

Young Man's Dream - 1

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THIS LESSON IS AIMED AT STUDENTS WITH AN UPPER INTERMEDIATE LEVEL OF ENGLISH.

INDEX

1. VIDEO AND LISTENING

2. WORDS AND EXPRESSIONS

3. READING

4. WRITING

5. TRANSCRIPT

6. TEACHER NOTES AND ANSWERS

Listening

Look at the picture below. It was taken in a typical kitchen from the 1950's. What electrical products do you see? Make a list of those and any others you think were popular at that time.



Watch/Listen to the video one time and answer the questions below.

1. What is Judy doing while she is listening to the radio? (Two things)
2. Why does Judy's mother say, "Stop wolfing your food"?
3. What kind of person does Judy want Alexander to be?
4. What kind of person is Alexander
5. What is Bob's message to Judy?

Watch again and try and write captions for the pictures below.





Watch the last part of the video and put the words in the spaces.

M: We'll see. There's a (1)_____ for you; *And be sure to tell Judy to keep her grimy little paws of my friend. He's got no time for babies.*

J: What's his name (2)_____?

M: Alexander Phipps.

J: Alexander Phipps!?! (3)_____ revolting! Whatever made my dear brother think I'd be (4)_____ a character with a name like that? As far as Mr. Alexander Phipps is concerned, he'll be (5)_____, strictly alone, and with the greatest of pleasure.

Q. What do you think *"..keep your grimy little hands off my friend.."* means?

Words and Expressions

Read the sentences below and for the words in bold write in the meaning from the list a ~ j. The first has been done for you.

- [**f**] This chocolate cake tastes **yummy**.
- [] It's your own **fault**. If you hadn't put it so close to the edge, it wouldn't have fallen off.
- [] I **forgot**. What did the teacher say today's homework was?
- [] John's so **serious** minded. He never relaxes for a moment.
- [] This website is under **construction**. They haven't finished making it yet.
- [] This **term** I'm going to study hard and pass my tests.
- [] I don't like this movie, it's really **dull**. Shall we leave and go somewhere else.
- [] You ate spaghetti with ice-cream!?! That sounds **revolting!**
- [] Who is that **character** over there? The one with the yellow hat.
- [] This is **strictly** between you and me, but have you heard what Jane did..?

- b. To not remember something.
- c. A person or individual.
- d. Very, very bad. Disgusting.
- e. Boring. Not interesting.
- f. Very tasty. Delicious.
- g. Something you do that has a bad result.
- h. Only, really or completely.
- i. Make or build.
- j. A long period at school.
- k. The opposite of play or relax.

Practice the sentences and short dialogues below.

1

A: How is/are the	sandwiches	coming along?
	homework	
	painting	

B: It's/They're	almost ready.
	nearly done.
	finished.
	not ready yet.

2

I'm looking forward to	getting an electric drier
	going on holiday.
	buying my new ipod.

3

A: I've got little time for	television.	How about you?
	boys.	
	studying	

B: Me neither. / I don't either. / Well, I quite enjoy it/them.

4

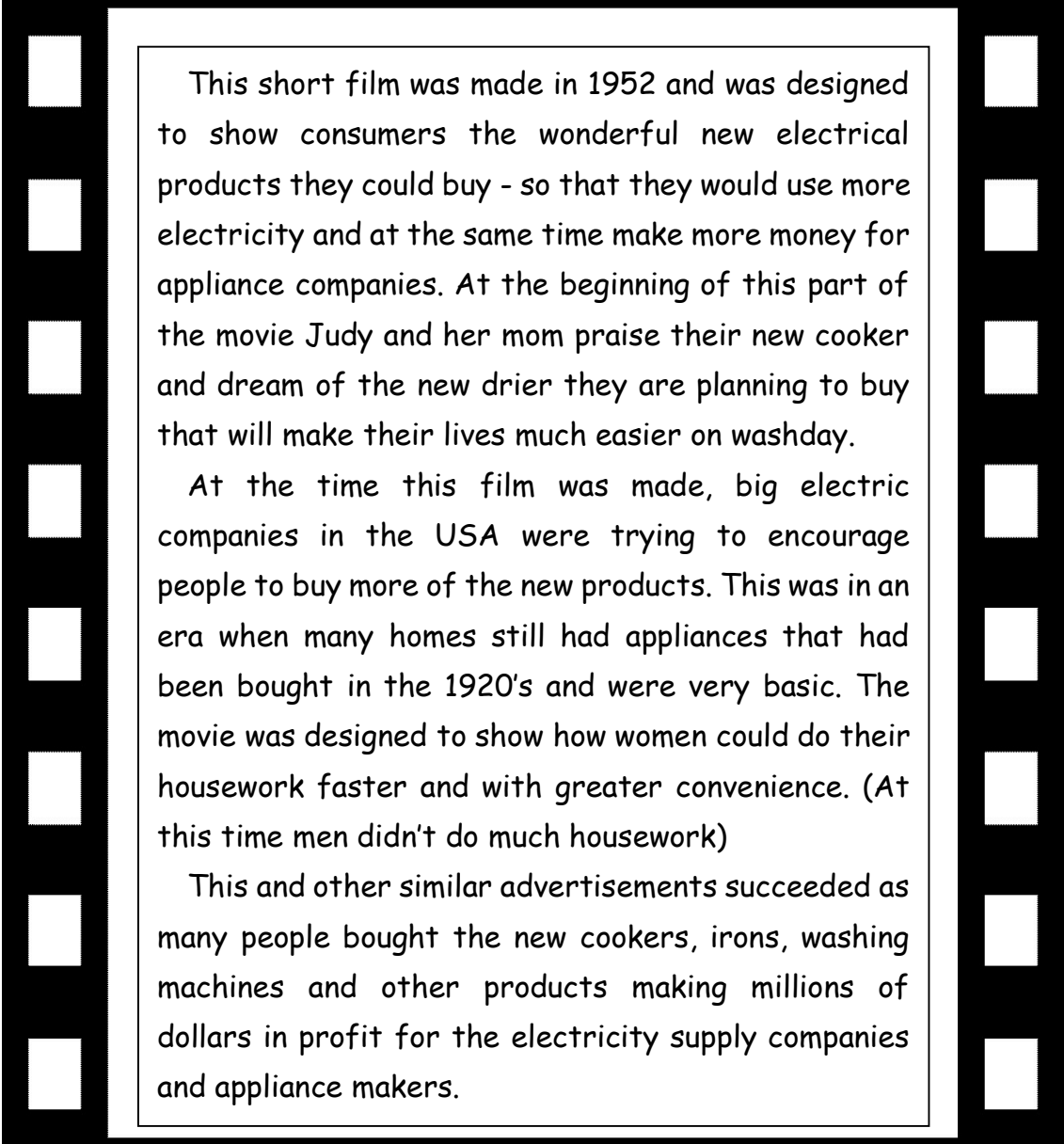
A: Be sure to tell	John	to	stay away.
	Jane		finish his/her homework on time.
	Him		not be late tomorrow.
	Her		bring his/her passport.

B: Okay. I'll tell him/her.

With a partner use these and other expressions you've learned from the movie to make your own original dialogue.

Reading

Read the section below and then answer the questions.



This short film was made in 1952 and was designed to show consumers the wonderful new electrical products they could buy - so that they would use more electricity and at the same time make more money for appliance companies. At the beginning of this part of the movie Judy and her mom praise their new cooker and dream of the new drier they are planning to buy that will make their lives much easier on washday.

At the time this film was made, big electric companies in the USA were trying to encourage people to buy more of the new products. This was in an era when many homes still had appliances that had been bought in the 1920's and were very basic. The movie was designed to show how women could do their housework faster and with greater convenience. (At this time men didn't do much housework)

This and other similar advertisements succeeded as many people bought the new cookers, irons, washing machines and other products making millions of dollars in profit for the electricity supply companies and appliance makers.

1. Why was this movie made?
2. What new product do Judy and her mom want to buy?
3. Did people have a lot of electrical products at the time?
4. Why was the movie made for women?
5. Did the movie succeed?

Writing

Choose one of the three topics to write about and use the space below to write a short essay of about 70 ~ 100 words. Remember to add a title.

- 1. Write a summary of the story so far. Think of these questions when you write; What electrical products do Judy and her mother want? Who is coming home tomorrow? What does Judy think about that?*
- 2. Write the next part of the story. What will happen with Judy, her brother and his friend Alexander Phipps?*
- 3. This movie 'advertises' lots of electrical products, which were very new in 1952. Not many people had them. Compare that time to today and the new electrical products available now. What excites you? What do you want and why?*

Transcript

Because this video was made in 1952, occasionally there is language, which is no longer used or has gone out of fashion. Where this happens I have changed the expression to its modern day equivalent in bold, with the words the actors actually say in brackets. Like this;

great (slick)

Sometimes I will add an explanation to a phrase I think is difficult. Like this;

..tall, dark and handsome, I hope? (Judy wants to meet a good looking man)

J: Mother, wouldn't it be **great** (slick) if we had an electric ironer, like Sally's mother has?

M: Of course it would. And I'm looking forward to having an electric drier too. Just think, then we'd have the complete electric laundry.

J: Weeeeeee!

M: Weee? What?

J: Why, goodbye old washday. That's why the Weeeee!

M: Really Judy. Come on now, eat your lunch. You'll feel better.

J: I feel fine.

J: This tastes yummy. I love bacon crisp and crunchy like this.

M: Honey, stop wolfing your food. (Eating your food too fast) No ones going to take it away from you.

J: Sorry sweetie, but it's really your fault. You shouldn't make them so good.

M: I almost forgot – a letter from Bob.

J: Another letter? I thought he was coming home tomorrow?

M: He is. He wrote to say he's bringing a friend with him.

J: What does he say - about the friend, I mean? Is he tall, dark and handsome, I

hope? (Judy wants to meet a good looking man)

M: Here's what he says; *Alex is a real great guy, even though he's serious minded and talks in all his classes. He's got a job lined up with (going to work for) a construction gang near us and I knew you wouldn't mind if he spent a few days with me since it's the end of the term.*

J: Say – Pretty dull!

M: *Alex has little time for girls ...*

J: I knew it. I bet he doesn't even dance.

M: *And is quite a woman hater in his way.* Well, well.

J: For Pete's sake, wouldn't you know that **stupid** (goon) brother of mine would bring something home that lives under a rock! (Something nasty like a snake or snail)

M: Judy, I do wish you'd speak English like normal human beings. Besides, I'm sure Mr. Phipps is a very nice young man.

J: I know, but just because Bob is a **geek / bookworm** (book gook) it doesn't mean he has to bring another home with him.

M: We'll see. There's a special message for you; *And be sure to tell Judy to keep her grimy little paws off my friend. (Stay away from / Don't touch) He's got no time for babies.*

J: What's his name again?

M: Alexander Phipps.

J: Alexander Phipps!? Sounds revolting! Whatever made my dear brother think I'd be interested in a character with a name like that? As far as Mr. Alexander Phipps is concerned, he'll be left alone, strictly alone, and with the greatest of pleasure.

Teacher Notes

For the teacher's notes I am not going to give extensive explanations or ideas, because each teacher will generally have his/her own way of using these materials. Instead I will write the way I'd probably use them in a classroom setting.

VIDEO AND LISTENING

- Play the video through once with sound off. Ask the students (in groups) to write down what they think the video is about and make a note of any words or expressions they think may appear in the script. Also, what electrical appliances do they see? These can be discussed in class and will give the students a background from which to start the listening section. If necessary, give students practice with the vocabulary and word sections before moving onto the video.
- Play video again with sound on. Students are asked to provide captions for the scenes. ***These do not have to be exactly what the actors are saying at the time, but the general gist of what is going on.*** The teacher can also stop the video at various points and ask students for a summary or explanation of what has just been said. Perhaps putting useful expressions up on the board.
- Play the last part of the video (message for Judy) again. Students listen and fill in the gaps in the text. This may have to be repeated 2~3 times.

Answers; (1) message (2) again (3) Sounds (4) interested in (5) left alone

WORDS AND EXPRESSIONS

- As well as the exercise here I might practice the words introduced in this section by use of short quizzes or vocabulary games. There are many. Two of my favorites are; Back writing – where students in pairs write the words

on each other's backs using their fingers. or, The miming game – Teacher mimes a word without vocalizing it. Students guess the word by reading the teacher's lips.

Answers; e g b k i j e d c h

- The expressions are meant to be used as oral practice. You can add to these by examining the transcript and expand the scope of the exercise by asking students to make their own conversation based on these.

READING

- The reading text gives some background to the movie and why it was made and can be used as a lead in to the writing section. For my own classes, depending on the level, I ask the students to read the text first without a dictionary. They then answer the questions and then we will come back to the text and go through it again with the aid of a dictionary to cover any new words or expressions.

Answers;

- (1) To show consumers the new electrical appliances they could buy. It was a long commercial.**
- (2) An electric drier for the laundry.**
- (3) No. They were very new products.**
- (4) They were the one's who were going to use the products in the home. (Men didn't do much housework in 1952)**
- (5) Yes. The electrical appliance and electricity supply companies made millions of dollars.**

WRITING

- I've given three topics of increasing difficulty that students can write about. I have no recommendations for this. Each teacher will know the appropriate level for their students and can shape this exercise accordingly.