

A **FREE** RESOURCE FOR TEACHERS!

# BOB MARLEY

## Level 3

This level is suitable for students who have been learning English for at least three years and up to four years. It corresponds with the Common European Framework level B1. Suitable for users of TEAM magazine.

### SYNOPSIS

*Bob Marley* tells the story of the world-famous Jamaican singer's life and career. Marley was born in 1945 in a small town in Jamaica. His mother, Ciddy, was a black Jamaican, and his father was a much older white man, Norval Marley. Bob saw very little of his father and was brought up by his mother and her family. As a child, Bob was aware that people often treated him differently because of the lighter colour of his skin.

When Bob was twelve, his mother moved with him to Kingston, where they lived in the poor area of Trench Town. Bob developed his interest in music, along with friends Neville 'Bunny' Livingston and Peter Tosh. The friends formed a band and recorded their first song in 1963. The Wailing Wailers quickly became popular in Jamaica. Around 1967, the band began working with a producer called Lee 'Scratch' Perry, and together they found a new sound for the band. This sound was reggae. Bob was also becoming increasingly interested in the religious ideas of Rastafarianism, and these beliefs were evident in his music.

International success came soon after the band began recording for Island Records in London, but Bunny Livingston and Peter Tosh did not stay with the band. Bob put together a new line-up, which included his wife, Rita. Bob Marley and the Wailers toured the world and made a number of albums which were all very successful.

In the 1970s there was much political unrest in Jamaica. In 1976, Bob agreed to play a concert to help end political violence in the country. Shortly before the concert, a gunman tried to shoot Bob and Rita. But they survived and the band went on to play. Bob continued to mix politics with his music, playing at the 'One Love' peace concert in Jamaica two years later, and in Africa to celebrate Zimbabwe's independence from Britain.

Bob Marley was at the height of his fame when he learned that he had cancer. He died in 1981 at the age of only 36. Today Bob Marley's music and his message of peace and hope are still hugely popular around the world.

### MEDIA LINKS

**DVD:** In 2012 the film documentary *Marley* was released.

**CD:** A recording of *Bob Marley* is available to accompany this Scholastic Reader. The music of Bob Marley and the Wailers is available on CD or as downloads.

**Internet:** For more information, visit the official Bob Marley website at [www.bobmarley.com](http://www.bobmarley.com).

**Books:** There are numerous Bob Marley biographies, which include *Bob Marley: The Untold Story* by Chris Salewicz and *Catch a Fire: The Life of Bob Marley* by Timothy White.

## HOW TO USE YOUR SCHOLASTIC READER

### Choosing and motivating

Is this the right book for your class? How many of Bob Marley's songs do your students know? What do they already know about his life? What would they like to find out? Motivate them with background information and by reading aloud page 6 of the book.

### Organising

Plan a class reading schedule. Decide how many pages to set for reading each week. Select exercises from the Self-Study section at the back of the reader and extra activities from this resource sheet to go with each chunk of reading. (All answers on page 4 of this resource sheet.)

### Using the CD

Students can listen and follow in their books. They can listen and then read. They can read and then listen. All these activities will improve their reading speed and skills.

### Glossary

Go to 'New Words' at the back of the reader. Translate the words with the class or get students to find meanings at home. The Vocabulary Builder on page 3 of this resource sheet practises the new words in a different context.

### Casual language

Introduce the informal expressions used in *Bob Marley* (see Vocabulary Builder on page 3 of this resource sheet). Put them into context. Students look out for them as they read.

### Fact Files

Set these as self-study or use for whole class work. They provide background information about famous Jamaicans; the island of Jamaica; music and musicians with a message.

### What did they think?

Get everyone in the class to do a written or spoken review of *Bob Marley*. Compare opinions. Did they like the book? Did you like it? Let us know at [readers@link2English.com](mailto:readers@link2English.com).

RESOURCE SHEET STUDENT ACTIVITIES



BOB  
MARLEY

**People and places**

Circle the correct words in *italics*.

- a) Bob's mother and (daughter) / wife were both called Cedella.
- b) Bob was born in the *city* / country.
- c) There were *three* / nine musicians in Bob's first band.
- d) Bob moved to *56 Hope Road* / Trench Town when he was young.
- e) 56 Hope Road was in *Kingston* / Nine Miles.

**Chapters 1–2**

**1 Answer the questions.**

- a) Why did Norval Marley leave his new wife?  
He said he needed an easier job in the city.
- b) How did the young Bob Marley spend his free time?  
.....
- c) Why did Ciddy move to Kingston?  
.....
- d) In Trench Town, who were 'rude boys'?  
.....
- e) How did Bob meet singer Desmond Dekker?  
.....
- f) What kind of music was ska music?  
.....
- g) What change did Leslie Kong make on Bob's first record?  
.....

**2 Read 'A History of Jamaica' (pages 14–15) and match the columns to make sentences.**

- |                                      |   |
|--------------------------------------|---|
| a) The Arawak people                 | i) in 1834.   |
| b) The Spanish                       | ii) worked on sugar and coffee farms.                       |
| c) Many slaves                       | iii) were the first people on Jamaica.                      |
| d) Britain ended slavery             | iv) first brought slaves from African countries to Jamaica. |
| e) Britain continued to rule Jamaica | v) until 1962.  |

**Chapters 3–4**

**1 Correct the mistakes in these sentences.**

- a) Bob, Neville and ~~Joe Higgs~~ <sup>Peter Tosh</sup> formed a band called The Wailing Wailers.
- b) The Wailing Wailers played in the local cinema at night.
- c) Coxsone Dodd knew when the look of a band was right.
- d) 'Systems Men' had film equipment on their cars.
- e) In the US Bob worked in a music studio.
- f) Haile Selassie visited Ethiopia in April, 1966.
- g) For Rastafarians, the colour blue is a sign of hope.

**2 Look at 'The Birth of Reggae' (pages 26–27) and discuss these questions with a partner.**

- a) Which of the musicians on this page did you already know?
- b) Which musicians would you like to hear more of now? Why?

**Chapters 5–6**

**1 Are these sentences true (T) or false (F)? Correct the false sentences in your notebook.**

- a) Chris Blackwell wanted to change the band's sound so that young people would like it too.  
F. He wanted rock fans to like it too.
- b) There was a different version of the *Catch a Fire* album for Jamaica.
- c) Chris Blackwell asked the band to tour Jamaica.
- d) Joe Higgs took Bunny Livingston's place in the band.
- e) In the song 'No Woman, No Cry', Bob sings about his early life in Nine Miles.
- f) In the song 'War', Bob used the words of Haile Selassie.

**2 Complete the sentences with these names.**

Chris Blackwell   Cindy Breakspare   ~~Bunny Livingston~~  
Rita Marley   Peter Tosh

- a) Bunny Livingston found life on the road difficult because of his Rastafarian beliefs.
- b) ..... won the Miss World beauty competition.
- c) ..... allowed Bob and the band to use his house in Kingston.
- d) ..... did not like Chris Blackwell's ideas.
- e) ..... sang with the I-Threes.

**3 What do you think? How did Bob feel after Neville and Peter left the band? Discuss your ideas with a partner.**

RESOURCE SHEET STUDENT ACTIVITIES

Chapters 7–8

1 Put these events in the right order.

- a) Bob showed the crowd his injuries.
- b) Doctors discovered Bob had cancer in his toe.
- c) Bob agreed to sing at the 'Smile Jamaica' concert.
- d) Bob was asked to play in Zimbabwe.
- e) Bob moved to London to work on a new album.
- f) Bob returned to Jamaica to play the 'One Love' concert.
- g) A gunman tried to shoot Bob.

2 Answer the questions.

- a) What message did Bob want to send to the gunmen during the 'Smile Jamaica' concert?  
*The gunmen could not stop him playing.*
- b) Why did the leaders of Jamaica's political parties ask Bob to return for another concert?  
 .....
- c) Why was Bob not happy when he played in Gabon?  
 .....
- d) Why did the police use tear gas at the concert in Zimbabwe?  
 .....
- e) Why did Bob agree to open a concert for The Commodores?  
 .....

Chapter 9

1 Are these sentences true (T) or false (F)? Correct the false sentences in your notebook.

- a) Bob played his last concert in New York in the USA.  
*F. He played his last concert in Pittsburgh.*
- b) He flew to a special hospital in Germany.
- c) Just before he died, he returned to Jamaica.
- d) His body was taken to Trench Town.
- e) Bob's daughter, Cedella, works in the music business.
- f) *Legend* has sold more copies than any other pop album.

2 What do you think? What adjectives would you use to describe Bob Marley? Compare your list with a partner.

FINAL TASKS

1 Choose an important day in Bob Marley's life. Write his diary entry for that day. Include what has happened and how you feel about it.

2 Write a short poem or song about the life of Bob Marley or another performer you admire.

3 You are going to make a documentary about Bob Marley's life. Which three people would you interview for the documentary and why? Discuss in groups.

VOCABULARY BUILDER

1 Choose the correct words from the 'New Words' at the back of your reader.

- 1. A record with several songs on it. .... *album* .....
- 2. A singer might win this. ....
- 3. A place where musicians record music. ....
- 4. This person helps singers to make records. ....
- 5. People with the same skin colour. ....
- 6. A place for the bodies of the dead. ....
- 7. A woman who is going to have a baby is this. ....
- 8. A country which rules itself has this. ....

2 Circle the correct answer.

- 1. Who joins pieces of metal? *a producer / (a welder)*
- 2. Which do you play with sticks? *a bass guitar / drums*
- 3. Where can you see a crowd? *at a gig / at a studio*
- 4. Which do most people want? *peace / violence*
- 5. What do fans of a band do? *produce / support*
- 6. Who sometimes rules a country? *a dictator / a slave*
- 7. Which kills a lot of people? *cancer / funeral*
- 8. Which do you find in a theatre? *stage / station*

Casual language

- **'over'** (p.10, p.28 and p.45). This can be used to say that something has finished. When Bob moves to the city with his mother, 'his time as a country boy was over'.
- **'hit'** A record that is successful and popular is described as a 'hit'. For example, the live version of 'No Woman, No Cry' became 'a huge hit' (p.33).
- **'drop'** (p.30). When you stop including somebody in a game or performance, you 'drop' them. Singer Sly Stone 'dropped the Wailers' from a concert.

Complete the sentences with the Casual language expressions.

- 1. 'Have you heard this song? It's going to be a ..... !'
- 2. A: Sorry I'm late.  
 B: Where have you been? The meeting's already ..... !
- 3. He wasn't playing well so they decided to ..... him from the team.

## FACT FILE FOLLOW-UP

**JAMAICA (pages 56–57)****Tourist brochure**

Remind students that the tourist business is very important to the Jamaican economy. Ask students to work in small groups to create a brochure to attract tourists to the island. They can research facts about the country's climate, geography, attractions, food and culture. If possible, they could use photos from the Internet. When the students have completed their brochures, let the class decide which one is the most attractive.

**Debate**

'Rich countries such as the US, Britain and Spain should support the Jamaican economy because of the history of slavery.' Write this statement on the board and debate the issue with the class. Begin by discussing the economic problems facing Jamaica (crime, poverty). Then discuss the island's history of slavery: students could look again at 'A History of Jamaica' (pages 14–15). Divide the class into small groups, each one either *for* or *against* the statement. Each group writes down their ideas and nominates a spokesperson to present them. Chair the debate, allowing each spokesperson to speak in turn. Finally, the students vote independently *for* or *against* the statement.

**FAMOUS JAMAICANS (pages 58–59)****Fact File extra**

Ask students to read pages 58 and 59 and decide which of the famous people they are most interested in. Ask them to research and write a fact file about this person. The file could include:

- a list of the person's greatest achievements
- a quotation by him or her
- reasons why the student finds him/her interesting

Students who choose the same person compare their files.

**Famous people**

In pairs, students think of famous people from their country. They then make a list of the five they consider to be the most important. Explain that their list might include actors, historical leaders, singers or musicians, scientists or writers. Students compare their lists. Do they agree?

**THE MUSIC AND THE MESSAGE (pages 60–61)****Topical research**

Ask students to find out more about the health problems in some parts of Africa today. In groups, students find out more about one of these topics: AIDS, malaria or the lack of safe water. Ask them to research information about the problem itself, as well as possible solutions. Each group should decide how best to present their findings to the rest of the class.

**Charity event poster**

Ask students to set up a charity event to raise money. First, they should decide what charity their event will benefit. The class then decides what event to stage. Let students make suggestions in an open class discussion, e.g. a talent show, a cake sale. The class then chooses the most popular idea. Students design a poster to advertise the event and raise awareness of the cause.

**CD FOLLOW-UP****Prediction**

Stop the CD at key moments. Ask students what they think will happen next in Bob Marley's life. In pairs, students make predictions. They listen to the next part of the recording to see if their predictions were correct.

**ANSWER KEY****Self-Study Activities (pages 62–64)**

- a) A producer b) a gig c) A stage d) An album e) a studio  
f) a new version g) a competition
- a) Jamaica b) Nine Miles c) Trench Town d) 56 Hope Road
- a) F. Ciddy Malcolm was from a small village.  
b) F. Captain Marley was much older than Ciddy. c) T d) T e) T  
f) F. It is a very poor area. g) T
- a) Neville Livingston b) Clement Dodd c) Desmond Dekker  
d) Peter Tosh
- a) drugs b) support c) drum d) bass
- The correct order is: c, g, d, e, a, f, b.
- a) Kingston b) David / Ziggy c) Johnny Nash and Eric Clapton  
d) the people of Haiti e) Haile Selassie f) Miss World
- Sentences a, c and e are true.
- Open answers.
- a) funeral b) cancer c) tear gas d) violence
- Open answers.
- a) iii b) i c) iv d) ii
- a) New York b) Germany c) Miami d) Nine Miles  
e) Pittsburgh
- Open answers.

**Resource Sheet Activities****People and places**

- b) country c) three d) Trench Town e) Kingston

**Chapters 1–2**

- b) He loved playing football and music.  
c) To look for work.  
d) They were young men who spent a lot of time on the streets.  
e) They worked together. Desmond Dekker was a welder too.  
f) It was popular and fast Jamaican dance music.  
g) He changed Bob's last name from Marley to Martell.
- b) iv c) ii d) i e) v

**Chapters 3–4**

- b) local cemetery (not *local cinema*)  
c) sound (not *look*)  
d) sound equipment (not *film equipment*)  
e) a car factory (not *a music studio*)  
f) Jamaica (not *Ethiopia*)  
g) green (not *blue*)
- Open answers.

**Chapters 5–6**

- b) T c) F. He asked the band to tour the UK. d) T  
e) F. He sings about his early life in Trench Town. f) T
- b) Cindy Breakspeare c) Chris Blackwell d) Peter Tosh  
e) Rita Marley
- Open answers.

**Chapters 7–8**

- The correct order is: c, g, a, e, b, f, d.
- b) They hoped it would bring an end to the violence in Jamaica.  
c) The ruler of the country was a dictator.  
d) To drive back the crowds.  
e) He wanted to reach new fans in the US.

**Chapter 9**

- b) T c) F. Just before he died, he flew to Miami.  
d) F. His body was taken to Nine Miles. e) T  
f) F. It has sold more copies than any other reggae album.
- Open answers.

**Vocabulary Builder**

1. competition 2. studio 3. producer 4. race 5. cemetery  
6. pregnant 7. independence
1. drums 2. at a gig 3. peace 4. support 5. a dictator  
6. cancer 7. stage

**Casual language**

1. hit 2. over 3. drop