

はしがき

ビデオ映像の利用が学習者の動機付けを高め、言語習得を促進させる効果があることは、様々な研究によって実証されている。しかしながら、従来のビデオ教材が大学教養課程レベルで使用するのに適切であったかどうかは疑問である。即ち、ニュース番組、ドキュメンタリー、映画などのオーセンティックではあるが難易度の高い素材を編集した教材か、もしくは、初級者のための「人工的」なスキットを集めた、あまり面白味のない会話教材ばかりで、教師や学習者のニーズに合うものとは言い難い内容であった。

そこで、我々の長年の夢であったビデオ教材 *Experience America!* を制作することになった。映像の撮影から編集、テキストの執筆にいたるまで、著者である Todd Rucynski と Scott Berlin が全て携わった tailor-made の教材である。著者は、日本国内の大学で教えた経験をもとに、英語教育の現場がまさに必要としているものを吟味、検討し、本教材に仕上げている。ビデオとテキストをご覧いただければ、それは一目瞭然であろう。

Experience America! はその名の通り、アメリカ各地の素晴らしい映像と生きた英語が満載のビデオ教材である。ニューヨーク、ボストン、ロサンゼルス、シアトルなどの主要都市やイエローストーン国立公園、ラスベガス、マウイ島などの有名な観光地をナレーションやレポートで紹介した第一部と、アメリカ人の仕事観、結婚観、愛国心、また日本人へのイメージなどをインタビューとトークで特集した第二部とで、本教材は構成されている。

各章とも、段階的にリスニングと会話のタスクを導入し、無理なく学習できるよう工夫した。冒頭のイントロダクション映像で各トピックの大筋の理解をし、徐々にナチュラルな英語を聞き取れるよう様々な配慮をしたので、楽しく「アメリカを体験する」ことができるだろう。また本テキストには、全てのビデオ映像が収録された DVD が添付されている。学習者は、教室以外で、いつでも好きな時に復習することができる。ぜひ、DVD の映像と音声を何度も繰り返し楽しんでいただきたい。本教材が英語学習の一助となれば幸いである。

2005年10月 著者・制作者一同

INTRODUCTION

I have long been a supporter of using video in the language classroom. There is ample research reporting on the positive effects video has on student's motivation and language acquisition. Personally, I have found that language students enjoy using video. Yet, most of the videos that are commercially available for classroom use generally fall into one of two categories. The videos are either live broadcasts or programs intended for native speaker audiences, such as news broadcasts, documentaries or movies. Or they are actors following a simplified script written specifically for ESL learners and/or ESL texts. These videos can be quite difficult, or uninteresting especially for beginner level students.

For a long time I have wanted to make custom EFL videos for classroom use. My idea was to produce videos that balanced natural speech and scripted narrations, that would be comprehensible for the beginner student. Furthermore, I wanted to create videos about useful and relevant topics that university students would find interesting. When I introduced this idea to Mr. Rucynski he suggested we do live interviews of local people. It was a creative idea that became an integral part of this project. Finally, after several years the right elements and people had come together to create this video and textbook.

Mr. Rucynski and I traveled in America for several weeks video taping and photographing. Each of us has worked hundreds of hours on this project. Finally the idea has become a reality. *Experience America!* is a text and authentic video that is tailor made for beginner to intermediate learners of English as a Foreign Language.

Experience America! is different from other texts in several ways. Everything in this project was created by language teachers. The filming and video editing, writing and even the photographs used, were created by myself and Mr. Rucynski. Every phase and element of this project were done with the language student in mind. Additionally, the people in the video are not actors. They are ordinary people of various ages, careers and backgrounds. Their responses to the questions and topics discussed are candid, spontaneous and natural. The most unique feature is that the video, on a DVD disk, comes with the students textbook. Students can watch the video to study, practice and learn at home as much as they want.

TO THE TEACHER

Experience America! is divided into two sections. The first section is Places. The text will take students across America literally from coast to coast and then some. They will visit historical and famous cities such as New York, Boston, Los Angeles and Seattle. They will see fascinating and beautiful places like Yellowstone National Park, Las Vegas and Maui.

Each chapter begins with Part A, an introduction that was written and narrated for EFL students. The narrations are easy for students to listen and comprehend. Part B of each chapter is centered around interviews of native speakers about the place in the chapter. The people interviewed speak naturally and express their own ideas and opinions.

The second section examines issues. The American Dream, Work, Marriage and other issues will capture students attention while offering information that can be helpful to students and provide them with topics for discussion.

The final chapter in *Experience America!* looks at the views Americans have of Japan. It's fun, interesting and may offer some humorous surprises.

USING THIS BOOK

Introduce the topic to the students, then have them check the questions in the [Warm-up Exercise](#) after watching Part A of the video. The Warm-up Exercises use true or false, multiple choice and fill in the blank questions so that even lower level students can feel a degree of success with the exercise.

The next section is a listening activity where students watch/listen to the video and then [Fill in the Blanks](#). If some students find this challenging to finish in the class, they may watch the video at home as much as needed. [Vocabulary](#) that was used in the video and [Vocabulary Exercises](#) follow.

The [Conversation Exercise](#) gives student the chance to use the vocabulary learned and model their speech after the video clips. They are encouraged to use the grammar focus of the chapter in their conversation.

Part B begins with [Comprehension Check](#) of the second video clip. This exercise is a little more challenging than the Warm-up Exercise in that the students are asked to write short answers.

The **Photo Exercise** asks students to look at photographs and make selections based on short descriptions or readings about them. This exercise is similar to questions found in the TOEIC® Test and focuses on reading comprehension.

Stepping Up questions are for students to think more deeply about the topic and express their own ideas and opinions. Paired or group discussion is encouraged. Ample time should be given for this section because often student become quite involved in their conversations.

It is possible to complete one chapter in a 90 minute class. However, the material should not be rushed. Students can watch the video at home and at their own pace to prepare themselves for exercises and discussions in the next class. Cover the material in a relaxed manner and students and teachers alike will thoroughly enjoy *Experience America!*

Scott Berlin
October, 2005



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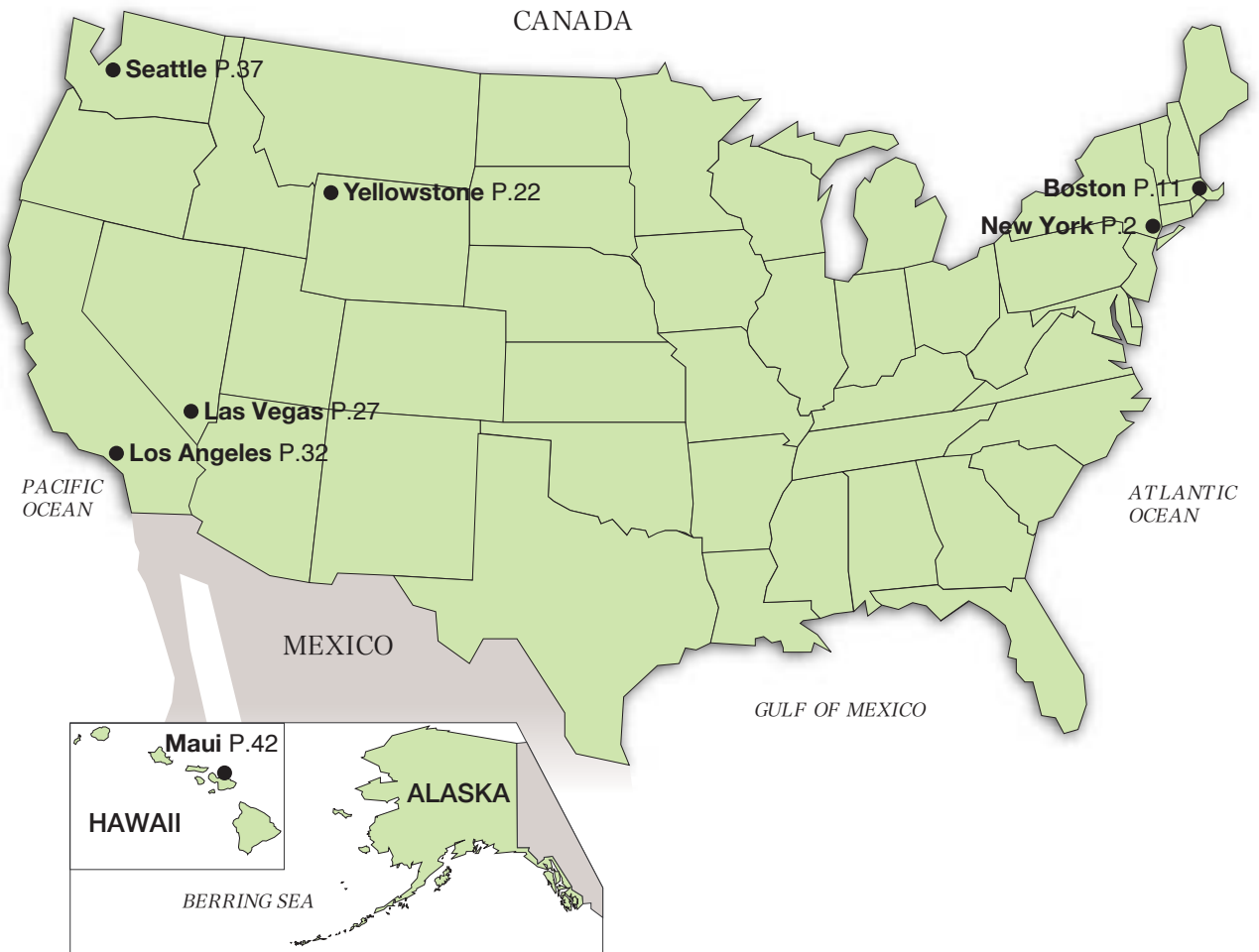
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New York



Boston



Seattle



Maui

New York I

Grammar focus: Past Tense



Part A New York City

►View New York I video clip (1A), New York City.

Warm-up Exercise

1. The theaters around Times Square were doing well in the 1920's. True / False
2. After the theaters closed in the 1930's the Times Square area became a ...
 - a. red light district.
 - b. hustle and bustle place.
 - c. crowded place.
 - d. tourist district.
3. Billboard signs are required by law in Times Square because they have become ()().
4. Scott, the announcer, thinks New York is an () place.
5. The rapper boy says he is from the () and that it is a () place.



Fill in the Blanks

▶View New York I video clip (IA), again and fill in the missing words in the blank spaces.

Narrated parts only

Hi, I'm in New York City and if you take a look around me I'm sure you'll recognize this area. I'm in Times Square. Now Times Square's got an interesting history of () and (). In the Roaring 20's this was the theater district and there were a lot of theaters here and it was quite the hustle and bustle place. Then the () of the 1930's hit and the theaters closed, and this area went into decline and soon became a () light district. After World War Two it recovered again, the theaters came back and so did the crowds. It was once again, quite a popular place. Then in the late 1960's and early 1970's this became quite a seedy area for () and ().

Now as you can see, it's quite the tourist area. It has come back again in the late 1980's and 1990's.

Now, if you'll follow with me I want to show you something here, that you can see a lot in Times Square. Look around me and you'll see a lot of billboard signs. Actually these billboard signs have become quite the () attraction, and they are now required in this area, that buildings have billboard signs on.

It's my () time in New York City and I have no idea what to () ... around here....

Vocabulary and Phrases

roaring 20's : (米国の) 狂乱の1920年代

hustle and bustle : 喧騒、雑踏

Bronx : ブロンクス (New York市北部の自治区)

seedy : いかかわしい、みすぼらしい

red light district : 赤線地区

billboard : 広告掲示板

acclimate : 順応させる

diversity : 多様性

minorities : 少数派、少数者集団

Vocabulary Exercises

► Write the correct word from the vocabulary list in the blank space.

1. New York City is divided into five boroughs or municipal areas. The () is in the North.
2. Just about every large city in the world has a () () ().
3. My grandmother was born during the ().
4. International cities around the world have a lot of ().
5. To keep the natural beauty in national parks, () are not allowed along the roads.
6. I was really scared when I got lost in the city and found myself in a () neighborhood.
7. It's changing nowadays, but women use to be the () in some jobs like construction worker and taxi driver.
8. When I moved from a small town in Montana to New York City, I had to () myself to the big city.
9. In a big city, everyone is busy hurrying here and there, there's too much noise and traffic. I just don't like all the () () ().

Conversation Exercise

Step 1.

Next to each New York item, write something that you think is similar in your country.

In New York	In your country	In New York	In your country
Rockefeller Center		NY Stock Exchange	
Statue of Liberty		Little Italy	
Broadway play		Empire State bldg.	
Times Square		Yankee Stadium	
Central Park		(Other, you write)	
Ground Zero		(Other, you write)	



Step 2.

Check the items you have seen or done in your country from the above boxes. (You can imagine that you have seen something if you want.) then, person A) tell your partner about those things you saw and did in your country. Person B) may ask questions. E.g., When, Where, Why, etc. Then switch

* Remember to use the past tense. E.g., I went, I really enjoyed, I saw

E.g,

Person A) *When I was in high school I went to Tokyo and I saw a Kabuki play.*

Person B) *Where did you see that play?*

Person A) *I saw it in the Kabuki theater.*

Part B New Yorkers

►View New York I video clip (1B), New Yorkers.

Comprehension Check

1. Jerry became acclimated to the high energy of New York City. True / False
2. Nizzam came from ...
a. Mississippi b. Argentina c. Bangladesh d. Bangalore
3. When Marcela was a tourist in New York, people would stop and ask her something. What did they ask?

4. Kujo says “...here it's majority, minorities” what does he mean by that?

5. Almost all of the people in the video said they liked the diversity of New York City. Why do you think they like that?



Photo Exercise

► In New York City you can often see statues. They represent different things and actually have different purposes. Match the description with the correct photo.



- () a. This one is just for fun. It's in the park and the theme is from a children's story. I think the statue was made for children to touch and climb on.
- () b. This statue is a little bigger than real size. It's not too far from the New York Stock Exchange and it's the symbol of a good stock market. When the market is going well and has strength and power, it's like this animal.
- () c. This statue? I don't know what it represents. It's just a man standing in front of a plant or something. Maybe it's just for decoration. You can see it at the Rockefeller Center.

Stepping Up—Questions for discussion

1. What are some of the advantages and disadvantages to living in a big metropolitan city?
2. Which would you choose,... living in a big city or living in a small town in the country?
3. Something that is happening around the world is called "Mega-Cities." These are cities that have populations in the 10's, 20's and 30's of millions of people. It is happening because people in the countryside are moving into the cities where the jobs are. What do you think will be the effect of these mega-cities on the world?