

Remains of the Day

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Table of Contents

| | |
|--|------------|
| Introduction..... | page 3 |
| • Why use DVD's to learn and teach languages? | |
| • Where can you find DVD's with different language options? | |
| • LLL Disclaimer | |
| Instructions on use of the DVD guide and exercises..... | page 4 |
| • Vocabulary | |
| • First Things First: Sound Only, Guess What's Next | |
| • Been There, Scene It: Sound Off, Freeze Frame, Monologs, Dialogues for 2 | |
| Vocabulary..... | page 5 |
| First Things First (activities)..... | page 7 |
| Been There, Scene It! (activities)..... | pages 8-10 |
| Language Learning Activities by chronological order/running time... | page 11 |
| Bonus material (for teachers of English): Idiomatic Expressions..... | page 12 |

Introduction

Why Use DVD's to learn and teach languages?

The Live & Learn Languages DVD guide series has been inspired by a love of learning languages together with our having become acquainted with the very practical language learning methods promoted on the Canadian Institute of Education TESOL methodology course. For more information on this course please see www.cie.ca.

Prof. Harry Cotton has taken on and completed the monumental task of:

- ✓ Studying neuroscience (the way the brain learns)
- ✓ Researching practically every teaching/learning method invented under the sun
- ✓ Inventing a few of his own methods
- ✓ Boiling it all down and presenting it in an amazingly sensible and enjoyable way for language learners and teachers to capture the methods and put them into practice in real life

So, the methods are geared towards teaching and learning languages in accord with the way that the brain learns things most *naturally*. The result, when applying the methods, is that **one learns a language 10 times faster** and with much less deliberate effort than in the case of traditional teaching and learning, for example, with a teacher standing and speaking in front of a classroom or a student reading a book.

The Live & Learn Languages DVD guides hone in on only *one* of the diverse mediums suggested on the CIETESOL course, that of DVDs... or *visual media*.

Where can you find DVDs with different language options?

When DVD's first started, you may have noticed that they usually had many audio language options, as well as many subtitle options. However, now when a DVD is released, or re-released, you will notice that it may only be in English, or have one or two subtitle options.

There are then, only a few definite sources for DVD's with different language options, that is, those that were released a few years ago (not new). Those sources are generally:

- Your already existent DVD collection
- Second-hand stores or Charity shops
- On-line auctions such as E-bay


When it comes to buying *new* DVDs with language options, we have looked high and low and realized that it is quite difficult. Despite the rarity, though, we have found sources for affordable DVD's that come with many language options. **To see our up-to-date findings, please check out our website, <http://www.liveandlearnlanguages.com/videos.html>.**

Disclaimer:


We at LLL have watched *Remains of the Day* and did not find anything in it that overly offended or disturbed our sensibilities. However we suggest that you always do research on the advisory content of any given film and make your own decision as to its propriety for you and/or your family or students. In providing this DVD guide for educational purposes we do not take responsibility for any offence that the film's content may cause.


Instructions on use of the LLL DVD Guide

There are literally countless ways to use a DVD with language options, to teach others or oneself a language. We offer instructions on a few of these ways but hope that you do also feel free to take and expand on the instructions or adapt them to the level of learning that you or your students are at. You will find more methods explained at the end of the book, meant specifically for teachers in a classroom environment.


 **Vocabulary:** Here we provide a *basic list of words* that can be learned watching this DVD, and/or words that you will most likely need in order to carry out many of the “Freeze” and “Sound Off” exercises. We suggest that you **begin by filling in the Vocabulary section using an English/target language dictionary.**


First Things First


 **Sound Only:** These exercises are *meant for students who have not yet seen the film nor are familiar with the storyline.* If that is the case then these exercises *should be done first.* The screen should be covered and the student must **simply listen** carefully. The student should be sure to understand any dialogue that takes place, and then must guess as to what is happening in the scene. Then watch the scene to see if the guess was right.


 **Guess What's Next:** Also meant for students who have not yet seen the film nor are familiar with the storyline. Choose a scene to **pause and guess what will happen next**, then see if your guess was right!

Been There, Scene It!

 **Sound Off:** The suggested scenes in this category can be *either a basis for behaviour study or can be used to describe the action during the scene.* Turn the volume down completely or press “mute” and **simply watch** the scene. You could take notes while watching, for example, of nouns, verbs, etc then look them up if necessary and use them to describe the action in the scene. Likewise if you are doing a behaviour study. This is helpful when learning verb conjugation and/or descriptive adjectives and emotions.

 **Freeze Frame:** **Pause the suggested scenes** (at the exact second suggested) and use vocabulary you already have or look up words in order to **describe the picture you see.** This can include *actions, colours, objects, emotions, people, numbers...* no matter what your level in the language you will be able to complete this task, for example as a beginner you may describe it simply, or as an advanced student the sky may be the limit as to the descriptive words that you may use!

 **Monologues:** **Annotate the suggested monologues as best as you can and recite** them, in the exact same way that the actor or actress does in the movie. Try to *mimic any inflections or raises in tone of voice or pace.* And of course, try to get as close as you can to the same accent as the speaker.

 **Dialogues for two:** You and a friend or two students from the class should **annotate the suggested dialogues** best as possible. Then **act out the conversation together**, in the exact same way that the actors or actresses do in the movie. Try to *mimic any inflections or raises in tone of voice or pace.* And of course, try to get as close as you can to the same accent as the speaker. This exercise may also be applied to dialogue between several people, if you can find suitable moments in to movie, to work with.

Vocabulary

Below is a table of words, in alphabetical order. They can be learned either by watching this film or by using them to carry out the descriptive exercises in this guide. Before watching the movie, we suggest that you use a dictionary to find the word equivalents in the language or languages that you are learning. You may then find it easier by referring to these as you watch the film or carry out the exercises.



(remember to look these words up!)

| Words | Language 1 | Language 2 | Language 3 | Language 4 |
|-------------|------------|------------|------------|------------|
| apples | | | | |
| bees | | | | |
| birds | | | | |
| black | | | | |
| blue | | | | |
| book | | | | |
| brown | | | | |
| butler | | | | |
| dinner | | | | |
| doctor | | | | |
| door | | | | |
| duty | | | | |
| eight | | | | |
| eleven | | | | |
| father | | | | |
| fields | | | | |
| fish | | | | |
| five | | | | |
| flowers | | | | |
| four | | | | |
| gentleman | | | | |
| green | | | | |
| grey | | | | |
| half | | | | |
| hall | | | | |
| horse | | | | |
| hospitality | | | | |
| housekeeper | | | | |
| key | | | | |

| | | | | |
|-----------|--|--|--|--|
| letter | | | | |
| nine | | | | |
| one | | | | |
| opera | | | | |
| orange | | | | |
| peace | | | | |
| piano | | | | |
| pink | | | | |
| politics | | | | |
| purple | | | | |
| read | | | | |
| red | | | | |
| salt | | | | |
| serve | | | | |
| seven | | | | |
| sing | | | | |
| six | | | | |
| son | | | | |
| staff | | | | |
| ten | | | | |
| thousand | | | | |
| three | | | | |
| trees | | | | |
| turquoise | | | | |
| two | | | | |
| war | | | | |
| water | | | | |
| white | | | | |
| yellow | | | | |

Been there, Scene it!

Having either skipped or completed the *First Things First* exercises, or perhaps having already seen this movie, you are now ready to go ahead and try some non-guesswork tasks.

Sound Off

With the following scenes, simply turn the volume down completely or press **mute**, and **comment on the behaviour and/or emotions of the actors, or what is happening during the scene**. This will help you improve your knowledge and use of verbs, adverbs, and emotive vocabulary. While watching, you or your class of students may find the “words needed” column handy, to **jot down words** that have not been learned yet, and thus will need to be looked up in a dictionary, in order to complete the task.



(remember to turn the sound down or press “mute”!)

| Scene | What To Do | Words needed: |
|-------------------|---|---------------|
| 00:04:11-00:04:40 | Describe actions. | |
| 00:07:17-00:07:34 | Describe actions. | |
| 00:08:42-00:08:58 | Describe actions. | |
| 00:13:37-00:14:16 | Describe actions. | |
| 00:22:03-00:24:03 | How would you describe the emotions & facial expressions? | |
| 01:06:14-01:07:20 | How would you describe the emotions & facial expressions? | |
| 01:22:00-01:23:30 | Describe actions, emotions & facial expressions. | |
| 01:24:24-01:27:20 | Describe actions, emotions & facial expressions. | |

Freeze Frame

Pause the following scenes (at the exact second suggested) and use vocabulary you already have or look up words in order to **describe the picture you see**. This can include actions, colours, objects, emotions, people, numbers... no matter what your level in the language you will be able to complete this task, for example as a beginner you may describe it simply, or as an advanced student the sky may be the limit as to the descriptive words that you may use! Feel free to use the “words needed” column to jot down any words that you would like to look up using a dictionary.



(remember to pause/freeze frame!)

| Scene | What To Do | Words needed: |
|----------|---------------------|---------------|
| 00:13:14 | Describe the scene. | |

| | | |
|----------|---------------------|--|
| 00:04:10 | Describe the scene. | |
| 00:16:23 | Describe the scene. | |
| 00:19:03 | Describe the scene. | |
| 00:28:25 | Describe the scene. | |
| 00:31:33 | Describe the scene. | |
| 00:52:45 | Describe the scene. | |
| 01:48:00 | Describe the scene. | |
| 01:55:55 | Describe the scene. | |
| 01:59:20 | Describe the scene. | |

Monologues

As the monologue runs, annotate it as best as you can in the column below and recite it, in the exact same way that the actor or actress does in the movie. Try to mimic any inflections or raises in tone of voice or pace. And of course, try to get as close as you can to the same accent as the speaker.



| Scene | Monologue Notes: |
|-------------------|------------------|
| 00:01:22-00:01:51 | |
| 00:27:00-00:27:45 | |
| 00:47:00-00:48:00 | |

Dialogues for Two

As the dialogue runs, you and a friend or two students from your class should annotate it as best as you can in the column below. Then act out the conversation together. Try to mimic any inflections or raises in tone of voice or pace. And of course, try to get as close as you can to the same accent as the speakers.



| Scene | Dialogue Notes: |
|-------------------|-----------------|
| 00:05:10-00:06:20 | |
| 00:12:02-00:12:20 | |
| 00:22:03-00:24:03 | |
| 00:36:35-00:38:16 | |
| 00:53:45-00:54:21 | |
| 01:18:10-01:19:10 | |
| 01:28:06-01:28:57 | |
| 01:42:18-01:43:05 | |
| 01:53:15-01:54:18 | |

Activities by Chronological Order/ Running Time

If you as the language learner, or teacher, would simply like to let the movie run without having to jump around finding certain spots in the movie in order to do the exercises, here is a listed table of the scenes and exercises associated with them, in chronological order.

| | |
|-------------------|--|
| 00:01:22-00:01:51 | Take Monologue notes and recite. |
| 00:04:10 | Pause. Describe the scene. |
| 00:04:11-00:04:40 | Sound off. Describe actions. |
| 00:05:10-00:06:20 | Take dialogue notes and act out the scene with one other. |
| 00:07:17-00:07:34 | Sound off. Describe actions. |
| 00:08:42-00:08:58 | Sound off. Describe actions. |
| 00:12:02-00:12:20 | Take dialogue notes and act out the scene with one other. |
| 00:13:14 | Pause. Describe the scene. |
| 00:13:37-00:14:16 | Sound off. Describe actions. |
| 00:16:23 | Pause. Describe the scene. |
| 00:19:03 | Pause. Describe the scene. |
| 00:22:03-00:24:03 | Sound off. How would you describe the emotions & facial expressions? |
| 00:22:03-00:24:03 | Take dialogue notes and act out the scene with one other. |
| 00:25:05-00:25:56 | Sound only, guess what is going on. |
| 00:27:00-00:27:45 | Take Monologue notes and recite. |
| 00:28:25 | Pause. Describe the scene. |
| 00:31:33 | Pause. Describe the scene. |
| 00:36:35-00:38:16 | Take dialogue notes and act out the scene with one other. |
| 00:47:00-00:48:00 | Take Monologue notes and recite. |
| 00:52:45 | Pause. Describe the scene. |
| 00:53:45-00:54:21 | Take dialogue notes and act out the scene with one other. |
| 00:57:10-00:57:50 | Sound only, guess what is going on. |
| 01:06:14-01:07:20 | Sound off. How would you describe the emotions & facial expressions? |
| 01:10:07-01:11:07 | Sound only, guess what is going on. |
| 01:18:10-01:19:10 | Take dialogue notes and act out the scene with one other. |
| 01:22:00-01:23:30 | Sound off. Describe actions, emotions & facial expressions. |
| 01:24:24-01:27:20 | Sound off. Describe actions, emotions & facial expressions. |
| 01:28:06-01:28:57 | Take dialogue notes and act out the scene with one other. |
| 01:42:18-01:43:05 | Take dialogue notes and act out the scene with one other. |
| 01:48:00 | Pause. Describe the scene. |
| 01:49:08-01:50:14 | Sound only, guess what is going on. |
| 01:53:15-01:54:18 | Take dialogue notes and act out the scene with one other. |
| 01:55:55 | Pause. Describe the scene. |
| 01:59:20 | Pause. Describe the scene. |

Bonus Material for Teachers of English to Speakers of Other Languages (TESOL)

We've watched this movie and made a note of most or all of the idiomatic expressions used in it. For you English Teachers out there, this is a great tool to get across the sense and application of the expressions to your students, since your students will be able to see and understand the context that these expressions are used in.

| Scene | Idiomatic Expression |
|----------|---------------------------------|
| 00:10:55 | to be "at sixes and sevens" |
| 00:18:04 | "cool as a cucumber" |
| 00:35:38 | the "birds and the bees" |
| 00:44:38 | "more haste, less speed" |
| 00:46:41 | "heaven knows" |
| 00:48:28 | to "have things in hand" |
| 00:54:55 | "no hard feelings" |
| 00:54:55 | to "give as good as one gets" |
| 01:02:42 | something "fishy" |
| 01:13:29 | to "give a lift" |
| 01:15:07 | a red herring |
| 01:29:32 | to "cry over spilt milk" |
| 01:41:30 | thumb one's nose |
| 01:43:51 | to be or have one "in stitches" |
| 01:45:17 | to "tip somebody off" |

A note to those who are trying to teach themselves a language using DVDs: you still may find this list of English language expressions useful. Why not watch out for the way they have been translated in the film? Perhaps you will find them translated with the basic meaning, or idea that is conveyed, by the idiom. Or, perhaps you will find that they have been translated using an equivalent idiomatic expression in the target language. We cannot guarantee this since translations/dubbings differ depending on the language, but no doubt you will find it just as educational to try and see how these expressions have been translated anyway.

Concluding Comments:

Please know that we welcome any feedback regarding the practicality of this DVD guide and would be happy to hear your comments and any suggestions you may have, or positive remarks regarding the use of the guide in teaching yourself or your students. Please feel free to email us at the address below or to go to our website www.liveandlearnlanguages.com to send in your comments. Thank you for your support and thank you in advance for your feedback and positive reviews!