
Integrated English II

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 Yoshiba, and Michiko Yoshida. Significant contributions were made by 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.

1. Back to the Future

I. OBJECTIVES:

- * Familiarize students with colloquial expressions.
- * Introduce an aspect of American culture, parties in the 60s.
- * Learn vocabulary used to describe character.
- * Introduce listening strategies: prediction, guessing.
- * Familiarize students with features of naturally spoken English.

II. PREVIEWING:

A. Marty and George are outside George's house. George is carrying a basket of laundry.

Watch the first scene *without the sound* and write at least three words to describe the personality of each character.

Marty:

- 1)
- 2)
- 3)

George:

- 1)
- 2)
- 3)

Compare your answers with your classmates.

III. WHILE LISTENING:

A. What is the plan?

- 1) Now watch the first scene **with the sound on**.
- 2) Fill in the chart.
- 3) Watch the scene again and check your answers. Discuss them with a partner.

Time	George	Marty
8:55 pm	1)	2)
9:00 pm	3)	4)

B. Fill in the blanks.

At 9:00pm in the parking lot.

George is going to walk up to the car, open the door and say to Marty:

1) "Hey (____!) Get (____) (____) (____) (____) (____)!"

2) Then George will come up and (____) Marty (____) (____) (____).

3) Marty is (____) (____) (____) (____) and George and Lorraine live happily ever after.

C. Features of spoken English.

In spoken English, important information-carrying items are emphasized or stressed. These are typically content words such as nouns, main verbs, adverbs and adjectives. Other words are de-emphasized or unstressed. These unstressed items are usually structure or function words such as pronouns, prepositions, articles, conjunctions and auxiliary verbs. Stressed syllables have *longer, clearer* vowels whereas unstressed syllables have vowels which are reduced to *schwa* [ə].

a) Unstressed words.

Listen to the scene and fill in the blanks with a word or words. Some blanks may not require anything.

Marty and Lorraine are inside a convertible in the parking lot.

Marty: 1) _____ mind if we park 2) _____ while?

Lorraine: 3) _____ great idea. 4) _____ park.

Marty: Huh?

Lorraine: Marty, 5) _____ eighteen years old.
6) _____ like I've never parked before.

Marty: What?

Lorraine: Marty, 7) _____ nervous. Is something wrong?

Marty: No! No!

Lorraine takes a drink from a bottle.

Marty: Lorraine, Lorraine, 8) _____ doing?

Lorraine: I swiped it 9) _____ old lady's liquor cabinet.

Marty: Yeah, well, you shouldn't 10) _____ drink.

Lorraine: Why not?

Marty: Because... you, you might 11) _____ ...later in life.

Lorraine: Marty, don't be 12) _____ square. Everybody
13) _____ drinks.

Marty: Geez! You smoke, too?

Lorraine: Marty, you're beginning 14) _____ sound
15) _____ like my mother.

Check your answers with a partner.

b) In rapidly spoken English, word and syllable boundaries often do not occur in the same place as they do in written form. When a word ends with a consonant and the next word begins with a vowel, they are often linked together. E.g., “It’s/a lot/of work,” might be pronounced as “Itsa lotta work.”

Listen to the following section and mark the consonant and vowel linkages.

In the parking lot. Lorraine removes her jacket.

Lorraine: Marty? Why are you so nervous?

Marty: Lorraine, have you ever, uh... been in a situation, where you knew you had to act a certain way, but when you got there, you didn’t know if you could go through with it?

Lorraine: You mean like how you’re supposed to act on a first date.

Marty: Uh, well, sort of.

Lorraine: Oh, I, I think I know exactly what you mean.

Marty: You, you do?

Lorraine You know what I do in those situations?

Marty: What?

Lorraine: I don’t worry.

Lorraine kisses Marty.

c) Before listening to the next scene, read the text and mark all the STRESSED words with an accent, e.g. “I’m terribly tired. I think I’ll go and sleep.”

In the parking lot. Biff opens the door and pulls Marty out of the car.

Lorraine: Somebody is coming.

Biff: You caused three hundred bucks damage to my car, you son-of-a-bitch and I’m going to take it out of your ass! Hold him.

Lorraine: Let him go Biff, you’re drunk.

Now listen to the conversation and check your answers.

D. Listen to the conversation and put the lines in order.

The young men carry Marty and throw him into the open trunk of a car.

___1___ Come on.

___ Hey, beat it, spook, this don't concern you.

___ Hey, hey, listen guys. Look, I don't want to mess with no reefer addicts, okay?

___ Biff!

___ Get home to your mama, boy!

___ That's for messing up my hair.

___ Who are you calling "spook", peckerwood?

___ Hey, let's put him in there.

___ Yeah.

___ What the hell are you doing to my car?

E. Dictation:

Write down the conversation between Marty and Marvin.

Marty is locked in the trunk and bangs on it. Marvin tries to open the trunk.

1) Marty:

2) Marvin:

3) Marty:

4) Marvin:

5) Marty:

F. Multiple-Choice Questions.

Choose the correct answer.

In the parking lot

George runs across the parking lot and stops. He sees Lorraine struggling in the car.

1/2. While in the car with Lorraine, Bill says to George:

“Just (1) _____ around McFly... and walk away. Are you (2) _____ McFly?”

- a. come
- b. back
- c. go
- d. turn

- a. deaf
- b. listening
- c. paying attention
- d. stupid

3. Marvin says: “Damn it man! I _____ my hand.”

- a. cut
- b. bruised
- c. scraped
- d. sliced

4. Marty wants the band to
- play without him.
 - finish dancing.
 - continue playing.
 - end the concert.
5. The red-headed boy (Dixon) approaches George and Lorraine on the dance floor and says:
- Damn McFly! I'm buttin' in.
 - Scram McFly! I'm comin' in.
 - Damn McFly! I'm goin' in.
 - Scram McFly! I'm cuttin' in.
6. Marvin wants to play something that really _____.
- works
 - cooks
 - rocks
 - shakes
- 7/8. At the end of the scene, Marty says:
"If you guys ever have kids, and one of them when he's eight years old _____
(7) sets fire to the _____ (8) rug ... go easy on him.
- | | |
|------------------|----------------|
| a. incidentally | a. living room |
| b. intentionally | b. bathroom |
| c. accidentally | c. dining room |
| d. consciously | d. bedroom |

IV. POST-VIEWING TASKS

1. Family Tree

Draw a family tree. Include as many of these four characters as possible: Marty, George, Lorraine and Biff.

2. Discussion

Get into a small group and discuss the *similarities* between high school dating in Japan and dating in the United States during the 1960s, as shown in the film. Then, try to think of some differences and write them in the chart below.

In the United States in the 60s (in the film)	In present-day Japan
Whereas the film showed...	...high school couples in Japan...
1.	1.
2.	2.
3.	3.

Which style of dating do you prefer and why? Groups should be prepared to present their answers to the class.

Do the following exercises for homework

3. Vocabulary Review: Paraphrase each sentence, taking care to express the meaning of the underlined colloquial expressions accurately.

1. George, you're somebody who's going to stand up for yourself.

2. Well, because, George, nice girls get angry when, uh, guys take advantage of them.

3. Do you mind if we park? [This had a special meaning in the 1960s in America. Can you guess what it was from the context of the scene featuring Marty and Lorraine?]

4. Marty, don't be such a square.

5. I swiped it from the old lady's liquor cabinet.

6. Close the door, and beat it!

7. Scram McFly! I'm cutting in.

8. Everybody who is anybody drinks.

4. Writing Activity

If you could go back to the past or forward to the future where would you go and why? Write a paragraph by yourself and then show it to a partner.

5. A step back in time on the Internet

Research what was happening on your birth date at various times in the past by accessing "The History Channel" at...<http://www.historychannel.com/tdih/>

Report to your classmates a few of the historical events that you find in the black column on the right. The events are in various categories, such as "crime," "entertainment," and "literary."

2. The Explorers

OBJECTIVES

1. Listening for numbers.
2. Paying attention to time markers.
3. Becoming familiar with the language of geography.

I. Pre-Listening Discussion

Amazingly, new species of plants and animals are still being discovered today, especially in places like the Amazonian rainforest, the jungles of Indonesia, and in the deep sea. If you were able to win a million dollars by making a completely new discovery in the world, where would you go, what equipment would you take, and who would you take along for the adventure? Discuss your plan with a group. [For ideas about possible destinations, try accessing the Earthwatch Institute's website at < <http://www.earthwatch.org/> > and click on the "Expedition Search" link at the top.]

II. Listening: Multiple Choice

Scene 1: National Geographic photographer, Jim Stanfield

1. Jim Stanfield works on each assignment for _____ each year.
 - a. 18 - 19 days
 - b. 8 - 9 weeks
 - c. 18 - 19 weeks
 - d. 8 - 9 months
2. Stanfield travels alone _____.
 - a. to cut his operating costs
 - b. to preserve his secrecy
 - c. to avoid any competition
 - d. to leave his mind open
3. Every year, the National Geographic receives _____.
 - a. 1.5 million pictures and more than 14,000 rolls
 - b. 1.5 million pictures and more than 40,000 rolls
 - c. 9 million pictures and more than 14,000 rolls
 - d. 9 million pictures and more than 40,000 rolls
4. Alexander Graham Bell's description of the society's mission was _____.
 - a. "The world's family is all the world"
 - b. "All the world has to see it"
 - c. "All of it on the world stage"
 - d. "The world and all that is in it"
5. All the magazines in a typical print run would make a stack _____.
 - a. 15 miles high
 - b. 50 miles high
 - c. 53 miles high
 - d. 63 miles high
6. In Washington, D.C., Hubbard Hall still stands at _____.
 - a. 16th and M streets
 - b. 60th and M streets
 - c. 16th and N streets
 - d. 60th and N streets

Scene 2: The North Pole

7. Grosvenor's grandfather wrote on a postcard:
- I flew over the South Pole.
 - I found Robert E. Peary.
 - I found the North Pole.
 - I flew over the footsteps of Robert E. Peary.
8. At the North Pole, the water temperature was only
- 29 degrees F and it was under 6 ft of ice.
 - 90 degrees F and it was under 3 ft of ice.
 - 29 degrees F and it was under 9 ft of ice.
 - 90 degrees F and it was under 6 ft of ice.
9. What is the significance of the flag?
- It is an odd shape.
 - It is the flag of America.
 - It was beautifully made.
 - It was brought to the North Pole 70 years before.

Scene 3: Underwater exploration

10. Of the Earth's surface, _____.
- one and seven tenths is covered by water
 - three quarters is under water
 - one half is wet
 - seven tenths is covered by water

Scene 3: (Continued)

11. What is Dr. Eugenie Clark's mission?
- To test a new shark bait.
 - To study life in the deep ocean.
 - To begin new polar exploration.
 - To report on a new submarine.
12. She can descend _ and remain as long as _.
- 73 feet; 6 hours
 - 70 feet; 12 hours
 - several thousand feet; 6 hours
 - several thousand feet; 12 hours
13. Dr. Clark's whole family _____.
- encouraged her to study science.
 - wanted her to learn typing.
 - wanted her to become a teacher.
 - opposed her ambition to be a writer.

Scene 4: Man's Prehistory at the Olduvai Gorge.

18. Which is true about the Olduvai Gorge?
- It has remnants of the pyramids.
 - It gives us a look at only the last 500,000 years.
 - It tells a remarkable story about the past.
 - Louis Leakey sees it as a meaningless desert.
19. Louis Leakey asked the question _____.
- "Who were the men who made the tools?"
 - "How did they die?"
 - "How did they exist back then?"
 - "What kind of tools did they create?"
20. Which fossil stunned the scientific world in 1959?
- A fossil skeleton 1.25 million years old.
 - A fossil jawbone 1.50 million years old.
 - A fossil skeleton 1.75 million years old.
 - A fossil jawbone 1.75 million years old.

21. After 30 years of ridicule, Louis Leakey and his wife, Mary, were finally _____.
- shown respect and supported by the National Geographic Society.
 - criticized by other people.
 - offered several university positions.
 - given the Nobel Prize for Science.
22. What happened in 1984? [Note: Richard Leakey is the son of Louis and Mary.]
- Richard Leakey and his parents had a terrible argument.
 - Louis Leakey died while working in the gorge.
 - Richard Leakey found a nearly complete skeleton of an early human.
 - Mary Leakey encouraged her son to become a businessman.

Scene 5: Primates

23. Jane Goodall discovered that _____.
- chimpanzees form family groups.
 - chimpanzees never fight.
 - chimpanzees don't make tools.
 - chimpanzees are very different from humans.
24. What happened in December, 1977?
- Digit was killed by poachers.
 - Dian Fossey made contact with chimpanzees.
 - Dr. Leakey studied gorillas in Rwanda.
 - Dian Fossey and Jane Goodall met.
25. Dian Fossey's murder led us to ask "_____?"
- Can we ever understand each other without understanding wild animals
 - If we cannot protect wild creatures, can we save ourselves
 - Can we live in peace
 - Can we outlaw guns

Scene 6: The Hagahai's Problem

26. The Hagahai are in danger because of _____.
- a shortage of food
 - a loss of traditional skills
 - a lack of resistance to common diseases
 - a rapidly expanding population
27. What did the Hagahai do?
- They stayed in their homelands.
 - They sent some men to get help.
 - They began to commit suicide.
 - They offered new sacrifices to the gods.
28. What disease does Dr. Carol Jenkins' patient (i.e., the one with the bloated stomach) have?
- Severe malnutrition
 - Advanced smallpox
 - Chronic malaria
 - Vitamin deficiency

29. The baby is special because it's _____.
- a. one (out of a total of 8) born that year
 - b. one (out of a total of 8) born to a single mother
 - c. the only baby (out of a total of 8) to survive that year
 - d. the first baby (out of a total of 8) born this year
30. Although Dr. Jenkins was trained to **observe** cultures, she must now _____.
- a. move the Hagahai to a city
 - b. help to alter the Hagahai's culture
 - c. destroy her records of the Hagahai
 - d. limit her contact with the Hagahai

III. Post-Listening

1. Which country in the world would you most like to explore?
2. Make use of a website that features geographical information, such as The National Geographic's "MapMachine" at...
<http://plasma.nationalgeographic.com/mapmachine/countryprofiles.html> .
Make sure that the country you are searching for is different from that of your partner. Compare the countries that you have researched in terms of population, levels of literacy, life expectancy, etc.

For example: "The country that I chose, Ethiopia, is much bigger than yours but yours has a higher population. English, Akan and Moshi-Dagomba are spoken in my country, but French is the major language in yours."

3. ER

I. OBJECTIVES:

1. Learn vocabulary used to describe jobs, working conditions, and health issues.
2. Introduce listening strategies: prediction, guessing and summarizing.
3. Practice making comparative sentences.
4. Express personal opinions.
5. Study features of naturally spoken English.
6. Practice filling in a job application and learning job interview skills.

Description

The emergency room (ER) of Chicago's County General, a teaching hospital, is on alert when a number of victims are rushed there for treatment after a nearby building collapsed. The young residents and interns all help with the injured and deal with other patients and personal problems as well.

Dr. Susan Lewis (SHERRY STRINGFIELD) must console a dying cancer patient. Medical student John Carter (NOAH WYLE), not yet a doctor, deals with several medical emergencies on his very first day in the E.R.

In the midst of the chaos, Dr. Mark Greene (ANTHONY EDWARDS), the married chief resident, receives a job offer from a prestigious private practice. His wife wants him to take the new job so he can be with his family more often, but he doesn't want to leave the E.R. and his colleagues and friends.

II. PREVIEWING:

1. Circle your best guess. Then, compare your answers with students sitting near you.

- ① Which job has the highest salary?
 (a) Actor (b) Doctor (c) Lawyer (d) Company President
- ② Which job is the most fun and exciting?
 (a) Race car driver (b) Top Model (c) Pop singer (d) Baseball player
- ③ Which job is the most difficult?
 (a) Brain Surgeon (b) Politician (c) Novelist (d) Ballerina
- ④ Which job is the most dangerous?
 (a) Soldier (b) Firefighter (c) Policeman (d) Astronaut
- ⑤ Which job is the worst?
 (a) Mortician (b) Toilet Cleaner (c) Prison Guard (d) Garbage Collector
- ⑥ Which job is the most important?
 (a) Doctor (b) Policeman (c) Teacher (d) Prime Minister

2. How important is it... (1 is least. 5 is most)

to have a high salary?	1	2	3	4	5
to have a low-stress job?	1	2	3	4	5
to have a challenging job?	1	2	3	4	5
to have a long holiday?	1	2	3	4	5
to have colleagues you enjoy working with?	1	2	3	4	5
to have short working hours?	1	2	3	4	5
to have a job near where you live?	1	2	3	4	5
to have a job you enjoy?	1	2	3	4	5

3. What is the life of an ER doctor like? Take turns making sentences.

Use *always, usually, often, sometimes, seldom, never*

"He/She always wears a uniform."

"He/She usually works late."

III. WHILE LISTENING:

A. True or False

Watch the following segments and answer these questions.

Circle (T) for True or (F) for False. Correct the False statements.

Building Collapse

1. T/F Dr. Greene takes a nap in a supply closet.
2. T/F He gets up at 6:30 pm.
3. T/F Twelve people are dead and two are injured in the building collapse.
4. T/F Dr. Benton says "It's a good day for us surgeons."

Breakfast with Dr. Greene's Family

5. T/F Dr. Greene's wife wants him to spend more time with his family.
6. T/F He is eager to go to the interview.

Benton shows Carter the ER

7. T/F Carter is an experienced doctor.
8. T/F Dr. Benton is slowly explaining the ER to Carter.

Woman with the cut hand

9. T/F She cut her hand with a knife.
10. T/F She is nervous about Carter.
11. T/F At first, Carter told the patient that the stitches could be removed in 10 days.

Policeman with gunshot wound

12. T/F Carter is lying when he says he has put in an I.V. before.
13. T/F The policeman's wife shot him in the leg.
14. T/F The policeman sometimes hits his wife.

Dr. Greene visits Dr. Harris's office

15. T/F The job will pay \$140,000 and include the use of a condo.
16. T/F Dr. Harris told Dr. Greene that he will have to work on weekends.
17. T/F Dr. Greene told Dr. Harris he would take the job.

Smoker's X-rays

18. T/F The man smokes 2 or 3 packs of cigarettes per day.
19. T/F He's 40 years old, married, and has three children.
20. T/F He has throat cancer.
21. T/F He will go on a holiday.

Mrs. Raskin

22. T/F Mrs. Raskin is worried about the money for the operation.
23. T/F She has a serious injury.
24. T/F She is worried about Dr. Greene's relationship with his wife.

Carter and Girl who crashed her father's car

25. T/F Carter is hurting her when he puts in the stitches.
26. T/F The girl crashed her father's old car.
27. T/F Her father forgives her.

Greene gives Carter Advice

28. T/F Dr. Greene advises Carter not to hide his feelings.
29. T/F Dr. Green says he never feels like quitting.
30. T/F Dr. Green says Dr. Benton never got sick in medical school.

B. Points of View (For an extra challenge)

1. What happened today?

Imagine you were one of the people in the ER today. Answer the question "How was your day?" by telling your story. Other students will try to guess who you are.

For example: **Student 1:** "How was your day?"

Student 2: "It was wonderful. I had lunch and went shopping. Then I went to see Dr. Greene about my hangnail. He's such a nice young man. It didn't hurt at all. (continue)"

Student 1: "Are you Mrs. Raskin?"

Student 2: "Yes!"

2. What would you do if...

- a. Your spouse asked you to change your job?
- b. Your teenager crashed your car?
- c. A man/woman keeps calling your wife/husband at home?
- d. Your friend's husband was hitting her?
- e. You found out you had only six months to live?

Compare your answers

Student 1: "If I only had six months to live, I would travel around the world"

Student 2: "Me too. And I would go to see the aurora."

3. Do you agree (A) or disagree (D) with these statements?

- ___ Sixteen-year olds are too young to drive.
- ___ Smoking should be banned in all restaurants.
- ___ You should not let others tell you how to live your life.
- ___ People who work together should not date.
- ___ A doctor should tell a patient if he or she is dying.

Discuss your answers (as in the example below)

*"I think smoking should be banned in restaurants because there is 'second-hand' smoke."
"I think so too."*

4. Making Comparisons

a) Two Jobs -Compare Dr. Greene's job in the ER to the job in the private clinic in terms of hours of work, salary, benefits and job satisfaction.

ER Doctor	Private Clinic Doctor
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

Which job do you think he will choose? Why?

b) Two Doctors – Compare Dr. Greene to the intern John Carter (looks, personality, work experience, marital status, job etc.).

Fill in the blanks (the first one has been done for you) then take turns making sentences using these phrases:

- the same as
- different from
- similar to/ like
- neither
- both
- on the other hand

Dr. Greene

Married



Dr. Carter

Single

5. Speaking Naturally

a) Voice Inflection

Inflection helps you stress important points in what you are saying.

Ways to inflect are:

Stressing I am VERY hungry.
 Stretching I want to eat a BIIIIIIIIIIIIIIIIIIIIIG pizza.
 Pausing This pizza is...the best...I've ever eaten.

Listen to this scene again. Mark the conversation with stresses (^) stretches (~) or pauses (/). Then act out the scene in groups of three.

DADDY: Suzanne!
 GIRL: Daddy...
 DADDY: Suzanne... Oh, my... Oh, my god.
 GIRL: Oh, daddy.
 CARTER: Uh, uh, could we not move, please?
 DADDY: Is she going to be all right?
 CARTER: Yeah, she's going to be fine.
 DADDY: Oh... Oh, honey.
 GIRL: Daddy?
 DADDY: Yeah?
 GIRL: I trashed the car.
 DADDY: That's all right. The important thing is that you're okay.
 GIRL: Oh... Oh, daddy.
 DADDY: What car? You mean the caddy?
 GIRL: Oh, daddy, I am so sorry.
 DADDY: You totaled my new Seville? Suzanne! God! Oh, god...! My Cadillac!

Oh...(He leaves and punches a cabinet.) It doesn't matter. It doesn't matter.

6. Tell the story

Take turns in a small group or with a partner, making up a story about how the girl crashed her father's car. Who has the best story?

IV. POST-VIEWING TASKS (IF TIME PERMITS)*1. Common Cures: Match the ailments to common treatments.*

- | | |
|-------------------------------|------------------------------|
| 1. I caught a cold. | a. Drink some chamomile tea. |
| 2. I have a stomachache. | b. Get a massage. |
| 3. My head hurts. | c. Drink a glass of water. |
| 4. I got a pimple. | d. Take some vitamin C. |
| 5. I'm tired all the time. | e. Take an aspirin. |
| 6. My back hurts. | f. Use some skin cream. |
| 7. I have the hiccups. | g. Take a vacation. |

2. What kind of doctor would you see when ...

- | | |
|------------------------------------|----------------------------------|
| 1. Your child has a cold. | a. A Dermatologist |
| 2. Your dog threw up. | b. An Orthopedic Surgeon |
| 3. Your arm is fractured. | c. A Surgeon |
| 4. You want a cuter nose. | d. A Veterinarian |
| 5. You need your appendix removed. | e. A Cosmetic Surgeon |
| 6. You are feeling depressed. | f. A Pediatrician |
| 7. You have pimples. | g. A Psychiatrist or a Counselor |

Take turns giving advice for these illnesses.

You should.... / Why don't you... / If I were you, I would...

3. Benefits of Not Smoking

Read the following statistics. Then take the quiz.

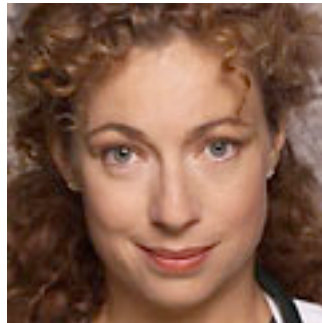
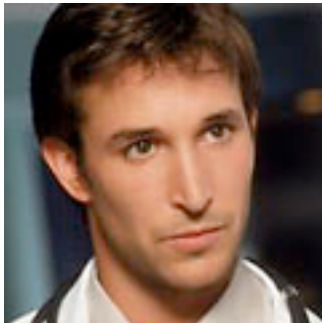
Statistics About Smoking

Fact – Smoking causes death

- 440,000 Americans die from smoking each year
- Most deaths were related to Lung Cancer

Smoking has been proven addictive

- Nicotine is addictive and quitting is very difficult
 - Most people are addicted to tobacco before age 20
-



Quiz- Beneficial health changes when you stop smoking

If a person stops smoking, how long do you think it would take for them to experience these health benefits? Use these numbers to fill in the blanks with your best guesses: 8, 10, 20, 15, 24, 2-12, 3-9, 72, 48, 1.

Blood pressure and pulse rate return to normal:

___ *minutes*

Nicotine and carbon monoxide levels in blood reduce by half, oxygen returns to normal:

___ *hours*

Carbon monoxide is eliminated from the body. Lungs clear out mucus, smoking debris:

___ *hours*

Ability to taste and smell is greatly improved:

___ *hours*

Breathing becomes easier. Bronchial tubes begin to relax and energy levels increase:

___ *weeks*

Circulation improves:

___ *months*

Coughs, and breathing problems improve as lung function is increased by up to 10%:

___ *year*

Risk of heart attack falls to about half that of a smoker:

___ *years*

Risk of lung cancer falls to half that of a smoker:

___ *years*

Risk of heart attack falls to the same as someone who has never smoked:

___ *years*

*Check your answers at the end of this unit.

3. Vocabulary Review

Do the following exercises for homework.

Words can have more than one meaning. For example, "class" can mean a group of students (English class starts at 1:20), or it may mean sophistication (Princess Diana had a lot of class).

What do these words mean in these sentences? Write definitions in your own words.

1. Their team *spirit* helped them work together in the ER.

The *spirit* of the dead queen is sometimes seen in the castle.

2. The company *severed* their relationship with the foreign office.

The man's hand was *severed* in the accident, but the doctor re-attached it.

3. I *couldn't stand* after hearing the news that my father had died.

He *can't stand* the sight of blood.

4. He *missed* the vein several times before he succeeded.

He *missed* his wife when he went away on a business trip.

4. *Job Application and Interview*

1. Think of a job you would like to have. Write it here _____

[To make this activity more realistic, you can find an actual job at Yahoo's HotJobs site
<<http://hotjobs.yahoo.com/>>.]

2. Fill out the application for the job (on the next page).
3. Exchange it with another student. Read their application.
4. Take turns interviewing each other for the job.

Applicant

Make a good impression by introducing yourself (make good eye contact, shake hands firmly, and smile). When you leave, thank the interviewer for meeting with you and say "Thank you. I'm looking forward to hearing from you."

Interviewer

You can start by clarifying some of the information on the application. For example:

"You are applying for a job as a *teacher*, right?"

"It says here, you majored in English. Is that correct?"

"So you know how to use a computer?"

Then ask further questions about why the applicant is interested in this job. At the end, say "Thank you for coming. We'll be in touch soon."

APPLICATION FOR EMPLOYMENT

Name: (Last) _____ (First) _____

Address _____

City _____ Prefecture _____ Zip _____

Telephone No. (Home):

EMAIL:

Birth date: Month Day Year

POSITION YOU ARE APPLYING FOR

Job Title: _____

Location: _____(City and Country)

Salary Range Desired _____per year

How did you learn of this opening? Advertisement Internet Acquaintance Other

Do you want to work: Full-time? Part-time? Day? Evening?

EDUCATIONAL BACKGROUND

Name and Location of High School

No. of years completed:

Date Graduated:

Name and Location of University

Number of years completed:

Expected Graduation Date:

Degree: Bachelor's Master's Doctorate

Major Area of Study:

WORK HISTORY

Name of employer (*firm, organization, etc.*) and address (*including ZIP*)

Dates of employment (*month, year*)

From: _____ To _____

Title of Position:

Kind of business (*restaurant, store, office*):

Place of employment (*city, country*):

Avg. hours you worked per week:

Phone No.

Salary: \$ _____ per month

Name and title of supervisor:

Reason for wanting to leave:

Describe your duties:

SKILLS AND QUALIFICATIONS

List special qualifications you have (word processing, public speaking, computer software, foreign languages etc.)

Work Objectives

Briefly explain why you want this job and why you would be good at it.

Date: _____ Signature: _____

Key to Quiz

20 minutes-Blood pressure and pulse rate return to normal

8 hours-Nicotine and carbon monoxide levels in blood reduce by half, oxygen levels return to normal

24 hours-Carbon monoxide will be eliminated from the body. Lungs start to clear out mucus and other smoking debris

48 hours-Ability to taste and smell is greatly improved

72 hours-Breathing becomes easier. Bronchial tubes begin to relax and energy levels increase

2-12 weeks-Circulation improves

3-9 months-Coughs, wheezing and breathing problems improve as lung function is increased by up to 10%

1 year-Risk of heart attack falls to about half that of a smoker

10 years -Risk of lung cancer falls to half that of a smoker

15 years-Risk of heart attack falls to the same as someone who has never smoked

Source of information: www.nicorx.com/Statistics.asp

4. Steel Magnolias

I. OBJECTIVES:

- Familiarize students with colloquial expressions and regional accents.
- Introduce American engagement and wedding customs.
- Learn vocabulary used to describe character.
- Introduce listening strategies: prediction, guessing.
- Listen for contracted forms and stress patterns of naturally spoken English.

II. PREVIEWING:

You are going to watch some scenes from the film “Steel Magnolias.” The movie is set in the American South, so the characters have thick southern accents. Here are some descriptions of the main characters:

Shelby: a young woman who’s about to be married (played by Julia Roberts)

M’Lynn: Shelby’s mother

Drum: Shelby’s father

Truvy: the owner of a beauty salon where a lot of the action takes place

Clairee: one of Truvy’s wealthy customers

Annelle: a woman who escaped from her violent husband; she gets a job at Truvy’s beauty salon

When Annelle (the woman with long hair and glasses) walks on the road, she finds that there will be a wedding reception at a house. Outside the house, Drum tries to drive away noisy birds, while Shelby hurries down the stairs to talk to her mother.

Watch the scene without the sound and write at least three words to describe the personality of each character.

Shelby:

- 1)
- 2)
- 3)

Annelle:

- 1)
- 2)
- 3)

M’Lynn:

- 1)
- 2)
- 3)

Drum:

- 1)
- 2)
- 3)

Compare your answers with your classmates.

III. WHILE LISTENING:

Watch the first scene with the sound on and put the lines in order.

- 1 Get out of there!
 _____ Well, I'm sure I have something that will do.
 _____ I'd love to see what the boys would pick up.
 _____ It has to be delicate.
 _____ This nail polish is drying way too dark!
 _____ You should've drowned them at birth.

In the next scene, Spud (Truvy's husband) is watching television, but Truvy wants him to finish coloring the Easter eggs for the Easter egg hunt at the church. Easter eggs are decorated and hidden during the Easter festival.

Check the sentences that are likely to be true.

- _____ They are going to divorce.
 _____ Truvy works harder than Spud.
 _____ Truvy often criticizes her husband.
 _____ They recently married.

Explain how each woman shows her friendliness or nervousness in this short scene.

The scene begins as Truvy opens the front door for Annelle.

Truvy	Annelle

Fill in the blanks with the appropriate contractions. Contractions are the short, spoken form of a pronoun and a verb.

In Truvy's beauty shop, Annelle uses a can of hair spray on Truvy's hair.

Annelle: There.

Truvy: Okay.

Annelle: Oops! I see a hole.

Truvy: Yeah. I was hoping you'd catch that.

Annelle: (1)_____ a little poofier than I would normally do, but

(2)_____ nervous.

Truvy: Oh, (3)_____ not worried about that. I usually wrap my entire head in toilet paper when I go to bed at night, so it usually gets pretty smushed down in the process anyway.

Annelle: In my class at the trade school, I was number one when it came to frosting and streaking. I did my own.

Truvy: Really (4)_____ good. And I can usually spot a bottle job at twenty paces. Your technique is really good.

Annelle: Thanks.

Truvy: I think your form and content will improve with time. So, best I can tell, young lady, (5)_____ just landed yourself a job.

Annelle: Oh, God! Oh, thank you, Ms. Truvy.

Truvy: No time for thanks this morning, honey. (6)_____ gonna be busier than a one-armed paperhanger.

Annelle: Oh, here let me help you.

Truvy: (7)_____ all right. I got it.

Annelle: You got tiny little hairs and fuzzies all over you.

Truvy: (8)_____ so much static electricity in this room. I pick up everything but boys and money.

E Choose the appropriate answer.

While taking out the garbage, Truvy and Annelle talk. Then, a woman driving a car, Clairee, drives up to Truvy's Beauty Spot.

Which woman has the highest social position(H)? Next(N)? Least(L)?

___ Truvy ___ Annelle ___ Clairee

Which two women have lived longest in the community? [Mark with a check.]

___ Truvy ___ Annelle ___ Clairee

Which woman is married(M), single(S) or widowed(W)?

___ Truvy ___ Annelle ___ Clairee

F Choose the most appropriate answer.

Jackson visits Shelby in the bathroom.

1. When Shelby sees Jackson enter the bathroom, she gets angry with him because

- (a) she doesn't want him to disturb her preparing for the wedding.
- (b) she believes it unlucky to see a bridegroom before the wedding.
- (c) she had a quarrel with him a few days ago.
- (d) she thinks that Jackson will be late for the wedding.

2. Jackson is worried that

- (a) Shelby's father doesn't like him.
- (b) Shelby doesn't like the idea of having a child.
- (c) Shelby will cancel the wedding.
- (d) Shelby will not be happy with him.

Features of Spoken English

In spoken English important information-carrying items are emphasized or stressed. These are typically content words such as nouns, main verbs, adverbs and adjectives. Other words are de-emphasized or unstressed.

These unclear items are usually structure or function words such as pronouns, prepositions, article, conjunctions and auxiliary verbs.

G Did you read the information on features of spoken English on the previous page?
Now, fill in the blanks with a word or words.

*Annelle rinses M'Lynn's hair as Truvy removes the rollers from Shelby's hair.
Clairee looks through Truvy's recipes.*

Truvy: Well, M'Lynn, it looks like you're (1)_____.

And I think we can trust Annelle here to do that...Honey, her coiffure
card's in a little box in the counter.

Annelle: Oh, I don't know. Today is a very special day and my work (2)_____
_____ be poofy when I'm nervous.

Truvy: You stop that! You're a professional now, so just (3)_____
and bang some hair.

Annelle: Does your dress have to go over your head?

M'Lynn: No.

Annelle: Oh, good...Oh, I'm sorry, Truvy.

Shelby: Relax. You (4)_____ up her hair. You just tease it and
make it look like a brown football helmet.

M'Lynn: Well, I must've missed the passage in Emily Post that said
5)_____ the mother of the bride.

Truvy: Oh, hush, girls. Shelby, your Momma never tells us much. What's
Jackson like?

Shelby: He's real cute. And I thought he was a (6)_____, but then he kinda (7)_____, and now I love him.

Clairee: You (8)_____, Shelby. Louisiana lawyers do well whether they want to or not.

Shelby: Oh, I really don't care. Well, I mean, don't get me wrong. The money is real nice and all, but...I just like the (9)_____. My dream is to get old and sit on the back porch (10)_____ grandchildren and saying "No!" and "Stop that!"

Truvy: Are you gonna (11)_____ job?

Shelby: Never! I love it! I love bein' around all those babies.

M'Lynn: Drum and I both feel that she (12)_____ after she gets married.

Shelby: Well, I'm so anxious to discuss this topic for the nine hundredth time this week.

M'Lynn: You (13)_____ all day long. You (14)_____ to your circulatory system.

H Choose the most appropriate answer.

Shelby, annoyed at her mother for reminding Shelby of her health limitations, suggests that Truvy get a radio. Then, the four women continue their conversation.

1. Clairee probably looks sad while talking to Shelby because

- a. Clairee divorced her husband.
- b. Clairee didn't want her husband to take care of business for her.
- c. Clairee wasn't as happy as Shelby is now.
- d. Clairee remembers her happy life with her husband.

2. The colors for Shelby's wedding are:

- a. red and pink.
- b. pink and pink.
- c. blue and pink.
- d. pink and white.

3. How many bridesmaids will be at the wedding?

- a. 3
- b. 9
- c. 13
- d. 19

4. The wedding cake looks like an armadillo with:

- a. red icing and gray filling.
- b. gray icing and red filling.
- c. pink icing and red filling.
- d. gray filling and pink icing.

5. The women are shocked to learn that:

- a. Shelby almost canceled the wedding.
- b. Shelby kissed Jackson in the river.
- c. Shelby didn't like the wedding dinner.
- d. Shelby went swimming naked with Jackson.

**I Listen to the conversation and write in the brackets the initial of the character who says the line (A-Annelle, C-Clairee, M-M'Lynn, S-Shelby, T-Truvy).
*Shelby begins to get pale.***

1. [] He enclosed this carport so I could support him.
2. [] And your scalp's as clean as a whistle.
3. [] Should I get her a cookie?
4. [] You didn't bring your purse.
5. [] She's a diabetic.
6. [] children aren't impossible.
7. [] Normality is very important to Shelby.

J Dictation

Clairee hands M'Lynn another glass of juice.

Truvy: I'm really sorry about the children part, M'Lynn.

M'Lynn: I know _____

Shelby: _____

M'Lynn: _____

Shelby: _____

Clairee: _____

Shelby: Oh, Mama, I'm sorry.

M'Lynn: That's all right, honey.

IV. POST-VIEWING TASKS:

Get into a small group and discuss the following. Groups should be prepared to present their answers to the class.

Discussion-A

Do you think being married is necessary for your happiness? How about having children?

Discussion-B

In the movie, women of different ages and social positions meet at Truvy's beauty parlor. There are things we can learn from meeting people of different ages and experiences than our own. In your life, is there a place where you can meet people of different ages? After several minutes, tell your partner about such a place and what you can learn there.

V. Optional Activities: -- Vocabulary and expression review

Translate these sentences into Japanese.

1. I thought he was a pest at first, but he grew on me.

2. Don't get me wrong.

3. He hung on through the State playoff.

4. I wish you'd get off Daddy's back.

5. Fill us in on the reception.

6. It's been a long time since we've had a youngster in this place.

7. Oh, it's okay now. We worked it all out.

8. It's no wonder with all this runnin' around and weddin' nonsense.

5. Acting Jobs

OBJECTIVES

1. Listening for biographical information
2. Familiarize students with short biographical/autobiographical sketches
3. Utilize databases to find information about persons/movies

I. Pre-Listening

Use the Internet to find information about the Hollywood stars who will be introduced in this unit. A good resource for this is the “Internet Movie Database” < <http://www.imdb.com/>>. Go there and search for short biographies of Greta Garbo, Helen Hayes, and Shirley MacLaine using the “Search the IMDb” box on the top left of your screen. Do this in a group of three or four, with each group member being responsible for a different actress. Share the following information about them:

- Where were they born?
- When were they active?
- How many movies did they appear in?
- What were their most popular movies?

Have any of the members of your group seen any of their movies?

II. Listening

Scene 1: Greta Garbo

Greta Garbo was a famous American actress known for her glamorous appearance. This video shows a scene made at the end of her career.

Key Words or Phrases

mystique	flattering
intriguing	allure
contrary to popular belief	presence
unimpressive	charisma

Multiple Choice

- | | |
|----------------------------------------|-------------------------------------------|
| 1. Greta Garbo played Anna Karenina in | 2. Her movie career was over _____ |
| a. 1913. | years after the peak of her career. |
| b. 1915. | a. 6 |
| c. 1930. | b. 10 |
| d. 1935. | c. 16 |
| | d. 20 |
| 3. With whom was she to appear in the | 4. Greta Garbo came to life on the screen |
| movie based on a novel by Balzac? | with |
| a. James Wong Howe | a. the cigarette. |
| b. Honore Balzac | b. the other stars. |
| c. Leo Tolstoy | c. the camera. |
| d. James Mason | d. the script. |

Scene 2: Helen Hays

Helen Hayes is an 89-year-old actress from the silent movie days. Now she is a grandmother.

Key Words or Phrases

hustle and bustle	oscars
glorious	a blow
debut	crushing
first lady of the theater	under the surface

True and False

- T / F Helen Hays began her career as a child.
- T / F Her daughter died of polio.
- T / F She feels that old age is a punishment.
- T / F Her son has often given her trouble.
- T / F Helen Hayes wrote an autobiography.

Scene 3: Shirley MacLaine

Shirley MacLaine is an actress and the author of several books about herself and her views.

Key Words or Phrases

autographical review	kick up her heels	start off on the wrong foot
back at the center stage	metaphysical guru	bounce back

Multiple Choice

12. Shirley MacLaine played in _____ movies and wrote _____ books.
- 6 and 36
 - 39 and 6
 - 6 and 39
 - 60 and 6
13. She played a _____ in *Waiting for the Life*.
- metaphysical scholar
 - fire woman
 - retired magician
 - clever thief
14. She entered show business when she got her first laugh by
- finding a four leaf clover.
 - dropping an apple.
 - wearing an old hat.
 - reading from a book.

II. Post-Listening:

Name some Japanese entertainers who were active a long time ago, such as Hibari Misora or Momoe Yamaguchi. You may use the database of popular personalities, such as the one at: http://nippon.com/popular_profiles.php . Find out some information you didn't know about them and report your findings to your group or partner.

6. Eastern Canada, Geography

I. Pre-Listening

As you watch the opening sequence, write down some words that you can use later to describe Canada to a partner or group.

polar bears _____

vast _____

II. Listening

Scene 1: Newfoundland

Vocabulary: Watch and listen to the segment on Newfoundland twice. First, put a check [✓] beside the word as you hear it. As you watch it a second time, try to guess the meaning of the words from the context. In a group of four, divide up the words and try to identify the meaning and context (in the VIDEO) for the ones you're responsible for. Then, get together and share what you've learned.

diversity	[]	archeological site	[]
province	[]	commodity	[]
territory	[]	navigate	[]
ice age	[]	harbor	[]
aboriginals	[]	settlement	[]
descendants	[]	claim	[]
Vikings	[]	aura	[]
spruce forests	[]	coziness	[]
Inuit	[]	distinct breed	[]
walrus ivory	[]	zest for life	[]

Fill in the blanks for the following *paraphrased* passage as you watch the video. Choose from this list of words:

trade	Newfoundland	Vikings	ice age
Columbus	descendants	wood	ivory

After the last 1. _____ some groups of homo sapiens (i.e., humans) moved to Eurasia and others crossed the Bering Strait to become the ‘native peoples’ of the New World. About 905 A.D., the 2. _____ of these two peoples met in modern-day 3. _____ and Labrador. Those who came from the European continent were called 4. _____. So, contrary to the popular understanding, 5. _____ was not the first white man to come to the New World. The Vikings came to Canada before him, by way of Greenland. They came for 6. _____ to build their ships and to 7. _____ with the Inuits, the natives of that region. The Vikings needed walrus 8. _____ because they used it as ‘money’ in Europe.

Scene 2: Nova Scotia

Vocabulary: Match the word from the video on the left with its synonym.

- | | | |
|-----------------|-------|-------------------------|
| 9. rugged | _____ | a. permanent |
| 10. indelible | _____ | b. saved |
| 11. fortress | _____ | c. law |
| 12. dwindling | _____ | d. rough / rocky |
| 13. legislation | _____ | e. stronghold / citadel |
| 14. preserved | _____ | f. shrinking / receding |

Multiple Choice and True or False questions. If False, write down the correct answer.

15. Which of the following groups is NOT mentioned as arriving in Nova Scotia before the Scottish Highlanders?
- Native Micmac Indians
 - the British
 - the Dutch
 - the French
 - Loyalists from American colonies
16. The Fortress of Louisberg was built outside of Sydney, Nova Scotia to guard the Gulf of St. Lawrence and protect _____ dwindling empire in the New World.
- England’s
 - America’s
 - Holland’s
 - France’s

17. T / F Many United Empire Loyalists (supporters of the British cause) settled in Nova Scotia before the American Revolution.

18. T / F Many Blacks sought refuge in Canada before the Civil War because of Canada's anti-slavery law.

Scene 3: New Brunswick

Vocabulary: With a partner, make sentences using the following words.

striking (impressive) _____

shoreline (coast) _____

migration (reoccurring journey) _____

True or False (if false, write down the correct answer), **Multiple Choice**, and **short answer** questions.

19. T / F The striking feature of the Rocks Provincial Park is the top heavy formations of hard rock.

20. Which of the following is **not** mentioned regarding Fundy National Park?

- a. rugged topography
- b. steep hills
- c. soaring cliffs
- d. deep river valleys
- e. fast flowing rivers
- f. waterfalls

21. Where have the birds at Mary's Point Shorebird Reserve come from?

22. Where are the birds going next?

Scene 4: Prince Edward Island (P.E.I.)

Vocabulary: Match the word from the video on the left with its appropriate synonym.

- | | | |
|-----------------|-------|--------------------------|
| 23. densely | _____ | a. spiritual journey |
| 24. federation | _____ | b. strong / powerful |
| 25. unsurpassed | _____ | c. heavily |
| 26. lavish | _____ | d. pure / virginal |
| 27. delegation | _____ | e. unbeaten / unequalled |
| 28. pilgrimage | _____ | f. grand / majestic |
| 29. chaste | _____ | g. coalition / alliance |
| 30. compelling | _____ | h. a group on assignment |

Multiple Choice and True or False questions (If false, write down the correct answer).

31. What important element in Canadian history was conceived in Charlottetown?
- War between the colonies
 - A federation of the colonies
 - Colonization of foreign lands
 - Cooperating with the American colonies
32. What was the strongest argument for forming a union of colonies?
- It was what America did.
 - It was what England wanted.
 - It provided a defense against America.
 - All the Canadians voted for it.
33. T / F The political delegates took \$14,000 worth of champagne to Charlottetown.
34. T / F Over 1,000,000 (one million) visitors go to P.E.I. every summer.

Cloze

Lucy Maude Montgomery wrote *Anne of Green Gables* and said the following about P.E.I. (The missing words can be found in the vocabulary lists for Scenes 1 & 4.)

Prince Edward Island is really a beautiful (35)_____. The most beautiful place in America* I believe. Elsewhere are more (36)_____ landscapes and grander scenery but for (37)_____, restful loveliness it is (38)_____.

* *America* refers to North America.

Scene 5: Quebec and Ontario

Vocabulary: Watch and listen to the segment on Quebec and Ontario. Put a check [✓] beside each word as you hear it. After watching, try to guess the meaning of the words from the context.

heartbeat	[]	lumber	[]
leg of the journey	[]	drunken bouts	[]
predominantly	[]	Parliament	[]
heritage site	[]	mandate	[]
wilderness	[]	diversions	[]
notorious	[]	cosmopolitan	[]

True or False (if false, write down the correct answer).

39. T / F Montreal is the capital of the province of Quebec.

40. T / F Toronto is the capital of Canada.

41. T / F Laws are made in the Parliament of Canada.

III. Post-Listening

1. Of the provinces shown in the video, which one would you like to visit the most? Why?
2. What is one point you learned about eastern Canada's history and/or geography that you didn't already know?

Internet Search: In pairs, one student should do the search suggested in #3 and his/her partner should do the search described in #4. After a few minutes, discuss what you found with your partner.

3. Canada is looking for immigrants. Find out how you can immigrate to Canada at the Canadian government's "Citizenship and Immigration Canada" <<http://www.cic.gc.ca/english/visit/>>. Have you ever thought of immigrating to another country?
4. Plan a trip to Eastern Canada's Maritime Provinces. You can find information about sightseeing spots, tours and events in the "Atlantic Canada Travel and Tourism Guide" <<http://www.atlanticcanada.worldweb.com/>>. There are links to many of the places you saw in today's video, including Cape Breton Island, Prince Edward Island, Newfoundland, and Labrador. You can see maps of the areas if you click on the "Map it" icon. Find a place that looks attractive to you and be prepared to tell your partner what you can see and do there and how you would be able to get around.

7. Washington, D.C., City of Monuments and Myths

I. Pre-Listening

The video describes monuments in Washington and their stories. For example, there are many statues of famous men on horseback in the city. They commemorate war heroes. Sometimes, strange stories have sprung up about certain monuments. Contrary to popular belief, for example, it is not true that the number of horses' hooves is a reminder of the number of times a hero was wounded.

Do you know the difference between 'monument' and 'statue'? Use the OneLook online reference site to find out how they are different <<http://onelook.com/>>. After finding out the meaning of these words, would you say that Hachiko is a monument? Discuss some monuments that you have visited.

Now, use Google to get some information about—and see images of—the Washington Monument, and the Lincoln, Thomas Jefferson and FDR Memorials. These are the four monuments that will be showcased in the video.

II. Listening

Scene 1: Introduction and the Washington Monument.

True and False

1. T/F The Washington monument was built on a different location than the original plan specified.
2. T/F George Washington wanted an equestrian statue to commemorate his presidency.
3. T/F The monument was incomplete for awhile due to lack of funds.
4. T/F It is clear where new construction on the monument began because the texture of the stone is different..

Multiple Choice

5. Only _____ were allowed to ride the first elevator in the Washington Monument.
 - a. men
 - b. adults
 - c. children
 - d. women
6. _____ were once served in the Washington Monument.
 - a. Beer and cheese
 - b. Coffee and tea
 - c. Hot dogs and fries
 - d. Soft drinks and snacks

7. There are _____ steps in the Washington Monument.
- 896
 - 897
 - 898
 - 899

Scene 2: The Lincoln Memorial

Key Words and Phrases

beloved shrine
alternative sites

diversion
coincidence

swamp
controversy

Multiple Choice

8. The cartoons in the Lincoln Memorial were drawn by
- students
 - workers.
 - Lincoln.
 - tourists.
9. How many states were there at the time of Lincoln's death?
- 36
 - 50
 - 13
 - 45
10. The Lincoln Memorial was damaged by _____ in W.W.II.
- a Japanese cannon
 - a German cannon
 - an American cannon
 - an English cannon

Scene 3: Inside the Lincoln Memorial

11. Some say that Lincoln's hands show
- his determination.
 - the letters A. L. in sign language.
 - his love of people.
 - the sculptor's profile.
12. Looking at Lincoln's head from a certain angle, many say that you can see
- Lincoln's wife.
 - Robert E. Lee.
 - Chief Potomac.
 - George Washington.

Scene 4: Memorial Bridge

13. The Memorial Bridge was built in
- 1801.
 - 1826.
 - 1901.
 - 1926.

14. The Memorial Bridge was built to symbolize
 - a. Presidents Lincoln and Jefferson.
 - b. President Abraham Lincoln.
 - c. the union of North and South.
 - d. the connection of past and present.

Scene 5: F.D.R.

Franklin Delano Roosevelt (or FDR) was the president of the United States from 1933 to 1945. During his presidency, a controversial memorial for America's 3rd president and founding father, Thomas Jefferson, was planned and constructed. FDR was instrumental in the planning of this memorial. Many years later, a grand memorial was built for him as well

Key Words and Phrases

conservation

archives

mall

The Great Depression

geometry

True or False

15. T / F Roosevelt saw the construction of the Thomas Jefferson Memorial to its completion. .
16. T / F Roosevelt, like Jefferson, only wanted a small monument built for himself.
17. T / F A large monument with a globe on top was built to honor Roosevelt.
18. T / F The Roosevelt Memorial cost over \$30 million.
19. T / F The Roosevelt Memorial was finished in 1982.
20. T / F Water was one of the main elements of the Roosevelt Memorial.

III. Post-Listening

Both Japan and the United States honor their heroes. The monuments built in their honor try to remind us of their characteristics and interests.

- 1) Using UNESCO's World Heritage Website <<http://whc.unesco.org/en/list/>> find a monument or other site of historical interest. Describe it in detail to those around you.
- 2) If you were remembered by a monument, what sort of monument would you like? Describe it to the student sitting next to you. What accomplishments would you like to be remembered for?
- 3) Listen to your partner's description of the sort of monument or memorial (s)he would like to have built for him/herself and do your best to draw a plan for it. Show your plan to students sitting in front and behind you.

8. An American in China

I. Pre-Listening:

When America normalized its relations with China in the early 1970s, it became possible for Americans to work and travel there. This video focuses on Francis Smith, a young woman who traveled to China at that time to work as an English teacher. While living in Beijing, she met the man who was to become her husband, Jia Li Jun. Their life together in Beijing and their visit to see her in-laws in Harbin are shown.

1. How do you think Jia Li Jun's parents will feel about his marriage to a foreigner?
2. How do people in Japan view "international marriages"? Do you think your parents would be happy if you were to marry someone from a foreign country?

II. Listening

Scene 1: Introduction (no questions)

Scene 2: Maine and Beijing

Key Words and Phrases

magnitude of change
surging demand

isolation
outskirts of Beijing

People's Republic of China
housing complex

Cloze: fill in the blanks with the words given below. (1 point each)

roots
landmark

colonial
explored

settlements
pioneer

familiar

Off the coast of Maine, Mount Desert Island was once a (1)_____ for sailors from the Old World. (2)_____ by the French and English, it was one of America's early (3)_____. One family here has (4)_____ in New England that date to (5)_____ times. Like her (6)_____ ancestors, Francis Fremont Smith will soon begin a life far from the known and (7)_____.

Multiple Choice

8. In college, Francis majored in
 a. Education.
 b. English.
 c. Chinese.
 d. History.
9. There is a great demand in China for
 a. English translators.
 b. English teachers.
 c. English journalists.
 d. English students.
- Scene 3: Life in China Begins**
10. Francis considers herself lucky because
 a. she has accommodations in the city.
 b. she lives with Chinese people.
 c. she has been sent to Beijing.
 d. she finds life more convenient than America.
11. What does she say she can learn in China?
 a. more about education
 b. more about America
 c. more about cooking
 d. more about translation
12. How long was she in China before she got married?
 a. two months
 b. six months
 c. one year
 d. two years
13. Francis fell in love during
 a. an English class.
 b. a musical production.
 c. a band rehearsal.
 d. a showing of a movie.
14. Because the government discourages marriage with foreigners,
 a. the couple were denied permission to marry.
 b. they had to have a secret marriage.
 c. it took them three months to get permission.
 d. the couple had to get married in Harbin.

Scene 4: Journey to Harbin

Cloze: Fill in the Blank.

hometown consentnewlyweds nervous reality
 seldom anxious daughter-in-law react raised

With the Lunar Year approaching, the (15)_____ travel North to Li Jun's (16)_____. Though his parents gave written (17)_____ to their marriage, Francis has no idea what its (18)_____ will mean to them. Francis says she is very (19)_____ going up north because she's a foreigner. She says, "I don't know how they're going to respond and (20)_____ to my arrival as their (21)_____. For Li Jun, too, it is an (22)_____ time. Sent to Beijing as a child to better his education, he was (23)_____ by an aunt. He has seen his parents only (24)_____ in the 25 years since. He says, "The whole story is really very, very interesting for me."

Scene 5: In Harbin**Key words and phrases**

Spontaneous warmth
(re)establish family bonds

bureaucratic regulations
fabulous

Multiple Choice

25. Francis found it easy to get to know Li Jun's family because
- some family members spoke English.
 - they had met before in Beijing.
 - they had a large family.
 - she could speak Chinese.
26. What foreign influence can be seen in Harbin?
- Canadian
 - Russian
 - Mongolian
 - Korean
27. When does Li Jun say he left Harbin?
- 1946
 - 1956
 - 1966
 - 1976
28. The river in town is frozen _____ months of the year.
- two
 - three
 - five
 - six
29. Name two traditional gifts newlyweds contribute to the wedding feast?
- chicken and bamboo shoots
 - liquor, wine, apples and peanuts
 - oranges and bamboo shoots
 - sake, chestnuts and chicken
30. People at the Harbin festival are wearing sunglasses because
- it is a tradition in Harbin.
 - the sun is very bright.
 - sunglasses are a status symbol.
 - they want to disguise themselves.

III. Post-Listening

1. What is your impression of the China you saw in this video? How do you think China has changed in the 35 years since this video was made?
2. Do you think this international marriage will work out? Why or why not?
3. What kinds of problems do people face in international marriages?
4. About.com's marriage information page offers some useful advice about international marriages <<http://marriage.about.com/cs/intercultural/a/international.htm>>. Look at their list of possible problems posed by international marriages. Which do you think are the most serious? Then, look through the list of things couples can do to overcome these barriers. How do you feel about international marriage now?

9. Return to Everest

I. Pre-Listening Discussion

1. Why do you think people climb mountains?
2. Would you ever risk your life in a sport?
3. Nepal, the setting of this story, is one of the poorest nations. Why do you think it is as poor as it is? Find out about the current condition of Nepal by accessing the CIA's "World Factbook." Then, search for some recent news about Nepal using Google's "News Page" at... <<http://news.google.com/>>. CIA WF: <<http://www.cia.gov/cia/publications/factbook/docs/profileguide.html>>

II. Vocabulary in Context (See how many you can hear in the Intro.)

Here near Everest, Tibetan Sherpas long ago found sanctuary.
 Now amid the peaks on the trail to Everest, they meet again.
 They were sombre evidence of the tests that lay ahead.
 The storm intervened.
 At a lower camp, the main party waited in growing suspense.
 The triumph was shared only with comrades.
 The coronation of the Queen was marked by a fitting tribute.
 Sir Edmund Hilary pledged allegiance to another lady—his wife.
 His life would become a continuing odyssey.
 The rate of infant mortality is very low in Japan.
 Each will embark on a new journey of discovery.
 People have bad health and many afflictions due to their poverty.
 The soccer team remains invincible to Lowland teams.
 Even the local lama has found trust in modern medicine.
 His hearing has been severely impaired since birth.

III. Matching Vocabulary Definitions

Choose the letter of the correct definition. Listen for some of them in the Introduction.

_____ sanctuary	a. a state or feeling of anxious uncertainty
_____ trail	b. unbeatable, unconquerable
_____ somber	c. a long adventurous journey
_____ intervene	d. a place of refuge
<u> a </u> suspense	e. to interrupt something
_____ comrades	f. a priest of a form of Buddhism
_____ tribute	g. death
_____ allegiance	h. handicapped, or painful areas of the body
_____ odyssey	i. to start a great project or journey
_____ mortality	j. damaged, handicapped
_____ embark on	k. dark, gloomy, dismal
_____ afflictions	l. something done as a mark of respect
_____ invincible	m. a beaten path through a wild region
_____ lama	n. companions who share one's activities
_____ impaired	o. support of a government or queen

IV. Listening

Multiple Choice

1. Nepal was formed 40 million years ago by
 - a. the collision of the Indian land mass and the Eurasian continent.
 - b. the collision of the Indian land mass and the Australian continent.
 - c. the explosion of Everest in the Indian land mass.
 - d. the explosion of Tibetan mountains in the Indian land mass.

2. Everest was conquered for the first time
 - a. 13 years ago.
 - b. 30 years ago.
 - c. 33 years ago.
 - d. 130 years ago.

3. Hilary is visiting Nepal with
 - a. his son, Paul.
 - b. his nephew, Peter.
 - c. his nephew, Paul.
 - d. his son, Peter.

4. Anduli eagerly welcomed the Hilary family because
 - a. she had lost 8 of her 11 children.
 - b. she had several children attending the new school.
 - c. she had been waiting for them for a long time.
 - d. she had never met them before.

5. Her surviving son, Temba, suffers from
 - a. an extra chromosome.
 - b. an iodine deficiency.
 - c. a colour blindness.
 - d. a hearing ailment.

6. Tenzing Norgay is still strong at _____ years of age.
 - a. 60
 - b. 69
 - c. 56
 - d. 70

7. Hilary and Tenzing have come to a Sherpa village to join the anniversary festivities [i.e., the anniversary of their conquest of Mt. Everest] so they could
 - a. worship Everest with the Sherpas.
 - b. share their honour with the Sherpas.
 - c. climb Everest once again for Britain.
 - d. protest the formal celebration in Britain.

8. They climbed the _____ of Everest.
 - a. east side
 - b. north side
 - c. south side
 - d. west side
9. How many attempts had Tenzing Norgay guided before 1953?
 - a. 1
 - b. 3
 - c. 5
 - d. 10
10. Before Hilary and Tenzing's climb, their group made
 - a. one unsuccessful attempt.
 - b. two unsuccessful attempts.
 - c. three unsuccessful attempts.
 - d. four unsuccessful attempts.
11. What did Hilary and Tenzing leave in the snow on the summit?
 - a. the Union Jack
 - b. a bar of chocolate
 - c. an icy blade
 - d. climbing gear
12. Which special occasion was occurring in England?
 - a. forming a new government.
 - b. crowning a new queen.
 - c. electing a new prime minister.
 - d. marrying a new queen.
13. Queen Elizabeth knighted Hilary and awarded him
 - a. the title of "Sir".
 - b. the title of "Lord".
 - c. money and an estate.
 - d. funds for future adventures.
14. What did Louise do each time they returned to Nepal?
 - a. She taught English in the Sherpa schools.
 - b. She went skiing with Hilary and their children.
 - c. She wrote books about their travels.
 - d. She nursed the sick among the villagers.
15. Hilary and his family helped
 - a. rebuild a village.
 - b. rebuild a temple.
 - c. construct a village.
 - d. construct a bridge.

16. Hilary was worried about the future of the Sherpas because
 - a. there were so many things lacking.
 - b. there were so many things they took for granted.
 - c. there were so many changes.
 - d. there were so few good friends among them.
17. Sherpa children's innocence could one day become a prison because
 - a. they would commit crimes.
 - b. they would be blind to their culture.
 - c. they would not understand their culture.
 - d. they would not be educated.
18. How many schools did Hilary establish?
 - a. 2
 - b. 12
 - c. 22
 - d. 200
19. What was the purpose of the Himalayan Trust?
 - a. to build new schools.
 - b. to promote banking in Nepal.
 - c. to aid climbers of Everest.
 - d. to publicize poor living conditions.
20. The patterns of construction
 - a. have changed little since 1960.
 - b. have not changed since 1960.
 - c. have changed since 1961.
 - d. have changed little since 1961.
21. What is the thing Hilary has always liked about the Sherpas?
 - a. The Sherpas know that they are poor.
 - b. The Sherpas are very friendly.
 - c. The Sherpas do what they can.
 - d. The Sherpas have the strength to carry rocks.
22. The new school lacks
 - a. any heating.
 - b. artificial light.
 - c. community interest.
 - d. student enrollment.
23. To stay upright at a Sherpa gathering is hard because
 - a. the environment is very harsh.
 - b. there is too much beer and spirits.
 - c. there is too much dancing.
 - d. the mountainside is very steep.

24. How many Sherpa children attend school?
- more than 1,000
 - more than 3,000
 - more than 10,000
 - more than 13,000
25. The first school Hilary built is
- the largest, with 300 students.
 - the smallest, with 100 students.
 - the largest, with 100 students.
 - the smallest, with 300 students.
26. The Sherpa soccer team is invincible because
- Lowland teams quickly struggle for breath at 13,000 feet.
 - Lowland teams quickly struggle for breath at 30,000 feet.
 - the Sherpa children practice soccer everyday.
 - the Sherpa children are quick and lively.
27. Three landing strips have been carved out
- to build hospitals and clinics.
 - to improve communications with the world.
 - to develop the Nepal air force.
 - to encourage visits by the King.
28. Many Sherpa illnesses are from
- smoky dwellings and lack of drainage.
 - smoking and water shortages.
 - smoky dwellings and lack of sanitation.
 - smoking and industrial pollution.
29. With new clinics, Sherpa children have
- increasing mortality rates and fewer afflictions.
 - decreasing mortality rates and more afflictions.
 - increasing mortality rates and more afflictions.
 - decreasing mortality rates and fewer afflictions.
30. The news Hilary received when building the hospital was of
- his wife's arrival.
 - the death of his wife and daughter.
 - the medical training of Louise and Belinda.
 - the new aircraft Louise and Belinda provided.

V. Post-Listening

1. What are some social and economic problems in Nepal?
2. What reasons did Sir Edmund Hilary have for returning?
3. What qualities make Sir Edmund Hilary heroic?
4. There is an organization that does work similar to what Sir Edmund Hilary was doing in Nepal. It is called "Habitat for Humanity." It helps people in developing countries build affordable homes using local building materials. You can help as a volunteer. A few years ago a professor at Aoyama Gakuin University, Charles Browne, accompanied a group of students to Mongolia to help with a building project there. To find out what "Habitat for Humanity" is doing in Nepal go to their website < <http://www.habitat.org/> > and click on the pop up menu at the top "Where we operate." Then, select "Asia and the Pacific," find Nepal on the map of Asia, and click on it. Describe the kind of houses that the organization is building for people in Nepal.

10. Mythological Heroes

I. Pre-Listening:

1. Before watching the video, make sentences using the vocabulary below. Compare your sentences with a partner. (This could be done for homework in advance).

a. ideology _____.

b. theology _____.

c. mythology _____.

d. deed _____.

e. sacrifice _____.

2. Discuss the questions below with a partner. Take notes and share with the class.

a. Who do you think is a hero? Why?

b. What are the chief characteristics of a hero?

Which of the items from the following list do you think are essential for a hero?

- Risks him/herself to save another
- Stands up for what he/she believes in
- Practices acts of human kindness over a lifetime
- Overcomes great personal difficulty

II. Listening

Scene 1: Introduction

Cloze: Fill in the blanks with the missing vocabulary.

Joseph Campbell believed that everything begins with a (1)_____. So, we begin this series with Joseph Campbell with one of his favourites. He was in Japan for a conference on (2)_____ and he overheard another American delegate, a social (3)_____ from New York, say to a Shinto priest, "We've been now to a good many (4)_____ and have seen quite a few of your shrines but I don't get your ideology, I don't get your theology. The Japanese paused as though in (5)_____ thought and then slowly shook his head. "I don't think we have ideology" he said. "We don't have theology, we (6)_____." Campbell could have said it of his own life. When he died in 1987 at the age of 83, he was considered one of the world's (7)_____ authorities on mythology, the stories and legends told by human beings through the (8)_____ to explain the universe and their place in it. The twenty books he wrote or edited have influenced artists and performers as well as (9)_____ and students. When he died, he was working on a (10)_____ historical atlas of world mythology, his effort to bring under one roof the spiritual and intellectual (11)_____ of a lifetime.

Multiple Choice

12. For Joseph Campbell, the song of the universe was
 - a. theology.
 - b. mythology.
 - c. ideology.
 - d. paleontology.

13. Which of the following topics did the interviewer **not** talk about with Joseph Campbell?
 - a. art.
 - b. archaeology.
 - c. gods.
 - d. love.

Scene 2: The Hero with a Thousand Faces

14. A hero is someone who has done something
 - a. around the normal range of achievement and experience.
 - b. beneath the normal range of achievement and experience.
 - c. beyond the normal range of achievement and experience.
 - d. between the normal range of achievement and experience.

15. A spiritual hero finds and communicates a
 - a. supernatural range of human life.
 - b. supernormal and strange human life.
 - c. simply abnormal range of human life.
 - d. supernormal range of human life.

16. Every person is a hero when they get out of
 - a. physical dependency.
 - b. psychological dependency.
 - c. psychiatric dependency.
 - d. physiological dependency.

17. Is the heroic journey consciously undertaken?
 - a. sometimes
 - b. always.
 - c. never
 - d. none of the above.

18. The moral objective for a hero is that of
 - a. saving a people.
 - b. saving a person.
 - c. saving an idea.
 - d. all of the above.

19. The "fire theft" theme is
 - a. universal.
 - b. controversial.
 - c. substantial.
 - d. magical.

20. The hero act does **not** include
 - a. return.
 - b. retreat.
 - c. departure.
 - d. fulfillment.

21. According to Campbell, Buddha was **not** tempted by
 - a. lust.
 - b. social duty.
 - c. economics.
 - d. fear.

22. Christianity, Buddhism and Islam all teach there is no reward without
 - a. remuneration.
 - b. reparation.
 - c. renunciation.
 - d. repatriation.
23. All myths deal with
 - a. transformation of consciousness.
 - b. transmigration of citizens.
 - c. translation of concepts.
 - d. transportation of some form.

Scene 3: Heroes and the Movies

True or False: If false, write in the correct answer.

24. T / F Douglas Divinci was a hero figure in the movies for John Campbell.
25. T / F In making Star Wars, the producer used unusual and unfamiliar figures.
26. T / F The old man in the movie is like a Japanese sword master.
27. T / F At the climactic moment, the voice says "Use the force Luke. Let go, Luke."
28. T / F The atmosphere in the bar scene in Star Wars reminds Campbell of the port town in Treasure Island.
29. T / F The hero who kills the dragon must not taste its blood if he wishes to re-associate with the powers of nature.
30. T / F According to Campbell, there are very few people in the world who have stopped listening to themselves.

III. Post-Listening

1. Do you think you have the potential for becoming a hero? Why or why not?
 2. Do you find yourself a maverick? If so, in what way?
 3. Look through the profiles of heroes (from many walks of life) at the excellent "My Hero" website <<http://myhero.com/>>. Find 2 heroic people whom you can describe to your group. Tell your classmates why you thought they were heroes?
-

Songs (organized by corresponding theme)

Technology

- If I Only Had a Heart

Geography

- A New York State of Mind

Biography

- The Beatles

- If I Only Had the Nerve

- Sympathy for the Devil

11. If I Only Had a Heart

This song is in the musical film *The Wizard of Oz*. The film was brilliantly adapted from L. Frank Baum's children's book *The Wonderful Wizard of Oz* (written in 1899 and published in 1900). Baum sold the rights, or the permission to make the movie for \$40,000 in 1934. In 1939, the 101-minute movie was made for \$2,777,000.

The movie won an Academy Award for having the best music. It would have likely won more awards except that another great American film was released that same year, *Gone With the Wind* which won best film and numerous other awards.

I. Pre-Listening

A. Reading Comprehension

Read the following description of the scene carefully and answer the questions that follow the passage. Afterward check your answers with a partner.

Dorothy finds a silver-faced, funnel-capped Tin Woodsman (Jack Haley), an early kind of robot. He has rusted and cannot move. Dorothy says, "Why, it's a man, a man made out of tin."

Squeaking out of the corner of his mouth, the rusted-solid Tin Man's first desperate words are: "oil can."

The Scarecrow jokes: "Oil can what?"

Dorothy finds an oil can nearby and squirts oil into all the Tin Man's joints and jaws. He is finally able to move his arm and he thanks them, "I've held that axe up for ages."

"About a year ago, I was chopping that tree, when suddenly it began to rain. And right in the middle of a chop, I rusted solid. Been that way ever since."

When Dorothy responds: "Well, you're perfect now," the Tin Man explains that he'll never be perfect because he lacks a human heart. Dorothy bangs on his hollow chest with her fist, causing a booming echo. It's empty. The tinsmith forgot to give him a heart.

The Tin Woodsman clanks, squeaks, and bangs his way through a song and dance routine to explain his problem and need for a heart in "If I Only Had a Heart."

B. Comprehension Questions

- 1) What is wrong with the Tin Man?

- 2) How did the accident happen to him?

- 3) Why is he unhappy?

- 4) How does Dorothy suggest helping him?

C. Small Group Discussion

The Tin Man is an early robot who feels he is less than a human being because he cannot enjoy feelings. List 3 other differences between human-like robots and human beings. Then discuss your answers in a small group.

Human-like Robots	Humans
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

II. Listening

In this song, fill in the missing rhyming words.

If I Only Had a Heart

When a man's an empty (1) _____ He should be on his (2) _____
 And yet I'm torn apart. Just because I'm (3) _____
 That I could be kind of (4) _____ if I only had a (5) _____

I'd be tender, I'd be (6) _____, And awful (7) _____
 Regarding love and (8) _____, I'd be friends with the (9) _____
 And the boy that shoots the (10) _____, If I only had a (11) _____...

Repeat verse 1 and 2

After singing to them, the Tin Man admits: "I'm afraid I'm a little rusty yet." Dorothy asks if he wants to join them on their long journey to the Emerald City so that he can ask the Wizard for a heart.

III. Post-Listening

Making Wishes

If you could change one thing about yourself what would you change? Write a short paragraph about what you would change and why you would like to change it.

12. A New York State of Mind

Few male music artists remain popular year after year, but Billy Joel has been one. His first successes came in the 1970s, but well into the 90s, he had critical and popular success. William Martin Joel was born in New York on May 9, 1949, and was sitting before a piano learning to play by the time he was 4 years old.

He continued playing music into his teenage years (when he wasn't boxing) and he joined a few bands. By the early 70s, Joel was a solo performer -- a man and his piano.

I. Pre-Listening

Songs About Place

This song, as you might expect, celebrates New York City. If you read over the lyrics carefully, you'll find a reference to **6** different places, **2** of which are in New York City.

In other parts of the U.S.A.	New York City
a.	a.
b.	
c.	b.
d.	

II. Listening

Finding Parts of Speech

Some songs, especially slower ones like this piano song, are delivered in an almost spoken style, as in conversation. As you listen to the song, fill in the missing prepositions (P) and the missing articles (A).

A New York State of Mind

Some folks like to get (1) P____, take (2) A____ holiday
 (3) P____ (4) A____ neighborhood
 Hop a flight (5) P____ Miami Beach or to Hollywood.
 Me, I'm taking (6) A____ Greyhound (7) P____ (8) A____ Hudson River line
 I'm (9) P____ (10) A____ New York state (11) P____ mind.

Seen all (12) A____ movie stars (13) P____ their fancy cars and their limousines,
 Been high (14) P____ (15) A____ Rockies (16) P____ (17) A____ evergreens,
 But I know what I'm needing and I don't want to waste more time
 I'm (18) P____ (19) A____ New York state (20) P____ mind.

It was so easy living day (21) P____ day
 Out of touch with (22) A____ rhythm and blues,
 But now I need (23) A____ little give and take,
 (24) A____ *New York Times, Daily News...*

It comes down (25) P____ reality-and it's fine with me 'cause I've let it slide,
 I don't care if it's Chinatown or on Riverside,
 I don't have any reasons, left them all behind
 Just (26) P____ (27) A____ New York state (28) P____ mind.

[Repeat of most of 3rd verse (except for last line of the verse)]
 Some like New York Post, News Day, too.

[Repeat of most of 3rd verse again but with this variation...]
 Don't care if it's Sheep Head's Bay or up in Morningside.

I'm just taking (29) A____ Greyhound on (30) A____ Hudson River line
 'Cause I'm in a New York state of mind.

III. Post-Listening

Song Writing Ideas

If you were to write a song about Tokyo (or about your hometown) what are 5 special places you would mention in the song? Compare your answers in a small group.

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

13. The Beatles

I. Pre-Listening

Discuss these questions with students sitting nearby.

1. What images come into your mind when you hear the group's name "The Beatles"?

2. The 1960s were turbulent times in Japan and in many other parts of the world. What events made young people particularly upset in those days?

3. Look up the following terms on the Internet and give short definitions of each of them. Try using the "One Look Dictionary" search page at <http://www.onelook.com/>.

- a. Free Speech Movement _____
- b. Vietnam War _____
- c. Joint Security Treaty _____
- d. Cold War _____
- e. Free Love _____
- f. Counterculture _____
- g. Hippies _____

II. Listening

A. Listen to the story of the Beatles and write in the dates of these events.

- | | |
|-------|------------------------------------------------------------------------------------------------------------------------------|
| _____ | John Lennon starts the "Quarrymen."
Paul McCartney joins the group. |
| _____ | George Harrison joins.
They go by the name "Moondogs." |
| _____ | They change their name to the "Silver Beatles."
Pete Best joins. |
| _____ | Pete Best leaves the band;
he's replaced by the drummer, Ringo Starr.
Beatles have their first gig at the Cavern Club. |
| _____ | The album "Please Please Me" is released. |
| _____ | The Beatles play at Carnegie Hall and appear
on the Ed Sullivan Show. |
| _____ | They meet Elvis; receive MBEs from the Queen. |
| _____ | They play their last official concert in San Francisco. |

- _____ Sergeant Pepper & Magical Mystery released.
- _____ The Beatles start their own music label: Apple; “Yellow Submarine” premiers.
- _____ Paul gets married to Linda Eastman and John to Yoko Ono.
- _____ The album “Let it Be” is released. Beatles break up with Paul’s announcement that he will leave the group.
- _____ John Lennon is killed.
- _____ Anthology I is released after the discovery of demo tapes.
- _____ George Harrison dies from cancer.

B. The scene from The Beatles movie “Yellow Submarine” shows the power of love overcoming the evil “Blue Meanies.”

1. Read over the lyrics of this famous song. Fill in the underlined parts as you listen to it. Use the following list of contractions to fill in the boxes.

isn’t shown / can’t be done / isn’t known / isn’t where you’re meant to be / can’t be sung

All You Need Is Love

Lennon/McCartney

Love, love, love, love, love, love, love, love, love.
 Nothing you can _____ that .
 There’s nothing you can _____ that .
 Nothing you can _____ but you can learn how to play the game
 It’s easy.

All you need is love, all you need is love,
 All you need is love, love, love is all you need.

Nothing you can _____ that .
 There’s nothing you can _____ that .
 There’s nowhere you could be that .
 It’s easy.

All you need is love, all you need is love,
 All you need is love, love, love is all you need.

All you need is love, all you need is love,
 All you need is love, love, love is all you need.

John: Go Glove. Lovely Glove.

Paul: You took the _____ right out of my _____, John.

George: Hey, wait, _____! It’s all in the _____, ya know.

3. Listen to the song “Nowhere Man” and write “AD” by the sections where the Nowhere Man is addressed directly. Write “TA” next to the sections where he is talked about. Then, listen more carefully and try to fill in the blanks. [Some of the underlined words were filled in to help you guess the missing words that rhyme with them—if you have trouble hearing them.]

Nowhere Man

- He’s a real Nowhere man
 Sitting in his Nowhere _____,
 Making all his Nowhere plans for nobody.
- a. _____ Doesn’t have a point of view,
 Knows not where he’s going _____,
 Isn’t he a bit like _____ and me?
- Nowhere man please listen,
 b. _____ You don’t know what you’re _____,
 Nowhere man, the world is at your _____.
- He’s as blind as he can _____,
 c. _____ Just sees what _____ wants to _____,
- Nowhere Man can you see me at all?
 Nowhere Man don’t worry,
 d. _____ Take your time, don’t _____,
 Leave it all till somebody else,
 Lends you a hand.
- Doesn’t have a point of view,
 e. _____ Knows not where he’s going _____,
 Isn’t he a bit like _____ and me?
- Nowhere Man please listen, You don’t know what you’re _____
 f. _____ Nowhere Man, the world is at your _____.
- He’s a real Nowhere man,
 Sitting in his Nowhere _____,
 Making all his Nowhere plans for nobody.
 Making all his Nowhere plans for nobody.
 Making all his Nowhere plans for nobody.
 g. _____

4. Listen to the conversation the animated Beatles have with The Nowhere Man. Write a “T” for “true” next to the phrases that explain what makes the Nowhere Man a Nowhere Man.

_____ He . . .	_____
_____ eats too much.	_____ doesn’t focus on anything.
_____ rhymes words for no apparent reason.	_____ composes bad poetry.
_____ dresses conservatively.	_____ plays a musical instrument badly.
_____ studies for no clear reason.	_____ is too concerned about his looks
_____ doesn’t like self-criticism.	_____ is cruel to animals.
_____ is a busy body	_____ Likes talking about himself.
_____ doesn’t listen to others	

5. What advice is given to the Nowhere Man? Which advice do you think you need to follow in your life? Do you know someone who you think should apply this advice in his or her own life?

III. Post-Listening

1. Read the following poem by the Uruguayan writer, journalist and historian Eduardo Galeano.

Fleas dream of buying themselves a dog, and nobodies dream of escaping poverty: that one magical day good luck will suddenly rain down on them—will rain down in buckets. But good luck doesn't even fall in a drizzle, no matter how hard the nobodies summon it...

The nobodies: nobody's children, owners of nothing. The nobodies, running like rabbits, dying through life, screwed every which way.

Who are not, but could be.

Who don't speak languages, but dialects.

Who don't have religions, but superstitions.

Who don't create art, but handicrafts.

Who don't have culture, but folklore.

Who are not human being, but human resources.

Who do not have faces, but arms.

Who do not have names, but numbers.

Who do not appear in the history of the world, but in the police blotter of the local paper.

The nobodies, who are not worth the bullet that kills them.

Eduardo Galeano "The Nobodies"

2. Respond to these questions. Compare your answers afterwards.

- a) How are the nobodies described by Galeano different from the Nowhere Man in the Beatles' song?

- b) What do you think Galeano's attitude is toward the nobodies he describes? How does it differ from the attitude of the person telling us about the Nowhere Man in the Beatles' song?

- c) Whose situation do you think is most hopeless: that of Nowhere Man or that of the nobodies? Why?

- d) If you knew a Nowhere (Wo)man or a 'nobody,' what would you do to help him/her?

14. If I Only Had the Nerve

In the film musical, *The Wizard of Oz*, mentioned earlier in this booklet, a lonely young farm girl, Dorothy, is knocked out during a tornado. Her house is blown from Kansas to Munchkin land, a magical place where there are witches and a Wizard of Oz.

She is accompanied by her dog, Toto, and she makes three friends along the way who help her. They are the Scarecrow, the Tin Man, and the Cowardly Lion, played by comedian Bert Lahr. Dorothy wants to return to Kansas, so she is going to visit the Wizard of Oz to ask him to help her. Each of her friends has one weakness and each hopes that the wizard will provide them with some assistance. The Scarecrow has no brains. The Tin Man lacks a heart. And, instead of being the king of the jungle, the Lion is afraid of everything and everybody.

Dorothy invites the Cowardly Lion to join them on their mission to the Wizard. "I'm sure he could give you some courage," she tells him. The Lion replies that his life has been unbearable without courage and he sings "If I Only Had the Nerve."

I. Listening

A. As you listen to the song, mark the rhyming words. Use the same mark next to the words that sound the same (that is, that rhyme with each other). Use these marks: #, @, \$, *, and %. The first one was done for you.

Lion: Yeh, it's sad, believe me, Missy, #
 When you're born to be a sissy #
 Without the vim and verve.
 But I could show my prowess,
 be a lion not a mou-ess
 If I only had the nerve.
 I'm afraid there's no denyin'
 I'm just a dandelion,
 A fate I don't deserve.
 I'd be brave as a blizzard....

Tin Man: I'd be gentle as a lizard....

Scarecrow: I'd be clever as a gizzard....

Dorothy: If the Wizard is a Wizard who will serve.

Scarecrow: Then I'm sure to get a brain,

Tin Man: a heart,

Dorothy: a home,

Lion: the nerve!

B. Irony

Irony occurs when something happens that is different from what was expected to happen, especially when it is absurd or laughable.

1. What is ironic about this lion?
2. What could be ironic about these animals or people?

A mouse who _____

A shark who _____

A koala who _____

A doctor who _____

A police officer who _____

An accountant who _____

Your ideas

II. Post-Listening

- A. Discuss the following questions from your (and each character's) point of view.
Consider what the characters think and why they act the way they do. Write your comments.

You Dorothy Scarecrow Tin Man Lion

Question 1
What's the biggest problem?

Question 2
How does the character (or how do **you**) deal with the problem?

B. Further questions

1. What do you think is going to happen to each character in the future?
2. In real life, do you know anyone who is in such predicaments?
3. What would you do if you were in the same situations at these characters?

C. Critical thinking

1. Distinguish between situations (circumstances that nothing can be done about) and problems (situations in which something **CAN** be done). What things do you think are examples of each. Make a list with another student.

Problems
Lost keys
Not enough money

Situations
A rainy day
You missed your train

2. What are some problems that you have? Ask your classmates to help you think of possible solutions?

<u>Problem</u>	<u>Possible solutions</u>

15. Sympathy for the Devil

I. Pre-Listening

A. Read the following background information. Then answer the reading comprehension questions that follow.

The Rolling Stones' first show took place on July 12, 1962 at a club called the Marquee in London. A local club manager booked the group for an eight-month stint at his Crawdaddy Club. With the Beatles quickly becoming a sensation, their 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," where the producer told their manager to get rid of "that vile-looking singer with the tire-tread lips." The single reached No.21 on the British charts.

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

The Rolling Stones are now one of the worlds most recognized and enduring bands. Mick Jagger and Keith Richards met at the same primary school. A decade later the two had become big fans of blues and American R&B.

Meanwhile in another part of town, Cheltenham's Brian Jones had begun missing school to practice the sax. By the time Jones had reached sixteen, the future Stone had fathered two illegitimate children and run off to Scandinavia, where he picked up guitar. While working at the Ealing Blues Club with a loose version of Blues, Inc. and drummer Charlie Watts, Jones began jamming with Jagger and Richards on the side.

The Stones loved the dark atmosphere and even encouraged it. "Sympathy for the Devil" they titled one of their songs. While the Beatles dominated pop in the 1960s, their music was nearly empty of one vital element: darkness. At a time when blues music was still relatively unknown (and also not widely available) to most white kids, those who craved the dark side turned to the Rolling Stones. And nothing showed this side more than "Sympathy for the Devil," one of the Stones' finest albums, but the devils got out of control. Three Stones were arrested for drugs; Brian Jones quit and was found drowned.

Questions:

1. How did a BBC TV producer feel about Mick Jagger?

2. How were they marketed by their manager?

3. According to the text, why were they so successful?

4. In what way did Brian Jones seem so out-of-control?

5. You can read more about the history of The Rolling Stones and view photos of them taken throughout their career at Wikipedia <http://en.wikipedia.org/wiki/The_Rolling_Stones>. Does this page make you interested in going to see one of their concerts?

“Sympathy for the Devil” is a very unusual song because it is written from the point of view of “Lucifer,” the Devil, who, according to Christianity, is responsible for all the evil in the world. Lucifer is the name that the singer keeps asking us to guess.

II. Listening

A. Fill in the blanks.

In the song that you will hear today, there are references to people and events from history. As you listen to the song, fill in the blanks with expressions from this list...

the czar
Jesus Christ

blitzkrieg
St. Petersburg

the Kennedys
Pilate

Anastasia

Please allow me to introduce myself
I'm a man of wealth and taste
I've been around for many a long year
Stole many a man's soul and faith

I was 'round when _____
Had his moments of doubt and pain
Made damn sure that _____
Washed his hands, sealed his fate

Pleased to meet you
Hope you guess my name
But what's puzzling you
Is just the nature of my game

I stuck around _____
When I saw it was a time for a change
I killed _____ and his ministers
_____ screamed in vain

I rode a tank
Held a general's rank
When the _____ raged
And the bodies stank

Pleased to meet you
Hope you get my name
Ah, what's puzzling you
Is just the nature of my game

I watched with glee
While your kings and queens
Fought for ten decades
For the gods they made]

I shouted out,
Who killed _____?
When after all
It was you and me

Let me please introduce myself
 I'm a man of wealth
 And I laid traps for troubadours
 Who get killed before they reached Bombay

Pleased to meet you
 Hope you get my name, oh yeah
 But what's confusing you
 Is just the nature of my game, oh yeah, get on down

Come on

Pleased to meet you
 Hope you get my name, oh yeah
 Now what's confusing you
 Is just the nature of my game

Just as every cop is a criminal
 And all the sinners saints
 As heads is tails
 Call me lucifer
 'cause I'm in need of some restraint

If you meet me
 Have some courtesy
 Sympathy and some taste
 Use all your well-learned politesse
 Or I'll lay your soul to waste

Pleased to meet you
 Hope you guessed my name
 But what's puzzling you
 Is just the nature of my game, come

B. Allusion

An allusion in poetry and fiction is a reference to someone or to some thing. "Sympathy for the Devil" alludes to **5** terrible events in history. Read through the stanzas carefully and find each of the following:

- (i) the assassinations of President Kennedy and his brother, Robert.
- (ii) the murder of Tsar Nicholas and his family.
- (iii) the German invasions in W.W. II.
- (iv) the crucifixion of Jesus Christ.

[To find out more details about some of these people and events, you can look them up using an excellent online encyclopedia called Wikipedia at... <<http://en.wikipedia.org/wiki/>>.]

Compare what you found out with some members of your group.

C. Rhymes

Look back at the lyrics of the song. There are several rhymes. A rhyme occurs when the syllables of different words sound similar such as "dog" and "log," and "fog." You will find rhyming words at the end of the lines in, at least, **3** different stanzas. Circle them and check your answers with a partner.

III. Post-Listening

A. Philosophy

Interestingly enough, in “Sympathy for the Devil,” the Devil suggests that he didn’t do all these bad things alone. He asks for our sympathy because we helped him to do these terrible things. Find the line in the song where the devil says, “It was you and me” and circle it.

One of the ideas in this song is that we are all responsible for the evil things that are done in the world. To what degree, do you think each man and woman are responsible for their actions? How much free choice do each of us have and how much does our environment affect our actions? Discuss your thoughts in a small group.

What do you believe? Note down your answers to three of the following questions. Then discuss your responses with classmates.

<ol style="list-style-type: none"> 1. What comes around, goes around. (If we do bad things, they will come back to us.) 2. Good things or bad things are happening to us now because of our “kharma,” our actions in a previous life. 3. People who commit murder should not be blamed. They may have come from poor families or were abused as children. 4. Everyone is basically selfish. When they do something that appears to be good or generous, they are doing it for selfish reasons. 	
<p>Agree (Give 2 reasons)</p> <p>a.</p> <p>b.</p>	<p>Disagree (Give 2 reasons)</p> <p>a.</p> <p>b.</p>
<p>a.</p> <p>b.</p>	<p>a.</p> <p>b.</p>
<p>a.</p> <p>b.</p>	<p>a.</p> <p>b.</p>

APPENDIX: A Guide to Self-access Listening

As you probably realized in IE I, it's 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 to supplement your classroom lessons.

<http://tinyurl.com/nk9bd>

In the first half of the semester, you should concentrate on the sites in the category "Listening Resources for Language Learners," just as you did in your IE I Listening class. However, in the latter part of the semester, as your confidence grows, you can try some of the more challenging content in the "Listening Materials for Native Speakers" Section. 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 session of online listening that you did for homework. Your teacher will collect them.

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

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

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

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

[National Story Project -- Stories of normal people in their own words](#)

[Recorded Readings & Performance -- Electronic Literature Directory](#)

[Academy of Achievement -- A Museum of Living History](#)

[Learning English through BBC World Service](#)

[Video Stories by the NY Times](#)

Report on an Online Lesson or Other Listening Content

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

Source (in MLA style) _____

Describe it...

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 Lesson or Other Listening Content

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

Source (in MLA style) _____

Describe it...

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