

## Song 10: *Can't Stop*



### ACTIVITY MENU

#### PRE-LISTENING

Picture Predictions  
Brainstorming and Mind-Mapping Vocabulary  
It Could Be / There Might Be

#### LISTENING

Relax and Enjoy!  
Find the Mistakes  
Song Bingo

#### SINGING

Sing Along With Me  
Drum and Instrument Circles  
Your Moves

#### POST-LISTENING

Speaking: Act the Part  
Reading: Reading Groups  
Writing: Guest Musicians / Speakers



## Can't Stop: Lyrics

by Ozomatli

(2:58)

- (Bom, bom, bom, ba-ba-ba-va-yom bom-bom-ba-yoh... 3x)
- 1 So you feel you can't go on  
(that) you got nothin' left to lose  
(that) there is no one left to love  
(that) you got nothin' left to choose  
(you can't stop)
- 6 Can't live for yesterday  
'Cause we gotta move on in a different way  
Today is another day  
Can't stop now today is another day
- (Chorus)*
- 10 Can't stop this love, (shake it, shake it, shake-shake it, shake it)  
(we're movin')  
Can't stop this love  
Can't stop now  
(we got to keep movin')  
we got faith in what love can do  
(shake it, shake it, shake-shake it, shake it, we're movin')- don't look back we're gonna  
make it through  
(can't stop now, we got to keep movin')
- 18 You feel you got nowhere to run  
'Cause there is nothing we can't do  
You have so much left to love  
In the end there's always me and you...
- 21 (can't stop) Can't live for yesterday  
'Cause we gotta move on in a different way (can't stop)  
Today is another day  
Can't stop now today is another day

### CHORUS

- 25 (shake it, shake it, shake it, shake it) Come on!



- 26 Front back middle to top we keep it groovin'  
(shake it shake it, shake it shake it) no more sad songs singing the blues we keep it moving  
(you can't stop)
- 29 Can't live for yesterday  
'Cause we gotta move on in a different way  
No more sad songs singing the blues we keep it moving  
(move....)
- 33 You know we don't stop, even when the wheels lock  
and when the beat knocks  
people in the street rock  
(can't stop now, we got to keep moving)
- 37 You know we don't stop, even when the wheels lock  
and when the beat knocks  
people in the street rock  
(can't stop now, we got to keep moving)
- 41 we got faith in what love can do  
(shake it, shake it, shake-shake it, shake it, we're movin')- don't look back we're gonna make it through  
(can't stop now, we got to keep movin')
- 44 we got faith in what love can do  
(shake it, shake it, shake-shake it, shake it, we're movin')- don't look back we're gonna make it through  
(can't stop now, we got to keep movin')
- 47 (Bom, bom, bom, ba-ba-ba-va-yom  
Can't stop now.



**Pre-listening Activities:** Choose one or two of the activities below.

### Picture Predictions

**Purpose:** To generate interest and introduce vocabulary for the song, and activate background knowledge about the topic

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Hang the picture (page 693) on the board. (Make sure students can **not** see the title of the song.)

**Instructions:** Show the picture to the students and explain that it represents a song. Divide the students into small groups and ask each group to create a title for the song based on the picture. Ask each group to read their title aloud. Play the song, and have groups compare their title to the words they hear in the song. Reveal the real title after listening.

### Brainstorming and Mind-Mapping Vocabulary

**Purpose:** To generate interest and introduce vocabulary for the song, and activate background knowledge about the topic

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Write the following three words/phrases related to the theme of the song on separate pieces of paper as the starting point for brainstorming:

*determination   move on   to believe in something*

**Instructions:** Divide students into three groups and give each group one of the topics as the starting points for brainstorming. Ask each group to write down their ideas on one paper, pass it to another group, and generate ideas for a new “mind map.” Continue this activity until everyone has shared ideas, and then ask each group to report on the paper that they have in front of them. Play the song. Ask students to mark which of their ideas/words are actually in the song.

### It Could Be / There Might Be

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce a line from the song

**Level:** 2 and above

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of the surfer (page 694) on the board. Cover it with five or six strips of plain paper so that students cannot see the picture. Optional: Read about Bethany Hamilton in the reading text on page 700, and share information about her with the students after the picture is revealed. You may need to pre-teach language forms necessary for guessing. (*It might be ...; It could be ...; I think it is ...; I am sure there is ...*).

**Instructions:** Tell students that you will show them only part of the picture, and they should try to guess what the picture is about. Remove one strip of paper so that only one part of the picture is revealed. Ask students to describe it and then guess what else might be in the picture based on what they can see. They can discuss their guesses in pairs. Then remove another strip of paper revealing more of the picture. Again, students can make predictions. When all the strips of paper are removed, you can then ask students to predict what the song might be about.



## Can't Stop: Picture Predictions



**Can't Stop: It Could Be / There Might Be**



**Bethany Hamilton, American Surfer**



**Listening Activities:** Choose one of the listening activities below.

### Relax and Enjoy!

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Write the following three discussion questions on the board, or create your own:

*Does it seem like a happy or a sad song? Why?*

*Does the song remind you of any other songs you know?*

*Do you like the song? Why or why not?*

**Instructions:** Tell the students they are going to hear a song and that you want them to focus on how the song makes them feel and what it reminds them of. Play the song once. Have a general class discussion about the students' ideas and feelings using the questions that you prepared.

### Find the Mistakes

**Purpose:** To listen for details and for specific words or phrases

**Level:** 2 and above

**Time:** 10 – 15 minutes (to play the first part of the song two or three times)

**Preparation and Materials:** Make a copy of the Find the Mistakes handout (page 696) for each group of students. (Answer key: page 701.) Prepare to play the first part of the song (lines 1-9, 0:00 – 0:45).

**Instructions:** Divide students into small groups and tell them that they are going to read the lyrics of a song as you play it, but there are a number of mistakes in the written lyrics. Explain that when they find a mistake they should try to write down the correct word. Hand out the mistake-filled lyrics and allow students a few minutes to read through them. Play the song two times so that the students can find most of the mistakes, then once more to check the answers.

### Song Bingo

**Purpose:** To listen for specific words, introduce vocabulary from the song, and make print and sound connections

**Level:** All

**Time:** 10 minutes (to play the song two times)

**Preparation and Materials:** Write the following words on the board in random order:

*feel lose love choose move today stop faith look keep  
nowhere run always yesterday different back middle top  
sad song wheels lock knocks beat street rock*

**Instructions:** Review the words above. Have the students to draw a blank 3 x 3 grid on their papers, and write one word from the board in each square. Tell them that you are going to play the song and they should cross off the words in their grids when they hear them. The first student to cross off all nine of their words should shout *Bingo!* After the first student has finished, play the song once more so that the whole class can check their answers.



## Can't Stop: Find the Mistakes

*Directions:* As you listen to the first 45 seconds of the song, read the lyrics below. Find and correct all of the mistakes in the lyrics.

(Bom, bom, bom, ba-ba-ba-va-yom bom-bom-ba-yoh... 3x)

1 So you felt you can't go on

(that) you got nothin' left to love

(that) there is someone left to lose

(that) you got nothin' left to choose

(we can't stop)

6 Don't live for yesterday

'Cause we gotta go on in a different way

Today was a new day

Can't quit now tomorrow today is another day





**Singing Activities:** Choose one of the singing activities below.

### Sing Along With Me

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 15 – 20 minutes (to sing the song two or three times)

**Preparation and Materials:** Write the lyrics (pages 690-691) on the board in two places or on two large posters.

**Instructions:** Practice singing the song with the students. While singing, point on the board to the words so that students don't lose their place in the song. Divide students into two groups. Have two students (one from each group) ready to lead the song by pointing to the words on the board. Have Group 1 sing all of the regular lines, and Group 2 sing all of the words/lines that are in parentheses. After one round, they can switch roles. For example line 10: *Group 1 sings: Can't stop this love / Group 2 sings: (shake it, shake it, shake-shake it, shake it)*

### Drum and Instrument Circles

**Purpose:** To explore the rhythm of words

**Level:** All

**Time:** 20 – 30 minutes (to sing through the song two or three times)

**Preparation and Materials:** Collect and bring in different types of drums or instruments. If you cannot do this, then students can clap their hands or tap on the desks.

**Instructions:** Ask students to stand or sit in a circle. Give each one a drum. If there are not enough drums, they can share or some students can clap their hands or tap on the desks. Provide a model of how the song can be sung with the beats by tapping out a few words or a line of the song. Focus on the coordination of word stress and the drum beats. Ask the students to repeat the model back to you using the instruments. Go through the song one time, pausing periodically to allow students to get back together. As the students become more comfortable with the idea of coordinating the stress and beats, you can introduce different speeds and rhythms. After practicing, sing the song one more time and have students play the drums or instruments while they sing. If you wish, ask students to take turns being the drum circle leader.

### Your Moves

**Purpose:** To learn vocabulary from the song, and represent word meanings with actions

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Make copies of the lyrics (pages 690-691) or write them on the board. Circle the following words and phrases each time they appear in the lyrics:

*can't stop move on shake it keep movin' / moving love look back*

**Instructions:** Give students a handout of the lyrics or show them the lyrics on the board. Elicit possible motions that could be associated with each keyword or phrase, and have them choose the one they like the best. Practice that mime and then go on to the next keyword until each keyword has a mime. Practice all of them so that students can remember them. Play the song and have the students sing along and do the correct mime when they hear the word or phrase.



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Act the Part**

**Purpose:** To practice pronunciation and intonation, and use critical thinking skills to resolve a problem

**Level:** 3 and above

**Time:** 25 – 30 minutes

**Preparation and Materials:** Make a copy of the role-play cards (page 699) for each group of students. Use the following scenario:

*One of you who dreams of becoming the lead singer of a rock band, keeps encountering challenges that prevent him/her from reaching success. The rest of you will use lines from the song 'Can't Stop' to convince him/her not to give up the dream.*

**Instructions:** Briefly introduce the situation that will be the focus of the role-play. Tell students that each member of the group will be assigned a different role. Divide the students into groups of three and distribute the role cards so that everyone in the same group has the same role card. (*Example: Group 1 has the dreamer, Group 2 has the friend, Group 3 has the rockstar.*) Give the students time to discuss their roles and to brainstorm things they might say. Then, have the students in each group count off so that each student is assigned a number. Then tell all of the 1's to sit together, all of the 2's to sit together, all of the 3's, and so on. In this way there will be one person representing each role in each new group. For example, one group would contain one *dreamer*, one *friend* and one *rockstar*. Give the students a specific amount of time to conduct the role-play. Remind them again of what the situation is and what problem or issue they are trying to resolve. Each student should act according to his or her role as they discuss the problem. Go around monitoring the groups and helping them if they have any difficulties. When the time is up, lead a class discussion that focuses on the situation. Ask each group if they resolved the problem and how they resolved it.

**Reading: Reading Groups**

**Purpose:** To practice reading comprehension skills, conduct research, think critically, and collaborate as part of a team

**Level:** 3 and above

**Time:** 60 – 75 minutes (10 – 25 minutes for groups to prepare their paragraphs, plus 50 minutes to go through the text as a class)

**Preparation and Materials:** Make a copy of the reading text (page 700) for each student.

**Instructions:** Divide students into four groups and assign each group the following paragraphs.

Group 1: paragraph 1                      Group 3: paragraph 4  
Group 2: paragraphs 2 – 3              Group 4: paragraph 5

Assign a role/task to each member of the group. Suggested roles may be group leader, timekeeper, notetaker, etc. In groups, have students read their assigned paragraph, discuss it, and prepare any vocabulary or explanations necessary. Then each group will present their paragraph in order (1-5) to the rest of the class. Students in the other three groups should take notes and ask questions, in order to understand each paragraph. After all four groups have presented, you may hold a class discussion to review the whole reading.



## Writing: Guest Musicians / Speakers

**Purpose:** To generate interest in inspirational leaders, and write invitations

**Level:** Level 3 and above  
(time for a visit and presentation)

**Time:** 40 – 50 minutes (plus class

**Preparation and Materials:** None

**Instructions:** Have students write a mock invitation to someone who has overcome adversity to succeed. The person could be a local member of the community, a famous world leader, or a celebrity.

1. Ask the students to brainstorm a list of guests that they would like to invite to speak to the class. These should be real people in the community or country who might possibly come. Divide students into small groups, and tell them to select one person from the list. First, they need to send the person an invitation. Teach the correct format for writing letters of invitation. Show the students some examples and discuss salutations, content, and complimentary closings. Each group should write a letter of invitation to their chosen person. Help the students to find the addresses and mail the letters. Wait for any responses!
2. If a group gets a positive response, instruct the class on how to introduce a guest speaker. Discuss the parts of an introduction including the opening, providing biographical information about the speaker, the welcome, and the time limit.
3. Divide students into pairs and tell them to interview each other briefly. Then get them to practice introducing one another to the whole class. Decide which student will introduce the guest speaker.
4. Divide students into small groups. Tell them to brainstorm questions they would like to ask the guest. Each group should make a list of around five questions. They may practice asking each other these questions.
5. Invite the guest to come to class and have the class ask their questions after the presentation.
6. During the next class, teach the correct format for writing thank-you letters. Show the students some examples and discuss salutations, content, and complimentary closings. Assign each group write a thank-you letter to the speaker and send them these letters.
7. *Optional:* If a real guest speaker does not come to the class, you could assign a few students to play the role of the guest, making short presentations and answering questions.



## Can't Stop: Act the Part

### Rockstar Dreamer

Ever since you were a child, you dreamed of becoming the lead singer of a rock band. You have started a band, but you have nowhere to practice because the neighbors keep complaining to the police about the noise. Because the band hasn't been able to practice, you are not very good and cannot get anyone to hire your band. Now, one band member is threatening to quit, and your parents are pushing you to get a full-time job. Although you are good at writing (you write songs, after all!), you do not want to work in an office. But you are about ready to give up your dream of singing and find a job.

Try to use the following lines in the role-play:

*I feel I can't go on                      There are no more options – nothing left to choose*  
*There's nowhere to run      I feel there's no other choice*



### Successful Rockstar

You are the drummer for a successful rock band, *The Flying Umbrellas*. It took your band ten years of hard work to become famous, so you know how Rockstar Dreamer feels, and you don't think he/she should give up the dream. You wish you could help but don't know what you can do. You try to encourage Rockstar Dreamer either to keep the band together or to find a new band to sing with. You try to remind Rockstar Dreamer that he/she must have faith in his/her dreams.

Try to use the following lines in the role-play:

*Have faith in what love can do                      No more singing the blues*  
*We can't stop this love                                      You can't stop*



### Best Friend

You are Rockstar Dreamer's best friend. At first you think Rockstar Dreamer should give up the band and come to work with you at your newspaper. You know that Rockstar Dreamer is a good writer and believe that he/she needs a fresh start. But as you listen to Rockstar Dreamer and Successful Rockstar, you begin to change your mind. You offer to be Rockstar Dreamer's band manager to help him/her find places for the band to play. And, you have a hidden talent – you are a great guitar player!

Try to use the following lines in the role-play:

*Today is another day                                      There is nothing we can't do*  
*We're gonna make it through      We have to move on in a different way*



## Achieving Dreams: Overcoming Obstacles

The song *Can't Stop* by Ozomatli mixes several genres of contemporary American music, including rock and Latin-inspired **salsa**.<sup>47</sup> This combination results in a powerful and catchy rhythm that makes listeners want to sing and move along with the music. It is just the type of music that athletes might listen to while **working out**.<sup>48</sup> Many athletes believe that listening to music while exercising helps them exercise longer and harder as they match their movements to the beat. Some people claim that listening to music while exercising can be motivating, by giving them something enjoyable to think about and distracting them from their **exertion**.<sup>49</sup>

It's not just the beat of the music that many athletes enjoy. It's also possible that the message of a song motivates people. *Can't Stop* certainly **fills the bill**.<sup>50</sup> In the song, Ozomatli encourages listeners to keep moving forward even when it seems like they can't go on, when they have lost everything, or when it seems that they have no options. The band reminds listeners that "today is another day" – each day is a fresh start, and faith in our dreams can keep us moving forward. Here are the stories of two famous Americans who refused to stop pursuing their dreams, regardless of the obstacles that they faced. Their great expectations pushed them to overcome **adversity**,<sup>51</sup> to have faith in their dreams, and to keep moving forward.

Christopher Reeve was born on September 25, 1952, in New York City. At age 26, he played the leading role in the movie, *Superman*, and has been known as the fictional superhero since then. Reeve became known as a symbol of strength and heroism. At age 42, during a horseback riding event, Reeve fell from his horse and broke two bones in his back, leaving him permanently paralyzed below the neck. Many believed the accident would end his acting career, but Reeve didn't give up. Three years after the injury, he produced and starred in a TV movie, *Rear Window*, and won a prestigious award for his performance. Reeve also started several foundations to advance research on **spinal cord**<sup>52</sup> injuries and improve the quality of life for people with this type of injury. His perseverance after his injury brought a great deal of attention to this issue, and he remained actively engaged in these endeavors until his death in 2004.



Christopher Reeve

Bethany Hamilton was born on February 8, 1990, in Kauai, Hawaii. She entered (and won!) her first surfing competition at age eight and dreamed of becoming a professional surfer. But in October 2003, this dream was threatened. Hamilton was attacked by a shark while surfing and lost her left arm. Although many might have been afraid to get back in the water, Hamilton was determined to return to competitive surfing and was surfing again within a month of the shark attack! One year later, Hamilton had won first place at a major competition and is now a professional surfer. She wrote about her experiences in an autobiography, which was later made into a movie called *Soul Surfer*. Her story has been an inspiration to many, and a lesson in pursuing your dreams regardless of the challenges that life brings.



Bethany Hamilton

<sup>47</sup> **salsa** a type of music that is good for dancing

<sup>48</sup> **working out** exercising

<sup>49</sup> **exertion** physical or mental effort

<sup>50</sup> **fill the bill** to satisfy or fulfill; to be what is needed

<sup>51</sup> **adversity** a problem or difficult challenge

<sup>52</sup> **spinal cord** the large group of nerves which runs through the center of the spine and carries messages between the brain and the rest of the body



## Can't Stop: Answer Keys

### Find the Mistakes: Answer Key

- (Bom, bom, bom, ba-ba-ba-va-yom bom-bom-ba-yoh... 3x)
- 1 So you ~~felt~~ **feel** you can't go on  
(that) you got nothin' left to ~~love~~ **lose**  
(that) there is ~~someone~~ **no one** left to ~~lose~~ **love**  
(that) you got nothin' left to choose  
(~~we~~ **you** can't stop)
- 6 ~~Don't~~ **Can't** live for yesterday  
'Cause we gotta ~~ge~~ **move** on in a different way  
Today ~~was~~ **is** a ~~new~~ **another** day  
Can't ~~quit~~ **stop** now ~~tomorrow~~ today is another day

