
Integrated English III

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, Minako Tani, Teruo Yokotani, Hiroshi Yoshiba, and Michiko Yoshida. Significant contributions were made by a graduate student, Keita Kikuchi, a senior instructor in the IE Program, Marlene Ernst, and IE Listening teachers. The work began in 1993 with the support of the English Department, particularly, former chairpersons Minoji Akimoto, Tsutomu Makino, Osamu Nemoto, and Kyosuke Tezuka. The efforts of Joseph Dias, Yuki Yoshimura, and Naoko Sugimoto are also gratefully acknowledged in preparing the transcripts and booklets. Endless thanks go to Vivien Cohen for agreeing to do some very last-minute proofreading and consulting.

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1. The Wonder Years

I. OBJECTIVES:

1. Familiarize students with colloquial expressions.
2. Introduce an aspect of American culture, parties in the 80s.
3. Learn vocabulary used to describe character, and relationship.
4. Use listening strategies: prediction, guessing.
5. Familiarize students with features of naturally spoken English.

II. PREVIEWING:

At the bus stop, Kevin is thinking about Winnie.

1. What is Kevin's relationship to Winnie?
2. Do you think he is getting good news or bad news?
3. What do you think about Winnie's news?
4. Did you have a friend like Kevin or Winnie in high school?

Compare your answers with a classmate.

A. Vocabulary. Use eight of the following words in sentences.

acceptance	repertoire	sympathetic	misery	ridiculous
obvious	thoughtful	royalty	betrayal	magnitude
transparent	veritable	merciless	abandon	confident

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

III. WHILE LISTENING:

A. Choose the correct answer.

At the bus stop, Kevin imagines a conversation between them.

1. Winnie said to Kevin:
 - a. "I've loved you."
 - b. "I've never kissed you."
 - c. "I've met someone."
 - d. "I've never loved you."

2. Winnie Cooper grew up in
 - a. the house across the street.
 - b. a different town.
 - c. the house next to Kevin's house.
 - d. a different county.

B. Matching

Match the statement with the person saying them. K(Kevin), P(Paul), M (Madeline), KV(Kevin's Inner Voice). Then, fill in the blanks.

At the school cafeteria, Kevin, Paul and Madeline have a conversation.

1. _____ It's just a big misunderstanding, (2. _____) ?

3. _____ I mean it's (4. _____) clear she met this guy.

5. _____ Acceptance was not (6. _____) a major part of my emotional(7. _____).

8. _____ I guess breaking (9. _____) is (10. _____) to do.

11. _____ The (12. _____) thing's been blown out of (13. _____).

C. True or False

At the pizza parlour, Kevin tries to "make up" with Winnie."

1. T/F Kevin wants to stop the gossip about him.
2. T/F Winnie is waiting for Kevin at the pizza parlour.
3. T/F Roger is Kevin's acquaintance.

D. Fill in the table

At Home, Kevin's mother and his brother, Wayne, comment on his love crisis. Write a few of their comments in the chart below.

Mother	Wayne
(1)	(3)
(2)	(4)

E. Multiple Choice

At the bus stop/ At the pizza parlour.

1. Kevin wants to have a party
 - a. to talk with Winnie and, perhaps, get back together with her.
 - b. to find another girl from his many guests.
 - c. to play cards and cook spinach dip for his friends.
 - d. to make everybody happy.

2. Winnie is very glad that she can
 - a. join the party with Kevin.
 - b. join the party with her new boyfriend.
 - c. dance with Kevin at the party.
 - d. arrange the party with Paul.

F. Matching

At School

Match the statement with the person who said it. Also note the person whom they were addressing in the blank on the right. K(Kevin), P(Paul), M(Madeline)

1. _____ That's all you have to say is. Sorry? 2. _____

3. _____ How was I supposed to know that she was gonna' bring him? 4. _____

5. _____ Did I hear that Paul Phifer was having a party at his house tomorrow night? 6. _____

7. _____ Do you want to go to a party? 8. _____

G. Using Contractions

Listen to the following section and mark the places where the contractions were used in the conversation. (6 times in total) #1~6

During the party, Kevin has a chance to talk to Winnie.

Kevin: Of course, I really mean that.

K's Inner Voice: I guess I was hurting her, but I just did not care anymore.

Kevin: I will tell you another thing, Winnie. This whole thing is stupid. It is really not that big a deal. And to tell you the truth, our relationship did not mean that much to me, all right?

K's Inner Voice: It was the biggest lie I had ever told.

H. True or False

If false, write the correct answer.

In the garage,

1. T/F Kevin returned to his home at 9:30 pm.
2. T/F His father is repairing the lawn mower.
3. T/F His father told Kevin to go inside.

I. Fill in the missing words

At Winnie's house, the teenagers talk about their relationship.

That night we talked about (1.), about our (2.) together. Maybe we weren't the (3.) two (4.) we'd once been. But some things (5.) change. Some things (6.). And even though I didn't know what was gonna happen to us, or (7.) we were going, I just knew I couldn't (8.) her (9.) my life.

IV. POST-LISTENING DISCUSSIONS:

Get into a small group and discuss the following questions.

1) What do you think about the ending of this story? Is it believable?

Do you think people can be 'just friends' after being lovers?

2) If you were Kevin, how would you get over your love crisis?

J. Writing Activity

Imagine that either Winnie or Kevin wrote a letter to a newspaper advice column asking for guidance. You will play the role of the advisor. Write a letter to one of them offering your advice. [To see models of the format of such letters, go to Columbia University's "Go Ask Alice" Internet advice page at...

< <http://www.goaskalice.columbia.edu/>>. Caution: some of the advice given on this page is of a sexual nature.]

2. New & Improved Kids

I. Pre-listening

This video is on raising problem children. Some important terms are:

parenthood	parenting	caring kids	difficult teenagers
bad tempers	child abuse	step-parenting	self-esteem
family counseling	professional help	rebellious	resentful

II. Listening

Scene 1 : Listen to the opening segment and fill in with the correct vocabulary.

- | | | | |
|-------------|---------------|----------|----------|
| (a) married | (c) Nobel | (e) of | (g) fly |
| (b) to | (d) discovers | (f) grow | (h) from |

You need a license to drive a car, 1. _____ a plane or even to get
2. _____. But almost anyone can have a baby.
Anyone can raise a murderer or a 3. _____ Prize winner, a
rapist, or the scientist who 4. _____ a cure for AIDS, a
drug addict, or President 5. _____ the United States.
What kind of person will your child 6. _____ up to be?

Questions: Multiple choice

Introduction to the Program

Choose the most appropriate answer.

7. What does the narrator suggest is necessary for parenthood?
- a license
 - training
 - brains
 - finances
8. According to the narrator, parents hope their kids will be
- successful and rich.
 - pretty and fun-loving.
 - responsible and loving.
 - strong and intelligent.

The Elkins family and their difficult son

The Elkins of Baton Rouge, Louisiana includes Derrel (the father), Jan (the mother), and their kids, Chris (11), Matt (14), and Mitch, a rebellious teenager. Notice the southern accent of the members of this family.

9. The most difficult thing for the average kid today is getting along with
 - a. teachers.
 - b. brothers and sisters.
 - c. friends.
 - d. parents.

10. When Mitch and his mother were fighting, Matt and Chris
 - a. stood by their mother.
 - b. supported Mitch.
 - c. left the room.
 - d. fought against Mitch.

11. When Mitch lost his temper, what did he **NOT** do?
 - a. Grab his mother
 - b. Push her to the side
 - c. Hit her
 - d. Threaten her

12. Susan Herod helps Mitch and his parents learn to
 - a. teach their son with physical punishment.
 - b. take a clear stand rather than simply give up.
 - c. negotiate rather than simply fight.
 - d. express their opinions rather than simply keep quiet.

13. The father thinks that Mitch should lose his driving privileges because
 - a. Mitch didn't take the test.
 - b. Mitch yelled at the teacher.
 - c. Mitch missed his classes.
 - d. Mitch didn't maintain a 2.0 grade average.

14. Mitch and his parents made it through this rocky period by
 - a. showing self-respect.
 - b. seeking help.
 - c. participating in church activities.
 - d. avoiding any conflict.

15. Mitch wanted to use the car one night of the week, which is
 - a. exactly what his father was thinking of offering.
 - b. less than what his father was thinking of offering.
 - c. more than what his father was thinking of offering..
 - d. exactly what his mother had offered.

16. Mitch thinks that his parents
- did not change at all.
 - changed somewhat.
 - changed for the worse.
 - changed a lot.
17. According to Mitch's father, without a sense of humor, parents would
- self-destruct.
 - feel no self worth.
 - criticize themselves.
 - abandon their children.
18. At family meetings, anyone can bring up any issue and everyone must
- take notes.
 - argue their point.
 - listen carefully to each other.
 - say prayers.

The Single Parent.

The last thing Darleen wanted was to be a single parent, but she is raising her son, Dylan, by herself. Dylan is a problem child with low self-esteem and sudden outbursts of anger.

True or False.

- | | |
|---|-------|
| 19. Darleen grew up without knowing her father. | T / F |
| 20. She feels parents must deal with whatever child they get, like a deck of cards. | T / F |
| 21. Dylan's self-esteem needs have to be fulfilled on a daily basis. | T / F |
| 22. Dylan has no trouble getting good grades. | T / F |
| 23. We first see Dylan get angry when his friend has to leave. | T / F |
| 24. More than half the time, Dylan likes himself too much. | T / F |
| 25. Darleen teaches other parents. | T / F |
| 26. If parents have a low self-concept, so will their kids. | T / F |
| 27. Self-esteem contributes 25% to learning ability. | T / F |
| 28. Dylan became upset because he lost someone else's pencils. | T / F |
| 29. Darleen fears Dylan will grow up and turn out badly. | T / F |
| 30. Darleen wants Dylan to learn that life is a process. | T / F |

III. POST-LISTENING

For homework, find a news story about parenting at America's National Public Radio's website <<http://www.npr.org/>> by typing the search term "parenting" into the "Search NPR.org" search engine on the upper right side of the home page. You'll be able to listen to a story and read a summary of it. Be prepared to report on it in the next class.

3. Nicotine Addiction

Objectives:

1. Listening for how statistics are reported.
2. Familiarize students with vocabulary related to public health.

I. Pre-Listening Discussion

1. Do you smoke? Why do think people smoke?
2. How do you feel about smoking? If you do smoke, do you want to quit?
3. What are the best ways to quit smoking?

II. Vocabulary

Vocabulary Contexts

1. Addiction to heroin is physically very destructive to the body.
2. Cognitive skills are developed when studying languages.
3. Sumo wrestlers sometimes compensate for their lack of speed with their size.
4. There is a positive correlation between smoking and cancer-related deaths.
5. The fingerprints at the scene of the crime corresponded to his.
6. In the baseball game, the angry batter disputed the umpire's call.
7. The police hope to elicit the truth about the theft.
8. Humans excrete sweat from their bodies.
9. Shoplifting can be an habitual crime; some people do it over and over again.
10. Rain is a hazard while driving.
11. Intuitively, the girl realized he loved her.
12. Some medicines are placebos—sugar pills, for example—yet they may still be effective.
13. Using robots increased the car factory's productivity.
14. The shock of his wife's death produced a relapse of his depression.
15. Exercise and nutritious food can significantly improve your health.

Matching Vocabulary Definitions

- | | |
|------------------------------|--|
| 1. _____ addiction | a. relate to or match |
| 2. _____ cognitive (adj) | b. to release waste from the body |
| 3. _____ compensate | c. a drug that has no active ingredient (sugar pill) |
| 4. _____ correlation | d. physical dependence on some substance |
| 5. _____ correspond | e. a mathematical relationship |
| 6. _____ dispute (v) | f. succeed in drawing out facts or information |
| 7. _____ elicit | g. frequent behavior |
| 8. _____ excrete | h. ideas coming from feelings, not reasoning |
| 9. _____ habitual | i. a danger or threat |
| 10. _____ hazard | j. argue about (v) |
| 11. _____ intuitive thinking | k. to make up for something lacking |
| 12. _____ placebo | l. return to a poor condition |
| 13. _____ productivity | m. about thinking or knowing |
| 14. _____ relapse | n. noticeably |
| 15. _____ significantly | o. the rate at which goods/services are made |

III. Listening. Multiple Choice

1. In the U.S., there are _____ smoking-related deaths annually.
 - a. 3,500
 - b. 35,000
 - c. 350,000
 - d. 3,500,000

2. Losses due to smoking:
 - a. \$39-96,000,000,000 in productivity; \$25,000,000,000 in medical costs.
 - b. \$25-96,000,000,000 in productivity; \$39,000,000,000 in medical costs.
 - c. \$25-39,000,000,000 in productivity; \$96,000,000,000 in medical costs.
 - d. \$96,000,000,000 in productivity; \$25-39,000,000,000 in medical costs.

3. Smoking is increasing
 - a. in the First World; decreasing in the Second and Third Worlds.
 - b. in the Third World; decreasing in the First and Second Worlds.
 - c. in the First and Second Worlds; decreasing in the Third World.
 - d. in the Second and Third Worlds; decreasing in the First World.

4. The lecturer suggests the main reason people smoke is
 - a. because of psychological dependency.
 - b. because of product identification.
 - c. because of physical addiction.
 - d. because of personal tastes.

5. The _____ first named tobacco as a health problem _____ years ago.
 - a. U.S. Senate General; 20.
 - b. U.S. Surgeon General; 20.
 - c. U.S. Surgeon General; 25.
 - d. U.S. Senate General; 25.

6. Which of the following is **NOT** a technical criterion for an addiction?
 - a. It changes emotional moods.
 - b. It serves as a biological reward.
 - c. It alters brain waves.
 - d. It costs money.

7. In the first study,
 - a. 10 smokers quit smoking for 8 hours.
 - b. 10 smokers quit smoking for 18 hours.
 - c. 20 smokers quit smoking for 8 hours.
 - d. 20 smokers quit smoking for 18 hours.

8. The second study was done on a large scale to measure
 - a. the effects of nicotine on 1,000 subjects.
 - b. the effects of quitting smoking on 1,000 subjects.
 - c. the effects of nicotine on 10,000 subjects.
 - d. the effects of quitting smoking on 10,000 subjects.

9. These were the results of the second study:
 - a. as nicotine increased, so did concentration.
 - b. as nicotine decreased, concentration remained the same.
 - c. as nicotine increased, concentration declined.
 - d. as nicotine decreased, so did concentration.

10. In the second study,
 - a. concentration improved 5%
 - b. concentration improved 15%.
 - c. concentration declined 15%.
 - d. concentration declined 50%.

11. In the third study,
 - a. both smokers and non-smokers were given nicotine.
 - b. only smokers, not non-smokers were given nicotine.
 - c. only non-smokers were given nicotine, not smokers.
 - d. both smokers and non-smokers were denied nicotine.

12. Testing in the third study showed
 - a. an effect on the non-smokers, not the smokers.
 - b. no effect on either the non-smokers or the smokers.
 - c. an effect on the smokers, but not on the non-smokers.
 - d. an effect on both the non-smokers and the smokers.

13. The fourth study investigated whether or not subjects
 - a. excreted six levels of nicotine.
 - b. controlled their levels of nicotine.
 - c. excreted six times their levels of nicotine.
 - d. controlled their excretions of nicotine.

14. In the fourth study,
 - a. 10 subjects smoked 10% more.
 - b. 10 subjects smoked 20% more.
 - c. 20 subjects smoked 10% more.
 - b. 20 subjects smoked 20% more.

15. The researchers found that the subjects
- psychologically compensated for lost nicotine.
 - physically compensated for lost nicotine.
 - psychologically compensated for increased nicotine.
 - physically compensated for increased nicotine.
16. The subjects in the fifth study were
- one group of non-smokers, one of smokers.
 - two groups of non-smokers.
 - two groups of smokers.
 - one group of non-smokers, two of smokers.
17. Compared to those using nicotine, the placebo group
- had no cravings.
 - had fewer cravings.
 - had the same cravings.
 - had the most cravings.
18. Of the smokers who quit,
- 18% relapse within a year.
 - 80% relapse after a year.
 - 18% relapse after a year.
 - 80% relapse within a year.
19. These relapse rates are
- the same for heroin and alcohol.
 - the same for heroin, but not alcohol.
 - different for heroin, but not alcohol.
 - different for both heroin and alcohol.
20. According to the speaker, the issue of nicotine dependency
- is neither resolved, nor disputed by the tobacco industry.
 - is resolved, but disputed by the tobacco industry.
 - is not resolved, and is disputed by the tobacco industry.
 - is resolved, and is disputed by the tobacco industry.

IV. Post-Listening Discussion

- How can we help people to stop smoking? Do smokers have rights?
- Do you think that the government should control the tobacco industry? Why or why not?
- How are smokers like drug addicts?
- Click on some of the 'spoof' advertisements at the Adbusters website <http://adbusters.org/spoofads/tobacco/>. Take turns describing them to group members. What do you think the motivation was for producing these ads? What do you think of them?

4. Signals: Lingo

Objectives:

1. Learning about paralinguistic forms of communication.
2. Familiarizing students with the accents of non-native speakers of English.
3. Gaining exposure to creative forms of communication, e.g., restaurant jargon.

I. Pre-Listening

This video concerns different styles of communication. The first section illustrates the use of jargon, called lingo here. The second section shows an unusual method of communication through whistling which shepherds in the Pyrenees Mountains developed years ago. In the last section we see examples of non-verbal communication used by Native Americans.

II. Listening

Scene 1: Introduction

An American and his French friend are at a diner where the waitress uses lots of lingo when shouting the orders to the chef.

What do the following expressions for food mean at this restaurant? Write in the answer.

1.	two on a raft, wreck'em	
2.	cow juice	
3.	boiled leaves	
4.	an Adam and Eve with a lid on	
5.	do the splits	

Multiple Choice

6. How often does David (the American) come to this restaurant?
 - a. seldom
 - b. sometimes
 - c. often
 - d. all the time

7. How is the food?
 - a. David thinks it's great.
 - b. David never answers the question.
 - c. David thinks it's not so good but the waitress is beautiful.
 - d. David thinks it's just so so.

8. List the meanings of five signs that you recognize.
 - a.
 - b.
 - c.
 - d.
 - e.

Scene 2 : Mary in France

9. Why did the whistle get Mary's attention?
- It was very musical.
 - It was not an ordinary whistle.
 - It was very loud.
 - It was not a good whistle.
10. Joseph's whistle told Mary
- that Chantal wanted to speak to her.
 - to watch out!
 - that it was going to snow heavily.
 - to come down.
11. Who else can whistle like Joseph?
- His cousin.
 - His wife.
 - His sister-in-law.
 - His sister.
12. How far does the whistle carry?
- From door to door.
 - From mountain to mountain.
 - Up to one kilometer.
 - Five kilometers.
13. Joseph and his neighbor were involved in an experiment _____ years before.
- 40
 - 33
 - 30
 - 43
14. How much can shepherds communicate with their whistles?
- They can only pronounce names.
 - They can utter single words, but no more than that.
 - They can carry on a conversation.
 - They can only get people's attention.
15. To whistle like Joseph, place your fingers
- on top of your tongue.
 - on the roof of your mouth.
 - between your tongue and the roof of your mouth.
 - under your tongue.

16. Why will their special language probably die?
- They no longer need it.
 - Whistling is more tiring than talking.
 - It is difficult to learn.
 - There are too many dialects.

Scene 3: Back at the diner

Match the lingo used at the diner with the foods listed below.

17. A bowl of bird seeds drowned means _____
18. A radio means _____
19. C. J. White means _____

Possible choices:

- a tuna fish sandwich
- cream cheese and jelly on white bread
- cereal with milk
- a bacon, lettuce and tomato sandwich on toast
- a tossed salad

What numbers are used for the following expressions?

20. The restaurant is out of something. _____
21. A customer is leaving without paying. _____

Scene 4: Sign language

In this portion of the film, we visit the Red River Reservation in Wyoming. Kevin Rock gives a group of students a demonstration and lecture on sign language.

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

22. T / F Kevin belongs to the Cherokee nation.
23. T / F At one time, thousands of languages were spoken in North America.
24. T / F Kevin shares a blessing with the group.
25. T / F A few tribes of the plains and prairies used the same sign language.
26. T / F All the signs are taken from observing nature.
27. T / F After the two older men greeted each other using sign language, they indicated it's time to sleep.
28. T / F A powwow is a celebration where different tribes meet.

Scene 5: Back at the diner

What do the following expressions mean?

29.	gobble up the river	
30.	one dog, walk it	

III. Post-Listening Discussion

Jargon is a complicated term. It can mean...

- unintelligible chatter (e.g., gibberish)
- secret language (e.g. the whistling of the shepherds)
- mixed language (e.g., pidgin)
- language of a profession or group (specialized legal or medical terms)
- language adopted by those who wish to appear to be a part of a particular group (“slang” spoken by teenagers)

The terms “jargon,” “weed,” and “junk mail” are similar in that what’s appropriate and desirable to some is offensive and bothersome to others. This means that for a particular word, there’s no absolute answer to the question “is this ‘jargon’ or not?” It’s a matter of perspective. For a text or an expression to be considered “jargon,” it must annoy someone.

1. Give five examples of jargon used in Japanese. Then, share them with members of a group.
2. What are some gestures or signs used in Japanese?
3. Can you think of three occasions when it would be better to use signs instead of language?
4. Why do think groups of people develop and use slang or jargon?
5. Test your knowledge of American slang in an enjoyable way by going to the “Commonly-Used American Slang” page at <<http://www.manythings.org/slang/>>. Share some of your more interesting discoveries with members of your group.

5. Guess Who's Coming to Dinner?

I. OBJECTIVES:

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

Background Information

In this award-winning film, a young woman (Joanna) asks her fiance (John) to come to dinner at her parents' house. Although they are very open-minded, they are shocked to learn that he is Black. The rest of the story is about how their two families come to terms with an interracial marriage. At the time this movie was made (late 1960s), there were very few interracial marriages. In fact, it was still illegal in many states until 1967, when the United States' Supreme Court declared those laws unconstitutional. However, interracial marriages are still frowned on by many people.

II. PREVIEWING:

A. Predict the Plot

Watch the first scene. Can you guess what will happen next? [Characters: John, Joanna, Tillie]

10 days	Doctor	Dinner	Surprise	Get Married	Objections
In Love	Phone Call	Shocking	Black people	White people	Decision

With another student, tell a possible scenario. If possible, use the words listed above in your story.

III WHILE LISTENING:

A. Ordering

Put these events in order of the time you think they happened or will happen (1 to 10). Then watch.

- ___ John has to fly to Geneva.
- ___ John has to fly to New York to meet a friend.
- ___ John and Joanna spent the week going out together.
- ___ Joanna will fly to Geneva to meet John.
- ___ They will be married.
- ___ John was invited to lecture in Hawaii.
- ___ John and Joanna met at a party of the Dean's.
- ___ John and Joanna flew to San Francisco together
- ___ Joanna introduced John to her parents.
- ___ John and Joanna went for a drive.

B. Fill in the missing words

In this scene, Joanna and John walk into her house and meet Tillie, the maid.

- 1) Joanna: Come () Tillie. Tillie, () is Dr. Prentice. John, Miss Matilda Binks.
- 2) John: () to meet you Miss Binks. I've certainly () a great deal about you.
- 3) Tillie: What are you () home unexpected? Your folks didn't know you were () You told them you're back already?
- 4) Joanna: Yes. I left a message for Mom at the gallery. It's () to see you Tillie. I () you.

[As you answer the following questions, your teacher will stop the DVD at 2 to 3-minute intervals to give you time to check your answers.]

C. Multiple Choice

Watch the video again and answer these questions.

In the Living Room.

1. Why does the maid "Tillie" seem to dislike John Prentice?
 - a. She hates other Black people.
 - b. She thinks he may be trying to marry above his race.
 - c. They met before and had an argument.
 - d. She always acts that way toward strangers.
2. Where do John's parents live?
 - a. San Diego.
 - b. Los Angeles.
 - c. Portland.
 - d. San Francisco.
3. How long has John known Joanna?
 - a. 20 weeks.
 - b. 10 days.
 - c. 10 months.
 - d. 20 hours.
4. How many minutes did it take for Joanna to fall in love?
 - a. 10.
 - b. 20.
 - c. 30.
 - d. 40.

5. How old are John and Joanna?
 - a. He's 30; she's 20.
 - b. He's 37; she's 27.
 - c. He's 30; she's 23.
 - d. He's 37; she's 23.

6. What happened to John's first wife?
 - a. She was murdered.
 - b. She was killed in a train crash.
 - c. She died in a car accident.
 - d. She divorced John a few years before.

7. Why was John concerned about Joanna?
 - a. He didn't want to remarry after his first wife's death.
 - b. He thought their difference in ages was too great.
 - c. He didn't know if Joanna could really love him.
 - d. He worried about what her parents would say.

8. John never told his parents that
 - a. He might be getting married.
 - b. He was meeting his girlfriend's parents.
 - c. He had a White girlfriend.
 - d. He spent some time in Hawaii.

9. What was Mr. Drayton planning to do that afternoon?
 - a. Meet a friend for a drink.
 - b. Play golf with a friend.
 - c. Get back to the office.
 - d. Meet Joanna's new boyfriend.

10. What is John's medical specialty?
 - a. Tropical medicine
 - b. Cosmetic surgery
 - c. Pediatrics
 - d. Family medicine

11. What do Joanna and John want from her parents?
 - a. Some financial support.
 - b. A delicious dinner with wine.
 - c. Their approval of the marriage.
 - d. Help in arranging the wedding.

12. Why does Mr. Drayton telephone his office?
- To make a restaurant reservation.
 - To call in sick at work.
 - To ask John's parents to come to dinner.
 - To check on John's past.
13. What offer does John make Joanna's parents?
- That if they disapprove of the marriage, he'll leave.
 - That if they give him time, they'll like him.
 - That he can financially support their daughter.
 - That he'll do his best to make Joanna happy.
14. John finds it surprising that Joanna
- Thinks that marrying someone Black is exciting.
 - Doesn't even notice their color difference.
 - Cares very little what her parents think.
 - Can't understand the situation too well.
15. Mrs. Drayton says they raised their daughter
- To date many kinds of men.
 - To respect a good education.
 - To have all the typical prejudices.
 - To accept people regardless of race.

D. Describe the Main Characters.

1) Which of these words describe each person:

suspicious, cheerful, unfriendly, polite, trusting, distrustful, naïve, kind, sophisticated, serious, considerate, worried, educated, calm, fashionable.

Joanna Drayton

Tillie

John Prentice

Mrs. Drayton

Mr. Drayton

*Your answers may vary.

2) Compare your answers with another student. Choose an adjective and say which character it describes. Give an example of their behavior that makes you think it's an appropriate adjective.

E. Pronunciation Points.

a) Use of question intonation.

Questions starting with WH words (Where, Who, What, When, Why) have a rising intonation, that drops at the end of a question.

For example: What time is it?

Yes/No questions usually have a rising intonation.

For example: Do you like ice cream?

Mark these questions (Asked by Mr. Prentice on the phone), then listen to check your answers. Indicate with arrows where you think the intonation should rise and where it should fall.

Practice asking the questions with the appropriate intonation.

1. You met a girl! Why didn't you say so?
2. (Does) She live up there in San Francisco?
3. Where did you meet her? In Hawaii?
4. Is she pretty?
5. How old is she, son?

b) Stressing key words

Before listening to the next scene, read the text and mark all the STRESSED parts of words by underlining them, e.g. "I'm terribly tired. I think I'll go and sleep."

In this scene, Mr. Drayton asks John about his work.

Mr. Drayton: Doctor, where are you practicing? In San Francisco?

John: No sir. I'm just here for one day.

Mr. Drayton: Oh, where is your practice? Hawaii?

John: No, I'm not established in any one place. I'm in tropical medicine, mostly in Africa these past few years.

Mr. Drayton: Well, that sounds interesting.

Joanna: Everything about Dr. Prentice is interesting.

c) Introductions and Greetings- Focus on Register

Which expressions are formal or relatively informal? Put a check in the column

Introducing someone

formal

informal

1. Tillie, this is Dr. Prentice.
2. Mom, this is John.
3. John Prentice, this is Matilda Binks.
4. Let me introduce Dr. John Prentice.
5. John, Tillie. Tillie, John.

Answering

1. Pleased to meet you, Miss Binks.
2. I'm pleased to meet you, Mrs. Drayton
3. I'm so pleased to meet you.
4. Nice to meet you.
5. Hi.

When should you use formal introductions? With whom and where?

- 1.
- 2.

IV. POST-VIEWING TASKS:

1. Understanding General Attitudes

Write a letter (a-e) for the character who would be likely to express such an opinion.

(a) Joanna Drayton (b) John Prentice (c) Mrs.Drayton (d) Mr.Drayton (e) Tillie

_____ It doesn't matter what race we are. We love each other.

_____ I want my child to be happy.

_____ A black person shouldn't try to act white.

_____ I will not get married without the parents' permission.

_____ Marriage should be considered carefully, not rushed into.

_____ As long as we love each other, nothing else matters.

_____ I didn't think this would ever happen.

_____ A person's character is more important than their race.

_____ This will be shocking to everyone. We should convey the news gently.

_____ We taught our child not to believe that one race is better than another.

b) With which feelings or opinions do you agree? Why? Write A (Agree) or D (Disagree) next to them, then compare your opinions with another student.

2. Discussion

a) Why was it difficult for the parents to accept the fact that their child would marry someone of a different race?

b) What do you think your parents would do if you brought home a boyfriend/girlfriend of a different race? Would it make a difference which race?

c) What do you think your parents would do if you brought home a boyfriend/girlfriend of a different religion? Would it make a difference which religion?

d) Some say that in several hundred years most Americans will have blood in them from all races and will be a pleasing shade of light brown. Do you agree that this will happen? Do you think that the same might be said of Japan in the future? What do you think would happen if a member of the royal family decided to marry a foreigner? Would you be in favor of it?

e) You might be surprised by the number of famous singers and actors who are bi- or multiracial. See if you can find your favorite celebrities at Blackflix.com...
< <http://www.blackflix.com/articles/multiracial.html>>.

Do the following exercises for homework.**3. Vocabulary Review**

Rewrite the following colloquial expressions in standard English.

1. I don't care for a member of my race **getting above himself**.

2. I **rang** the gallery right after lunch.

3. Well, I think I might (believe it) if you'd **pipe down** long enough to tell me.

4. You **reckon** to marry the girl soon?

5. I wanted to meet her **folks**.

6. I take it Joanna's already **busted out** with the news.

7. That's the whole situation **in a nutshell**.

8. Tell him something's **come up**.

9. Thank you for the opportunity to **speak my piece**.

10. He doesn't **bum** free telephone calls either.

4. Writing Activity (writing a letter)

- a) Imagine that you are one of the main characters in this story (Joanna, John, Tillie, Mrs. Drayton, or Mr. Drayton). Write a letter to a friend and tell him/her the situation. Include the following information:

Where were you before you came to the house?

Who did you meet and talk to?

Why are you there?

What did you do?

What did other people do?

What are you going to do tomorrow?

How do you feel about this situation now?

Dear Friend,

How are you? I'm sorry I haven't written for a while. Something surprising has happened. Last week...

What do you think I should do?

Yours truly,

b) Now exchange letters with another student. Write a letter giving advice to your friend.

Dear _____,

Thank you for your letter. It sounds like you have a big decision to make. I have thought about it, and this is what I think you should do.

Good luck. Let me know how it works out.

Your friend,

6. Free Willy

Objectives:

1. Learning about paralinguistic forms of communication.
2. Familiarizing students with contracted forms.
3. Becoming sensitive to how stressed expressions are more likely to be information rich.
4. Learning how to use context to understand colloquial expressions.

1. Pre-Listening [Setting the context]

“Free Willy” is a movie in which a juvenile delinquent, Jesse, befriends an orca, named Willy, while cleaning up an aquarium that he vandalized. The boy is able to teach the orca some tricks. When Willy’s official trainer isn’t able to get Willy to perform the tricks in front of an audience, trouble begins. The first scene shows Jesse ‘meeting’ Willy for the first time as Jesse is running away from the police.

Introduction: Jesse's crime

A. What is he doing? What do you think might have led up to this?

Scene 1: Social Worker's Office

B. Jesse and Dwight are talking in the Seattle Department of Children's Services.

Listen to their conversation *without the sound* and write at least two words to describe their personalities.

Jesse:

1)

2)

Dwight:

1)

2)

Compare your answers with your classmates.

II. Listening

Scene 1: Social Worker's Office (repeated)

A. Now watch the scene *with the sound*. Write down the questions Jesse asked and the answers given to him by Dwight.

	Jesse	Dwight (social worker)
1)		
2)		
3)		

Discuss your answers with a partner, watch the scene again and check again.

B. Multiple Choice

1. How many days had Jesse been out of "government supervision"?
 - a. One day
 - b. Two days
 - c. Three days
 - d. Four days
2. How much time had his social worker, Dwight Mercer, been on the telephone?
 - a. 14 minutes
 - b. 15 minutes
 - c. 40 minutes
 - d. 45 minutes
3. What is Jesse's punishment?
 - a. To pay a fine
 - b. To clean up the aquatic park
 - c. To apologize to the owner
 - d. To report to the police
4. Jesse might be sent
 - a. To "Baby jail."
 - b. To his mother.
 - c. Out of the city.
 - d. Back to school.

C. Fill in the missing words: Jesse and Dwight are talking:

- 1) Okay, look. Your placement is still on. The Greenwoods are okay. () even care about this incident.
- 2) Oh, I see. Because they want () in their home, () got to be something wrong with them. Right?
- 3) () heard from your mom in six years, Jesse.

Scene 2: Outside the Greenwood Home --Afternoon**D. 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 and not stressed. These unstressed items are usually structure or function words such as pronouns, prepositions, articles, conjunctions and auxiliary verbs.

Stressed syllables have longer, clearer vowels than unstressed ones that have a schwa [ə] sound.

1) Unstressed words.

Listen to the scene and fill in the blanks with a word or words.

Glen: Hello, Dwight.

Dwight: Hey.

Glen: Hey there 1) _____. Can I carry your stuff 2) _____?

Jesse: No!

Annie: Well, why 3) _____ uh, go inside and wash up, and we'll have dinner.

Dwight: Well, Glen, got a little paperwork 4) _____. 5) _____ got to have the paperwork. You know, I bought a new car recently, man. With the contracts and all, came to 6) _____ pages.

Glen: Well, 7) _____ a lease. I ain't buying yet.

Check your answers with a partner.

Scene 3: In the Greenwood Home -Day

2) In rapidly spoken English, word and syllable boundaries often do not occur in the same place as in the 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." may be pronounced "Ittsa lotta work."

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

In the Greenwood home. Annie, Jesse and Glen are having dinner while talking.

Annie: You interested in computers, Jesse?

Jesse: No.

Annie: Well, I could teach you. I just learned last summer myself

Jesse: I'm not into it.

Glen: That makes two of us.

Annie: Well, I wasn't either, but then I decided that I wanted a second career as a journalist. I'm a teacher. And so, I'm, I'm taking the summer off to write. A couple of weeklies have, uh, taken a couple of my stories. I haven't earned anything yet.

Glen: Go ahead. Just, uh, dig right in.

3) Before listening to the next part of the scene, read the text and mark all the STRESSED words, or parts of words, by underlining them, e.g. "I'm terribly tired. I think I'll go and sleep."

In the Greenwood home, Annie, Glen and Jesse are having dinner while talking.

Annie: In fact, that's how I know Dwight I did a story on Cooperton.

Jesse: Dwight's a jerk.

Glen: So, what exactly are you into, Jesse?

Jesse: I'm not into talking while I'm eating.

Now listen to the conversation and check your answers.

Scene 4: In the Greenwood Home –Dusk.**Listen to the conversation and put the lines in order.***In the Greenwood home Glen and Annie are showing Jesse his new bedroom.*

_____ Here's your room, Jesse.

_____ Well, I guess we'll get outta here now. If you need us for anything, we'll be downstairs. Good night, Jesse.

_____ Our bedroom's downstairs, but, uh, you've got the best view in the house. Go ahead, open it.

5 _____ It's great to have you here, Jesse. Good night.

_____ Uh, I, I bought you some things. Uh, some clothes, some, uh, socks. And, uh, there's lots of blue. Dwight said you like blue. Anyway, try 'em on. And, and if you don't like them, we can exchange them.

_____ It's, uh, kind of a welcome gift. You can open it later if you like.

Scene 5: In the Northwest Adventure Park –Daytime**F. Dictation: Write down the conversation between Jesse and Randolph.***In the tank observation room Randolph criticizes Jesse for getting too close to Willy.*

1) Randolph: _____?

2) Jesse: _____.

3) Randolph: Seven thousand pounds, that one. Jaws powerful enough to crush bones to oatmeal. _____?

Don't bother him, and he won't bother you. You understand?

4) Jesse: _____.

Scene 6: In the Greenwood Home - Evening**G. Contractions. Sometimes in spoken English, shortened or contracted forms of verbs and of negative forms of verbs are used. Fill in the missing contractions.**

Glen: Wanna play catch?

Jesse: Catch?

Glen: Yeah. I like to throw the ball around once in a while. Had this mitt ever since I was in eighth grade. Used to sit around and spit in it, smack it. Got a nice pocket there. Look at that. Pretty nice, huh? 1) _____ play.

Jesse: So, how much they payin' you to be my jailer?

Glen: A jailer, huh? Yeah, boy. 2)___ makin' such a great deal on you, you 3)___ believe it.

You're a regular cash cow, kid. That plus a million dollars, I could probably retire by the time 4)___ three hundred years old. Look, 5)___ gonna have to help me out a little bit here. Okay? Dwight says that 6)___ supposed to make some rules for you, and, uh, problem is, I've always been a better rule breaker than a rule maker myself, and, uh, ... So 7)___ gonna have to tell me what you think you need.

Jesse: You're askin' me?

H. Multiple Choice.

- | | |
|--|--|
| <p>1. How much weekly allowance will Glen give Jesse?</p> <ul style="list-style-type: none"> a. Four bucks (i.e., dollars) b. Five bucks c. Ten bucks d. Fifteen bucks | <p>2. Which is not one of Glen's rules for Jesse?</p> <ul style="list-style-type: none"> a. In bed by 11 o'clock b. In the house by 7 o'clock c. Up in time for breakfast d. Report to them where he's going |
|--|--|

Scene 7: In the Northwest Adventure Park –Morning

1. Multiple Choice.

- | | |
|--|---|
| <p>1. According to his trainer Rae, Willy is</p> <ul style="list-style-type: none"> a. Nice and smart b. A natural performer c. Smart and nasty d. Comical | <p>2. What's wrong with Willy's food?</p> <ul style="list-style-type: none"> a. It's too cheap. b. It's just fish. c. It's dead. d. It's too small. |
|--|---|
3. The favorite food of Orca whales is
- a. Squid.
 - b. Salmon.
 - c. Chocolate.
 - d. Shark.

Scene 8: Jesse almost drowns, but is saved by Willy.

J. What reasons does Randolph give to explain why Willy saved Jesse?

1.
2.
3.
4.

III. Post-Listening Discussion

A. Get into a small group and discuss these two questions:

1) Compare Jesse and Willy.

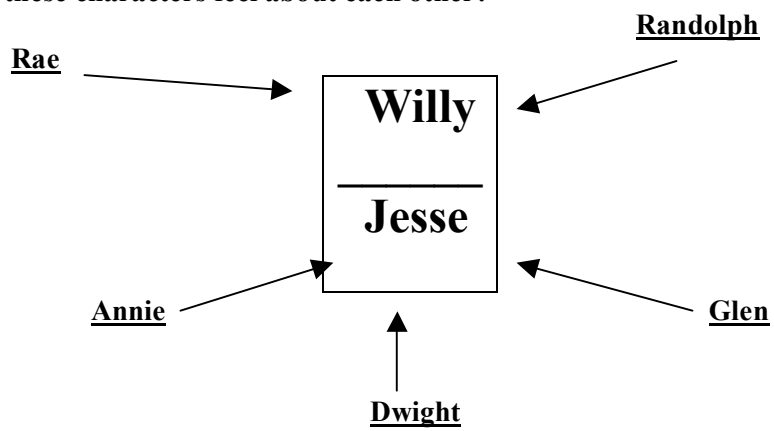
List 3 ways in which their personalities are comparable?

a.

b.

c.

2) How do these characters feel about each other?



Describe their feelings.

Rae:

Annie:

Dwight:

Glen:

Randolph:

Do the following exercises for homework.

B. Vocabulary Review: Write a synonym for each underlined expression.

1) So, was Perry with you on this number?

2) I'm not into it.

C. Writing Activity: Write a paragraph arguing for or against keeping whales in aquariums. In small groups, make your arguments. Then decide which side has the strongest, or most compelling, reasons. You can refer to information found at the websites listed below when forming your opinion.

To read Vancouver Aquarium's position statement on keeping whales in aquariums go to... <<http://www.vanaqua.org/education/aquafacts/whales-in-aquariums.html>>

"Orcas in Captivity" is a site that documents the status of Orcas kept in aquariums. You can find it at <<http://www.orcahome.de/orcastat.htm>>.

7. Miracle Planet, Environment Destruction

I. Pre-Listening Discussion

In a group of 4, each student should access a website of one of the environmental groups listed below (a different one for each member). After exploring the site for a few minutes, give your group a report on the association's events, activities, and recent campaigns.

Friends of the Earth (Japan) <<http://www.foejapan.org/en/>>

World Wildlife Fund <<http://www.panda.org/>>

Greenpeace <<http://www.greenpeace.org/international/>>
or its Japanese site at...
<<http://www.greenpeace.or.jp/>>

The Nature Conservancy <<http://www.nature.org/>>

[This site also offers interesting "Nature Stories" as podcasts.]

II. Vocabulary

Use eight of the following words in sentences. Choose words that are new to you rather than those words you already know.

desert	surface	patterns	marshes	network
irrigated	cultivation	environmental	barren	activity
farmers	grazing	deforestation	impact	trace
rectangles	silt	patchwork	logged	agricultural
erosion	cotton	circles	immense	feature

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

III. Listening

Scene 1: Satellite Views of Earth

Fill in the blanks with the right word from the vocabulary list.

From space, the clouds above the earth trace delicate (1) _____ over land and sea. Below, the pattern of human activity marks the (2) _____ of the planet. In the barren lands of the Sahara (3) _____, there is a strange grouping of circles. Each circle is a field (4) _____ with water from wells deep beneath the desert. In the Sudan, (5) _____ draw water from the Nile to grow their fields of (6) _____. This patchwork of farmland is part of an immense (7) _____ project which combines thousands of acres under unified management. Each of the green (8) _____ is nearly two miles long. On the other side of the globe, similar projects have made an (9) _____ on the landscape. These mile-wide (10) _____ are irrigated plots in the desert of eastern Oregon. Farming is not the only human (11) _____ visible from space. In many parts of South America's Amazon jungle, (12) _____ has become an obvious surface feature.

In this satellite image, the red represents bare, (13) _____ areas. They're expanding, year by year, as the forest is being destroyed along the branching (14) _____ of roads. Even from 120 miles in space, it is evident that humans have become a major (15) _____ force all over the earth.

Scene 2: The History of the Earth

Match the time period with the event.

- | | |
|--------------------------------------|---|
| 16. _____ 4 1/2 billion years ago | (a) Homo Sapiens painted cave pictures. |
| 17. _____ 4 billion years ago | (b) glaciers covered most of the earth. |
| 18. _____ 400 million years ago | (c) 100-foot ferns and 2-foot dragonflies |
| 19. _____ Carboniferous Period | (d) meteors rained down on the earth. |
| 20. _____ 200 million years ago | (e) the town of Jericho is founded. |
| 21. _____ 1 million years ago | (f) green plants spread on earth's shores. |
| 22. _____ 20,000 years ago | (g) Africa and India split. |
| 23. _____ Neolithic period | (h) the Sahara Desert had grasslands. |
| 24. _____ Several thousand years ago | (i) life began in the oceans. |
| 25. _____ African deserts expanded | (j) the Nile River was extensively settled. |

Scene 3: Ancient Civilizations**Multiple Choice**

26. The pyramids were erected around
- 1,000 B.C.
 - 1,500 B.C.
 - 2,000 B.C.
 - 2,500 B.C.
27. The Sphinx is a monument to
- a legendary monster.
 - a spirit of the Nile River.
 - ancient Egyptian god kings.
 - a high priestess.
28. Compared to today, Ancient Egypt had
- less desert, and more trees.
 - more desert, and fewer trees.
 - more desert, and more trees.
 - less desert, and fewer trees.
29. An Egyptian bas-relief is a
- conquered slave laborer.
 - base of a pyramid.
 - picture carved in stone.
 - fragment of pottery.
30. The "red lands" of Ancient Egypt were
- agricultural lands.
 - river marshes.
 - desert areas.
 - forested areas.

Scene 4: The City of Ephesus**Multiple Choice**

31. Ephesus was a famous
- Greek city.
 - Roman city.
 - Egyptian city.
 - Carthaginian city.
32. Which was **not** at Ephesus?
- a temple to Poseidon
 - a temple to Artemis
 - a huge outdoor theater
 - a famous early library
33. Ephesus is now part of modern
- Greece.
 - Italy.
 - Turkey.
 - Syria.
34. The microscopic pollen grains of _____ has been found at Ephesus.
- bamboo
 - rice
 - wheat
 - oats
35. Plaintain is associated with which period in Ephesus?
- early settlement (pre-agriculture)
 - grazing of flocks
 - urban growth
 - abandonment of the city
36. What was common in Ephesus before the arrival of people?
- oak woodlands
 - grain
 - grasslands
 - silt

37. Cutting down the oak trees led to
- less cooking fuel.
 - colder weather.
 - heavier rains.
 - soil erosion.
38. Ephesus was relocated because of
- terrible forest fires.
 - lack of building materials.
 - blockages of the harbour.
 - shortages of grazing land.
39. Ephesus had declined by the
- 4th century AD.
 - 8th century AD.
 - 9th century AD.
 - 13th century AD.
40. The story of Ephesus is a warning that
- natural disasters occur throughout history.
 - agriculture can ruin the environment.
 - competition over resources causes war.
 - fertile areas should not be used as pastures.

III. Post-Listening Discussion

1. What kinds of things could you do personally to help the environment?
2. What are 3 measures that you would take if you were in charge of protecting the environment in Japan?
3. What are some environmental changes that have occurred in Japan due to industrialization and the growth of cities?

8. Acid Rain

I. Pre-Listening Discussion

1. What is acid rain?

Check your answer by going to the excellent English/Japanese dictionary at SpaceALC <<http://www.alc.co.jp/>>. You can see the word used in sentences and a list of words with which it collocates is provided. Just type “acid rain” in the search box on the upper left side of the page.

2. Where does acid rain come from?

Confirm your understanding by doing a search for “acid rain” at Wikipedia <<http://en.wikipedia.org/>>.

3. List some damage acid rain has caused in Japan.

II. Vocabulary

Vocabulary Contexts

1. Acid rain corrodes famous monuments around the world.
2. Acid rain has also damaged forests and aquatic ecosystems.
3. Various forms of precipitation contain high levels of sulfuric acid.
4. People are urging governments to put more controls on automobile emissions.
5. Many people believe incorrectly that deserts are devoid of life.
6. Nations are vulnerable to attack when they are unprepared.
7. Smoke has adverse effects on non-smokers as well as smokers.
8. Doctors attribute various forms of cancer to smoking.
9. Toxic metals are sometimes found in drinking water.
10. The Titanic sunk when it hit a glacier.
11. The sun and wind provide alternative energy.
12. Before changing schools, you need to weigh the costs and benefits.
13. I was much less nervous on the plane once we were airborne.

Matching Vocabulary Definitions

- | | |
|---|---|
| 1. _____ corrode | a) not possessing, completely without something |
| 2. _____ ecosystems | b) a mass of slowly moving ice |
| 3. _____ precipitation | c) systems formed by the interaction of organisms and environment |
| 4. _____ emissions | d) something sent out, discharged |
| 5. _____ devoid | e) poisonous |
| 6. _____ vulnerable | f) easily hurt |
| 7. _____ adverse effects | g) wear away by chemical action |
| 8. _____ attribute | h) rain, snow, hail |
| 9. _____ toxic | i) negative consequences |
| 10. _____ glacier | j) other forms of power |
| 11. _____ alternative energy | k) carried by the air, in flight |
| 12. _____ to weigh the costs and benefits | l) believed to be caused by something |
| 13. _____ airborne | m) consider carefully before deciding |

III. Listening

Multiple Choice

1. Which of the following structures has **NOT** been seriously corroded by acid rain?
 - a. The Taj Mahal
 - b. The Acropolis
 - c. The Lincoln Memorial
 - d. The Titanic

2. By 1979, acid rain had caused architectural damage in the United States that amounted to
 - a. 2 billion dollars.
 - b. 3 billion dollars.
 - c. 5 billion dollars.
 - d. 10 billion dollars.

3. Acid rain has **NOT** harmed
 - a. industry.
 - b. agriculture.
 - c. aquatic ecosystems.
 - d. forests.

Cloze

4-11. Acid rain is any mixture of (4)_____, that is rain, (5)_____, (6)_____, (7)_____, that contains high (8)_____ of acid, particularly (9)_____ acid and (10)_____ acid.

Multiple Choice

11. Sulfuric acid is found in
 - a. sleet.
 - b. fog.
 - c. hail.
 - d. all of the above.

12. Pure rain has a _____ pH
 - a. 1.4.
 - b. 2.2.
 - c. 3.5.
 - d. 5.6.

13. The most acidic rain fall to date in the United States
 - a. had a pH of 3.
 - b. was in Los Angeles.
 - c. was in West Virginia.
 - d. was less acidic than milk.

14. What percentage of nitrogen emissions in the U.S. comes from automobiles?
 - a. 27%.
 - b. 28%.
 - c. 45%.
 - d. 65%.

15. Sulfur, found in acid rain, comes
 - a. largely from industrial utilities.
 - b. largely from electric utilities.
 - c. from automobile emissions.
 - d. from nitrogen emissions.

16. Which of the followings is **NOT** a consequence of acid rain?
 - a. High altitude lakes devoid of fish.
 - b. Lakes with a lot of green algae.
 - c. Diseased trees.
 - d. Trees without protective coatings.

17. Scientists fear acid rain may indirectly affect
 - a. drinking water.
 - b. human health.
 - c. the release of toxins from pipes.
 - d. all of the above.

18. Acid rain increased
 - a. with industrialization.
 - b. with the formation of glaciers.
 - c. with improvements in train travel.
 - d. with the destruction of rainforests.

19. Glacier water had a PH of about 5
 - a. 50 years ago.
 - b. 100 years ago.
 - c. 200 years ago.
 - d. 10,000 years ago.

20. The lecture does **NOT** advise
 - a. reducing the production of acid rain.
 - b. using alternative forms of energy.
 - c. developing new technology.
 - d. reducing emissions in certain countries only.

IV. Post-Listening Discussion

Imagine that you and 3 other group members have found an unspoiled island that had never before been discovered. In exploring the island, you find that it has many natural resources (e.g., minerals and coal) that could be sold to corporations, making you all very rich and benefiting mankind. On the other hand, if you don't tell anyone about the island, its beautiful natural environment could be preserved. What will you do?

9. “Salt Water Wells in My Eyes” By Julian Lennon

OBJECTIVES

- 1) Learn the definition of "alliteration" and how it can be used in a song.
- 2) Use listening strategies: prediction, guessing, and attention to visual clues for gaining a richer understanding.
- 3) Discuss the meaning of a song and how it might relate to our lives.

The son of John Lennon and his first wife Cynthia, Julian Lennon had a moderately successful singing career during the 1980s. John Charles Julian Lennon was born on April 8, 1963 in Liverpool and, as a child, inspired several Beatles' compositions. "Lucy in the Sky with Diamonds" reportedly arose out of a drawing Julian made of a classmate. Following his parents' divorce, he became the subject of Paul McCartney's sympathetic "Hey Jude." Julian began playing the guitar and drums at age ten, adding piano as a teenager; he appeared as a drummer on the track "Ya Ya" on John Lennon's album "Walls and Bridges." Following his father's assassination, Lennon decided to pursue a singing career. Julian's fourth solo album, *Photograph Smile*, scored him a number one hit with "Saltwater." At the time of its release, Julian wrote:

"I think it touches everybody because whether people care about things or situations or not, you can't help but be drawn into what the song is about, you know, and basically it's about reflections on one's life and what's happening around you in your life and very straightforward but so honest that it almost hurts."

- Julian Lennon on "Saltwater"



I. Pre-listening

A. Find the secret word in this puzzle using the clues below.

1. 0 _ _ _ _ _
 2. _ _ _ _ _
 3. _ _ _ _ _
 4. _ _ _ _ _
 5. _ _ _ _ _
 6. _ _ _ _ _
 7. _ _ _ _ _
 8. H _ _ _ _

What are the secret words? 0 _____ H

Clues

1. A deep rich yellow color. The color of some carp.
2. The star at the center of our solar system that provides us with light and heat.
3. Young humans.
4. An area of land covered in rocks or sand that has little or no water.
5. Images produced on film inside a camera.
6. A large area of land covered with trees growing close together.
7. A high and often rocky area of land with steep or sloping sides.
8. A hollowed-out area in the ground. A place where an animal might live.

B. Based on the Title of the song ‘Saltwater Wells in My Eyes’ and this vocabulary, predict what the song is about before you listen. Discuss with another student.

‘I think this song is about...’

II. Listening

A. Listen to the song once and fill in the words from the puzzle.

B. Alliteration in poetry or lyrics occurs when a number of consecutive or neighboring words have the same consonant sound.

e.g., John joked about joining the jazz band in July.

The sound may also occur at the beginning, middle, or end of words.

1. Listen to the song. Write the consonant/s that are repeated next to the lyrics that use alliteration. Write ‘0’ if there is no alliteration. The first one has been done for you.

 r We are a rock revolving
 _____ Around a _____
 _____ We are a billion _____ rolled into one
 _____ So when I hear about the _____ in the sky
 _____ Saltwater wells in my eyes

We climb the highest _____
 We'll make the _____ bloom
 We're so ingenious we can walk on the moon
 But when I hear of how the _____ have died
 Saltwater wells in my eyes

Bridge:

_____ I have lived for love
 _____ But now that's not enough
 _____ For the world I love is dying and no one cries
 _____ And time is not a friend (no friend of mine)
 _____ As friends we're out of time
 _____ And it's slowly passing byright before our eyes

We light the deepest ocean
 Send _____ of Mars
 We're so enchanted by how clever we are
 Why should one baby feel so hungry she cries
 Saltwater wells in my eyes

Bridge

_____ We are a rock revolving
 _____ Around a golden sun
 _____ We are a billion children rolled into one
 _____ What will I think of me the day that I die
 _____ Saltwater wells in my eyes
 _____ Saltwater wells in my eyes

- C. The writer/singer asks two questions (1) Why should one baby feel so hungry she cries? (2) What will I think of me the day that I die? The first question is directed at all of us, but he asks the second question at himself. What is he trying to say about our responsibility to the earth and other humans?
- D. What do you usually imagine when you hear the word saltwater? Why do you think the writer chose to say “**saltwater** wells in my eyes” rather than simply say “**tears** well in my eyes”?

III. Post Listening

A. Discuss these questions with students near you.

1. To whom is the singer addressing his words?
2. What are the settings of the song (as seen in the video)?
3. What experiences may have suggested the lyrics to the writer?
4. What does the writer want us to feel? What is the song's theme?
5. When have you had similar feelings?

B. Imagine you are 70 years old and having a conversation with your 8-year-old grandchild about what happened to nature. Write the conversation you might have.

GC: 'Grandma/pa, when you were my age, did you see a forest?

You:

GC: What happened to the trees?

You:

GC: What was it like to swim in the ocean?

You:

GC: Why can't we swim there anymore?

You:

GC: And why doesn't everyone in the world have enough food to eat?

You:

GC: Grandpa/ma, what did you do to help the earth?

You:

GC: Thank you, Grandpa/ma. I just wish I could play outside.

C. Follow-up: How does technology help and harm human life, animal life, and the earth? Do some research on this topic using the Internet and make a poster about it to present in the next class. One place you might search is on *Scientific American's* website at <<http://www.sciam.com/>>.

10. Eating Green: Our Diet and the Environment

Objectives:

1. Learn how to distinguish main ideas from sub-topics
2. Familiarize students with vocabulary related to the environment
3. Learn ways of reporting statistical findings
4. Use the listening strategy “prediction” to anticipate consequences
5. Practice critical thinking when competing claims are made

I. Pre-View (Scene 1—Chief Seattle)

Watch the introduction to the film. Discuss your responses to these questions with your partner.

1. What is the main topic of this video? What are some sub-topics?
2. In what ways do you think food, health, and the environment are connected?

II. Vocabulary building

Research shows that learners need to use a “new” word at least six times in order to make it their own (in other words, so that it can enter long-term memory). Choose ten words that you are unfamiliar with, but you think would be useful to know, and write sentences using them.

conscious	prairie	football pitches	settlers
reservation	abounded	reservoir	relieve
poignant	asphalt	economies	acre
pathetic	herbicides	cattle ranch	drastically
sacred	stabilize	livestock	poverty-stricken
interconnected	dominance	peasants	malnutrition
profoundly	gallon	trimmer/more fit	maize

III. Listening

Scenes 1) Chief Seattle & 2) Eating Grain vs. Eating Cows Multiple Choice

1. Chief Seattle said which of the following to the great chief (U.S. president) in Washington about 100 years ago?
 - a. Treat women better since the earth is our mother.
 - b. Treat the animals as if they were man’s brothers.
 - c. Treat the Indians better by giving them food and horses.

2. At what age do cattle come to a feedlot to be fattened with grains?
 - a. At about six to eight months of age.
 - b. When older than one year.
 - c. After they are at least three years old.
3. Man requires one-sixth of an acre of land to grow grains to feed himself. How much land is needed to feed just one cow?
 - a. Five times the area of what man needs to survive.
 - b. Ten times what man needs to grow for his survival.
 - c. Twelve times the area of what man needs to survive.
4. Forests and prairies in the U.S. have been destroyed in order to grow grains for grazing land. Which figures are accurate? (More than one answer is correct.)
 - a. 90% of soy beans are fed to animals.
 - b. 90% of soy beans are eaten by human beings.
 - c. 80% of corn grown in the U.S. is eaten by human beings.
 - d. 80% of corn grown in the U.S. is eaten by animals.

Scene 3—Effects on Water

5. Which needs the most water to grow?
 - a. A pound of apples (450 grams is equal to one pound).
 - b. A pound of potatoes.
 - c. A pound of beef.
6. If crops are grown for livestock production, what might be the consequence? (More than one answer is correct.)
 - a. The Ogallala Reservoir will dry up.
 - b. The Ogallala Reservoir will need to melt more ice.
 - c. Politicians trying to gain election will suffer defeat.
 - d. Economies in the plain states of the U.S. will suffer.

Scene 4—Forests for Hamburgers

7. When developed nations like those in Europe and America lent money to Costa Rica, what did that country have to do in order to receive the loan?
 - a. Give all their rainforests to the advanced nations.
 - b. Provide a good welfare system for indigenous people.
 - c. Turn their rainforests into grasslands to raise cattle for advanced nations.
 - d. Redistribute land so that poor people could make a living.
8. What effects does cutting down a rainforest have? (More than one answer is correct.)
 - a. Environmental destruction occurs as the “lungs of the earth” are cut down.
 - b. Poor people grow even more hungry and experience worse poverty.
 - c. Cattlemen use the grasslands for many years.
 - d. The soil will not support grasslands, so the region becomes a “dustbowl.”

Scene 5—A Bright Future?

9. What might be possible if human beings were to eat less meat? List four possibilities that were mentioned:
 - a.
 - b.
 - c.
 - d.

IV. Post-Listening

Critical thinking—Comparing corporate PR with claims by critics

Most of the beef produced in the world is sold as hamburgers by McDonald's and other fast food chains.

1. In a group, search the web for information about how fast food restaurants view their responsibility for the environment (e.g., McDonald's states what it is doing for the environment at <<http://www.mcdonalds.com/usa/good/environment.html>>).
2. In view of what you learned from the video segments, what is missing from McDonald's claims that it is showing great care for the environment? Hint: Is anything mentioned about the negative effects of raising cattle on the environment?
3. Search for sites that are critical of eating fast food and raising livestock for food. Did the McDonald's website make any attempt to address the issues these sites bring up? Here are some sites that you can explore:
 - Stop McDonald's Campaign** <<http://www.nostatusquo.com/stopmacdonalds/>>
 - Veg for Earth** <<http://www.vegforlife.org/earth.htm>>
 - Veggie Schools** <<http://www.veggieschools.com/environmental.html>>
4. After a discussion with the members of your group, report your observations to the class.

11. Nessie: the Loch Ness Monster

I. Pre-Listening Discussion

1. Have you ever heard of any legendary creature? List them. Compare your list with a partner.
2. Do you believe monsters might exist somewhere? Why or why not? List your reasons. Defend your point of view to a classmate.

II. Vocabulary

Fill in the blanks with words from the list at the bottom of this page..

Some people believe that a monster 1)_____ Loch Ness. People have been saying this since 2)_____ times. The water is 3)_____, so it is hard to find 4)_____ of “Nessie.” The 5)_____ of the Loch are very big so Nessie could be anywhere at the lake bottom. However, 6)_____ claim that the story is just a 7)_____, with its genesis hundreds of years ago. They suggest that a terrifying 8)_____ has never inhabited the lake. Yet men and women of 9)_____ claim to have seen strange 10)_____.

- | | |
|---------------|--------------|
| a. legend | f. integrity |
| b. haunts | g. opaque |
| c. creature | h. evidence |
| d. phenomena | i. sceptics |
| e. dimensions | j. medieval |

III. Listening

Scene 1: Scotland's Loch Ness

Fill in the blanks as you listen to the first scene of the video. Use words from the following list:

legend	Nessie	terrifying	nestled	genesis
fearsome	medieval	inhabited	beastie	holds

This is Loch Ness, one of the most beautiful places on earth. (1) _____ in the Scottish Highlands, it has been (2) _____ for thousands of years. But something else lives beneath the surface of this beauty, something huge and (3) _____. What lies under this lake (4) _____ Scottish (5) _____. Five hundred and sixty-five years after the birth of Christ, St. Columba drove off a (6) _____ beastie through the power of prayer. But the (7) _____ did not stay away long. The (8) _____ legends of the dragon were thought to have had their (9) _____ in reports of this creature. A creature that is a part of everyday life for many locals who have named it (10)_____.

Scene 2: Interview with Witnesses

Match the speakers with their sightings.

- | | |
|---------------------------|---|
| | a. saw a churning motion in the water one evening. |
| 11. _____ Ronnie Bremner | b. sighted Nessie at 10:00 while driving to Inverness. |
| 12. _____ Jimmy Cameron | c. while driving his/her mother, (s)he saw a massive shape. |
| 13. _____ Murdo Campbell | d. was only 10 years old at the time of the sighting. |
| 14. _____ Winnifred Carey | e. made a sighting while in a boat on the Loch. |
| | f. took a black and white movie of Nessie in 1961. |

Scene 3: Evidence of Nessie**Multiple Choice**

15. What is unusual about the stories of the Loch Ness monster?
 - a. Everyone describes a similar kind of creature.
 - b. Everyone seems to have been frightened by it.
 - c. Everyone describes a different kind of creature.
 - d. Everyone seems certain that they saw the monster.

16. A film of “Nessie” was made in
 - a. April, 1960.
 - b. August, 1960.
 - c. April, 1961.
 - d. August, 1961.

17. Tim Dinsdale said
 - a. “It was alive and it had great mass.”
 - b. “It’s not particularly big or alarming.”
 - c. “There is more than one creature.”
 - d. “It’s very dangerous to local fisherman.”

18. Tim Dinsdale saw
 - a. something on the sixth day of his trip.
 - b. Nessie twice during his six-day trip.
 - c. nothing during his six-day trip
 - d. Nessie frequently during his six-day trip.

19. When did the research team visit Loch Ness?
 - a. 1962
 - b. 1972
 - c. 1982
 - d. 1992

20. Who led the research team?
 - a. a Scottish man
 - b. a British man
 - c. a German man
 - d. an American man

21. Who was the head of the team?
 - a. Bob Frew
 - b. Arthur Langley
 - c. Fred Bassett
 - d. Robert Rines

22. The head of the research team started his career as a
- scientist.
 - judge.
 - lawyer.
 - writer.
23. The team claimed that they had photographed
- an appendage, which might have been Nessie's fin.
 - Nessie's long thin neck.
 - Nessie's tiny head.
 - an egg which might have belonged to Nessie.
24. Who claimed that the team had failed?
- Tim Dinsdale
 - Peter Covey
 - Al London
 - Stuart Campbell
25. The team leader said he was very familiar with
- science.
 - photography.
 - integrity.
 - computers.

IV. Post-Listening: Writing & Discussion

1. Imagine that recently a Nessie-like creature was sighted in Tokyo Bay. Using language similar to that used by witnesses in the video, write (in a 50- to 100-word paragraph) your account of an imagined sighting that you made of this creature.
2. Interview a partner and take notes on what (s)he saw. Report your partner's sighting of Nessie to another classmate. Compare notes.
3. There are many suspicious stories that circulate on the Internet. Some are true and some are not. One website is dedicated to sorting out the truth from the fiction. Go to that site <<http://www.truthorfiction.com/>> and read some of the stories in the archives; a list of categories is on the left, in the blue column. Then, read one of them aloud to a partner. See if (s)he can guess if the story is true or just an urban legend.

12. Cameramen Who Dared

I. Viewing the Intro and Discussing it

Watch the introduction of this video. Then, describe some of the dangerous actions you saw to members of your group. Discuss these questions:

1. What do you think of the risks taken by the cameramen?
Do you think taking photographs is worth such risks?
2. Would you like a job that involves some danger? If so, how much?
3. Have you ever done anything dangerous to take a photo?

II. Vocabulary

Vocabulary Contexts

1. The soldiers feared for their lives because they were in mortal combat.
2. In the typhoon, the flimsiest buildings blew away.
3. The pioneering spirit of the astronauts took them to the moon.
4. The bird turned once before its ascent into the clouds.
5. Our study period slowly lapsed into a gossiping and smoking session.
6. The scientist couldn't work well in the forest with such primitive equipment.
7. Mr. Tanaka was careful because the guard dog was potentially dangerous.
8. The post office mutilated my package by mishandling it.
9. The perverse paintings made us uncomfortable and embarrassed.
10. Her friend was treacherous and soon became her enemy.
11. Unless something delays its end, the meeting will presumably finish by 5:00.
12. At the time, people weren't sure, but in retrospect Hitler's intentions in Europe were quite obvious.
13. The company's new products showed great ingenuity.
14. The children were fascinated by the clown and couldn't stop watching him.
15. The advertisement lured him to buy a more expensive car than he originally wanted or needed.

Matching Vocabulary Definitions

- | | |
|-----------------------|--|
| 1. _____ mortal | a) at an early stage of development; simple |
| 2. _____ flimsiest | b) disloyal; dangerous; secretly wishing to harm |
| 3. _____ pioneering | c) hindsight; looking back afterwards |
| 4. _____ ascent | d) most weakly made; frailest |
| 5. _____ lapsed | e) extremely interested in |
| 6. _____ primitive | f) supposedly; expected to be |
| 7. _____ potentially | g) changed to less pleasing behavior |
| 8. _____ mutilated | h) unnatural; strange; unacceptable |
| 9. _____ perverse | i) ending in death |
| 10. _____ treacherous | j) attracted with a desirable object |
| 11. _____ presumably | k) trying something previously untried |
| 12. _____ retrospect | l) cleverness at creating and thinking of new things |
| 13. _____ ingenuity | m) could possibly happen |
| 14. _____ fascinated | n) climb; upward movement |
| 15. _____ lured | o) severely and/or violently damaged |

III. Listening

Multiple Choice

Scene 2: Mountain Climbing Cameramen

1. The narrator says mountain climbing cameramen have to be
 - a. as skilled or better skilled than other climbers.
 - b. more careful than other climbers.
 - c. luckier than other climbers.
 - d. less experienced than other climbers.

2. David Breshiers has climbed Everest
 - a. 2 times and reached the summit twice.
 - b. 4 times and reached the summit four times.
 - c. 6 times and reached the summit twice.
 - d. 8 times and reached the summit four times.

3. What does Breshiers do at the end of a day of mountain climbing?
 - a. Get plenty of rest.
 - b. Load a film magazine for the next day.
 - c. Read photography journals.
 - d. look at the day's photos.

Scene 3: Africa

4. By the _____, Americans were fascinated by Africa.
 - a. 1910s
 - b. 1920s
 - c. 1930s
 - d. 1940s

5. Carl Aikley was famous for
 - a. inventing a better action camera.
 - b. curing an injured leopard.
 - c. discovering Africa.
 - d. collecting live animals for zoos.

6. Martin and Osa Johnson
 - a. only made realistic documentaries.
 - b. went to the same place in Africa each time.
 - c. had pet crocodiles.
 - d. used to be a cook and a singer.

7. Which is true about the Johnsons?
 - a. They developed film in the field.
 - b. Their work is not appreciated today.
 - c. They witnessed a miracle.
 - d. They used very sophisticated equipment.

Scene 4: Wolfgang Bayers

8. What does Wolfgang Bayer say about orangutans?
- They threw peas at him.
 - They tried to untie his rope.
 - He taught them to climb rope.
 - He had to attack them.
9. Bayer got into a fight with chimpanzees and
- he bit a female chimp.
 - he hit one with a camera.
 - he was bitten by two of them.
 - he hid behind his camera.
10. How much does Bayer say his camera is worth?
- \$500.
 - \$5,000.
 - \$50,000.
 - \$500,000.
11. Which animal does he **not** mention?
- Coyotes
 - Cougars
 - Baboons
 - Boas

Scene 5: Jim Lipscomb

12. Jim Lipscomb says
- the people he photographs are not professional.
 - audiences like to see how people handle trouble.
 - he usually has many problems working with actors.
 - he often loses control of his equipment.
13. What happened when the raft hit the rocks?
- A man fell into the rough water.
 - They had to stop and repair it.
 - Lipscomb dropped his camera.
 - It made a very loud noise.
14. When the raft hit the rocks,
- Lipscombe was glad.
 - Lipscombe was sorry.
 - Lipscomb was embarrassed.
 - Lipscomb was terrified.

15. Lipscomb says people are more _____ than animals.
- treacherous
 - troublesome
 - interesting
 - fascinating
16. Which is **NOT** true?
- The cage was Lipscomb's idea.
 - The cage was designed to capture a bear.
 - The guide wanted to join him.
 - The cage was the guide's invention.
17. The guide warned him to stay
- 6-8 feet from the bears.
 - 16-18 feet from the bears.
 - 60-80 feet from the bears.
 - 68 feet from the bears.
18. How did Lipscomb feel?
- He liked the experience.
 - He agreed to go into the cage.
 - He expected to be afraid.
 - He expected to be safe.

Scene 5: Filming Underwater

19. Motion pictures were first made underwater in
- 1914.
 - 1915.
 - 1916.
 - 1917.
20. When did Alexander Graham Bell visit the Photosphere?
- 1920
 - 1921
 - 1922
 - 1923
21. Why did Williamson take his wife and daughter in the Photosphere?
- to show everyone their bravery.
 - to show them an underwater world.
 - to show them the safety of the Photosphere.
 - to create sympathy for them.

22. Dr. Hann Hass was the first cameraman
 - a. to film sharks while swimming.
 - b. to face sharks without weapons.
 - c. to create sympathy for sharks.
 - d. to develop rules for safety.

23. When did Hass do his most important work?
 - a. 1913
 - b. 1930
 - c. 1933
 - d. 1939

24. What kind of camera did Hass use?
 - a. A battery-operated 16mm camera.
 - b. A battery-operated 60mm camera.
 - c. A wind-up 16 mm camera.
 - d. A wind-up 60 mm camera.

25. Which is **NOT** true of Hass?
 - a. He pioneered new camera techniques.
 - b. He knew he was safe from the sharks.
 - c. He often filmed as he swam.
 - d. He used cameras that sometimes leaked.

IV. Post-Listening Discussion

1. What are the advantages and disadvantages of a photographer's life?

2. In what context do you most often see photos? [Hint: Did you see any today during your commute to the university?]

3. Access the collection of Pulitzer Prize winning photographs at the "Capture the Moment" website <<http://www.newseum.org/pulitzer/>>. [You will need the Shockwave plugin to view the site.] Look at some of the photos in the collection, listen to the stories behind them and discuss them with members of a group.

13. The Public Mind

I. Pre-Listening Discussion

With a partner or group, discuss the following question and provide examples:
How do you think images in the media affect your life?

II. Vocabulary

Match the vocabulary from the video on the left with the appropriate word or phrase on the right. Guess if you are not sure.

- | | |
|------------------------|-------------------------|
| 1. _____ inundate | a) allure |
| 2. _____ consciousness | b) change |
| 3. _____ seduction | c) flood |
| 4. _____ inhumane | d) expressiveness |
| 5. _____ transform | e) abundant |
| 6. _____ prolific | f) cruel |
| 7. _____ uncanny | g) basic |
| 8. _____ persuasion | h) having a sixth sense |
| 9. _____ implicit | i) examine |
| 10. _____ primal | j) influence |
| 11. _____ eloquence | k) hidden |
| 12. _____ scrutinize | l) awareness |

III. Listening

Comprehension

1. What have images taken over from?
2. What do images create patterns of?
3. What do mass produced images shape?

Multiple Choice

4. The Average American sees more than _____ commercials per year.
 - a. 33,000
 - b. 32,000
 - c. 34,000
 - d. 35,000

5. Mr. Neil Postman states that consumers "need defenses against _____ of eloquence."
 - a. the destruction
 - b. the seductions
 - c. the abduction
 - d. the distraction

6. Assessing the truth or falsity of an image is easiest with
 - a. film.
 - b. music.
 - c. print.
 - d. cassette tape.

7. Most photographs that appear in mass circulation magazines are
 - a. re-touched.
 - b. untouched.
 - c. out of touch.
 - d. often touched.

8. Digital technology has an impact on
 - a. mythic images.
 - b. spectacles.
 - c. reality.
 - d. philosophy.

9. The power of documentary photographs was discovered in
 - a. 1940.
 - b. 1900.
 - c. 1840.
 - d. 1890.

10. In choosing an image, part of the implicit message is a
 - a. demographic.
 - b. geographic study.
 - c. graphic study.
 - d. demonstrative one.

True or False

11. T / F At *SELF* magazine, the majority of the readers are women in their early twenties.
12. T / F The most persuasive form of images are those that touch primal feelings.
13. T / F The validity of images almost never depends on their ability to be transformed into merchandise.
14. T / F Marilyn Monroe made icons of mass produced commodities and images.
15. T / F Commercials stress that you can become an image if you follow the right instructions.
16. T / F Look-alike contests prevent individuals from really knowing what it would be like to be a famous person.
17. T / F Teenagers, in particular, worry about whether they have "the look."
18. T / F People spend a lot of time investing in their images.
19. T / F People are not aware of the signals they are sending out.
20. T / F The term citizen has become a substitute for consumer.

Cloze listening

Once upon a time the idea of (21) _____ citizen embodied the notion of free men (22) _____ women thinking and acting for ourselves and (23) _____ part together in the civic life of (24) _____ nation. But for millions and millions of (25) _____ today, representative democracy is nothing but the (26) _____ of democracy. Politics ends with consuming images. (27) _____ visitor to America noted the mass (28) _____ of ready-made ideas, the divorce of politics from everyday life and the (29) _____ turnout of voters. And he concluded that Americans are now a permanent (30) _____, waiting to be amused, they look on more and more and join in less and less.

IV. Post-Listening Discussion

1. Do you feel that society has become “a victim of the image”?
2. Should there be restrictions on the types of images shown? Provide examples.
3. Can TV be a positive instrument for change? Watch some of the PSAs (public service advertisements) at “AD Gallery.” Discuss ones that you found to be interesting with members of a group. Do you ever see such ads in Japan? Do you think such ads should be shown in Japan more often? Is there a need for it?
AD GALLERY: <<http://www.mediacampaign.com/mg/television.html>>

14. Broadcast News

I. OBJECTIVES

1. Introduce the work done at a TV station.
2. Learn vocabulary used in the media and in foreign affairs news broadcasts
3. Use listening strategies: prediction, guessing, using visual, situational and context clues to guess the meaning of a scene or of a dialogue.
4. Familiarize students with features of naturally spoken English.

II. PREVIEWING

A. TV News.

Compare your answers with a classmate.

1. Which news program do you usually watch? Why do you like it?
2. What do you think are the hardest jobs at a TV station? Why?
3. Which job do you think would be the most interesting?
4. What is a current news story that's hot in Japan?
5. What do you know about Libya and its relations with the U.S.?
6. The characters in this story are in a love triangle. Have you ever had that experience? How did your story end?

B. Vocabulary.

Find definitions for each of the following words. You may need the help of the Internet [Try One Look <<http://www.onelook.com/>>.] to find some of them. Compare your answers with a classmate.

Field Reporter

→

Executive TV Producer

→

TV Anchor

→

Mirage SU-22 fighter aircraft

→

F-14 Interceptor

→

heat-seeking missile

→

military installation

→

Muammar Qaddafi

→

III. VIEWING**A. Describe the Scene.**

In *Broadcast News*, Jane Craig, a news producer, Tom Grunick, a TV anchor, and Aaron Altman, a field reporter, all work for a major TV station. Both Tom and Aaron have fallen in love with Jane, who cannot decide which of them she loves. Tom is having his debut performance as a news anchor. Aaron is jealous; he is at home getting drunk and pretending that he doesn't care, but he can't help getting involved in the news report by calling in his comments and suggestions.

Watch the first few minutes of the scene. Make notes on the following questions:

--Where are the main characters? What time of day is it?

--What is each of the 3 main characters doing in the scene?

-- How do you think they feel in the scene?

B. Matching

Match the characters with the corresponding actions or descriptions.

- | | | |
|-----------------|-------|-----------------------------------|
| 1. Jane Craig | _____ | a. short-tempered |
| 2. Tom Grunick | _____ | b. trying to forget his job |
| 3. Aaron Altman | _____ | c. confident about his work |
| | | d. nervous about making mistakes |
| | | e. trying to relax under pressure |
| | | f. in control |
| | | g. trying to get attention |
| | | h. learning fast |

C. Geography

A Libyan Mirage SU-22 has attacked a U.S. military base in Sicily, Italy. Afterward, it was shot down by a U.S. F-14 Tomcat. On the map, locate the following places and draw the route of the 2 aircraft.

- a. Tunis b. Tripoli c. Sicily, Italy



D. Dictation**Listen and fill in the blanks.**

Good afternoon. A Libyan fighter plane attacked a United States _____
early this morning and was, itself, shot down by American F-14 _____.

The Libyan Missile _____ an Army _____ which,
just thirty minutes earlier, had been crowded with _____.

The latest message seems to _____ that the Libyan pilot was acting on
his own, without _____ from anyone else. In other words, I think we're all okay.
Once again: the Libyan government has _____ any prior knowledge of the
attack. I'm Tom Grunick, _____ from Washington. Good afternoon.

E. Re-ordering the conversation

**Jane is getting advice from Aaron and giving it to Tom. Read over the following
conversations and note the correct order at the bottom of the page as you listen.**

A. Jane to Tom:

The F-14 is one of the most difficult planes to master. Oh, you call them
'Tomcats' and in the 70's the first crop had a number of crashes.

B. Jane to Tom:

Right and we have the '81 pilot on the way in -- Nobody else will have him.

C. Aaron to Jane:

Me again. Hi. Listen, Gaddafi doesn't foam at the mouth or anything. When you
speak to him he's not at all nuts. He seems like a leader – very impressive,
self-control...that's what's so strange.

D. Jane to Tom:

To State for the message from Libya, then you'll have the carrier pilot from the
Sidra in time to...

E. Aaron to Jane:

I think the pilot that shot down the Libyan in 1981 is stationed right here.
Maybe you could get him –and maybe Tom should say that our F-14 is one of
the hardest planes to fly. They're nicknamed 'Tomcats'.

F. Aaron to Jane:

You're welcome. So how does it feel to...I know you gotta go -- Me too. We're
very busy here.

→ → → → →

F. Viewing

Watch the scene between Aaron and his boss, Ernie, the station news director. It is two weeks after the TV broadcast on Libya. Answer the following comprehension questions and compare your answers with a partner:

1. What is the bad news at the station?
2. How many people will be affected?
3. What does Aaron think will help him?
4. When will Aaron get his opportunity?

G. Previewing

Watch the next scene without sound and study the actions. What are Tom and Aaron doing in the studio?

Compare your answer with a partner



H. Viewing and ordering

Watch the scene carefully and then correctly order Tom's remarks to Aaron.

- _____ a) The right side of your face is the good one.
- _____ b) Your coat jacket is rising up in back.
- _____ c) Sit on it. [Only consider the 1st time he says it when ordering.]
- _____ d) Your jacket.
- _____ e) When you sit, sit on your jacket.
- _____ f) Try to punch one word or phrase.
- _____ g) Don't let your eyes move.
- _____ h) Look at the monitor.
- _____ i) You don't want to look shifty.

Imagine that you are teaching a classmate how to do something that you know how to do well. (S)he will pantomime it as you give the directions.

I. Viewing and analyzing

In the last part of the conversation between the two men, they are talking outside the TV studio. Judging from Tom's remarks and the earlier part of the conversation between them, what are the differences between the two men in their approach to TV anchoring. List at least 2 differences.

Tom	Aaron
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

J. Watching for details

Read over the following sentences. They describe the mistakes Aaron made while doing the TV Anchor's job. Watch the scene in the video and note the order of these events.

- a. A make-up woman wipes off his sweating face.
- b. Someone's hand can be seen steadying the backdrop.
- c. The make-up artists use a blow dryer to dry him off.
- d. He tilts his head because of the dropping sweat.
- e. A technician bumps the map backdrop behind him.
- f. The underarms of his shirt are soaked with perspiration.
- g. A technician says he is sweating more than ex-president Nixon.
- h. The floor manager assistants try to change his shirt.

→ → → → → → → →

K. Vocabulary

In this scene, Aaron will be the news anchor. Read over the list of words and write a definition for each one.

- a. folly
→

- b. sub bases
→

- c. ruckus
→

- d. state press corps
→

- e. coverage
→

- f. professional spies
→

- g. persistence
→

h. espionage novel

→

i. instrument

→

j. revelation

→

L. Dictation

Listen to the news report and fill in the missing words in the passage that follows. Compare your answers with a partner.

Good Evening. In mood and language better suited to an 1. _____ than the delicate world of the Western Alliance, the British Foreign Secretary today pounced on what he termed, “The nest of 2. _____ and amateur traitors who were turning NATO Headquarters into an 3. _____ whose only true function is 4. _____.” We begin our 5. _____ with Edward Towne in London.

(The TV monitor cuts to Edward Towne reporting from London. Aaron has trouble on the TV set.)

The 6. _____ referred to are located in five countries: Norway, Belgium, Netherlands, Spain as well as Great Britain...Our own State Department was rocked not only by the 7. _____ but from the highly unusual 8. _____ from the 9. _____. Martin Klein reports on the 10. _____ at Foggy Bottom.

IV. POST-LISTENING

- 1. One of the issues in this film is whether the way you present the news is more important than the content. Which do you think is most important to TV viewers? Note 3 examples for your argument and give some real-like examples from TV.**

2. Write a letter. The teacher will divide you into group A or B.

A. You are the station manager. Write a letter to Aaron Altman explaining why you are firing him. [Hint: It might have something to do with how badly he performed as a TV anchor.]

B. You are Aaron Altman. Write a letter to the station manager explaining why you think you should get credit for helping Tom Grunick do a good TV news broadcast.

3. Discussion.**Describe one of the following in a short paragraph**

A. What was the most stressful experience in your life?

B. What happens to you physically when you are under stress?

Share your paragraph with a partner.

15. Relationships: **The Rain in Spain**

“My Fair Lady” is a famous film based on a hit Broadway musical of the 1950s which opened in 1956 and played for 2,717 performances over 9 years. The musical was made from the 1912 play by the Nobel Prize-winning, Anglo-Irish writer, George Bernard Shaw. The musical film was one of the top hits of 1964. It won 8 Academy awards, including best film, director, costumes, and screenplay adapted from other sources.

It tells the story of Eliza Doolittle, played by Audrey Hepburn. Eliza is a poor, uneducated flower seller in Convent Garden, London. As a famous professor of phonetics, Higgins (played by Rex Harrison) notices Eliza’s terrible, lower class accent. He bets Colonel Pickering that he can teach her to speak properly enough to fool anyone into thinking that she is a princess.

I. Pre-Listening

A. Slang

One of the reasons that Eliza speaks so badly is that she uses so many slang expressions in English. Non-standard words in any language immediately identify a speaker as part of a special group, sometimes a lower class one, or a rebellious generation.

Give five examples of slang expressions in Japanese?
(*e.g., achi itte, bonkura, chara chara, mecha, oha, summan*)

- | |
|---|
| <p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p> <p>e.</p> |
|---|

Discuss the list with members of your group. Do you use these expressions and, if so, in what circumstances? Have any of you ever been offended when speaking with someone who has used them?

II. Listening

In this scene, Higgins and Eliza are exhausted by their efforts to improve her speaking. However, they have a breakthrough while Eliza practices saying “The **Rain** in **Spain** falls **mainly** on the **plain**.” The words have rhyming syllables making them easy to remember when singing the song.

A second poetic device is used in the song, alliteration. This is when the same consonant sound is repeated. For example, Higgins sings, “In **H**ertford, **H**ereford, and **H**ampshire,” repeating the “H” sound.

Fill in the missing rhyming words and find two words that demonstrate alliteration. Then compare with a partner.

ELIZA: The rain in Spain stays mainly in the plain.

HIGGINS: [rising, unbelieving] Again.

ELIZA: The rain in _____ 1 _____ stays mainly in the _____ 2 _____.

HIGGINS: [to PICKERING] I think she’s got it! I think she’s got it!

ELIZA: The rain in _____ 3 _____ stays mainly in the _____ 4 _____.

HIGGINS: [triumphantly]By George, she’s got it! By George, she’s got it!
Now once _____ 5 _____, where does it _____ 6 _____?

ELIZA: On the plain! On the plain!

HIGGINS: And Where’s that soggy _____ 7 _____?

ELIZA: In Spain! In Spain!

[PICKERING jump to his feet and the three sing out joyously]

THE THREE: The rain in _____ 8 _____ stays mainly in the _____ 9 _____!
The rain in _____ 10 _____ stays mainly in the _____ 11 _____!

[HIGGINS walks excitedly to the xylophone]

HIGGINS: In Hertford, Hereford, and Hampshire...?

ELIZA: Hurricanes _____ 12 _____ _____ 13 _____.

HIGGINS: [taps out ‘How kind of you to let me come’]

ELIZA: How kind of you to let me come!

HIGGINS: [putting down the mallet and turning back to her]
Now once again, where does it _____ 14 _____?

ELIZA: On the plain! On the plain!

HIGGINS: And where's that blasted _____ 15 _____?

ELIZA: In Spain! In Spain!

THE THREE: The rain in _____ 16 _____ stays mainly in the _____ 18 _____!
The rain in _____ 17 _____ stays mainly in the _____ 19 _____!

[Joy and victory! HIGGINS takes a handkerchief from his pocket and waves it in front of PICKERING who charges it like the finest bull in Spain. HIGGINS turns and grabs ELIZA and they do a few awkward tango steps while PICKERING jumps around like a flamenco dancer shouting 'Viva Higgins, Viva.' HIGGINS swings ELIZA onto a chair and joins PICKERING in a bit of heel-clicking. ELIZA jumps down from the chair. They throw themselves into a wild jig and then all collapse upon the sofa, engulfed in laughter]

[MRS PEARCE enters in her night robe, followed by two of the SERVANTS who have also been awakened]

III. Post-Listening

Try to make up your own example of a line that rhymes 4 times like "the rain in Spain falls mainly on the plain." The sentence should make sense!

Now try to make up a sentence using three alliterating words.

Share your sentences in a small group and choose the most interesting ones to tell the class.

You're Still The One

Shania Twain is one of the most famous Canadian singers in pop history because she manages to combine both country and western traditions and pop music. The following song is about the enduring love of a couple who have faced their trials.

It is a very simple song with a few words that **rhyme** (e.g., “way” and “day”).

I. Listening

Fill in the blanks with the missing words.

When I first saw (1) _____ I saw love.
 And the first time you touched (2) _____ I felt love.
 And after all this (3) _____, you're still the one I love.

Looks like we (4) _____
 Look how far we've (5) _____
 We mighta took the (6) _____
 We knew we'd get there some (7) _____

BRIDGE:

They said, “I bet they'll never (8) _____”
 But just look at us (9) _____
 We're still together still (10) _____

CHORUS:

You're still the one
 You're still the one I (11) _____
 The one that I (12) _____
 You're still the one I (13) _____
 You're still the one
 You're still the one that I (14) _____

The only one I (15) _____

You're still the one I kiss (16) _____

Ain't nothin' (17) _____
 We beat the odds (18) _____
 I'm glad we didn't (19) _____
 Look at what we would be (20) _____

(BRIDGE)

(CHORUS)

(CHORUS)

I'm so glad we (21) _____
 Look how far we've (22) _____

II. Post-Listening

The theme of this song is how two lovers can overcome their difficulties and remain in love. Love relationships are like friendships in that good ones are difficult to make, require effort to maintain, and sometimes break down. Read over the “12 Tips for Making and Keeping Friends.” With a group, discuss which ones are difficult for you and which ones come naturally. Have you known people who have difficulty with some of the items on the list? Can you think of anything that’s missing?

1. **Reach out.** Don't always wait for someone else to make the first move. A simple "hi" and a smile go a long way.
2. **Get involved.** Join clubs that interest you. Take special classes inside or outside of school. Be a volunteer.
3. **Let people know that you're interested in them.** Don't just talk about yourself; ask questions about them.
4. **Be a good listener.** Look at people while they're talking to you. Pay attention to what they say.
5. **Risk telling people about yourself.** When it feels right, let them in on your interests, your talents, and what's important to you. **BUT...**
6. **Don't be a show-off.** Not everyone you meet will have your abilities and interests. (On the other hand, you shouldn't have to hide them - which you won't, once you find friends who like and appreciate you.)
7. **Be honest.** Tell the truth about yourself, what you believe in, and what you stand for. When asked for your opinion, be sincere. Friends appreciate truthfulness in each other. **BUT...**
8. **Be kind.** There are times when being tactful is more important than being totally honest. The truth doesn't have to hurt.
9. **Don't just use your friends as sounding boards for your problems.** Include them in the good times, too.
10. **Do your share of the work.** That's right, *work*. Any relationship takes effort. Don't always depend on your friends to make the plans and carry all the weight.
11. **Be accepting.** Not all of your friends have to think and act like you do. (Wouldn't it be boring if they did?)
12. **Learn to recognize the so-called friends you can do without.** Some people get so lonely that they put up with anyone -- including friends who aren't really friends at all.

16. Cross Cultural Values:

I Could Have Danced All Night

In this scene from the musical, *My Fair Lady*, Eliza has at last succeeded in learning how to speak a phrase of English properly, with the pronunciation of a well-educated woman from the upper classes. This means that she will be able to improve her working life and get a better job. In a sense, she is moving to a different economic class with different values than her own.

However, because she has spent so much time studying with Professor Higgins, she has fallen in love with him. In this song, Eliza, played by Audrey Hepburn celebrates those feelings of love and success.

I. Listening

Fill in the blanks in this song and try to find words that have syllables that **rhyme**. Put an **R** beside them and draw arrows linking the rhyming words.

ELIZA: [lost in her dreams]
 Bed! Bed! I couldn't go to bed!
 My head's too light to try to set it _____ 1 _____!
 Sleep! Sleep! I couldn't sleep tonight!

Not for all the jewels in the _____ 2 _____!

I could have danced all _____ 3 _____!
 I could have danced all _____ 4 _____!
 And still have begged for _____ 5 _____.
 I could have spread my _____ 6 _____
 And done a thousand _____ 7 _____.
 I've never done _____ 8 _____.

I'll never _____ 9 _____
 What made it so exciting;
 Why all at once
 My heart took flight.
 I only _____ 10 _____ when _____ 11 _____
 Began to dance with _____ 12 _____
 I could have danced, danced, danced all _____ 13 _____!

FIRST SERVANT: [to ELIZA]

It's after three now.

SECOND SERVANT: [to MRS PEARCE]

Don't you agree now,
 She ought to be in bed.
 [MRS PEARCE nods emphatically]

ELIZA: [telling the servants]

I could have danced all _____ 14 _____!
 I could have danced all _____ 15 _____!
 And still have begged for _____ 16 _____.
 I could have spread my _____ 17 _____
 And done a thousand _____ 18 _____
 I've never done _____ 19 _____.

SERVANTS:

[simultaneously telling ELIZA]

You're tired out.
 You must be _____ 20 _____.
 Your face is drawn.
 Your eyes are _____ 21 _____.
 Now say goodnight, _____ 22 _____.
 Turn out the light, _____ 23 _____.
 It's really time
 For you to be in bed.
 Do come along. Do as you're _____ 24 _____,
 Or Mrs Pearce
 Is apt to _____ 25 _____.
 You're up too _____ 26 _____ _____ 27 _____
 And sure as _____ 28 _____ _____ 29 _____.
 You'll catch a _____ 30 _____.

[MRS PEARCE goes to the alcove for a comforter]

ELIZA: I'll never _____ 31 _____
 What made it so exciting.
 Why all at once
 My heart took flight.
 I only _____ 32 _____ when _____ 33 _____
 Began to dance with _____ 34 _____.
 I could have danced, danced, danced all _____ 35 _____!

SERVANTS:

[Simultaneously]

Put down your book
 The work'll _____ 36 _____.
 Now settle down
 And go to _____ 37 _____.

MRS PEARCE:

I _____ 38 _____, dear.
 It's all been _____ 39 _____, dear.
 But now it's time to sleep.

[She turns out the lights and she and the SERVANTS go]

ELIZA: [Reliving her experience]

I could have danced all _____ 40 _____
 I could have danced all _____ 41 _____
 And still have begged for _____ 42 _____
 I could have spread my _____ 43 _____
 And done a thousand _____ 44 _____
 I've never done _____ 45 _____
 I'll never know
 What made it so exciting.
 Why all at once
 My heart took flight.

[She throws off the comforter and jumps to her feet]

I only _____ 46 _____ when _____ 47 _____
 Began to dance with _____ 48 _____
 I could have danced, danced, danced all _____ 49 _____!

III. Post-Listening

Eliza is celebrating because she is experiencing things she's never experienced before, such as dancing and falling in love. She celebrates by singing to herself. Think back on your own life and make a note of **3** things that you found difficult to learn and what you did to celebrate learning each one.

What did you learn?	How did you celebrate learning it
a.	a.
b.	b.
c.	c.

17. Media: **In the Name of Love (Pride)**

Objectives

Learning the uses of metaphor.

Introducing an important figure in American history and culture.

Understanding allusions and learning how to identify them.

I. Pre-Listening:

A. Background

The following passage is about the U2 song that you will hear today. Fill in the blanks with appropriate words from the following list:

1984	audience	invited	idea	during	out
chorus	tribute	Museum	same	exhibit	

Song facts:

This song is a 1) _____ to Martin Luther King, Jr. An exhibit about him was featured at the Chicago Peace 2) _____ in 1983 when the band U2 visited. It was there that they got the 3) _____ for the song. At the museum, there was also an 4) _____ about victims of the Hiroshima bombing called “The Unforgettable Fire,” which would inspire the track of the 5) _____ name and provide the album title.

When the song “In the Name of Love (Pride)” came 6) _____, Coretta Scott King, the widow of Martin Luther King, 7) _____ the band to the Martin Luther King Center in Atlanta. They made their visit 8) _____ their 9) _____ US tour. The song was perfect for the stadiums where they were playing. They would stop playing toward the end and let the 10) _____ sing the last 11) _____.

B. Discuss these questions with a student sitting nearby.

1. Who were the most influential (politically, spiritually, or scientifically) men and women in history?
2. What did these people do to change the world we live in?
3. What personal qualities (e.g., intelligence, creativity, etc.) do you think great people have?

II. Listening

A. Vocabulary

1. As you listen to this powerful U2 song fill in the blanks with words from the list.

betrayed caught washed overthrow
rings take go resist justify

"Pride (In the Name of Love)"

One man come in the name of love
One man come and _____
One man come he to _____
One man to _____

In the name of love What more in the name of love
In the name of love What more in the name of love
In the name of love What more in the name of love

One man _____ on a barbed wire fence
One man he _____
One man _____ on an empty beach
One man _____ with a kiss

In the name of love What more in the name of love
In the name of love What more in the name of love
In the name of love What more in the name of love

Early morning, April four
A shot _____ in the Memphis sky
Free at last, they took your life
They could not _____ your pride

[repeat chorus]

B. Allusions in poetry are usually references to literary, historical, or biblical events.

1. What historical event took place on April 4th 1968?
2. What lines in the song refer to these people? What similarities can you find among them?

___ Jesus Christ	a. washed up on a beach
___ Jonah	b. were caught in a barb wire fence (metaphorically)
___ Dr. King's Followers	c. was betrayed with a kiss

3. Why do you think the phrase 'One man' is repeated so many times? Think of at least two possibilities.
4. The song asks the question "What more in the name of Love?" What is the writer asking?

C. Metaphor is a literary device that equates one object, process, or concept with another one, one that is usually not seen as being connected to the first one. It can help us to understand difficult concepts more easily.

e.g., Love is a rose.

Peace is a precious flower.

1. Metaphors are based on our life experiences, especially physical experiences.

Light is hope. _____ **Life is a journey.** _____

What feelings do you get from the metaphors above?

Write the feeling next to them. Happiness? Discouragement? Anticipation?

2. Select five items from the following list and write what you think they might be metaphors for (there is no 'correct' answer). Then, write the corresponding feeling.

<u>METAPHOR</u>		<u>FEELINGS</u>
_____	cornered animal.	_____
_____	vast ocean.	_____
_____	daybreak.	_____
_____ ...is a...	long night.	_____
_____	shadow.	_____
_____	withered flower.	_____
_____	lonely island.	_____
_____	manacles.	_____

3. Dr. Martin Luther King Jr. was masterful at using metaphor to create powerful imagery in his speeches. Listen to the beginning of his famous speech "I Have a Dream" (delivered on the steps of the Lincoln Memorial in Washington D.C. on August 8th, 1963) and fill in the missing words. You can hear the *complete* speech using Real Player or Windows Media Player by going to...

<<http://www.americanrhetoric.com/speeches/Ihaveadream.htm>>

“I Have a Dream”

Five score years ago, a great American, in whose symbolic shadow we stand signed the Emancipation Proclamation. This momentous decree came as a great 1. _____ of hope to millions of Negro slaves who had been seared in the 2. _____ of withering injustice. It came as a joyous 3. _____ to end the 4. _____ of captivity. But one hundred years later, we must face the tragic fact that the Negro is still not free.

One hundred years later, the life of the Negro is still sadly crippled by the 5. _____ of segregation and the 6. _____ of discrimination. One hundred years later, the Negro lives on a 7. _____ of poverty in the midst of a 8. _____ of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land.

So we have come here today to dramatize an appalling condition. In a sense we have come to our nation's capital to cash a check. When the 9. _____ of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a 10. _____ to which every American was to fall heir.

4. The words in the numbered blanks are images that are part of metaphors. Note the metaphor that each image is a part of. Compare your answers with a partner's.
e.g., 1. The Emancipation Proclamation was a beacon light.

[Note: The Emancipation Proclamation was a document which made it possible for slaves to be set free.]

2. _____ .
3. _____ .
4. _____ .
5. _____ .
6. _____ .
7. _____ .
8. _____ .
9. _____ .
10. _____ .

III. Post-Listening
Follow up Questions.

Go back to the lyrics of the U2 song and try to answer the following questions about it.

1. What is the theme of the song?
2. What values do the lyrics express?
3. Why do people hold these values? What good are they?
4. Do you agree or disagree with them?
5. Do you think these values are universal (i.e., held by people all over the world)?

APPENDIX: Guide to Self-access Listening

As you must have realized in IE I and II, 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>

At this level, you should concentrate on 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. You can also try downloading iTunes on your home computer so that you can access the amazing variety of free podcasts that are available. [You don't have to have an iPod or other MP3/4 listening device to play 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:

[Podcasts on Photography](#)

[BBC Radio 4's Routes of English Series](#)

[Arts Edge -- Hear and see presentations by and about performing artists](#)

[Technology Entertainment Design -- Talks by geniuses and cultural icons](#)

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

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

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

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

[Video Stories by the NY Times](#)

Listening Report on an Online Program or Podcast

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

Source (in MLA style) _____

Summarize the program:

Report what you thought or how you felt about it. Was it easy for you to understand? Could you relate to it in any way?

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

Listening Report on an Online Program or Podcast

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

Source (in MLA style) _____

Summarize the program:

Report what you thought or how you felt about it. Was it easy for you to understand? Could you relate to it in any way?

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

Listening Report on an Online Program or Podcast

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

Source (in MLA style) _____

Summarize the program:

Report what you thought or how you felt about it. Was it easy for you to understand? Could you relate to it in any way?

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

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