

Young Man's Dream - 4

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

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Listening

Listen to the first part one time and answer the questions.

1. Which of these four sentences does Judy say?
 - a. Everything's ready.
 - b. Come and get it.
 - c. Sit down boys.
 - d. Come on Alex.
2. What does Alex think smells good?
 - a. The stew.
 - b. Judy
 - c. The cookies.
 - d. The electric range.
3. What does Mrs Evans think makes the food taste better?
 - a. Bob's corny joke.
 - b. The smell.
 - c. The electric range.
 - d. Alex's favorite dish.
4. Who says they love beef stew?
 - a. Bob
 - b. Alex
 - c. Jonah
 - d. Judy
5. How does Judy describe Alex to her friend?
 - a. He's a shafty convertible.
 - b. He's squishy.
 - c. He's a drip.
 - d. He's tall and good looking.

Listen to the conversation and guess what Judy's friend's questions are.

Friend	Judy
1. What's he like?	[] Did he arrive? Man, he's positively frantic!
2. Do you want to bring Alex along for a swim after lunch?	[] Tall, good looking. Nothing like the drips around school.
3. Has Bob's friend arrived yet?	[] Well, when he looks at me, I get, you know, squishy.
4. What else? Tell me more!	[] This afternoon? That's a wonderful idea.

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.

- [e] Come in John and **make yourself at home**.
- [] If I buy a new car, I want a **convertible**. I want to feel the wind in my hair.
- [] Sarah **positively** loves cheesecake so hide it from her.
- [] Don't be so **corny** all the time. It's not funny.
- [] Hmmm. Spaghetti meatballs is my favorite **dish**.
- [] Urgh! This tomato is kind of **squishy**. Is it okay to eat?
- [] Are you **ready** to go? If we don't hurry, we'll be late.
- [] Call me **prejudiced**, but I think apple pie tastes better with cinnamon.
- [] Sure I can take you home. It's **no trouble at all**.
- [] I can cook this on the **electric range**. It'll be done in a jiffy.

- | | | |
|------------------------|---------------------|-----------------------------|
| a. Soft and juicy. | e. Relax. | i. Food. |
| b. It isn't a problem. | f. Fully prepared. | j. Strongly for or against. |
| c. A cooker. | g. An open top car. | |
| d. A bad joke. | h. Definitely. | |

Reading

Read the section below and then answer the questions.

There are people who love to eat and those who eat a lot to live. The [a] **former** are sometimes called [b] **gourmet** and the [c] **latter** [d] **gourmand**. Eating well, then, is not important for everybody.

Take lunch for example. Some are happy to [e] **drop by** a fast food restaurant and eat a quick hamburger. Others, however, seek out a good restaurant where they can enjoy a fine meal. For dinner, some people choose to warm up a TV dinner or [f] **pop** something into the oven. Others will prepare a meal [g] **from scratch** with fresh ingredients like fish and vegetables.

As for [h] **beverages**, the wine drinker will carefully choose a wine to go with the meal. But others are content [i] **to wash the meal down** with a glass of water or a soft drink. People are different and so are their

Choose the correct word or write in the missing word.

1. The first person in a pair is called the **former** / **latter**.
2. Another expression that means go into a place is _____ .
3. A person who loves to eat is called a **gourmet** / **gourmand**.
4. When you carefully prepare a meal you do so from **pop** / **scratch**.
5. All kinds of drinks are called _____ .

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. Imagine you are Judy. What plans are you making for your new houseguest Alex. Where will you take him? What will you do with him?*
- 2. Write the next part of the story. What will happen with Judy, her brother and his friend Alexander Phipps?*
- 3. Have you ever made a meal for anyone? How did it go the first time?*

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: Everything's ready Judy.

J: Come and get it.

M: Sit down boys.

B: Come on Alex. Make yourself at home. (Relax)

A: Sorry to put you to all this trouble (Polite expression used when someone goes out of their way to help you) Mrs. But it does smell good.

M: No trouble at all Alex. Everything's so easy with an electric range. Possibly I'm prejudiced (strongly for something), but it seems the food tastes better too.

B: Say, I hate to be corny (make a bad joke) beautiful, but what's cooking.

J: Stew. Beef stew.

B: Hmm.

B: Mom knows how you love it.

A: It's wonderful. It's my favorite dish. (food)

J: Hot biscuits. Mother made them.

Phone rings.

J: I'll get it mom.

J: Did he arrive? Man, he's positively (really) **frantic.**(amazing, great, sexy, gorgeous)

J: A real cool **Jonah.** (guy) Tall, good looking. Nothing at all like the **drips** (nerds,

stupid people) around school.

J: Uhuh. He drives a real **shafty convertible**. (cool, open top car) He really has it. When he looks at me I get, you know, **squishy!** (soft, feel strange)

J: This afternoon. That's a wonderful idea. What time? Okay. Bye.

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 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 are asked to answer the first set of questions 1~5.

Answers; b a c b d

- Students are asked to match the conversation pairs. Watch video again if necessary.

Answers; 3 1 4 2

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 h d l a f j b c

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) Former**
- (2) Drop by**
- (3) Gourmet**
- (4) From scratch**
- (5) Beverages**

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.