- Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, actividades de ocio, relaciones personales y convenciones sociales. (CCL, CSC)	
<b>Aspectos socio-culturales y sociolingüísticos: idem bloque 1</b>	

<b>BLOQUE 4-PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN</b>	
<b>Criterios de evaluación</b>	
CE 1- Escribir en soporte electrónico un texto de longitud media y estructura clara (CCL, CD, SIEP)	
CE 4- Llevar a cabo las funciones demandadas por el propósito comunicativo, con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación. (CCL, SIEP)	



CE 5- Dominar un repertorio limitado de estructuras sintácticas de uso habitual y emplear mecanismos sencillos ajustados al contexto y a la intención comunicativa (CCL, CAA, SIEP)	
<p style="text-align: center;"><b>Aspectos socio-culturales y sociolingüísticos:</b></p> <ul style="list-style-type: none"><li>- Convenciones sociales, normas de cortesía.</li><li>- Comprensión de elementos significativos lingüísticos básicos.</li><li>- Obtención de información por diferentes medios, entre ellos Internet y otras tecnologías de la información y comunicación.</li><li>- Valoración de la lengua extranjera como instrumento para comunicarse.</li></ul>	