

ALIVE JIVES

Studying English with the Hottest Hits

最新ポップスで学ぶ総合英語

by

Lola G. Moriguchi and Kazumi Kimura



NAN'UN-DO

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本書には、別売のカセットテープがございます。

〈全 1 巻・収録箇所：**1. Lyrics 2. Reading 3. Speaking**〉

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INTRODUCTION

ALIVE JIVES is a multi-skills course book for high-beginner to intermediate level students of English. Each of the 12 chapters deals with a topic relevant to a popular song and covers the four basic skills of Listening, Reading, Speaking, and Writing. Each chapter also contains a full page devoted to an essential point of grammar—with sample sentences and follow-up exercises—taken directly from the song’s lyrics. This text is suitable for any type of college or university class, from large compulsory classes to smaller, more intimate groups, of from 60 to 90 minutes in length.

ALIVE JIVES was conceived on the strength of our continuing success in using popular music to inspire students to study and enjoy English. We believe that it will effectively reach out to even the most challenging of classes. The exercises and tasks all require active participation and encourage students to express their feelings and opinions in both spoken and written form.

We have chosen the hottest songs by some of today’s most popular musicians, including many 2001 Grammy Award nominees. We are confident that *ALIVE JIVES* will provide students with exciting topics, stimulating exercises and great music—all thanks to their favorite recording artists—for the entire school year.

SUGGESTIONS FOR USE

Each chapter of *ALIVE JIVES* is divided into six sections. Each section is designed to enhance a particular skill. The material is informative and entertaining and the activities fast-paced and practical, insuring that students stay interested and motivated.

1. Lyrics

In Section One, students listen to a recording of the featured song for that chapter and write in the missing parts of the lyrics. Section One also includes a box called Catching the Message which checks students’ understanding of the lyrics and helps enrich their vocabulary. Students should answer the questions about the song by choosing the appropriate words in the box, then write responses of their own according to the instructions, which vary with each chapter. If time permits, students can share their impressions of the song and their Catching the Message responses with their classmates.

2. Reading

Section Two is a short reading passage. It gives students the opportunity to improve their reading skills while at the same time providing them with useful and fascinating background information on the featured artist and song. Rather than translate the passage sentence by sentence as in traditional university English lessons, students are encouraged to use scanning and skimming skills to grasp the main ideas. Several questions follow the reading to check if students have comprehended what they’ve read. Students are also asked to make up several questions of their own and practice them with a partner.

3. Speaking

Section Three presents students with a short, natural-sounding dialog on a topic carefully chosen for its relevance to the life of Japanese college students. In Part I students should replace the underlined parts of the sentences with information of their own. We have provided a list of useful vocabulary and conversational expressions for students to choose from. The teacher can call on different pairs of students to have them perform their new dialogs. In Part II, students walk around the class and ask each other questions about the topic. This encourages students to mingle and get to know each other, creating a friendlier and more relaxed classroom atmosphere.

4. Grammar

In Section Four, students study an essential point of grammar, taken directly from the song's lyrics, as well as key words and expressions. The grammatical rule is briefly explained, then illustrated by sample sentences. The exercises give students practice in putting the rule to use. By showing how grammar is reflected in the lyrics of the songs they love, students who may have resisted the study of grammar in the past come to recognize its value and usefulness. The teacher does not necessarily have to give detailed explanations to the entire class, but should have students work on the exercises in pairs or individually and offer assistance where needed.

5. Topics for Discussion

Section Five asks students to think and talk about various discussion questions based on the chapter's main topic. Have students get together in pairs or small groups. The teacher can ask different groups to share their opinions and observations with the class.

6. Writing

The focus of Section Six is on creative writing, a neglected area in most previous textbooks using songs as a teaching tool. Students choose one of the topics from the discussion section and write a short essay, dialog, letter, etc. on it. This gives students the opportunity not only to practice and improve their English writing, but also to express themselves creatively.

ACKNOWLEDGEMENTS

There are several people we would like to thank for helping us make this textbook a reality. Mr. Taisuke Aoki of Nan'un-do was the first person who considered our proposal worthy of publication, and we would like to express our gratitude to him for his trust and belief in our ideas. We would also like to thank Mr. Noli Bravo, our music coordinator, musician and vocalist who arranged the recording of all of the ALIVE JIVES songs, along with his two female vocalists, W.G. and Mary Frenzl. We could not have done this project without their musical expertise and creative talent. Colleen Kenyan, our illustrator, who has given us some of the most intriguing images of our musicians, has been an indispensable part of this textbook. Her artistic talent as an illustrator has given life and inspiration to our pages.

はしがき

ALIVE JIVES は大学または短期大学の初級または中級クラスを対象とする、歌を題材にした、英語総合教材です。歌を扱って聞き取りの練習をする教科書は数多くありますが、本書の最大の特徴は、歌を使い、「聞く」、「読む」、「話す」、「書く」の4技能に加えて、文法と語彙の強化も含む、英語力を多面的に伸ばすことを出来るようにしたことです。各章ごとに、それぞれの歌に関連するトピックを設定したので、歌の枠内にとどまらず、activity の幅を広げることができ、学生がいろいろな task をこなすことができます。また、練習内容も受身的なものにとどまらず、学生側の方から、作り出したり、働きかけるものを取り入れ、学生側の creativity を引き出すように心がけました。英語に興味のない学生にも、楽しみながら英語の練習ができるように、現代の若者に人気のあるアーティストの最新ヒット曲から選び、2001年度のグラミー賞の入賞曲も含まれているので、学生の興味を引きつける魅力的な内容になっています。

ALIVE JIVES は、各 Chapter が6つのセクションに分かれ、それぞれに、学生が各スキルを訓練できるようになっています。

1. Lyrics

ここでは、歌を聴きながら、括弧の中の言葉を聞き取るようにします。また Catching the Message では、語彙をふやしながら、歌のメッセージをどのようにとらえたかの確認をします。

2. Reading

ここでは、それぞれのアーティストの簡単なプロフィールを読み、読む力を鍛えながら、歌やアーティストについての知識をふやし、よりそれぞれの歌を理解できるようにすることがねらいです。一文ずつ訳すのではなく、大意をつかむ読み方を練習するのがねらいで、内容を理解できたかどうか、確認するための質問がついています。

3. Speaking

ここでは、それぞれの歌に関連したトピックについての Dialog を設定し、I. では、その中の下線の部分を学生個人の情報に置き換えて、ペアで練習します。この練習で使ったり、また覚えておくと役に立つ単語や表現も並べておきましたので参考にしてください。II. では、そのトピックに関係する質問を教室を歩きまわりながら、クラスの中のいろいろな人に聞き、自分も答える練習をします。これは、同じ相手とだけ質疑応答することを避けるため、クラス中の人と知り合う機会を作り、教室内に活気をもたせることも目的にしています。

4. Grammar & Vocabulary Points

ここでは、実際に歌詞の中にでてきた文法事項や重要な表現を取上げ、簡単な説明の後、練習問題が出来るようになっていきます。ここにとりあげられている事項は、学生が今までに習ったことがある基礎的なものがほとんどですが、文法を教科書中の難しい説明と感じ、英語嫌いになっている学生には、実際の歌詞から学ぶことにより文法を身近なものとして捉える良い機会になるはずです。学生のレベルによっては規則の説明は省いて、直接練習問題にすすんでもかまいません。

5. Discussion

ここでは、歌に関係し、かつ学生にも身近なトピックをとりあげ、Discussion をします。英語で自分の意見を表現したり、話し合ったりする機会を与えるのと同時に、次のWriting の pre-activity にもなっています。

6. Writing

Discussion で扱ったトピックについて、ここで更にエッセイや手紙を書いてみます。従来、Writing は歌を題材にした教科書ではとりあげられていなかった分野ですが、このセクションを加えることにより、この教科書が4技能を向上させる総合教材になりました。時間がなければ、宿題にすることもできますので、柔軟に取り扱っていただければと思います。

本書は、大学1年生の英語の必修クラスを担当することの多かった著者が、英語が苦手、不得意な学生達にいかにか、英語に関心を向けさせ、学習の動機付けを与えるかに試行錯誤した結果、生まれたもので、実際の授業ですでに試みて、成果をあげています。この教科書が、学生達の好きな音楽と、勉強や試験の対象であることの多かった英語を結び付け、学生達にとって英語が生きたものとなり、楽しみながら、英語の力を伸ばすのに役立つことを心から祈っております。

最後になりましたが、音楽を担当してくださった Mr. Noli Bravo, 挿絵を書いてくださった Ms. Colleen Kenyan, そして、企画から編集までお世話になった南雲堂の青木泰祐氏の皆さんに心より感謝を申し上げます。

Lola G. Moriguchi

木村 和美

What is a “Grammy”?

A Grammy Award is just about the most prestigious award a performing artist, musician or technical professional can win. The annual Grammy Awards show is telecast to an international audience of over two billion people in 180 countries. It brings together thousands of creative and talented people to perform their music and inspire us all. Grammys are awarded by the Recording Academy to honor excellence in the recording Arts and Sciences for artistic and technical achievement—not for sales, profits, or chart position. To win a Grammy is to win the recognition of one’s peers.

The following artists are all 2001 Grammy Awards nominees, and are included in our textbook.

Madonna	Music
Record of the Year	
Christina Aguilera	What a Girl Wants
Best Female Pop Vocal	
’N Sync	Bye Bye Bye
Record of the Year	
Destiny’s Child	Say My Name
Record of the Year	
Britney Spears	Oops!... I Did it Again
Best Female Pop Vocal	

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Hello, Goodbye

The Beatles

1 Lyrics

Listen to the song and fill in the missing words.

❖ *You say yes, I say no*

You say () and I say () () ()

Oh no, you say () and I say ()

Hello, Hello,

I don't know () you say (), I say ()

Hello, Hello

I don't know () you say (), I say ()

I say (), you say (), you say ()

and I say I don't know, Oh no

You say (), and I say Hello, Hello, Hello

I don't know () you say (), I say Hello, Hello,

Hello

I don't know () you say (), I say Hello

La La La La La La La La La

You say goodbye, Oh No!

You say (), and I say Hello, Hello, Hello.

I don't know () you say (), I say Hello, Hello, Hello

I don't know () you say (), I say Hello

Repeat ❖

Hello, Hello, Hello

Catching the Message

Circle the words that describe how the singer feels.

elated frustrated

embarrassed

joyful ignored

unforgiving sad

confused relieved

lonely hurt

How do you feel when someone ignores you? (Write your responses below.)

2 Reading: The Beatles—Timeless and Ageless

Read the following passage and answer the questions.

The Beatles have been recorded in music history as one of the most profoundly popular groups of all time. Their music, both timeless and ageless, will continue to amaze and to inspire future generations to emulate their style and excellence. The Beatles had their beginnings in Liverpool, England, a city that has become well known due to their success. The four members, Paul McCartney, John Lennon, George Harrison and Ringo Starr, became an overnight sensation in the early 1960's after recording their first two big hits *She Loves You* and *I Want to Hold Your Hand*. They became an entertainment phenomenon, selling over a million copies of each single in the U.K. The term "Beatle-mania" soon spread across England and the United States, and within one year the Beatles were touring worldwide. *A Hard Day's Night*, *And I Love Her*, and *Can't Buy Me Love* were just a few of their hits that were unstoppable. The years ahead took the Beatles through a continuous series of movie-making, more albums and hit after hit. Some of their most successful albums were *Abbey Road*, *Sgt. Pepper*, and *The White Album*. Though there are lots of others, these three have been the most widely received and celebrated.

Word Check:

profoundly : deeply

phenomenon : strange happening

emulate : to copy

◆ Answer the questions below.

1. Where did the Beatles first form their group?
2. When did the Beatles become an overnight success?
3. What spread rapidly across the U.K. and the United States?



◆ Work with a partner and make up three questions about the Reading.

1. _____

2. _____

3. _____

3 Speaking about Greetings and Introductions

Dialog

- A: Hi, my name's Steve. I'm a new student here.
 B: Oh, hello, I'm Elaine. Nice to meet you. (Handshake)
 A: Are you a student here too?
 B: Yes, I'm a junior. This is my third year.
 A: Oh, that's great. What's your major?
 B: I'm majoring in business law. How 'bout you?
 A: My major is English Literature.
 B: That sounds interesting. Well, good luck. Nice meeting you.
 A: Same here. See you later. Bye!

I. Practice the dialog with your partner, replacing the underlined parts with your own information.

Useful vocabulary: *How do you do! Morning! Have we met?
 Hi! My name's... Take care. Bye for now. See ya!*

II. Now stand up! Walk around your classroom and ask each other the following questions. Ask a different person for each question.

Questions	Partners one/two
1. Do you greet someone new with a handshake?	_____ / _____
2. How do you greet good friends after many years apart?	_____ / _____
3. Do you react differently when first meeting foreigners?	_____ / _____
4. When do you usually shake hands with someone?	_____ / _____
5. Is it easy for people to get to know you well?	_____ / _____
6. Are you shy or talkative when you first meet someone?	_____ / _____
Your own question	
7. _____	? _____ / _____

4 Grammar

A. Present Tense

You say yes, I say no.

- ◆ **Rule** Present Tense is used to state facts and describe repeated activities. It is also used when you say how often you do things. On the other hand, Present Continuous Tense is used to state that something is happening at the time of speaking.

◆ **Examples**

1. The earth goes around the sun.
2. In Mexico, they speak Spanish.
3. What does this word mean?
4. Tom usually plays tennis twice a week.
5. I am reading an interesting book.
6. Look! It is snowing!

- ◆ **Exercise** *Put the verb into the correct form (Present Tense or Present Continuous Tense).*

1. The amusement park _____ (open) at 9:00.
2. Please be quiet. I _____ (try) to concentrate.
3. Where _____ (come) from? I _____ from Hokkaido.
4. George _____ (work) part-time at a gas station every other day.
5. Let's go out now. It _____ (not rain) any more.
6. Excuse me. I _____ (look) for a phone booth. Is there one near here?

B. Antonyms

- ◆ **Exercise** *The words in the box are antonyms of the words on the left. Write the letter of the antonyms next to the appropriate word.*

1. ancestor ()
2. income ()
3. supply ()
4. victory ()
5. permanent ()
6. generous ()
7. vertical ()
8. genuine ()
9. freeze ()
10. abolish ()
11. respect ()
12. permit ()

- | | |
|---------------|-------------|
| a) stingy | b) fake |
| c) descendant | d) prohibit |
| e) despise | f) defeat |
| g) establish | h) expense |
| i) horizontal | j) demand |
| k) temporary | l) melt |

