

Interview

EDWIN T. CORNELIUS, JR.

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Longman
New York

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Project Editors: Arley Gray and Dorothy Niemczyk

Cover Design: Edgar Blakeney
Design: Dan Serrano



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INTRODUCTION

Interview is a set of listening practice materials intended for high-intermediate and advanced students. It consists of a recording of unscripted and unrehearsed interviews of people talking about their jobs and an accompanying series of exercises and readings. Its aim is to give students practice working with authentic language materials and, ultimately, to help them extend the range of their communicative abilities in English.

Description of the Materials

Interview consists of the following elements:

- a cassette containing interviews with ten different people and
- a text containing pre-listening material, listening aids and follow-up exercises and activities.

The text is divided into ten units, corresponding to the sequence of interviews on the tape. Each interview, along with the text material, forms a complete unit of study.

Each unit contains the following material for helping students extend the range of their communicative abilities: a tape-recorded interview with four sets of exercises for listening and interpretation practice; discussion topics for interactive practice; a reading passage and a writing assignment. The taped interview and the reading sections in each unit present authentic, spontaneous language, unedited for language students. Thus, the materials provide an additional benefit in that they help students increase their awareness of the way language is used in speaking and in writing.

Arrangement of the Text

Each of the ten units in the text follows a regular format: *first*, background information concerning the interview is presented; *second*, cues for playing the interview are given, and after listening practice is completed, exercises based on the interview are introduced; *third*, reading material relating to the subject matter of the interview is presented; and *finally*, a writing topic is suggested.

The appendices at the end of the text consist of an Answer Key for the Comprehension Activities and the Tapescripts for the interviews.

Format of the Taped Material

For convenience, each interview on the tape is divided into four parts. Each unit in the text contains four separate sets of exercises corresponding to the four sections of the interview.

Suggestions for Using the Materials

The primary emphasis of *Interview* is on listening practice. In using the materials, however, it is expected that importance will be given to all the activities—listening, speaking, reading and writing—that give students the opportunity to communicate in English.

Pre-Listening Activities

The text furnishes a starting point for each unit by introducing three elements: a photograph or drawing which gives a visual clue to the subject matter of the unit, a section which describes the setting for the interview and a brief introduction to the person who is the subject of the interview. These materials are valuable as pre-listening activities because they call attention to the photograph or drawing, which will prompt questions and comments, and provide background material, which will stimulate conversation and discussion. The objective of this first stage of study should be to focus students' attention on the subject area of the unit and to arouse students' interest and curiosity.

Using the Recordings

Listening to Part I. The text gives an introduction to Part I followed by a list of words and expressions that will be encountered in Part I of the interview. Students should read the introduction and review the glossed items before listening to the recording.

Follow-Up Questions. The text provides a series of questions, either multiple choice or matching column, that can be used following the listening activity. Designed as a comprehension check, these questions focus on the skill of *understanding*. If desired, additional questions can be supplied by the teacher to supplement those printed in the text.

Focused Listening. This section of the text introduces a variety of exercises that are valuable in helping students develop their ability to *interpret* language. Here, activities include paraphrasing, making inferences, listening for specific ideas, etc. In most cases, carrying out the assigned activities will require that the interview be replayed several times for intensive listening.

Discussion. The discussion questions in the text introduce topics related to some feature of the recorded interview segment. They are expected to serve as a basis for conversation among the students. These questions, in all cases, call on students to express and substantiate their own opinions and ideas.

Listening to Parts II, III and IV. Following completion of Part I as suggested, students work with the remaining parts of the interview, using the same procedures outlined for Part I. After completing their work on all four parts, students may wish to replay the entire interview without interruption for additional listening practice.

Note: Tapescripts for the interviews are provided at the back of the text, and the length of each part is given. In order for students to obtain maximum benefit and enjoyment from the recorded material, it is suggested that they *not* refer to the tapescripts until all work in listening practice and on the exercises has been completed.

Reading and Writing Activities

The last section of each unit includes reading practice, using the written material provided in the text, and student writing practice, following the suggested topic given at the end of the reading material. In all cases, the content of the written material is related to the subject of the interview and the style is natural and informal. It is authentic material in that, like the interviews, it has not been specially graded or edited for language students.

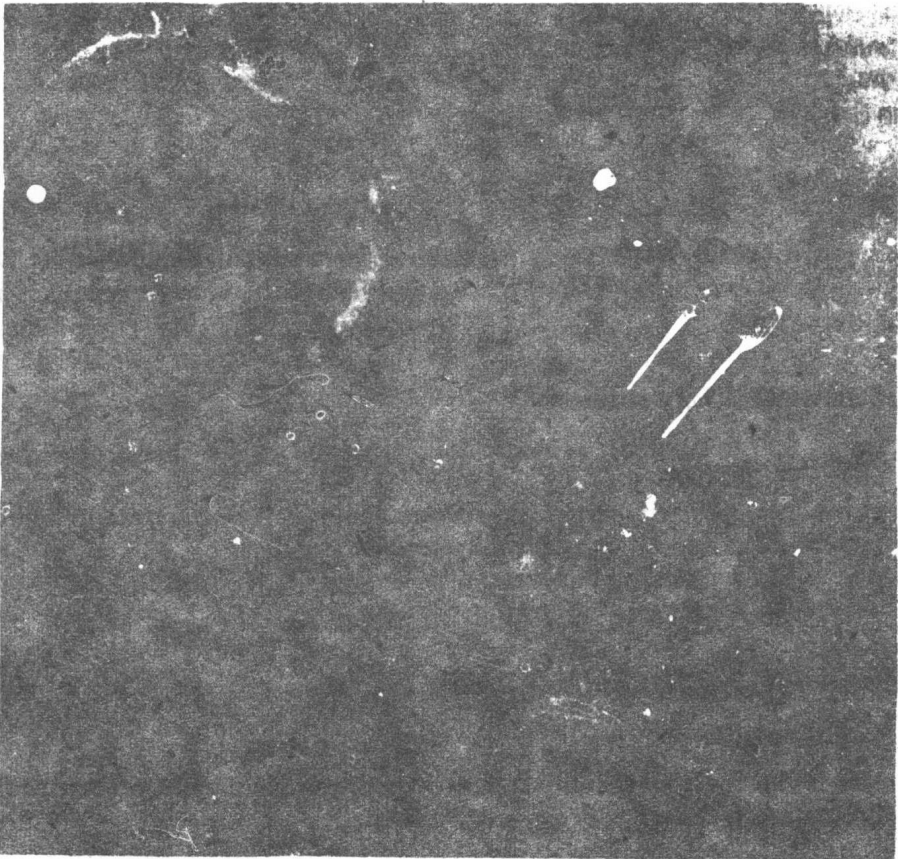
The primary focus of this final stage of study should not be on the linguistic skills of *comprehending* and *composing*, but, rather, on reading and writing as communicative abilities.

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UNIT ONE

ENTERTAINMENT/HOLLYWOOD



Shooting a scene from the movie North by Northwest, directed by Alfred Hitchcock. Photo courtesy of Jerry Ohlinger's Movie Material Store Inc.

THIS UNIT is based on a live interview with a Hollywood actor. During the interview, the actor discussed a wide variety of topics relating to his experiences in radio, television and motion pictures. In this unit, you will hear excerpts from the original recording in which the actor talks about Hollywood, his work in Walt Disney cartoons, techniques used in cartoon production and incidents from his acting career.

Actor Dallas McKennon got his early start on radio, doing character voices and programs for children. His first motion picture appearance was in Universal Studio's *Bend of the River*, starring James Stewart. Following his successful performance in this film, he was chosen for the part of the old storekeeper Cincinnatus in the Daniel Boone television series, starring Fess Parker.

Over the years, Dallas McKennon has done a wide variety of voices of cartoon characters, innumerable Walt Disney cartoons and many Disney feature-length films, such as *Mary Poppins*, *Lady and the Tramp* and *One Hundred and One Dalmatians*. In addition, a wide variety of the voices of Dallas McKennon are heard daily by thousands of visitors as they explore the amusement rides and exhibits at Disneyland in California and Disney World in Florida.

PART I

Actor Dallas McKennon talks about the traditional image of Hollywood, and expresses his views concerning changes that have taken place in recent years.

Words and Expressions

image (of Hollywood): reputation; impression or idea that people have (about Hollywood)

exposure: publicity; news or articles about an actor/actress in newspapers, magazines or on radio and television

picture: film; motion picture; movie

season (on television): September to May



NOW LISTEN TO PART I

Comprehension

Match phrases from Column B that correctly complete sentences started in Column A.

Column A

1. The traditional image of Hollywood was mainly based on . . .
2. In Hollywood today, actors and actresses live . . .

Column B

- a. a different life style.
- b. fabulous mansions.
- c. important status symbols.
- d. motion picture studios.

3. In Hollywood today, a star's career can rise or fall with . . .
 4. In Hollywood, owning a beach home, having servants and driving a certain kind of car used to be . . .
 5. Years ago Hollywood stars used to live in . . .
 6. Hollywood actors and actresses used to have lifetime contracts with . . .
- e. the star system.
 - f. a season on television.

Focused Listening—Summarizing

In this part of the interview, each speaker spoke about eight times. But you could summarize the conversation by listing four questions asked by the interviewer and four answers given by Dallas McKennon. Listen to Part I again as many times as necessary and do the following: (a) using your own words, write down the four questions that the interviewer asked and (b) using not more than one sentence for each one, write down the replies that Dallas McKennon gave to the four questions.

Discussion

1. Actor Dallas McKennon said that Hollywood actors and actresses live a different life style now than they used to. What do you think he meant by this comment?
2. Why did Hollywood movie studios use to spend so much money publicizing movie stars and trying to make their lives seem so glamorous? Discuss your opinions and views.

PART II

Actor Dallas McKennon talks about commercial television and explains why he enjoys doing cartoons.

Words and Expressions

rating system: a biweekly listing of TV programs, in order of their popularity, based on a national survey of individual households; those participating in the survey, usually about 1,500 households scattered across the country, keep a record of the programs they watch on TV

work cartoons: perform in or act in cartoon films

cast: give an actor or actress a certain part or role in a film, play or television show



NOW LISTEN TO PART II

Comprehension

Choose the correct completion for each statement.

1. Actor Dallas McKennon pointed out that broadcast stations are granted a license to . . .
 - a. entertain and advertise.
 - b. educate and advertise.
 - c. educate and entertain.
2. Dallas McKennon said that one of the reasons he likes to act in cartoons is that . . .
 - a. cartoons are a less violent medium.
 - b. cartoons are a violent medium.
 - c. cartoons are a more violent medium.
3. According to Dallas McKennon, cartoons give an actor an opportunity to . . .
 - a. express himself in about the same way as he can in live action in front of the camera.
 - b. express himself in a way he can't in live action in front of the camera.
 - c. express himself in exactly the same way as he can in live action in front of the camera.
4. Dallas McKennon said that for cartoons, actors are selected . . .
 - a. for the way they look, not the way they sound.
 - b. both for the way they look and the way they sound.
 - c. for the way they sound, not the way they look.

Focused Listening—Identifying a Change of Subject

In Part II of the interview something went wrong! The interviewer brought up a topic for discussion, but Dallas McKennon either didn't catch the point being made, or deliberately avoided it and turned the conversation in a different direction.

Listen to Part II again and do the following: (a) locate the portion of the interview referred to above; (b) summarize the point the interviewer was trying to raise and (c) summarize the different twist that Dallas McKennon gave to the discussion.

Discussion

1. In some areas of the United States, movie theaters have lost their big audiences because of the existence of television. What are the advan-

- tages and disadvantages of watching a movie at home on TV, as compared to watching a movie in a movie theater? Give your opinions and views.
2. In the United States, the money that companies pay for commercial advertisements helps pay for the costs of publishing newspapers and magazines and the costs of operating radio and television stations. How much influence do these ads have on people's decisions to go out and buy certain products? Give your opinion. Use examples if you can.

PART III

Actor Dallas McKennon talks about the production of Disney cartoons, and explains some of the techniques that have been used to give cartoon characters such lifelike qualities.

Words and Expressions

rotoscoping: a technique used in the production of cartoons

sync: lip synchronization; in film production, the perfect timing of sounds on the sound track with lip movements on film



NOW LISTEN TO PART III

Comprehension

Choose the correct completion for each statement.

- In talking about his career in Hollywood, Dallas McKennon said that his work has been . . .
 - exclusively in cartoons.
 - only in Disney feature films.
 - mainly in cartoons and Disney feature films.
- Dallas McKennon pointed out that one of the special features of Walt Disney cartoons is . . .
 - the lifelike quality of the mock set.
 - the lifelike quality of the cartoon characters.
 - the lifelike quality of the humans who do the voices.
- According to Dallas McKennon, the old way of making cartoons was to . . .
 - do the drawings first, and then have the actors record the sound
 - photograph the actors first, and then do the drawings.
 - record the sound first, and then photograph the actors.
- Dallas McKennon said that in the old days, Walt Disney used to . . .
 - record his own voice.
 - do the drawings himself.
 - play the background music.

Focused Listening—Cue Statements

Listen to Part III again as many times as necessary and find the details you need to complete the following statements:

1. Walt Disney cartoon characters are so lifelike because of the tiny movements in the and the in the and the on their
2. The title of Dallas McKennon's first feature-length Disney film was
3. In the early days, the musical instrument used to provide background music in cartoons was
4. In early cartoon productions, the usual technique was to produce all of the first, and then to have the actor sit and look at the and try to produce the to go with it.
5. Most home movies are produced on 8 millimeter film, but the film size normally used in professional movie-making, including cartoons, is
6. In *Lady and the Tramp*, Dallas McKennon did the voices of animated characters, as well as the voices of

Discussion

1. What age audiences do cartoons appeal to? Do cartoons appeal to people in all countries of the world? Explain what it is about cartoons that people find appealing.
2. A lot of people feel that cartoons and comic strips are for entertainment only and should not be used in education. In some areas, for instance, people feel that cartoon characters should not be used as illustrations in school textbooks. Do you agree or disagree? Explain the reasons for your point of view.

PART IV

Dallas McKennon talks about his acting career and tells about his experience in the Daniel Boone television series.

Words and Expressions

live the part: feel that you really are the character whose part you are playing in a dramatic production

simulated: imitation of something; not real

do . . . lines: speak a character's part in a dramatic production according to a printed script

NOW LISTEN TO PART IV

Comprehension

Choose the correct completion for each statement.

1. Actor Dallas McKennon said that when he acted in the Daniel Boone television series, . . .
 - a. he didn't like the part of the character he was playing.
 - b. he really lived the part of the character he was playing.
 - c. he really hated the part of the character he was playing.
2. Dallas McKennon said that one of the reasons he enjoyed doing the Daniel Boone TV series was that . . .
 - a. he felt he was getting some good acting experience.
 - b. he had always wanted to be on television.
 - c. he had always been interested in history.
3. Dallas McKennon said that he played the part of Cincinnatus in the Daniel Boone show for a period of . . .
 - a. six weeks.
 - b. six months.
 - c. six years.

Focused Listening—Word Choice

The words and expressions given below could be substituted for certain words and expressions used by Dallas McKennon without changing the meaning of what he said. Listen to Part IV again and find the words and expressions in the recording that could be replaced by these substitutes:

1. took the part of
2. attacked
3. frightening
4. walkway
5. in charge of
6. speak my parts

Discussion

1. In telling about his experience as Cincinnatus in the Daniel Boone show, Dallas McKennon described one of the scenes from the show and said, "I'd get lost in this thing." What did he mean by this? Do you think it is necessary for an actor or actress, in order to be effective, to get lost in his or her part?
2. People's tastes in TV programs, movies and theater vary. Some people like detective stories and mysteries, and others like love stories, comedies or historical dramas. Discuss your own preferences and explain why you like the kinds of movies or programs you do.

Reading

MOVIE REVIEW

By Cindy Mason

The Ties That Bind—A Welcome Surprise!

The Hollywood cliché that you are only as good as your last picture definitely does not apply to actor Max Stuart. His last picture was a monstrosity that should have ended up on the floor of the editing room instead of in the hundreds of theaters where it was a box-office flop. The public announcement a few months later by the director of the film that he had made a huge mistake in casting Max for the lead in the film could not have been much comfort to the actor. How many performers could survive a disaster like that? How would it be to carry around with you the knowledge that you are a loser?

Max Stuart worked hard at his craft in the beginning. Working steadily on Broadway for many years, he got his first important role in "Life on the Outside," the hit television series. Few performers succeed in moving to motion pictures from television, but it seemed that Stuart was destined to be among the lucky ones. His first picture, *The Endless Mile*, was a modest success. Stuart was on his way up in Hollywood. But then disaster struck—not once, but twice in a row. *Billy's Best* and *On the Way Home* were poorly written and miserably cast, and Stuart's acting was awful. His career suddenly in

eclipse, Stuart remained jobless for over a year. His services were no longer in demand anywhere. Then, in what must have been a final act of desperation, Stuart risked everything on this new project, *The Ties That Bind*. Max Stuart formed his own production company, put up his life's savings and even hired himself as director.

The gamble has paid off. *The Ties That Bind* is one of the best movies to come along this year, and Stuart's performance in it is superb. The story is about a young man, played by Stuart, who grows up in a poor family in St. Louis. His parents work at menial jobs and are barely able to clothe and feed themselves and their four children. Stuart, the oldest of the four, turns out to be something of a whiz kid in business affairs and slowly works his way up near the top in a large corporation. He is driven every step of the way by a determination that his family will never again want for anything. Eventually, conflicts arise between family values and the realities of a ruthless world of corporate power struggles. When it falls on the young executive to make his final move to the top, he must decide between his corporate ambitions and the family that depends on him so entirely. To say

anything more would be to give away what becomes a most surprising ending with an unexpected twist.

The plot itself is worn and trite, Yet Stuart, combining his talents as both actor and director, somehow manages to pull it off. Another pleasant surprise in the film is Syl-

via Hyland, an unknown actress who turns in a magnificent performance as Stuart's understanding but long-suffering girlfriend. As unlikely and incredible as it all sounds, if you want to be truly moved by a film, *The Ties That Bind* is one you definitely should not miss.

Cindy Mason always welcomes letters from readers of this column. If you have seen a movie or play recently and would like to write your own review, you are invited to send it to Cindy Mason, Gazette Movie Critic, Box 100, New York, New York 10036.

Writing

Write a review of a movie you have seen. Limit your review to approximately 300 words.

