

Young Man's Dream - 7

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

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Listening

Watch the video one time and answer the questions below.

1. Which of these does not go into the washer?
 - a. Pillows.
 - b. Bedspreads.
 - c. Blankets.
 - d. Schnuckels.

2. What does Judy say she is thinking about?
 - a. How bad it all is.
 - b. How awful washday used to be.
 - c. How foolish she is.
 - d. How wonderful the washer is.

3. Is Judy happy?
 - a. Yes, she is.
 - b. No, she isn't.

4. Why is Judy angry with Alexander Phipps.
 - a. He pays no attention to her.
 - b. He is interested in machines.
 - c. Judy's father likes him.
 - d. He's thrown himself at Judy.

5. What is Alex interested in?
 - a. The movies.
 - b. Dancing.
 - c. Judy.
 - d. Machines.

Listen again and this time put in the missing words and expressions.

M: I'll do the nylon things next, Judy.

J: Okay mom.

M: Isn't it wonderful how this washer **a.**[] heavy things?
Imagine, pillows, bedspreads, blankets.

J: Uhuh.

M: Judy. It isn't **b.**[] all that, dear.

J: Sorry mother. I was just thinking.

M: Thinking! What about?

J: Oh, you know? Thinking...how awful washday **c.**[] for you.
Before you had the electric water heater and the washer.

M: Now wait a minute, dear.

J: And about how much easier it'll be when you get your electric ironer and drier.

M: You don't fool me for one **d.**[] young lady. What on earth has happened now?

J: Oh, it's Alex. I mean, Mr. Alexander Phipps. All he's interested in is machines and electricity. Maybe if I was a motor or **e.**[], he'd pay attention to me.

M: He's a serious young man, Judy. Your father admires him **f.**[].

J: So do I. I mean I've practically thrown myself at him...trying to make his stay pleasant. But does he like to dance, go to the movies? Noo! He just wants to talk about logorhythms, metal stresses, heat exchanges. I don't know what all!?
From now on, as far as I'm concerned he's just a schnuckel!

M: And what **g.**[] I ask, is a schnuckel?

J: Something to be left strictly alone!

M: Oh!

Words and Expressions

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

[**a**] I think I'm going to ask the flight attendant for an extra **pillow**. My neck hurts.

[] This soup tastes **awful**. This is the worst meal I've ever had.

[] **Leave** Chris **alone**. He's in a bad mood and doesn't want people bothering him today.

[] I'm a bit cold. Could you ask the nurse for another **blanket** for me?

[] You shouldn't **throw yourself** at boys like that. They get the wrong idea.

[] That's a beautiful **bedspread**. Did you make it yourself?

[] Just round this corner and we're **practically** there.

[] I really **admire** Jennifer. She has three kids, but she still manages to look so good everyday. How does she manage it?

[] Nobody ever **pays attention to me**. Perhaps I should change my hairstyle.

- a. Soft cushions used to rest your head on at night.
- b. A cover for a bed.
- c. Long thick material to put on the bed and sleep under.
- d. Bad, terrible.
- e. To take notice of, talk to.
- f. To like and respect.
- g. Almost.
- h. To show someone too much attention.
- i. To ignore.

Reading

Read the section below and then answer the questions.

I was born at the end of the 50's and until I was about 7 we used to live at my grandparents house. In the early 60's many people in England didn't possess washing machines. They were still considered luxury items and were quite expensive. Because of this, in my home, washing the family's clothes was quite a hard job.

Wednesday was washday for us. My mother and grandmother would spend hours at a small sink in the kitchen washing first the big things like towels and sheets followed by the heavier clothes and finally delicate stuff like underwear. These were all taken outside to be put through the mangle - two heavy rollers that would squeeze out the excess water. Then, all the wet clothes would be hung on long lines in the garden to dry, depending of course on the weather. My mother would pray for sunny weather. On the other hand I loved freezing weather. This meant the clothes came in frozen and stiff and for a short time we could enjoy the sight of grandad's shirts standing up by themselves.

Both my mother and grandmother suffered from red and sore hands because of all the washing and it was a very happy day for them when we got our first washing machine. The Wednesday wash was reduced to a couple of hours in the morning and Thursday ironing was moved up to Wednesday afternoons freeing up a whole day for other stuff.

1. Why didn't many people have washing machines in the early 60's?
2. Which day was washday in the writer's home?
3. What does the underlined word 'mangle' mean?
4. What kind of weather did the writer like and why?
5. What were the advantages of getting their first washing machine?

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. Do you have any memories about certain days of the week from when you were young. Share your feelings about that time.*
- 1. Write the next part of the story. What will happen with Judy, her brother and his friend Alexander Phipps?*
- 1. When you have a problem, who do you talk to? Your parents, siblings, friends? Why do you trust that person with your problems?*

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)

M: I'll do the nylon things next, Judy.

J: Okay mom.

M: Isn't it wonderful how this washer does all these heavy things? Imagine, pillows, bedspreads, blankets.

J: Uhuh.

M: Judy. It isn't as bad as all that, dear.

J: Sorry mother. I was just thinking.

M: Thinking! What about?

J: Oh, you know? Thinking...how awful washday used to be for you. Before you had the electric water heater and the washer.

M: Now wait a minute, dear.

J: And about how much easier it'll be when you get your electric ironer and drier.

M: You don't fool me (You can't trick me) for one moment young lady. What on earth has happened now?

J: Oh, it's Alex. I mean, Mr. Alexander Phipps. All he's interested in is machines and electricity. Maybe if I was a motor or something, he'd pay attention to me.

M: He's a serious young man, Judy. Your father admires him very much.

J: So do I. I mean I've practically thrown myself at him...trying to make his stay pleasant. But does he like to dance, go to the movies? Noo! He just wants to talk

about logorhythms, metal stresses, heat exchanges. I don't know what all!? From now on, as far as I'm concerned he's just a schnuckel! (a nerd, idiot, stupid)

M: And what, may I ask, is a schnuckel?

J: Something to be left strictly alone!

M: Oh!

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.

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 do they think the actors are saying to each other? 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 choose correct answers for 1~5.
- **Answers; d b b a d**
- Watch video again Students are asked to fill in the gaps for the first set of questions a ~ e.

**Answers; a. does all these b. as bad as c. used to be d. moment
e. something f. very much g. may**

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; a d i c h b g f e

- 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 expands the lesson to include cross culture experiences. 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) They were expensive luxury items.**
- (2) Wednesday.**
- (3) Two heavy rollers that squeeze excess water out of wet clothes.**
- (4) Cold weather because the clothes would freeze and become hard.**
- (5) No more sore hands and more free time.**

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.