
Integrated English I

Listening Section

Students' Booklet

Instructor's Name

Day - Period – Room

Student No.

Year - Class – Number

Student's Name

2007



Integrated English Program
Aoyama Gakuin University

Message to students

Although this is a listening course, there are pre- and post-listening activities which do not necessarily involve listening. These activities are intended to help focus your listening, provide you with key vocabulary, and help you connect the content with what you are doing in your Core and Writing sections. They are an essential part of the listening course, not simply an extra 'garnish.' It is hoped that what you listen to (and view) in this course can be 'brought to life' and used for genuine communication through these activities.

It is highly unlikely that teachers will be able to cover all the material in this course. It is up to the teachers' discretion to cover as much of it as they feel is necessary to meet the needs of students.

Since this course is held in state-of-the-art computer classrooms, a number of tasks were designed to foster computer literacy by using the Internet. Some of the listening material has been computer-adapted so that you will be able to access it on your own for such listening tasks as completing cloze passages and summary writing. We hope that the course will improve your English listening comprehension while, at the same time, enhance your computer skills and general communicative competence.

As the multimedia materials and texts in this course are constantly being renewed, your feedback and suggestions are warmly welcomed so that we can offer more engaging and educationally useful content.

Sincerely,

IE Program Coordinator

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The Integrated English (IE) Listening Course was developed by Gregory Strong, and members of past and current IE Committees including past IE coordinator James Ellis and Professors Keiko Fukuda, Matsuo Kimura, Mariko Kotani, Hiroko Sano, Donald Smith, Minako Tani, Teruo Yokotani, Hiroshi Yoshida, and Michiko Yoshida. Significant contributions were made by a graduate student, Keita Kikuchi, a senior instructor in the IE Program, Marlene Ernst, and IE Listening teachers. The work began in 1993 with the support of the English Department, particularly, former chairpersons Minoji Akimoto, Tsutomu Makino, Osamu Nemoto, and Kyosuke Tezuka. The efforts of Joseph Dias, Yuki Yoshimura, and Naoko Sugimoto are also gratefully acknowledged in preparing the transcripts and booklets. A special thanks goes to Keita Kikuchi for his creativity in adding excellent pre- and post-listening exercises, editing the text, and for his formatting wizardry. Endless thanks go to Vivien Cohen for agreeing to do some **very** last-minute proofreading and consulting.

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1. My Father's Office

I . OBJECTIVES

1. Familiarize students with colloquial expressions.
2. Introduce aspects of American business.
3. Learn vocabulary used at work.
4. Use listening strategies: prediction, guessing.
5. Familiarize students with features of naturally spoken English.

II . PREVIEWING

A. Talking about jobs.

Fill in the following chart about yourself. Then, share your answers with classmates.

Your dream job	
Your fallback position	
Your second fall back position	
Your current or past part-time job	

B. On the school bus, Kevin, his brother (Wayne), and his friends (Steve and Paul) are talking. (Scene 1—On the Bus)

1. What are they talking about?
2. Why are Kevin and Wayne criticizing Steve?
3. Why does Steve criticize them?

C. What do you think you will see in the next four scenes?

1. _____
2. _____
3. _____
4. _____

Compare your answers with a classmate.

D. Vocabulary

Use eight of the following words in sentences. Use dictionary websites (e.g., <http://www.onelook.com/>) if necessary.

salvage	proposal	actually	distribution	overhear
incompetent	capitalist	adorable	impressive	statement
approval	purchase	fallback	supervise	dignity

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

III. WHILE LISTENING

A. Choose the correct answer.

In the school bus, four boys are talking. (Scene 1—On the Bus)

1. Kevin wants to be:
 - a. a professional baseball player.
 - b. a businessman, like his father.
 - c. a professional football player.
 - d. an astronaut.

2. Who would like to have the same job as his father?
 - a. Wayne
 - b. Kevin
 - c. Kevin and Wayne
 - d. None of them

B. Fill in the Table.

Steve tells Kevin his dream job and fallback position.

Steve's dream job	
His fallback position	
His second fall back position	
His last option	

C. Fill in the missing words (Scene 2—In the Kitchen)

In the Arnolds' kitchen, Karen, Norma and Kevin are talking about Jack's job.

Norma: Well, he's a manager. He manages "(1) _____ and (2) _____ support services."

Narrator: My mother (3) _____ hoped the tone of her (4) _____ would (5) _____ the one glaring question that its (6) _____ raised.

Kevin: What does that mean?

Narrator: No such (7) _____.

Norma: Kevin? Why the (8) _____ interest in your father's job.

Kevin: I don't know...just (9) _____.

[Note: The narrator is Kevin as an adult looking back at his childhood.]

D. True or False (Scene 3—Give Kevin a Break)

After overhearing Jack and Kevin, Norma said to Jack:

1. T/F "You gotta relax a little, Jack."
2. T/F "You've got to be kinder to Kevin."
3. T/F "You're too hard on Kevin."

E. Answer the questions (*Scene 4—Dad’s Proposal*)
In Kevin’s Bedroom

1. Why does Kevin refuse to look at his father?

Answer: _____

2. What does Jack suggest they do?

Answer: _____

3. What time is the alarm going to ring the next morning?

Answer: _____

F. True or False (*Scene 5—Off to the Office*)
At the Arnolds’ Kitchen

1. T/F Kevin is wearing something different than usual.
2. T/F Wayne does not want to go his father’s office.
3. T/F Jack is expecting a traffic jam.

G. Answer the question. (*Scene 6—Arriving at Work*)
At Jack’s office.

Jack’s colleagues ask Kevin about his future career. The narrator answered the question. What does he want to be?

1. He thinks he would like to be
2. He thinks he might like to be
3. However, he tells them that

H. Multiple Choice (*Scene 7—In Jack’s Office*)

1. Kevin fell in love with
a. Jack’s youthful secretary.
b. The large office.
c. The rhythm and flow of work.
d. Jack’s cheerful manner.
4. In Kevin’s imagination, who plays his secretary?
a. Wayne
b. Karen
c. Norma
d. Winnie

5. How many telephone calls does Jack’s secretary transfer to him?
 - a. one
 - b. two
 - c. three
 - d. four.

I. Fill in the table (*Scene 8—In the Cafeteria*)

Jack describes his dream job, his fallback position, and his present position.

His Dream Job	
His FallBack Position	
His Present Position	

J. Fill in the missing words (*Scene 9—Jack gets into Trouble*)

Mr. Keller, Jack’s boss, scolds Jack.

Mr. Keller: Now this is the (1) _____ major (2) _____ up in your department in the last (3) _____ months.

Mr. Keller: Now if you can’t hire (4) _____ people, and (5) _____ them, we can find (6) _____ that can!

K. True or False (*Scene 10—A Tender Moment*)

In the backyard of the Arnolds,

1. T/F Jack is standing over a telescope.
2. T/F Jack notices that Kevin is standing behind him.
3. T/F Jack teaches Kevin where the Polaris is located.

L. Draw a line from the character to his/her description.

- | | |
|---------------|--|
| 1. Kevin | a) always helpful |
| 2. Wayne | b) frustrated with the way his life has turned out |
| 3. Jack | c) curious about things |
| 4. Norma | d) often makes fun of others |
| 5. Mr. Keller | e) bad-tempered sometimes |

IV. POST-LISTENING DISCUSSIONS

Option 1: Write a paragraph, as if you are Kevin, explaining your father's job. Use at least five vocabulary words from the list at the top of Exercise D. After you've finished, read your paragraph to a partner or to group members.

Option 2: With a partner, search the Internet for one of your dream jobs. You can start your search at Yahoo's HotJobs site <<http://hotjobs.yahoo.com/>>. [Just type in a search term, such as "flight attendant" in the keyword search box on the left. Alternatively, you can search the category list on the right side.] For jobs in Japan, you can try The Japan Times job site at <http://job.japantimes.com/index_e.php>. In a group, describe the job's requirements, salary, benefits, and what sorts of previous work and educational experiences are required. Which member of your group was able to find the most attractive job?

2. Making Friends “Living in Washington”

I. Pre-Listening

In this episode the three main characters, Tom, Diane and Nanette, get to know one another. Read about them and answer the questions before you watch the video.

Tom had lived in North Bend, a small rural town in the Snoqualmie Valley, until the previous summer. He left home and came to Seattle so he could study at the University of Washington. He liked North Bend, but he didn't want to stay there and work in the lumber mill, helping to destroy the forests, like some of his friends were doing. He wanted to see new places and meet new people. As it's only about thirty miles away, he'll be able to go back and see his family and friends quite often.

Diane lives in Seattle and has just started school at UW. She didn't really want to, but her parents insisted. If she didn't, they would stop giving her money. What she really wants is to make it as an actress. She's already done a bit of acting at the Seattle Classic Theater. She hopes she'll have time for the theater while she's at school. She enjoys going to restaurants and discos, meeting her friends, playing tennis and cooking. She just got a beautiful new apartment of her own and is going to enjoy being independent.

Nanette is a Filipina girl who lives with her family in Seattle. She has just started school at UW, but doesn't have enough money. So, she gets some money from the government and she has to continue working as a waitress at a restaurant while she is at school. Although she gets on well with her parents, they are very strict about some things, like how often and with whom she goes out.

Warm-Up Quiz. Mark the following sentences T (=true) or F (=false).

1. T /F Tom doesn't like living in North Bend.
2. T /F Tom will go back to visit his family frequently.
3. T /F Tom was looking forward to meeting new people.
4. T /F Diane is keen to attend college.
5. T /F Diane is from a poor family.
6. T /F If Diane didn't go to college, she would have to get a job to support herself.
7. T /F Nanette is doing a part-time job while she is at school.
8. T /F Nanette's parents are sometimes very strict with her.
9. T /F Nanette receives a scholarship.
10. T/F They all have just started studying at Harvard University.

II. Listening

You will watch each scene twice. Take notes while you are watching.

Scene 1: Getting up

Watch Tom, Nanette and Diane getting up on their first day of school, then mark the following sentences T or F.

1. T /F Tom is wearing dark green pajamas.
2. T /F Nanette gets up too late for school.
3. T /F Diane watches TV for a moment.

Scene 2: At the bookstore

Watch the scene at the university bookstore. Then match the statements below with the person saying them. Mark T (Tom) or D (Diane) or N (Nanette).

4. Oh, here, let me help you. _____
5. This is my first time here. _____
6. We're going to be in the same class. _____
7. I have that class too. _____

Scene 3: First lecture

Watch the scene during and after the first lecture. Then, answer the questions.

Mark T or F.

8. T /F Tom lends Diane a pen.
9. T /F Professor Fraser teaches geology.
10. T /F Tom lives in a dorm.

Write an answer on each line.

11. How many classes does Tom have? _____
12. What time does Nanette's part-time job at a restaurant start? _____

Scene 4: Diane's apartment

Multiple Choice

13. Tom is offered a
- a. beer.
 - b. Pina Colada.
 - c. Coca Cola.
14. Diane proposes a toast to
- a. their future.
 - b. the University of Washington.
 - c. tonight.

Scene 5: Nanette's house/ In the Street

Multiple Choice

15. Jim wants to take Nanette out to
- a. dinner.
 - b. a disco.
 - c. a movie.
16. Nanette's mother still treats her like a
- a. creature from outer space.
 - b. child.
 - c. precious pet.
17. Nanette asks Jim to come by on
- a. Monday night.
 - b. Wednesday night.
 - c. Friday night.
18. Nanette's neighbor is going to live in
- a. a big old house.
 - b. South Seattle.
 - c. a new apartment.

Scene 6: A Romantic Evening

Answer the questions as you watch.

19. Diane cooks rice pilaf and
- a. beef steak.
 - b. beef teriyaki.
 - c. roast beef.
20. Diane prepared wine, food and candles because...
-

III. Post-Listening

1. Discuss the difference in living circumstances of Tom, Diane and Nannete. Who lives with parents, in the dormitory, or on their own? How are these living circumstances different? Which do you prefer? Please discuss these questions in a group of four.

2. Use the Internet to search for images of dormitories or other student living facilities in the States, Britain or Canada. What is your impression of them? Compare your findings with those of your classmates.

3. Family Ties

OBJECTIVES

1. Familiarize students with sitcom culture in the States.
2. Raise students awareness of body language.
3. Learn vocabulary used at school.

I. Pre-Listening Discussion

1. What do you think of the idea that 100 % comprehension is **NOT** necessary when watching videos in English? Are you comfortable with this idea?
2. What are some ways of presenting a book report in class? Refer to the book report requirements of your IE Core class. [In a part of the video you'll watch today, you will see some American students presenting book reports in class.]
3. Why do you think censorship of textbooks is practiced? For instance, some high school history textbooks in Japan are carefully edited before being published. Critics have considered some of the changes to be a form of censorship. What do you think of this practice?

II. Listening

Scene 1: Kitchen Andy (the youngest in the family), Malory (the daughter), Alex (the oldest child—played by Michael J. Fox), "Jen" (the younger of the two daughters), Mom and Dad enter.

True or False

1. T /F Andy is wearing Malory's skirt.
2. T /F Alex is worried that his head is too big.
3. T /F Jennifer's school is teaching *The Adventures of Huckleberry Finn*.
4. T /F Jennifer's parents support the school policy on books.
5. T /F Malory was a good English student.

Scene 2: Living room

Multiple Choice

6. "We said there was no home like a _____ after all".
 - a. cabin
 - b. river
 - c. raft
 - d. forest

7. Jennifer asked Alex if he had swallowed a
 - a. bird.
 - b. dictionary.
 - c. lettuce.
 - d. philosopher.

8. An expression in the novel was criticized because it is
 - a. sexist.
 - b. anti-religious.
 - c. racially offensive.
 - d. inaccurate.

9. Jennifer's dad wrote an article at Berkeley in
 - a. 1961.
 - b. 1962.
 - c. 1963.
 - d. 1964.

10. Jennifer's freedom of speech is guaranteed in the
 - a. constitution.
 - b. constituency.
 - c. constellation.
 - d. consternation.

Scene 3: Classroom.

Multiple Choice

11. The first student talks about a _____ player.
 - a. football
 - b. baseball
 - c. hockey
 - d. soccer

12. Dr. Hewitt is
 - a. a principal.
 - b. an English teacher.
 - c. a schoolboard chairperson.
 - d. a local investigator.

13. "The hottest places in Hell are reserved for those
 - a. who are the most wicked."
 - b. who lie to their family."
 - c. who are neutral in moral crises."
 - d. who are afraid to speak freely."

14. The quotation in No. 13 was by
 - a. William Shakespeare.
 - b. Martin Luther King.
 - c. Dante Alighieri.
 - d. William Wordsworth.

15. The Civil War probably ended around
 - a. 1884.
 - b. 1864.
 - c. 1844.
 - d. 1827.

Scene 4: Dining Room

True or False

16. T /F The School Board has banned Cosmopolitan magazine.

17. T /F Jennifer's parents do not support her decision.

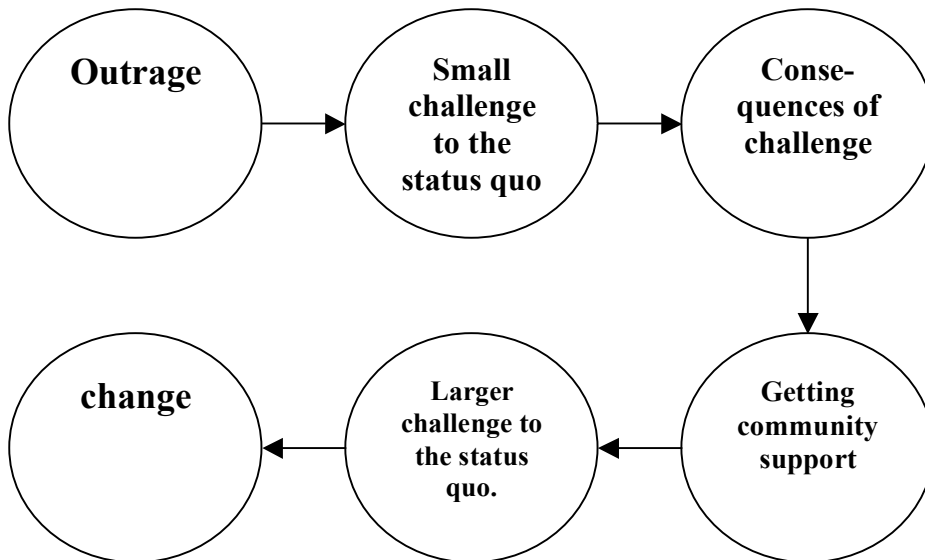
18. T /F Mr. Flaherty thinks Jennifer's book report is good.

19. T /F No one in the Keaten family has ever failed English.

21. T /F Mr. Flaherty tells Jennifer that she will be suspended from school.

III. Post-Listening

1. Discuss the process of social activism with your partner/group using the story in the video as an example. Use this diagram if it's helpful.



2. Think of something about your circumstances that you are dissatisfied with (e.g., not being able to wear the clothing or makeup you wanted to in high school). How might you have used this process to bring about change?
3. In the States and in other countries certain books have been banned for a variety of reasons. Use the following website to find out about some of them and why they were banned. [<http://onlinebooks.library.upenn.edu/>] Click on the “Banned Books Online” link] Tell your partner or one of your group members about one of them.

4. Anne of Green Gables

I. OBJECTIVES:

1. Learn vocabulary used to describe a character.
2. Introduce listening strategies: prediction, guessing.
3. Familiarize students with colloquial expressions.
4. Familiarize students with features of naturally spoken English.
5. Encourage students to use adjectives for description.

II. PREVIEWING:

Watch the first two scenes. Discuss these questions with another student.

- a. How old does Anne look?
- b. What is her personality like?
- c. What does she like doing?
- d. Where does she live?
- e. Where are her parents?
- f. What happens to Anne in the first two scenes?

III. WHILE LISTENING:

A. Multiple Choice

Watch the video all the way through once and answer these questions. [Teachers may stop the video after each scene so that students can check their answers or ask for clarification.]

Mrs. Hammond's house

1. Why does Mrs. Hammond get angry?
 - a. Anne couldn't find the cow.
 - b. Anne was reading and not watching the children.
 - c. Anne scared the baby.
 - d. Anne got lost in the forest.

The orphanage

2. Why is Anne returned to the orphanage?
 - a. Anne doesn't like Mrs. Hammond.
 - b. Anne asked to go back.
 - c. Mrs. Hammond doesn't like Anne.
 - d. Mrs. Hammond can't afford to keep Anne.
3. Why doesn't the orphanage want to take her?
 - a. It is too crowded.
 - b. Anne is too old.
 - c. It is closing.
 - d. Anne is unpopular.
4. How long has Anne been an orphan?
 - a. Since she was about three months old.
 - b. Since she was about three years old.
 - c. Since she was about ten years old.
 - d. Since she was about thirteen years old.

5. What happened to Anne's parents?
 - a. Her mother never got married.
 - b. They left the country.
 - c. Her mother abandoned her.
 - d. They died of fever.
6. What is the good news for Anne?
 - a. She will be sent to a family.
 - b. She will be sent to Europe.
 - c. She will be given a new job.
 - d. She will return to Mrs. Hammond.

The Station

7. Which two mistakes have been made?
 - a. Matthew is late; a boy has been sent.
 - b. Matthew is early; a girl has been sent.
 - c. Matthew is late; a girl has been sent.
 - d. Matthew is early; a boy has been sent.

Green Gables

8. What mistake does Marilla say they made?
 - a. They didn't go to the orphanage themselves.
 - b. They asked for a teenaged orphan.
 - c. They wrote to the wrong orphanage.
 - d. They didn't pay enough money.
9. What does Anne say about being at Green Gables?
 - a. She's surprised at how big it is.
 - b. She can't believe it's real. She's overwhelmed.
 - c. She likes it. She thinks it's cute.
 - d. She is happy because it looks like her home.
10. How does Marilla feel about the fact that a girl was sent?
 - a. Interested.
 - b. Excited
 - c. Sad.
 - d. Surprised and angry.

B. Fill in the missing words

**Mrs. Hammond brings Anne to Mrs. Cadbury's office in the orphanage.
Fill in the missing words and then compare answers with another student.**

- 1) Mrs. Hammond, I () a () to your () just this (). I'm () we cannot () the girl. We're () as it is.
- 2) Come () (). Tell me what you () about ()
- 3) Well, it really isn't () (), Mrs. Cadbury. But if you'll let me tell you () I () about (), you'll find it a lot more ().

C. Finish the sentences about Anne's life with these phrases:

in March last year in Halifax ever since she was a wee thing when she was 3 months old

1. Mrs. Hammond took her from a neighbor _____.
2. She turned 12 years old _____.
3. Her parents died _____.
4. She was born _____.
5. She was in and out of orphanages _____.

D. Features of spoken English

a) Using contractions in informal dialogue.

Mrs. Hammond's use of contracted forms (for example, 'reading' is pronounced readin') shows that she is uneducated. But contractions are also used in very informal speech among friends.

Listen and read the script of the scene where Mrs. Hammond discovers the book hidden in the egg basket. Write in the missing words. The first two have been done for you.

Mrs. Hammond: Well, if you'd pay more attention to your chores instead o' (of) pourin' (pouring) over them fool (foolish) books of yours.

Anne: Please, I won't do it again. It was just so thrilling, I couldn't put it down.

Mrs. Hammond: Oh, you darn well won't do it again! (Mrs. Hammond throws Anne's

book into the stove and burns it). And if I catch you readin' () any more o'

() them books o' () yours while you're supposed to be lookin' ()

after my youn' uns () they'll (Anne's books) feed the fire too, missy.

Well, don't stand there looking daft! Finish changin' () Meg n' () Peter!

(Other common contracted forms are 'an' for 'and,' 'gonna' for 'going to,' 'wanna' for 'want to,' 'hafta' for 'have to,' 'ya' for 'you,' and 'bout' for 'about.')

Language Point

Contractions are often used in informal speech (talking to friends, for example). Listen to your teacher read these sentences. Write what you hear. Then practice reading the conversation with a partner (with and without the contractions). How is it different?

A. Me and my friends are going out dancing. Do you want to come too?

Me an my friends are goin' out dancin'. Do ya wanna come too? _____

B. I was planning to stay home, but that sounds like a lot of fun. What time are you leaving?

_____.

C. We're thinking of getting together about ten. We are going to go in my car.

_____.

b) Stressed Words

Before listening to the next scene, read the text and indicate all the words (or sounds) which you would expect to be STRESSED, with an underline, e.g., “I’m terribly tired. I think I’ll go and sleep.” Listen and check your answers. (Answers may vary a little)

In this scene, the stationmaster talks to Anne.

Station Master:

You waiting for someone miss?

Anne:

I am, thank you.

Station Master:

Would you prefer to sit in the ladies’ room?

Anne:

No, I prefer to sit here. There’s so much more scope for the imagination. Thank you just the same.

Station Master:

As you like miss.

E. Dialogue

a) Putting in Order

Listen to the conversation and put the lines in the correct order. In this scene, Marilla’s nosy neighbor is trying to find out why Matthew has left the house all dressed up.

___ Yes, Rachel.

___ But... he was in his suit.

___ Matthew never goes to town this time of year.

___ Oh, don’t keep me in such suspense!

___ Yoo hoo, Marilla!

___ Oh, I’m fine. Just fine. Appreciate the concern though.

___ A boy! You can’t be serious! Well, you don’t know anything about raising children. What ever put such an idea into your head?

___ Mathew wasn’t going to town.

___ Ah, Rachel, good morning. And how are all the Lyndes?

___ But he was in his suit. And smoking his pipe.

___ He was going to Bright River. We’re getting a little boy from an orphanage in Nova Scotia, and he’s coming in on the afternoon train.

___ Well, I don’t mind so long as he smokes his pipe in the great outdoors and not in my kitchen.

b) Dictation

Write down this conversation between Anne, Marilla, and Matthew. Anne and Matthew come into the house and Marilla sees her for the first time.

1) Anne:

2) Marilla:

3) Matthew

5) Marilla:

6) Matthew:

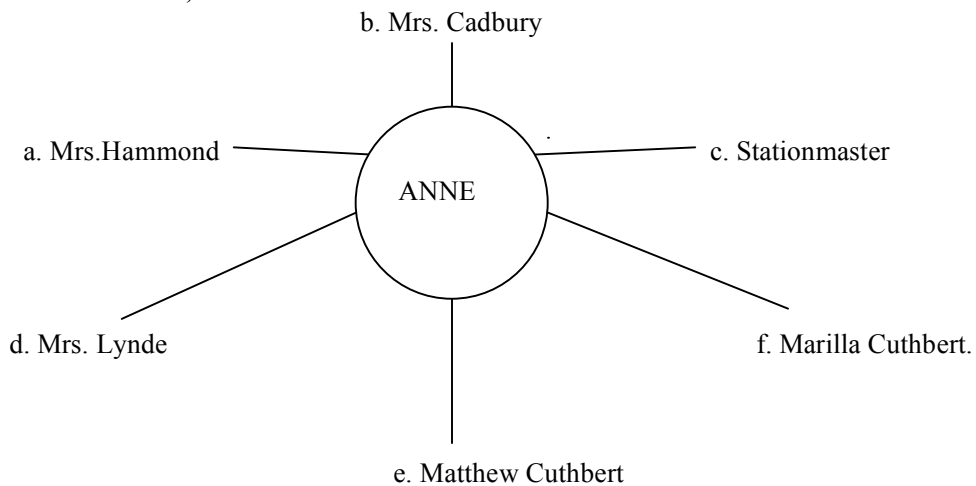
7. Marilla:

You figured? Oh, this is a fine kettle of fish. This is what comes from sending word instead of going ourselves, Mathew.

IV. POST-VIEWING TASKS:

1. Summarize

In a few words, describe how each character felt about Anne.



2. Discussion

a) Why do you think people choose to adopt children?

*** Note to teacher: Point out that answers to the following questions might vary.**

Brainstorm five advantages and disadvantages of having your own child or adopting.

Having your own child Adopting a child



- 1) Why would people prefer to adopt boys rather than girls?

- 2) What reasons can you think of to adopt girls instead of boys?

- 3) Would you consider adoption? Why or why not?

Do the following exercises for homework.

3. Vocabulary Review

For each colloquial expression write a more formal equivalent.

1. I don't know where she *picks up* them fool ideas. (Note: This sentence is ungrammatical. The 'correct' form would be "I don't know where she picks up those foolish ideas.")

2. You haven't been *paying attention* for the past six months.

3. Matthew is *getting along* in years.

4. We told her to *fix us up* with a little boy.

5. You know I pride myself on *speaking my mind*.

6. I *made up my mind* to climb up that big wild cherry tree and wait for you till morning.

7. Mrs. Spencer says it was wicked of me to talk like that, but I *don't mean to be* wicked.

8. Talk all you like. I *don't mind*.

9. I've pinched myself so many times today to *make sure* this was real.

10. Oh, I know you and I are gonna *get along* just fine, Mr. Cuthbert.

4. Describing a place [If time allows.]

Anne loves words and believes that it is important to choose the right words. For example, she describes the Avenue as “The White Way of Delight” and Barry’s Pond as “The Lake of Shining White Waters.” In this way, she can express how wonderful these places are. You can improve your writing by using adjectives. For example, “I like my room” can become “I like my warm, comfortable, cozy room.” You can consult dictionary and thesaurus reference sites, such as the one at: <http://thesaurus.reference.com/>.

A) Write descriptive phrases for these places. Use two or three adjectives before each noun phrase.

a. My hometown

b. Our school

c. A favorite spot on campus

d. My room

e. The place where you like to hang out

B) Guessing Game: At random, read some of the sets of adjectives you've written in Part A. Your classmates will try to guess which one of the five places you're describing.

5. Bill Cosby Show

OBJECTIVES

1. Familiarize students with children's culture in America.
2. Learn about aspects of American academic culture.
3. Identify language chunks that can be used in daily life.

I. Pre-Listening Discussion

1. In your childhood, when you wanted to ask your parents a favor, what did you do?
2. Did you have any experience with sleepovers? Tell your group members about them.
3. What are some ways children can manipulate their parents? Please check the meaning of these methods for gaining favor in the dictionary and discuss which is the most effective. [flatter, compliment, kiss, snuggle up against, pet]

II. Listening

“The Bill Cosby Show” is a very popular American sitcom. (sitcom = situation comedy: a humorous television or radio show typically having a number of standard characters who appear in different stories each week).

First, you will watch an entire episode of the Bill Cosby Show. Then, you will watch each scene separately. Before you watch each scene, read the vocabulary section and the questions for the scene. **[While you are watching the video, note expressions that you feel you might be able to use yourself. You will need this list for the post-listening task.]**

Scene 1: Rudy's 'Request'

John and his wife Claire are sitting on the sofa when their daughter Rudy comes home.

Vocabulary

Expressions of affection: sweetie, dear, my love quilt (This is a creative expression).

Cloze & Matching

- | | | |
|-----------------------|-------|----------------------|
| 1. Claire has to | _____ | a district attorney. |
| 2. John doesn't | _____ | the Heywoods. |
| 3. Claire is going to | _____ | the Heywoods. |
| 4. John is going to | _____ | Claire. |
| 5. John is going to | _____ | the pillow. |

List of verbs: a. hug b. scold c. miss d. meet
 e. kiss f. defend g. like h. hate

6. What does Rudy ask her parents?
 - a. If she can play with Caroline.
 - b. If Caroline can sleep over.
 - c. If she can make apple pie.
 - d. If they can see a movie.

7. What do John and Claire do? _____
8. Did Rudy ask her parents for permission before or after extending her invitation?
Why do you think she did it in the order that she did?

Scene 2: Busy Kitchen

John is in the kitchen trying to drink a glass of orange juice, but he is interrupted by his daughter Vanessa first, and then by his son, Theo.

Vocabulary

muddled (thinking): not clear, confused

give it a shot: try to do it using one's ability, strength

when the chips are down: when one is forced to make an important decision or take serious action

True or False

9. T / F Vanessa thinks that Rudy is three times worse when she is with her friend.
10. T / F Vanessa likes her father's imitation of a foreign race-car driver even more than his pirate imitation.
11. T / F John was frustrated because his children kept taking his milk.
12. T / F Theo got a "C" on his English composition.
13. T / F Theo thinks his professor is harder than other professors at the university.
14. T / F Theo is a sophomore at college.
15. T / F Claire doesn't want John to eat strawberry shortcake.

Scene 3: Living room

Caroline arrives at Rudy's house.

Multiple choice

16. Caroline has brought her sleeping bag because
 - a. it will be cold that night.
 - b. They will sleep in a tent.
 - c. she doesn't like their hard beds.
 - d. it's her favorite blanket.

17. John went to the kitchen
- because he was tired of the children.
 - to get ready to play a pirate.
 - to clean up the dishes.
 - because he was making dinner.

Scene 4: Bothering Theo

Vocabulary

obnoxious: annoying, offensive

grumpiness (grumpy): bad-tempered and tending to complain

[The phrase “Your Grumpiness” is used as a joke; it sounds like “Your Majesty”—the way a king would be addressed.]

ferris wheel: a large upright wheel with seats found in amusement parks
(There’s a large one near Landmark Tower in Yokohama.)

Cloze

18. Rudy and Caroline go to the kitchen to get a _____.
19. It's a _____; we are allowed to stay up late.
20. You wouldn't understand; it's college level material, not for _____.
21. It sounds like you are trying to impress your teacher with big _____; that never works.
22. Why don't you just say "I was scared"? Because that's not _____ enough.
23. Good night Mr. _____.
24. I felt like a _____ on a ferris wheel.

- List of words**
- | | | | |
|--------------|----------|----------------|----------|
| a. infants | b. words | c. Dictionary | d. snack |
| e. sleepover | f. cat | g. descriptive | h. party |

Scene 5: The Bedroom

True or False

25. T /F Rudy and Caroline were playing "flash-light wars."
26. T /F Caroline got angry because Rudy didn't want to quit the game.
27. T /F John called Mr. Gregory and asked him to take Caroline home.
28. T /F In the end, Rudy apologized to Caroline.

Scene 6: Theo's Victory

Theo rewrote his composition and submitted it again. The rewrite had half as many mistakes and earned him a C grade.

Fill in the blanks to complete John's words to his son.

29/30. I would take a hard _____ over a soft _____ any day.

Choose the best ending for the following sentence:

31. John was happy about Theo getting a C grade on the composition because
- John placed a higher value on his son's effort than on the grade.
 - John had always been a "C student" himself.
 - That was a better grade than George Bush got on his college English essays.
 - C stands for "Considerable Improvement."

III. Post-Listening

1. Do you remember the context in which these expressions were used in the video?

With a partner, discuss what was happening when they were spoken.

"Don't you think you have this backwards?"

"I've got the hardest professors in every subject."

"All right, Dad. I'll give it a shot."

What other expressions came up that you think you might be able to use?

2. How's your IE Writing class? What are you learning about the process of writing? How does it differ from what you learned about writing in high school? Is your teacher as demanding as Theo's?

6. Alternative Lifestyle

OBJECTIVES

1. Familiarize students with types of housing.
2. Familiarize students with vocabulary related to interiors.
3. Learn how to talk about real estate.

I. Pre-Listening

Here are some names for different kinds of houses and rooms. Can you explain how they are different?

- | | | |
|----------------------|-------------------------|-----------------------------|
| a. flat/apartment | b. semi-detached/duplex | c. terraced house/row house |
| d. loft | e. cabin | f. cottage |
| g. condominium/condo | h. mansion | i. town house |
| j. studio | k. hut | l. lodge |

II. Listening

Scene 1: Lynette Jennings' Introductory Story

True or False

1. T / F About twenty years ago, it became very fashionable and romantic to live in a dairy.
2. T / F About twenty years ago, Lynette looked for a factory to start a new business.
3. T / F There was black Italian furniture in the big open room on the fourth floor.
4. T / F Lynette lost the deal and cried.
5. T / F The bathroom was down the hall and you had to share it with factory workers.

Scene 2: Living in a dairy

Multiple Choice

6. Alternate housing refers to
 - a. choices given to homeless people to get them off the streets.
 - b. places where people carry out illegal activities.
 - c. living spaces that were never meant to be houses.
 - d. a new kind of concert hall.

7. A New York loft-style apartment was used in the movie
 - a. "Ghost."
 - b. "Pretty Woman."
 - c. "Flash Dance."
 - d. "Sleepless in Seattle."

8. The kitchen and bathroom described by the presenter are in a remote corner of the building
 - a. to create a wide open space.
 - b. to save money.
 - c. to make room for a big dining room.
 - d. to make a relaxing atmosphere.

9. You can seat ten people around
 - a. the kitchen island.
 - b. the large dining table.
 - c. the round coffee table.
 - d. the big refrigerator.

10. The simple way to get air-conditioning in the living room is to use
 - a. another ceiling.
 - b. dry walls.
 - c. exposed ducts.
 - d. wiring.

Scene 3: Little bathrooms

True or False

16. T / F It's hard to decorate a little bathroom because there are no surfaces available.
17. T / F Lynette implies that the cameraman is sitting on the toilet.
18. T / F In the basement bathroom, the motif on the walls is also used on the toilet tank and the inside bowl of the sink.
19. T / F For a small ceiling, you usually use a linear pattern.
20. T / F The wallpaper makes both bathrooms look roomier than they actually are.

III. Post-Listening

Option 1

Write a short description, in English, of the house or apartment you live in now. Then, read it to your partner, who will try drawing a picture of it as (s)he listens to you.

Option 2

Search for a house or apartment in Tokyo by going to Google.com <<http://www.google.com/>> and using the search term "Tokyo real estate." Some sites will come up that give information in English about properties. Find a house or apartment where you would like to live and become familiar with the English equivalents of terms such as "礼金," "敷金," etc. Tell your partner about what you've found.

[You probably will be automatically directed to Google's Japanese search page. To get to the English one, click on the phrase "Google.com in English," which is on the bottom, right hand side of the page.]

7. The Autumn Rain: Crime in Japan

OBJECTIVES

1. Comparing crime and security in Japan and in the States.
2. Gaining awareness of issues related to life in the city.
3. Identifying main points from long segments.
4. Engaging in critical thinking while watching a video.

I. Pre-Listening Discussion

1. The video that you'll be watching is set in the 70s and 80s. How do you think city life was different at that time from the way it is today?
2. Have you ever been helped by the police? What were the circumstances?
3. Can you identify some safe and dangerous places in Tokyo? How do you feel about Sagami-hara City? How do you think the Sagami-hara Campus and its surroundings are different from the Shibuya Campus?

As you listen to the video, note 3 points for later discussion that you think are misleading or inaccurate (for example, "police are always kind and helpful," "Japan is in a state of decline," etc).

II. Listening

Scene 1: Japanese Society in Transition (Introduction)

Cloze

Japan still has one of the lowest crime (1)_____ in the world. For some people, it's like entering a dream world. You discover a (2)_____ sense of freedom. You forget to be afraid. It's a "live and let live world." Beer, sake, and if you want a bottle of whiskey, it can be bought from vending machines like soft drinks. Even sexual fantasies are (3)_____ from vending machines and yet a woman's chances of being (4)_____ here are 10 times less than in North America. You can go anywhere without feeling afraid. You can blow smoke in a cop's face if you're drunk. A drunk is treated like a (5)_____ child. He's given a cup of coffee, put into a taxi, or just allowed to sleep it off for awhile. If you're completely broke, the

officer will lend you the train fare home. There are two things you don't do in Japan. You don't carry (6)_____ and you never take drugs. If you break these laws you'll probably feel the police breathing down your neck.

(Recruit) "I will never belong to an organization that demands my total (7)_____. I will never be a slave to anyone. I will never hate anyone. I will never be afraid of anyone."

The Japanese Police

True or False

Scene 2—Introduction to Section on The Japanese Police

8. T / F Each of the 98 Tokyo police stations serves millions of people.
9. T / F Tokyo is a collection of what were 800 rice-growing villages.
10. T / F The police chief's role is mostly public relations.

Scene 3—Police Stations

11. T / F Chief Shigeru Matsuda says it's hard to find L.A. policemen.
12. T / F American police use their cars more than Japanese police.
13. T / F There are 21,000 koban in Tokyo.

Scene 4—L.A. vs. Japanese Policemen

14. T / F Tokyo police usually respond to calls within 15 minutes.
15. T / F Chief Shigeru Matsuda used his gun once in 30 years.
16. T / F Every policeman has a black belt in a martial art.
17. T / F Neighbourhood associations prevent underage smoking.

Scene 5--Prison

18. T / F Kawagoe is the location of a prison for juveniles.
19. T / F CAPIC sells goods to different prisons.
20. T / F Some juvenile criminals get trade certificates from prison.

Scene 6--The Yakuza (Optional)

Multiple Choice

21. Mr. Ochiai's *Yakuza* family originated in the
 - a. confusion of the Edo era.
 - b. years following the Meiji restoration.
 - c. economic depression of the 1930's.
 - d. black markets of postwar Japan.

22. _____ belong to big crime syndicates of _____
 - a. 3,000 Yakuza families; 24,000 members.
 - b. 3,000 Yakuza families; 25,000 members.
 - c. 30,000 Yakuza families; 24,000 members.
 - d. 30,000 Yakuza families; 25,000 members.

23. Mr. _____ cut off his finger for the _____
- Ochiai; Sumiyoshi-kai crime syndicate.
 - Nakajima; Inagawa-kai crime syndicate.
 - Ochiai; Yamaguchi-gumi crime syndicate.
 - Nakajima; Yamaguchi-gumi crime syndicate.

Scene 7: Good vs. Evil (Optional)

Cloze

This portable shrine at Tokyo's Miyodashi Festival weighs 3 tons. For one day every year, this (26)_____ weight is shared by the people in this old part of the city. Everybody plays a part in the ritual: the general public, the police and the *Yakuza*. In the morning, it's the *Yakuza* who seize control of the local (27)_____ inside the shrine. But then they're dragged down. They hold on for as long as they can, refusing to surrender. The Police charge. The *Yakuza* scamper away like (28)_____ boys who've been indulged for awhile. The shrine is returned to the (29)_____ forces of society. For the rest of the day until dusk, the local gods are carried (30)_____, all around their territory. In the delicate balance of the Japanese family, there has always been a place for everyone.

III. Post-Listening Activities

- At the beginning of this unit you were asked to identify parts of the video that you thought were inaccurate or misleading (e.g., Can you blow smoke in a policeman's face?). Share your notes with a partner. [Your teacher may collect them and write them on the board, leading to a class discussion.]
- Students who had similar ideas can get together and prepare to present the reasons for their opinions to the class.

8. Healthy Eating

Objectives:

1. Familiarize students with language related to food and nutrition.
2. Learn to listen for how comparisons are made.
3. Familiarize students with the form of testimonials.
4. Exercise critical thinking skills.
5. Learn how evidence is used to support a point of view.

I. Pre-Listening: Overview and J. Robbins' own story—scenes 1 & 2

Watch this brief scene and listen for the topic John Robbins is considering. What is it? Next, have a discussion with students sitting around you using these questions as a springboard.

1. Are you satisfied with your current diet (i.e., the way you usually eat; “diet” is not used here to mean “a method for becoming slimmer”)?
2. Which foods do you think are most healthy? Do you eat these foods frequently? If not, what’s keeping you from doing so?
3. What’s your image of a “vegetarian” diet? Can you imagine yourself ever becoming a vegetarian? Why or why not?
4. Which countries do you think need to be more concerned about diet, rich ones or poor ones? Why do you think so?

II. Vocabulary building—from the context

Choose 8 of the 15 underlined words that are not so familiar to you. Write your own sentences using them.

Many children had polio about 30 years ago.

The man was paralyzed from the waist down after the accident.

Too much fat in our diet has an impact on our health.

The prime minister never regained consciousness after he experienced a severe stroke.

People in “rich” nations rarely suffer from a deficiency in protein.

Teenage girls are particularly concerned about calories.

A blood test can tell you about your cholesterol level.

Holiday time often includes feasting with family and friends.

The addition of this special herb will garnish the sauce.

This recipe includes too many ingredients to be economical.

Vegans do not eat any animal products, not even butter or eggs.

Come off it! You can’t be serious. It’s a joke?

Some products contain yeast extract as a source of protein.

She sacrificed eating sweets for a week in the hope of losing weight.

In today’s health conscious society, farmers offering free range chickens can charge a higher price.

III. Listening

Animal Protein--Scene 3

Dr. McDougall is an expert on the connection between health and diet. He tries to improve the poor health of his patients by changing their diet to one based on grains and vegetables, instead of on high-fat foods, such as meat and dairy products.

Cloze—Listen and fill in the blanks.

1. As far as protein intake in the U.S., we're simply _____ too much animal protein.
2. People are worried about getting enough _____.
3. The problem over here is in terms of _____.
4. It was mostly _____. I'd have bacon and _____ in the morning while I'm wondering what I'm going to have for _____.
5. My _____ come to the clinic sick because they've been _____ 21 times a week.

Testimonials--Scene 4

Listen to the testimonials given by patients of Dr. McDougall.

True/False

6. T/F Another McDougall patient lost 25 pounds and her cholesterol went down to 162.
7. T/F This patient used to take diet pills.
8. T/F The three important ideas are: getting proper rest, getting plenty of exercise and eating the right kinds of foods.
9. T/F In poor countries people have the same major diseases as in the U.S., such as heart disease and obesity.

Discussion on previous scene:

What do the testimonials you just heard have in common with each other and with ones you've seen in newspaper supplements or on TV? Do you think that testimonials are always trustworthy? Why or why not?

Westernization of the Asian Diet--Scene 5

A woman from Singapore describes how the eating habits of young people in her country are changing.

Multiple choice

10. Which is correct?
 - a. Young people eat less meat than before.
 - b. Young people eat like their friends to be popular.
 - c. Young people eat more meat, especially hamburgers.

11. John Robbins says that farmers today must produce
 - a. the same amount of meat as in 1900 to feed one person.
 - b. twice as much meat as in 1900 to feed one person.
 - c. less meat than in 1900 to feed one person.

Vegetarian Option--Scene 6

Part one: True/False

12. T/F In the world today there are millions of vegetarians, especially in India, Burma, and other countries.

13. T/F Vegetarians choose their ingredients from a limited supply of food products from around the world.

Part two: Fill in the blanks

Choose from this list: lung cancer, thrombosis, piles, diabetes, heart disease, arthritis, kidney disease, liver disease.

14. Which disease is less frequent by 30% among vegetarians?

15. Medical studies consistently link meat eating with diseases such as depletion of the bone mass and _____.

Post-Listening

Discuss the following questions in a group.

1. What did you learn from the video segments you watched in class today that you didn't already know? Did they make you reconsider your eating habits? If so, in what ways?
2. Do a search for some healthy recipes at a website of your choice. Describe one to the members of your group. You can try VegWeb at... <<http://vegweb.com/recipes/>>.
3. Find some healthy restaurants in Tokyo and tell your classmates about them. Search Tokyo Food Page's "Guide to Vegetarian and Health Food Restaurants" at... <<http://bento.com/r-veg.html>>.

9. Cuisine in Boston (Crazy for Food)

I. Pre-Listening

In this unit you will be introduced to restaurants in Boston. Before we watch the video you can go to the websites of two of them and find out what's on their menus. The menus for meals at the Union Oyster House can be seen at...

<<http://www.unionoysterhouse.com/Pages/newmenu.html>> [At this website, it's even possible to read about the history of the restaurant in Japanese]. Locke-Ober's menu can be viewed at...<<http://www.lockeober.com/menu.htm>>. Discuss with your classmates what you would order if you were to visit these restaurants.

II. Listening

Scene 1: Union Oyster House and Parker House

Cloze: John Mariani will show you the oldest eatery in Boston. Watch the scene and then fill in each blank with (an) appropriate word(s).

1. The first _____ were published in Boston.
2. Union Oyster House was established in _____ (year).
3. "To shuck the oyster" means "to remove the _____ from the oyster."
4. Parker House _____ became a classic item all over the United States.
5. Boston _____ go back to the days of the Puritans.

Scene 2: Locke-Ober Cafe, the Ritz Carlton, the Colony's in Westin, and Bull&Finch True or False

6. T / F The downstairs' "men's bar" at Locke-Ober Café, didn't allow women until 1917.
7. T / F The Lobster Savannah (i.e., lobster stew) was JFK's favorite.
8. T / F Colony's opened just two years ago but it keeps the New England heritage.
9. T / F Bull & Finch became a landmark for tourists because of the TV series *Cheers*.

Scene 3: Seasons

Matching

At the beginning of the scene, John will show you three dishes served at Seasons. Identify two of the ingredients used in each dish by choosing them from the list on the right.

List of ingredients:

10, 11. First dish _____ _____
12, 13. Second dish _____ _____
14, 15. Third dish _____ _____

- a. fiddle-head fern
- b. lemon
- c. veal rib-eye
- d. asparagus
- e. herbal crepe
- f. swordfish

Scene 4: Interview with Sarah Leah Chase

Multiple Choice

16, 17. Here are seven names of the New England-style food which Sarah showed us. Two of them contain errors. Find the errors and write the correct names on the right.

- a. apple pie
- b. corn pudding
- c. chocolate-chip cookies
- d. potato salad
- e. clam chowder
- f. blueberry muffins
- g. cranberry relish

Correct names:

(1) _____

(2) _____

Scene 5: Clambake

Multiple Choice

18. The traditional New England "clambakes" were started by
- a. the Pilgrims.
 - b. the early Bostonians.
 - c. Canadians
 - d. Indians.
19. When they got ready to eat, it was approximately
- a. noon.
 - b. 2:00 p.m..
 - c. 4:00 p.m..
 - d. 5:00 p.m.
20. The drink called "Cape Codder" is a mixture of _____, orange juice and cranberry juice.
- a. brandy or gin
 - b. rum or vodka
 - c. scotch or bourbon
 - d. wine or champagne

III. Post-Listening

1. Read the recipe for Oysters Rockefeller used at the Union Oyster House. Underline all the words for cooking utensils and ingredients.
2. Find verbs typically used in cooking (e.g., chop, slice, etc.).
3. Use this recipe as a model for writing a recipe for a popular Japanese dish in English. You can see models in English for Japanese dishes at Osaka Gas' website http://www.bob-an.com/recipe/English/index_e.html. They also have a cell phone-friendly site at...<http://www1.bob-an.com/i/e/index.html>.

The Union Oyster House's recipe for "Oysters Rockefeller"

Ingredients:

1 lb (i.e., pound) fresh spinach; 6 oysters on the half shell; 1/2 cup grated cheese; 1 1/2 tbsps (i.e., tablespoons) butter; 1 1/2 tbsps flour; pinch of salt and white pepper; 2 tps (i.e., teaspoons) of Poupon mustard

Method:

Wash the fresh spinach well and remove any thick stalks. Place in a saucepan that has a tight-fitting lid. Add a pinch of salt. With the lid on the saucepan, cook until the leaves begin to wilt, remove from the heat, drain and press in a colander to remove all the water. Chop by hand or in a food processor and return to the pan over heat. Cook for 1 minute to evaporate any remaining liquid. To prepare the sauce, melt the butter in a small saucepan and stir in the flour. Cook for 1-2 minutes, stirring constantly until a pale straw color. Gradually whisk in the stock, add salt and pepper, and let it thicken. Combine with the mustard and stir into the spinach. Spoon the spinach mixture on top of each oyster and sprinkle on the grated cheese. Bake in a moderate oven for 10-12 minutes, just long enough to melt the cheese. Alternatively, top the spinach with Hollandaise sauce.

10. Destination, British Columbia

I. Pre-Listening Discussion:

1. Have you, or has someone you've known, been to Canada?
2. Watch the introduction of the video (**scene 1**). What did you see? How are the scenes described? Write some of the descriptive language used.
3. In what part of Canada is British Columbia located? What kind of activities do you think are popular with tourists there? Go to the official Canadian site for promoting tourism to Canada <<http://www.canadatourism.ca/>>. Find British Columbia on the map and click on it. With the members of your group, divide up the website into parts (e.g., The Land, The History, The People) and skim through your portion. Report on what you found out.

II. Vocabulary Contexts

They hired a helicopter for charter to take them to their site.

In the springtime flowers abound.

The sumo wrestler stepped outside the rim of the circle.

The locals were occasionally irritated by the tourists.

The couple went for a stroll in the park each evening.

The *Ainu* are indigenous to Japan.

We caught a glimpse of her in the train window.

My grandmother remembers bygone days clearly.

Bungee jumping can be exhilarating.

I find Van Gogh's paintings breathtaking.

The detail on the rug was exquisite.

We restored the house to its original elegance..

Some people still try to pan for gold in mountain streams.

In the West, the symbol used for doctors has two serpents.

Quebec is in the interior of Canada.

III. Matching Vocabulary Definitions

Choose the letter of the correct response.

- | | |
|------------------------|--|
| 1. _____ charter | a) a relaxing walk |
| 2. _____ abound | b) no longer existing, in the past |
| 3. _____ rim | c) a brief view |
| 4. _____ locals | d) snakes |
| 5. _____ stroll | e) very exciting |
| 6. _____ indigenous | f) to be present in great numbers |
| 7. _____ glimpse | g) stunning, powerfully beautiful |
| 8. _____ bygone | h) people who live in an area |
| 9. _____ exhilarating | i) native, originally from |
| 10. _____ breathtaking | j) rent for transportation |
| 11. _____ exquisite | k) inside area |
| 12. _____ restore | l) search for using a pan-shaped sieve |
| 13. _____ pan | m) very fine, beautiful, elegant |
| 14. _____ serpents | n) change back to a former condition |
| 15. _____ interior | o) surrounding (usually circular) border |

IV. Listening

Listen for how ‘conversation’ is structured in the video. A man and woman seem to be having a conversation, but the main purpose is for conveying information about British Columbia in an enjoyable way. Pay attention to the structure of the script since you will use a similar format to create a promotional travel radio commercial as a post-listening exercise.

Multiple Choice

Scene 2—Victoria

1. Victoria is known as the
 - a. Garland City.
 - b. Garden City.
 - c. Guarded City.
 - d. Garnet City.
2. Victoria’s main sights are found
 - a. in the Empress Hotel.
 - b. on Government Street.
 - c. in front of the legislature.
 - d. around the Inner Harbor.
3. Beacon Hill Park has miniature
 - a. cliffs, whales, and people.
 - b. sculptures, swimming pools, and Bouchard Gardens.
 - c. lakes, fountains, and gardens.
 - d. plants, trees, and plastic figurines.

Scene 3—North of Vancouver

4. Kermode bears are found
 - a. only in British Columbia.
 - b. only on the West Coast Trail.
 - c. only in the Campbell River.
 - d. only at Long Beach.
5. Which animals are **NOT** mentioned as living in B.C.?
 - a. killer whales
 - b. spring salmon
 - c. black bears
 - d. eagles

Scene 4—The Largest City

6. The roof of the Vancouver Trade and Convention Center
 - a. is designed to collect energy from the sun.
 - b. is shaped like sails.
 - c. is made of cloth.
 - d. is shaped like a killer whale's teeth.

7. How many people live in Vancouver?
- a. 10,000
 - b. 100,000
 - c. 1,000,000
 - d. 10,000,000

Scene 5—Stanley Park

8. How big is Stanley Park?
- a. About 10 kilometers along the sea.
 - b. About 8 kilometers along the sea.
 - c. About 10 square kilometers.
 - d. About 8 square kilometers.
9. The Stanley Park Zoo has
- a. animals only from B.C.
 - b. animals only from outside B.C.
 - c. penguins from B.C.
 - d. both imported and indigenous animals.

Scene 6—Granville & Gastown

10. Granville Island
- a. only has a market.
 - b. is for artists only.
 - c. has no restaurants.
 - d. has no fashion street.
11. Gastown does **NOT** have
- a. playhouses.
 - b. fine restaurants and specialty shops.
 - c. a nuclear power station.
 - d. a steam-powered clock.
12. Which mode of transportation is **NOT** mentioned?
- a. ferry
 - b. train
 - c. gondola
 - d. car
13. The B.C. Dayliner is
- a. dangerous.
 - b. high-speed.
 - c. exciting.
 - d. expensive.

Scene 7—Whistler

14. Whistler-Blackcomb was rated by
- Skiing Monthly.
 - Skiing Magazine.
 - Sporting Magazine.
 - Sporting Monthly.
15. Whistler-Blackcomb was rated the _____ ski resort in _____.
- second best; North America
 - second best; northern Canada
 - best; North America
 - best; northern Canada

V. Post-Listening

With a partner, using a conversation format like the one in today's video, create a one-minute radio commercial that promotes an area of Japan that you are fond of. You may watch some segments again with your partner using the video file that was uploaded to the server. Feel free to repeat any of the scenes you feel you need to see again. Pay attention to the structure of the 'conversation.'

[It might be useful for the teacher to show the script using the OCP.]

11. Copenhagen (Travel & Adventure)

OBJECTIVES

1. Becoming exposed to varieties of English spoken by Europeans.
2. Learning about cultural differences: food culture, money, transportation, etc.
3. Listening for the gist of spoken commentary in order to write a summary.

I. Pre-Listening

What do you know about Copenhagen? Get together with a partner and search Wikipedia <<http://en.wikipedia.org/>> for information about the terms in the list below. Write a short description for each one. [Use the search box on the frame at the left side of the page.] Share your findings with classmates sitting near you.

1. Tivoli
2. Public bicycles
3. The Little Mermaid
4. Carlsberg
5. The Louisiana Museum of Modern Art

II. Listening

Scene 1: Tivoli

Vocabulary

nestled right smack in the middle of:: located in the exact center of

get caught up in: get involved in

stale: not new or exciting

stake out: mark (an area of ground) with stakes or sticks

perennial paradise: a place that's idyllic (i.e., perfect) forever

blasting jazz: playing jazz loudly

Multiple Choice

1. What kind of place is Tivoli?
 - a. A zoo.
 - b. An amusement park.
 - c. A flower garden.
 - d. A ruin of an ancient castle.

2. How old is Tivoli?
 - a. Nearly a hundred-fifty years old.
 - b. Only two years old.
 - c. Exactly fifty years old.
 - d. Almost a hundred years old.

3. For which food was a Danish translation **NOT** provided?
 - a. French fries
 - b. Cotton candy
 - c. An ice cream cone
 - d. A Danish pastry

4. What should you do to enjoy the fireworks at Tivoli?
 - a. You should wear a special pair of glasses.
 - b. You should find a viewing spot early and keep it for yourself.
 - c. You should pay a lot of attention to the night sky.
 - d. You should go with your best friend.

5. Sixty percent of the visitors at Tivoli are
 - a. Americans.
 - b. Germans.
 - c. Danes.
 - d. Dutch

Answer the next question in a simple English sentence.

6. What could "Tivoli" mean when read backwards? _____

Scenes 2-6: Viking ships, castles, Danish differences, beer and shopping at Strøget

Vocabulary

fjord: a narrow arm of the sea between cliffs

pillage and plunder: destroy and steal things from (a place) during war or invasion

replica: a close copy of a work of art

the right of way: the right of traffic to go before other vehicles

knock down a few beers: drink a few beers

chugging a Carlsberg: drinking a Carlsberg in a single gulp

browsing: looking through for enjoyment

Multiple Choice

7. The Vikings discovered America sometime around
- 100 AD.
 - 500 AD.
 - 1000 AD.
 - 1500 AD.
8. At Kronborg Castle in Elsinore, every summer they play Shakespeare's
- A Midsummer Night's Dream.
 - King Lear.
 - The Tempest.
 - Hamlet.
9. In Denmark, drinking beer helps to run
- art museums.
 - shopping malls.
 - amusement parks.
 - city hall.
10. In Strøget, you can find everything but
- bicycles.
 - people.
 - cars.
 - cats.

Scenes 7-10: Bicycling, the Deer Park, Louisiana museum, and the Little Mermaid

Vocabulary

stomach starts growling: stomach starts to become noisy when one is hungry

pull up to...: come to a stop at...

hustle off: move away quickly

(legs may feel like) lead: (feel as heavy as the) soft heavy grayish-blue metal

has drained you: has made you tired

nooks and crannies: hidden or little-known places

Fill in the following blanks with appropriate prices.

11. the bicycle rental fee for a day _____ kroner
12. the deposit at the rental shop _____ kroner
13. an average car _____ dollars
14. a sausage _____ kroner

Scene 11: Drejer, a fishing village

Vocabulary

quaint: charmingly old-fashioned

untidied: disordered

True or False

- 15. T / F Nearly 500 years ago King Frederick II brought over Dutch farmers.
- 16. T / F When the ceramic dogs face inside, visitors are supposed to stay away.
- 17. T / F The villagers provide people with free yellow tiles.

Cloze

Boatloads of Swedes come to Drejer everyday, but not to catch up on village (18)_____, they come to catch liquor sales. (... exactly for the cheapest price possible.) You see in nearby Sweden, liquor laws are stiff and the price of booze is (19)_____. Drejer offers pleasure and personality, romance and reflection, spirit and (20)_____ .

III. Post-Listening

- 1. Choose a place you would like to visit most in Denmark from the following list. Then state the reason(s) why you would like to go there:
Tivoli, Strøget, Kronborg Castle, Deer Park, Louisiana Museum, Drejer
- 2. . Now, using the video file that has been uploaded to the server, you may watch a Copenhagen-related segment that you were most interested in (e.g., the Vikings, bicycling paths, the art museum). Write a short summary of the scene below. Then, read it to your partner.

12. Seattle

Objectives

1. Familiarize students with the process of interviewing.
2. Learn vocabulary related to cities and their surroundings.
3. Fit information into a time frame.

I. Pre-Listening Discussion

1. Where is Seattle? Is it on the East Coast or the West Coast of the U.S.? Is it closer to L.A. or to San Francisco?
2. What do you know about Seattle?
3. Go to WikiTravel's Home Page <<http://wikitravel.org/en/>> and do a search for "Seattle." Report some facts about it to your partner or group members.

II. Listening

Take notes as you watch the video. Then, do the exercises.

Part 1: Downtown, Seattle

Gloria Bisch shows you things in and around downtown Seattle.

True or False

A. Origins (Scene 1)

13. T / F The city of Seattle was named after an Indian.
14. T / F The Pioneer Square area used to be called Speed Road.
15. T / F Seattle made most of its money by sending trees to New York.
16. T / F Before the Great Fire, people lived in the basements of their buildings.

B. Geography (Scene 2)

17. T / F The Space Needle is the symbol of the city.
18. T / F Seattle is called 'the Emerald City' because it produces the precious green stones.
19. T / F The view from the city includes stretches of salt water, but not of fresh water.
20. T / F You can see the Cascades to the east, and the Olympic Mountains to the west.

C. Tourist Spots (Scene 3)

21. T / F The ferries are for both the residents and the tourists.
22. T / F The Broadway area is the trendiest spot in Seattle.

Part 2: Interviewing Howard Lovering at the Museum of Flight (Scene 4)

Multiple Choice

11. The Museum of Flight is located in
 - a. Boeing Field.
 - b. downtown Seattle.
 - c. Seattle-Tacoma International Airport.
 - d. North Gate.

12. An airplane flew for the first time in Seattle in
 - a. 1907.
 - b. 1910.
 - c. 1916.
 - d. 1920.

13. The Boeing 80-A from 1929 was mainly used
 - a. as a military aircraft.
 - b. to deliver mail.
 - c. for passenger transportation.
 - d. as a rescue plane.

14. One of the military aircraft Howard mentioned was
 - a. B-07.
 - b. B-29.
 - c. B-18.
 - d. B-77.

15. The "Swallow" is the plane that helped to start
 - a. United Airlines.
 - b. Western Airlines.
 - c. Delta Airlines.
 - d. Pan-American Airlines.

Part 3: An interview with Ruth Walsch (Scene 5)

As you watch the interview with Ruth Walsch, choose the most appropriate continuations for the sentences.

16. Ruth doesn't like it when people accuse her of
- making the news.
 - not delivering the newspaper on time.
 - not speaking slowly enough.
 - being a newscaster for a long time.
17. Even though people in Seattle live in a large metropolitan area, they still maintain a
- transportation system that works smoothly.
 - love for automobiles.
 - high quality of life and a small town attitude.
 - high crime rate.
18. Ruth believes that the weather in Seattle is
- always sunny.
 - boring.
 - broiling hot.
 - wonderful.
19. Seattle was picked as the No. 1
- place to get a suntan.
 - vacation spot in the U.S..
 - area in the U.S. for coffee lovers.
 - city for Macintosh fans.
20. It was also picked as the most livable city in the U.S. for
- men.
 - bottle-nosed dolphins.
 - women.
 - Asians.
21. Ruth believes that many people are attracted to Seattle because of its
- high tech industries.
 - beautiful environment and climate.
 - large number of 'yuppies' (i.e., young urban professionals).
 - tolerance for drunkenness.

III. Post-Listening

With your classmates, discuss which Japanese cities are the most beautiful, the most exciting, and the most livable. Go to the WikiTravel site <<http://wikitravel.org/en/>> to see what's written about these cities. Do you think that this information gives an accurate view of them to foreigners? Discuss what you've found out with your group members. [You might also want to see what's written about your hometown or about a place where you've lived abroad.]

IE I Songs

(organized by theme)

Memories and Childhood - Somewhere Over the Rainbow
- Do Re Mi

Urban Life - Like A Rolling Stone
- Honey, I'm Home

Food - A Song from "Oliver"

Travel - Still Haven't Found What I'm
Looking For

1: Memories and Childhood

Somewhere Over the Rainbow

“Somewhere Over the Rainbow” is a song from *The Wizard of Oz* (1939), a fantasy film musical from MGM. The American Film Institute places it as the 6th best of the top 100 films of all time. For many years, it was regularly shown on TV at Thanksgiving, Christmas and Easter time. It has been seen by more people than many other films. This classic film has been honored with dozens of books, TV shows and references in other films, and even by pop groups (singer Elton John with his *Goodbye, Yellow Brick Road* album, or Pink Floyd's 1973 album *Dark Side of the Moon*).

In the story, a lonely Kansas farm girl, Dorothy, dreams of a better place to live. In the scene you'll watch today, she sings “Somewhere Over the Rainbow.” Then, she runs away from home. As a fierce tornado passes by, she is knocked out and her house is blown away, to the land of Munchkins, tiny men and women who were enslaved by the Wicked Witch of the East. This witch was killed when Dorothy's house fell on her.

Dorothy travels down a Yellow Brick Road to the Land of Oz, and with the help of her friends, she defeats an even more wicked witch, the Wicked Witch of the West.

Judy Garland, the girl who sings the song, went on to fame and fortune, although she had an unhappy life, with a series of bad marriages, and battles with alcoholism. The song in this scene later won the 1939 Academy award for best song, and Judy Garland for the best young performer. Ironically, the song was almost cut from the movie because a Hollywood producer didn't want Judy Garland singing in a barnyard.

Somewhere Over the Rainbow

I. Pre-Listening

The language in most songs deals with feelings. What 3 feeling words do you know? Fill in the chart. Compare your answers with a partner.

Feeling Word	What causes you to feel this way?	What do you do when you have this feeling?
<i>Happy</i>	<i>Sunshine</i>	<i>I sing a song</i>

2. Watch the beginning of the video without sound. What do you suppose are the feelings expressed in this song?
3. What would cause someone to feel this way? Have you ever felt like this? Explain the circumstances.

II. Listening

Just before this scene, Dorothy learns that she will lose her best friend, her dog, Toto. A cruel woman living nearby has taken him away to be destroyed because he bit her. Dorothy is forced to give her the dog. She sings "Somewhere Over the Rainbow," dreaming of a trouble-free world at the edge of the rainbow where happiness can be found – "where bluebirds fly" and there are colorful rainbows. In the barnyard, she and Toto sit on a bale of hay and she sings about leaving home.

A. Rhythm

Rhythm is a sound effect often found in nursery rhymes and songs, as well as in poems. It's a particular pattern of beats and emphasis in a song.

1. Detect the rhythm of the song by listening to a song and tapping your finger or by humming the tune. Write the number of syllables in each line.

(Speaking) Some place where there isn't any trouble
(To Toto) Do you suppose there is such a place, Toto? There must be.
It's not a place you can get to by a boat or a train,
It's far, far away, behind the moon, beyond the rain.

(Singing)

Somewhere over the rainbow ()
Way up high, ()
There's a land that I heard of ()
Once in a lullaby. ()

Somewhere over the rainbow ()
Skies are blue, ()
And the dreams that you dare to dream ()
Really do come true. ()

Someday I'll wish upon a star ()
And wake up where the clouds are far ()
Behind me. ()
Where troubles melt like lemon drops ()
Away above the chimney tops ()
That's where you'll find me. ()

Somewhere over the rainbow ()
Bluebirds fly. ()
Birds fly over the rainbow. ()
Why then, oh why can't I? ()

[Songbirds sing as shafts of sunlight pierce through the clouds]

If happy little bluebirds fly ()
Beyond the rainbow ()
Why, oh why, can't I? ()

2. What patterns do you notice? Are the same number of syllables repeated?

B. Metaphor

A metaphor is an imaginative way of expressing an idea by equating one thing with something else, something that is usually not associated with it. It makes it easier for us to understand difficult concepts. You can often picture a metaphor.

e.g., Love is a rose.
Life is a journey

1. Identify as many metaphors as you can in the song.
2. What do you think that place “over the rainbow” is? Draw a sketch of it.
3. Create your own metaphor for an escape from a problem that you have now or had in the past. Draw a sketch of it. Then, show it to your partner so that (s)he can guess what it might be.

C. Multiple Meanings

A word can have several meanings. The word ‘over’ is usually used to mean ‘above,’ as in ‘the light hangs over the table. In this song, however, ‘over’, is used in the same way as the word ‘over’ in ‘over the bridge, meaning ‘on the other side’ of the bridge.

Match the words or phrases on the left with the definitions on the right.

- | | |
|--------------------------------|---|
| ___ Overstate | a. in another place nearby |
| ___ Overcome | b. food remaining from a previous meal |
| ___ Be overcharged | c. to recover, from a cold for example |
| ___ Get over something | d. flip to the other side |
| ___ Over there | e. be finished |
| ___ Turn over | f. to exaggerate |
| ___ Prefer something | g. to struggle successfully against a difficulty. |
| ___ Leftover (noun) | h. in general |
| ___ Over 10 years | i. to pay too much |
| ___ Be over | j. to like one thing more than another |
| ___ Overall | k. to repeat |
| ___ Do something over and over | l. throughout a period of time |

**How is the meaning of the same word different in the following sentences.
Write paraphrases so that the meanings can be differentiated.**

There are only two cookies left. _____
He left without even saying good-bye. _____

John was the last runner to finish the race. _____
Sweets don't last long when children are around. _____

They got angry when he cut in front of the other boys in line. _____
They cut their afternoon classes in order to go fishing. _____

The Shinkansen was bound for Hiroshima. _____
The bank robbers bound the bank employees before leaving. _____

Please clip the papers together before handing them in. _____
If you clip the bird's wings, it won't be able to fly away. _____

C. Simile

Simile, like metaphor, is a comparison between two different and unrelated things. But it differs from metaphor in its use of 'like' or 'as' to make the comparison.

1. Which line in the song is a simile?

_____ like _____

2. Finish this poem with words of your choice.

My life is (like) _____

Our love is (like) _____

You are as _____ (adjective) as a _____.

III. Post-Listening

A. Look back at the picture you drew. What else would you like to find over the rainbow? Work in a small group. Report your answer to the class.

Do - Re - Mi

The film musical *The Sound of Music* (1965) has become world-famous. It is based on an autobiography, *The von Trapp Family Singers*, which was written by Maria von Trapp in 1949. She told the story of how her family escaped the Nazis in 1938 by crossing the Swiss border. They lost their family fortune but they escaped the war and become a family choral group.

The part of Maria was played by actress Julie Andrews, who was in *Mary Poppins*, another big musical in 1964. Maria has become the governess to Baron von Trapp who has lost his wife to illness. He is an Austrian nobleman who was once a captain and is very strict with his children.

The Baron says to her, "Every morning, you will drill the children in their studies. I will not permit them to dream away their summer holidays. Each afternoon, they will march about the grounds breathing deeply. Bedtime is to be strictly observed -- no exceptions...You will see to it that they conduct themselves at all times with the utmost orderliness and decorum. I am placing you in command." Then he blows a whistle and the children come downstairs. The children include:

- 16-year-old Liesl (Charmain Carr, twenty-two years old during filming)
- 14 year-old Friedrich (Nicholas Hammond)
- 13 year-old Louisa (Heather Menzies)
- 11 year-old Kurt (Duane Chase)
- 10 year-old Brigitta (Angela Cartwright)
- (almost) 7 year-old Marta (Debbie Turner)
- 5 year-old Gretl (Kym Karath)

He warns Maria that she is the 12th governess and each of the other ones has been scared off by his children's bad behavior. However, Maria wins their trust and love. She refuses to blow a whistle to call them, saying "Whistles are for dogs and cats and other animals, but not for children, and definitely not for me."

When the Captain leaves for Vienna to meet his fiancée, Maria ignores his strict orders. Instead of keeping the children at home, she takes them on tours of the city and the surrounding countryside. The children accompany Maria to town and visit the open market for shopping, then ride a train up into the Austrian Alps, where they have an open-air picnic. To prepare for the Baroness' arrival, she teaches them how to sing, beginning by giving a name to the notes of the scale - "Do-Re-Mi."

She further explains that Do, Re, and Mi "are only the tools we use to build a song. Once you have these notes in your heads, you can sing a million different tunes by mixing them up, like this - So, Do, La, Fa, Mi, Do, Re, So, Do, La, Ti, Do, Re, Do." Then she adds one word for every note: "When you know the notes to sing, you can sing most any thing."

I. Pre-Listening

A. Write down your answers to these questions and compare them with a partner.

1. Have you ever taken music lessons? Which instruments have you tried? Which one did you think was the hardest to play?
2. Why do you think people learn to play music?
3. William Congreve once wrote that “music could soothe the savage breast” meaning that music could relieve people’s unhappiness and anger. Do you agree or disagree and why?

II. Listening

In this song, Maria helps the children remember each musical note on the scale by giving a phrase to suggest it. For example, she sings, “Do,” then adds “a female deer” which is, of course, called a “doe” in English. The word sounds the same although the spelling is different.

A. Listen carefully to the song and fill in the missing phrases.

MARIA : (sings “Do - Re - Mi)
Let's start at the very beginning
A very good place to start
When you read you begin with

GRETEL: A - B - C

MARIA: When you sing you begin with do-re-mi

CHILDREN: Do - re - mi?

MARIA: Do - re - mi
The first three notes just happen to be
Do - re - mi

CHILDREN: Do - re - mi

MARIA: Do - re - mi - fa - so - la - ti (stop singing) Oh,
let's see if I can make this easier.
(singing) **Doe – (1) a deer, a female deer**

Ray – (2) _____

Me – (3) _____

Far – (4) _____

Sew – (5) _____

La – (6) _____

Tea – (7) _____

That will bring us back to do - oh - oh – oh

GRETEL: Doe!

MARIA: (1) **A deer, a female deer**

LIESL & GRETEL:
Ray!

MARIA: (2) _____

CHILDREN: Me!

MARIA: (3) _____.

CHILDREN: Far!

MARIA: (4) _____

ALL: Sew!

FRIEDRICH & LIESL:
(5) _____!

ALL: La!

MARIA: (6) _____

Tea –

CHILDREN: (7) _____

MARIA: That will bring us back to doe –

CHILDREN: (1) **A deer, a female deer**

Ray – (2) **a drop of golden sun**

The children start to dance around as they sing.

ALL: Me – (3) _____

Far – (4) _____

Sew – (5) _____

La – (6) _____

Tea – (7) _____

MARIA: That will bring us back to do
Do re mi fa so la ti do, so do!

(stops singing) Now, children, do re mi fa so and so on are
only the tools we use to build a song.

Notes:

note: 音符、（音符の表す）音、音調

happen to be: たまたま～である、あいにく～だ

doe: シカ、ヤギ、ウサギ、カモシカかどのメス

deer: 鹿

sew: 縫う

needle: 針

thread: 糸

jam and bread: ジャム付きパン

2: Urban Life

Like A Rolling Stone

The greatest rock and roll band has to be the Rolling Stones. The greatest and almost the oldest! The Rolling Stones are rock's great survivors, ready to rock on into 2010 as they have done since the early sixties.

The Rolling Stones' first show took place on July 12, 1962 at the Marquee in London. When the Beatles became a hit, the Stones' manager decided to market the Stones as their wicked opposites. In June of 1963, the Stones released their first single, a Chuck Berry tune, "Come On." The group performed on the British TV show *Thank Your Lucky Stars*. A TV producer told their manager to get rid of Mick Jagger, "that vile-looking singer with the tire-tread lips." The single reached No.21 on the British charts.

By the 1970s, the Stones were show-business stars who mixed with high society and lived on country estates. They were the aristocracy of the new rock establishment. No longer young rebels, they now found a new generation of punk musicians rebelling against them!

The Rolling Stones emerged out of a group of blues enthusiasts based in south London. They took their name from a song by Muddy Waters, "Rollin' Stone." It was an inspired choice. Eventually, their name led musician Bob Dylan to write a song for them called "Like a Rolling Stone" about someone who had everything – wealth and fame -- but lost it all and became "a rolling stone."

Its theme of rebellion is clear. The name "Rolling Stone" had associations with "rock and rolling," once a blues reference to sexual activity and with being "stoned on drugs," (a key word in the 1960s), and with refusing to settle down to adult responsibilities: "A rolling stone gathers no moss," goes the saying. It was not just the name though, that suggested a rejection of conformity: so did the looks, attitude and music of the Rolling Stones and their fans loved it.

I. Pre-Listening

A. Read over the previous 5 paragraphs and note down the main idea or topic of each paragraph. Compare your answers with a partner.

- a.
- b.
- c.
- d.
- e.

You say you never compromise
With the mystery tramp, but now you _____
That he's not selling any alibis
As he stares into the vacuum of your _____
And he says, "Do you want to make a _____?"

How does it feel?
How does it feel?
To be on your own
With no direction home
A complete unknown
Just like a rolling stone
[Mick's harmonica solo]

CHORUS REPEATED

Princess on the steeple and all the pretty _____
Drinkin', _____ that they got it made
Exchangin' all kinds of precious gifts
But you better take that diamond ring, you better pawn it _____

You used to be so _____
A Napoleon in rags was the language that he used
Go to him now, he calls you, you can't _____
When you got nothing, you got nothing to lose
You're invisible now, you got no secrets to _____

How does it feel?
How does it feel?
To be on your own
With no direction home
A complete unknown
Just like a rolling stone

III. Post-Listening

A. Story Writing

Looking over the verses of the song, write down 3 sentences that describe your explanation of how the character in the song fell from a good position to that of a "rolling stone." Circle parts of the song that support your ideas. Compare with a partner.

- 1.
- 2.
- 3.

B. Further Investigation

If you're interested, you can get more detailed information about The Rolling Stones--including their discography, news articles about them, video clips, and album reviews—at the website of the magazine that bears the same name as the band <<http://www.rollingstone.com/artists/therollingstones/>>.

Honey, I'm Home

Shania Twain is one of the most popular and famous Canadian women singers. Her music is a powerful combination of country and western, and pop music. She has won many Grammy awards as a performer and songwriter.

Born in the mining town of Timmins in Ontario, Canada, she had a tragic early life. When she was 21, her mother and her step-father were killed in a car crash and she had to support her brothers and sisters by working as a waitress and singing in a resort. However, she kept trying to become a singer, taking the Ojibway Indian name "Shania" which means "I'm on my way." She began her music career by working with different bands. Her work reached the attention of several big music producers, among them, Mutt Lange who later produced some of her biggest hits.

"Honey, I'm Home" is from her platinum-selling album *Come On Over*, 1994. The album sold 19 million copies in the US, 2.5 million in Canada, and 35 million worldwide. "Honey, I'm Home" is a song about the everyday problems and stresses of the modern woman. In the end, she finally returns home to her lover – "Honey, I'm Home."

I. Pre-Listening

A. Before you listen to this song, make a list of a few bad or unlucky things that happened to you, or to someone you know about, recently. Compare your answers with a partner.

- * _____
- * _____
- * _____

B. List 3 things you do to relax. Compare with a partner.

1. _____
2. _____
3. _____

II. Listening

As in the song “Like a Rolling Stone,” this one is also full of rhyme—both end rhyme and internal rhyme. Fill in the missing words as you listen to the song. Afterward, try to find examples of internal rhyme and underline the rhyming words that are in the middle, rather than at the end, of the lines.

Honey, I’m Home

The car won’t start – it’s falling apart
I was late for work and the boss got _____
My pantyline shows – got a run in my _____
My hair went flat – man, I hate _____

Just when I thought things couldn’t get _____
I realized I forgot my _____
With all this mess – I must _____
This could be worse than PMS

BRIDGE:

This job ain’t worth the pay
Can’t wait ‘til the end of the _____
Honey, I’m on my _____
Hey! Hey! Hey! Hey!

CHORUS:

Honey, I’m home and I had a hard _____
Pour me a cold one and oh, by the _____
Rub my feet, gimme something to _____
Fix me up my favorite _____
I need to relax and watch TV
Get off the phone – give the dog a _____
Hey! Hey! Honey, I’m _____

I broke a nail opening the _____
I cursed out loud ‘cause it hurt like hell
This job’s a pain – it’s so _____
it sure don’t stimulate my _____

(BRIDGE) repeat
(CHORUS) repeat

Oh, rub my neck will you

(CHORUS) repeat
I’m home, that feels much better

III. Post-Listening

A. Song Writing

What are 3 characteristics of a hit song? Try to think of a Japanese pop song that meets these requirements. Compare your answers with a partner.

3: Food

Food, Glorious Food

The song, “Food, Glorious Food” is from the popular musical *Oliver*. It was based on Charles Dickens’ novel of the same name. The novel tells the story of a boy named Oliver who is an orphan in 19th century England. At that time, there were no orphanages or foster parents as we know of them today. Instead, young children without parents were raised in a “workhouse,” where they were put to work to earn their living. Conditions were very bad at that time.

Worse still for the young Oliver, he is kicked out of the orphanage because he asks for more food. Once outside, some criminals try to get him to help them steal from people. But Oliver’s inner goodness prevents him from doing this. Eventually, after many adventures, he is rescued from the gang by his grandfather.

Dickens’ novel shocked many people in England and led to some positive changes in the lives of children. Laws were changed to protect children from poverty and crime. They were no longer expected to work at such young ages.

In the opening scene of the movie, you can see the young boys operating a tread mill to grind up corn or wheat. The children in the 19th century workhouses had to work hard. They were given no education and they rarely were fed properly, so many died prematurely. Their typical diet was a kind of porridge made from oats with no meat and very few vegetables.

Oliver, the Broadway musical (1963) which ran for a total of 774 performances was made into a movie in 1968 and it won best film. In the following scene, the hungry boys at the workhouse are given their daily meal of porridge or “gruel.” They are too frightened to ask for more food from the trustees or managers of the workhouse. Instead, all they can do is dream of the great food that they are missing.

I. Pre-Listening

Did you ever wonder about the history of the foods you eat every day? There’s a fascinating website <<http://www.foodtimeline.org/>> that provides a timeline for foods spanning the period from ancient Mesopotamia to the genetically modified ‘tear-free’ onions of the 21st century. In a group, choose a few items from the list that interest you, find out a bit about their history, and share what you’ve learned with the others.

<u>Types of Food</u>	<u>When they originated and some historical facts about them</u>
*	*
*	*
*	*
*	*

II. Listening

1. As in the songs “Like a Rolling Stone” and “Honey, I’m Home,” this one is full of rhyming words. Fill in the missing words as you listen to the song, and then put the same letter (A, B, C, D, etc.) next to those that rhyme with each other. [Not all of the rhyming words have been underlined. You’ll have to find some of them yourself and underline them.
2. One further poetic device used in this song is **alliteration**. This technique occurs when a songwriter or poet repeats the same consonant. A well known example is as follows:
Peter Piper picked a peck of pickled peppers.”
3. Try to find an example of alliteration in the song.

Food, Glorious Food

Is it worth the waiting for (A)
If we live till eighty-four (A)
All we ever get is gruel,
Every _____ we _____ our prayers
Will they change the _____ of fair?
_____ we get the same old gruel
There’s not a _____ not a _____
_____ we find _____ we beg _____ we borrow or _____,
But there's nothing to stop us from getting a thrill,
When we all close our eyes and imagine,

Food, glorious food
Hot sausage and mustard
While we're in the mood _____ jelly and _____
Peas _____ and saveloys (*dried spicy sausage)
What next is the question?
Rich gentlemen have it _____

Food glorious food
What is there more _____
Gulped swallowed or chewed
Still worth a kings _____
What is it we dream about?
What brings on a _____?
Piled peaches an cream about six feet _____

Food glorious food
We're anxious to try it
Three banquets a day
Our favourite _____
Just picture a great big steak fried, roasted or chewed

For food, marvelous food
Wonderful food, magical food,
Fabulous food, beautiful food
GLORIOUS food

III. Post-Listening

Unfortunately, the hunger described in this song is a common experience in the world.

A. Skimming

The following UNICEF statistics illustrate this. Skim this list then answer the multiple choice questions afterward. You have **10** minutes total to read and answer the questions.

- Every year 15 million children die of hunger.
- From 2000 to 2010, more than 100 million children will die from illness and starvation. Those 100 million deaths could be prevented for the price of what the world spends on its military in two days!
- The World Health Organization estimates that one-third of the world is well-fed, one-third is under-fed one-third is starving. Since you've started reading, at least 200 people have died of starvation. Over 4 million will die this year.
- The Indian subcontinent has nearly half the world's hungry people. Africa and the rest of Asia together have approximately 40%, and the remaining hungry people are found in Latin America and other parts of the world.
- Nearly one in four people, 1.3 billion -- a majority of humanity -- live on less than \$1 per day.
- The infant mortality rate is closely linked to inadequate nutrition among pregnant women. The U.S. ranks 23rd among industrial nations in infant mortality. African-American infants die at nearly twice the rate of white infants.
- One out of every eight children under the age of twelve in the U.S. goes to bed hungry every night.
- In 1997 alone, the lives of at least 300,000 young children were saved by vitamin A supplementation programs in developing countries.

Questions:

- 1) According to _____, 4 million people will starve to death this year.
- 2) Nearly half the world's hungry people live in _____.
- 3) _____ live on less than \$1 per day.
- 4) Infant mortality is closely related to the _____ of pregnant women.
- 5) One out of every _____ children under the age of _____ in the U.S. goes to bed hungry.
- 6) A vitamin _____ supplement saved over 300,000 children in 1997.

B. Small Group Discussion

In a small group, try to think of 4 ways that world hunger could be reduced.

- a.
- b.
- c.
- d.

C. Getting more information through a “vodcast”

At Unicef's official website informational videos and documentaries are available for free download and can be played using iTunes software. In order to access their “vodcast” (i.e., podcast with video content) go to:
<http://www.unicef.org/videoaudio/video_vodcast.html>.

4. Travel:

I Still Haven't Found What I'm Looking For

I. Pre-Listening

A. Fill in the Blanks.

As you hear your teacher read the passage about the song, fill in the blanks.

Song facts: The working _____ of this song was “Under The _____.” The Edge came up with the title and _____ and Bono wrote lyrics around it. The lyrics could _____ to a search for spiritual enlightenment or a search for love. Influenced by _____ music, Bono wanted “The Joshua Tree” album to explore various _____ American music they had encountered while touring in the U.S. Bono has written a variety of “spiritual” songs. Bono _____ introduced this song as “A kind of Gospel song with a _____ spirit,” covered by Gospel _____ “The New Voices Of Freedom.” When U2 heard their version, they arranged to rehearse it _____ in their Harlem church, which led to the performance in Madison Square Garden included on “Rattle And Hum.” This _____ was released as a _____. The video features U2 _____ around the streets of Las Vegas. The song won the Grammy for Best Rock Performance by a Duo or Group in 1988. Their bass player, Adam Clayton, missed the presentation because he was in the _____.

B. Present Perfect Tense.

When we speak of our life experience, we use the ‘present perfect’ tense (for example, I *have studied* English for 10 years. I *haven't traveled* abroad yet).

1. Which of these experiences have you already done? Which do you have yet to do?

Put a check in the appropriate column

I have already...

I still haven't...

Traveled abroad

Driven a car

Made a foreign friend

Swum in the ocean

Climbed a mountain

Eaten Thai food

Sung to an audience

Played the guitar

Been in Love

2. Compare answers with another student. Ask at least two follow-up questions for each answer (for example, *When did you do that? Do you want to do that?*)

II. Listening

A. Write the perfect tense of these verbs and then listen to the song and write them in.

Before listening to the song

In the song

climb

run

find

crawl

scale

hold

speak*

feel

loosed*

carry

burn

* Native English speakers do not always use the perfect tense 'correctly' in casual speech. Why do you think a poet or songwriter might choose to use ungrammatical expressions?

B. In this song, fill in the blanks. Then, find the rhyming words.

"I Still Haven't Found What I'm Looking For"

I have _____ the highest mountain
I have _____ through the fields
Only to be with you
Only to be with you

I have _____, I have _____
I have _____ these city walls
These city walls
Only to be with you

But I still haven't _____ what I'm looking for
But I still haven't _____ what I'm looking for

I have _____ honey lips
_____ the healing in her fingertips
It burned like fire

This burning desire
I have _____ with the tongue of angels
I have _____ the hand of a devil
It was warm in the night
I was cold as a stone

But I still haven't found what I'm looking for
But I still haven't found what I'm looking for

I believe in the kingdom come
Then all the colors will bleed into one
Bleed into one
Well, yes, I'm still running

You broke the bonds and you
_____ the chains
_____ the cross
And my shame
All my shame
You know I believe it

But I still haven't found what I'm looking for
But I still haven't found what I'm looking for
But I still haven't found what I'm looking for
But I still haven't found what I'm looking for

C. Simile

A simile is a literary form that is produced when we say something or someone is like something/someone else. It differs from metaphor in its use of 'like' or 'as' to make the comparison.

Examples of similes:

I slept like a baby
It's as big as a house.

Note that similes may be used sarcastically too.

That movie was about as exciting as dirt.

1. Which lines in the song use simile? Write 'S' next to them.

2. Write your own similes and compare them with another student.

As timid as _____

As exciting as _____

As clear as _____

I ran like _____

He sang like _____

She danced like _____

Your own ideas:

D. Make up a story about the life of the person in the song. What do you think (s)he has done in her/his life? What things is (s)he proud of? What is (s)he ashamed of? What does (s)he want to find?

E. The lyrics contain many biblical references. For example: city walls (Jerusalem and many other Biblical cities had walls) What other biblical references can you find in the song?

III. Post-Listening

A. Understanding the song: Discuss these questions with a student near you.

1. To whom is the speaker (singer) speaking?
2. What experience may have suggested the poem (song) to the writer?
3. What does the writer want us to feel?
4. Why do you think the video for this song was set in Las Vegas?
5. How can the song be understood as a love song or one about unreturned love?
6. How can it be understood as a religious one?
7. How can it be understood as one about a search for knowledge and meaning?

B. Songs that mean a lot:

Think about the answers to these questions and share them with another student.

1. What are three songs that have special meaning for you?

(Suggestion: If your partner doesn't know the song, hum it for him/her.)

2. Where were you when you first heard the songs? How old were you?
What memories do you have related to them?

3. If you were going to write a song about your life right now, what would the title be? Why?

4. If you were to write a song about the life you would want to have, what would the title be? Why?

APPENDIX: A Guide to Self-access Listening

It will be almost impossible for your English listening skills to improve unless you do a substantial amount of listening on your own outside of class. At this web address, you will find a wealth of listening content:

<http://tinyurl.com/nk9bd>

At the IE I level, you should concentrate on the sites in the category “Listening Resources for Language Learners.” In this section there are more than 10 websites that were especially designed with language learners in mind. Some of them feature transcripts or summaries, so that you can confirm what you’ve heard, in addition to interactive exercises, quizzes, and vocabulary support. Your teacher will demonstrate some of these sites in class and answer your questions about them. Each week, you should report on, at least, one online listening lesson that you did for homework. Your teacher will collect them.

Here are some of the websites you’ll be using:

[Randall's ESL Cyber Listening Lab](#)

[Université de Franche-Comté's Interactive Listening Exercises](#)

[Distance Learning Project -- Listen to texts while reading along](#)

[CBS/CNN for ESL -- News stories with interactive quizzes](#)

[English Learning on VOA -- Stories in “Special \(i.e., slow\) English”](#)

[Learning English through BBC World Service](#)

[ELLO -- Non-authentic but fun news stories with animations](#)

[Movie Trailers -- Studying English Using Advertisements for Movies](#)

Report on an Online Listening Lesson

Name _____ Student No. _____ Score: **A** **B** **C**

Source _____

Describe the Lesson:

Report what you thought or how you felt about it. Was it easy for you to do? Did you have any frustrations or feelings of satisfaction?

List at least 8 key vocabulary items from the lesson that were NEW to you and their definitions:

Report on an Online Listening Lesson

Name _____ Student No. _____ Score: **A** **B** **C**

Source _____

Describe the Lesson:

Report what you thought or how you felt about it. Was it easy for you to do? Did you have any frustrations or feelings of satisfaction?

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Report on an Online Listening Lesson

Name _____ Student No. _____ Score: **A** **B** **C**

Source _____

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List at least 8 key vocabulary items from the lesson that were NEW to you and their definitions:

Report on an Online Listening Lesson

Name _____ Student No. _____ Score: ***A*** ***B*** ***C***

Source _____

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Name _____ Student No. _____ Score: **A** **B** **C**

Source _____

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Name _____ Student No. _____ Score: ***A*** ***B*** ***C***

Source _____

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Report on an Online Listening Lesson

Name _____ Student No. _____ Score: **A** **B** **C**

Source _____

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