

全新版新世纪走遍美国

学习指导 4

Michael Berman
Janet Battiste

CONNECT
WITH ENGLISH



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学习指导 4

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Connect

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Part 1

Guidebook for Video Comprehension
Book

Introduction

What This Manual Can Do for You

This manual gives you the tools you need to use *Video Comprehension Books 1-4* in an effective and flexible way. This Introduction explains:

- what the *Video Comprehension Books* are, and how each *Video Comprehension Book* is organized;
- how to approach the variety of activity types found in the *Video Comprehension Books*;
- how to adjust the level and scope of these activities based on the abilities and interests of your students.

Following the Introduction, this manual devotes two pages to each individual chapter. These two-page spreads have four sections:

1. additional questions for every *What About You?* activity in the episode;
2. three expansion activities for each episode, using themes from the *What About You?* activities as springboards;
3. a synopsis of each episode, which provides the teacher with a quick reference to the events and characters in the story;
4. an answer key.

Finally, this manual contains a testing program which spans all four *Video Comprehension Books*. There is one test for every four chapters in the books, making for twelve tests in all.

Video Comprehension Books 1-4

There are four *Video Comprehension Books*, each with twelve chapters. Each chapter in the *Video Comprehension Books* corresponds to one episode in the *Connect with English* video. The books are divided as follows:

Book 1	Episodes 1-12
Book 2	Episodes 13-24
Book 3	Episodes 25-36
Book 4	Episodes 37-48

Each episode in the video has two basic segments: the actual story, which focuses on a young musician named Rebecca Casey, and her friends and family in Boston and San Francisco; and the *Viewpoints* segment, which features a Discussion Group of non-native English speakers from around the world. This group discusses and analyzes the story from different personal and cultural points of view.

The foundation of each *Video Comprehension Book* is its twelve core chapters, which help students understand the events and language in the story. In addition, Book 1 features a special *Meet the Discussion Group* chapter, and Books 2-4 feature a *Discussion Group Index*, which gives a short biography of the Discussion Group participants. Moreover, all four books feature a *Character Index*, which identifies all the main characters in the video and describes their relationships to

one another. Finally, in case students don't start at the beginning of the 48-episode story, Books 2-4 also feature review sections entitled *The Story So Far*. These succinct reviews summarize the main events of the previous episodes, and enable viewers to begin watching at any time in the course of the story.

The *Video Comprehension Books* are primarily designed for classroom use. As the activities in the books are based on repeated viewings of the video in the classroom, you will need access to a VCR and television, as well as the *Connect with English* video cassettes. Non-classroom use of these books is possible, however, if students are able to view the videos at home or in a laboratory environment. In this case, the teacher can have students watch the video on their own as an outside assignment and then go over the chapters in the books together in class.

GENERAL OVERVIEW AND PHILOSOPHY

The purpose of the *Video Comprehension Books* is to bring the challenging language and cultural nuances of the video within reach of all high-beginning through intermediate students. The systematic development of activities found in these books, while building listening comprehension skills and confidence, enables students at many levels to understand the essential language and events of the story.

The language level throughout the *Video Comprehension Books* has been kept purposefully low. Every attempt has been made to avoid complex structures although many opportunities for raising the language level have been included. For example, while the numbered activities in the book are receptive in nature, the *What About You?* activities offer students the chance to give more open responses in which they can express their views and opinions. The *Instructor's Manual* takes this a step further by providing additional *What About You?* questions and expansion activities at a variety of levels.

CHAPTER ORGANIZATION

Each 8-page chapter in the *Video Comprehension Books* has five principal sections which are briefly outlined below.

1. Preview/Before You Watch

This section is designed to help students understand the episode they are about to watch. Photo highlights and contextualized clues enable students to predict language and events they will see in the story.

2. Watch for Main Ideas

Here, students watch for global ideas as they view the entire episode for the first time. This section helps students to focus on the most important characters and events in the story. The *While You Watch* activity asks students to recognize or identify central people, places, things, or events. The *After You Watch* activities help solidify students' understanding of the story's main developments. All of the activities are

receptive, in that they focus on students' understanding of the story rather than their ability to produce language. The *What About You?* activity at the end of this section asks students to make predictions about the characters and events in the story.

3. Watch for Details

This three-page section focuses students' attention on more detailed language, actions, and events of the story. Students complete the activities in this section as they re-watch each of the three parts of the episode, one at a time. In the *While You Watch* activities, students identify speakers, particular language, or completed actions. The *After You Watch* activities check students' finer understanding of the characters' actions, language, emotions, and motivations, as well as the subtle cultural nuances in the story.

4. Highlights

The *Culture* box provides an arena for cross-cultural comparison and discussion. Each chapter focuses on a different element of United States and Canadian culture found in the video. The corresponding *What About You?* activity then turns attention to the students' own cultural norms and opinions. In the *Expressions* activity, students work with key idioms, words, and phrases from the video.

5. Review and Discuss

This section always begins with the *Story Summary*, a cloze exercise which reviews the episode's main events. In the *Viewpoints* activity, students interpret a statement made in the *Discussion Group* portion of the video, then react to this statement in a corresponding *What About You?* activity.

For more information, refer to the *To the Teacher* and *Visual Tour* sections at the start of each *Video Comprehension Book*.

CLASSROOM MANAGEMENT

General Teaching Suggestions

1. *Know your materials.* It is important to preview and familiarize yourself with the *Connect with English* video episodes and *Video Comprehension Book* chapters before using them with a class. Since each episode/chapter contains a great variety of language, themes, and activity types, by previewing the material you will be much better equipped to adapt lesson plans to your particular class.

2. *Know your equipment!* Familiarize yourself as much as possible with your school's VCR and television before class time. Make sure the VCR works properly and that you can operate the fast forward, reverse, and pause buttons. Finally, note the VCR counter numbers at points in the video you wish to highlight or go back to. It is helpful to set the counter number at zero before you begin.

3. *Conduct previewing activities.* Always allow students to complete the *Preview/Before You Watch* section before watching the video. Similarly, have students preview the *While You Watch* activities in advance of watching the episode. It is important that students understand the listening task before they begin.

4. *Take full advantage of other prediction-based activities.* In addition to completing the *Preview/Before You Watch* page, utilize other ways to help students prepare to watch. Before watching the video, for instance, you can have stu-

dents recount the previous episode. Ask students to try to guess the significance of the episode title. Before looking at the *Before You Watch* activity in the book, have students (in pairs or groups) make their own *Before You Watch* activity based on the *Preview* photographs. You can even show segments of the video *with the sound off* and have students predict the action and dialogue.

5. *Be creative!* Don't be afraid to adapt the activities to your specific class situation. For example, to give students more support in doing the activities, students can work together in pairs or small groups. If students are having trouble with *After You Watch* questions, they can preview these questions *before* they watch, thereby helping them to focus more directly on the targeted issues and language. And don't rule out one of the simplest ways to help your students: show the video segment again. This option is neither "cheating" nor is it counterproductive to students' listening comprehension skills; on the contrary, it provides more directed listening practice which will build their skills and confidence.

6. *Take full advantage of the Instructor's Manual!* You hold a wealth of information and ideas at your fingertips. Preview the additional *What About You?* questions and expansion activities at least a day before the class, if possible. Mark the questions you think will be most successful with your students. Most importantly, view the questions and expansion activities as suggestive rather than prescriptive; that is, change and adapt them to fit your needs.

Time

Each chapter in the *Video Comprehension Books* should take approximately two to three hours, which includes class time spent watching the video. For laboratory or home viewing situations, the amount will be considerably less. However, time spent on any given chapter can vary, depending on the ability of the students, the resonance of particular themes, and the amount of additional questions and expansion activities you elect to include. Some of the more involved expansion activities, for example, can easily add an hour or more to your lesson.

HOMEWORK, EVALUATION, AND TESTING

Homework

There are a wide variety of sources in the *Video Comprehension Books* for quality homework assignments.

- The *Expressions* and *Story Summary* activities can easily be assigned for homework. In addition, assigning the *Preview/Before You Watch* page for homework serves as a nice preparation for the coming episode.
- If your teaching situation does not require the use of the testing program in this manual, then these tests are an excellent source for homework assignments.
- The *What About You?* questions (including the additional questions in this manual) are ripe with homework opportunities. You can have students write short answers or paragraphs explaining their answers to the questions. You can even ask students to prepare their own *What About You?* questions.
- If students are watching the video in a language lab or at home, all numbered activities in the *Video Comprehension Books* can be assigned for homework. In language lab situations you may wish to allow students to do their home-

work in pairs or groups; this way, they will be able to discuss the episode and collectively work through any doubts or problems.

Evaluation and Testing

The testing program in this manual is an excellent means to evaluate students' comprehension of the *Connect With English* story line and characters, as well as the words and phrases covered in the *Expressions* activities. The tests feature a clear and familiar format, and can be graded quickly using the enclosed answer key.

As an alternative or supplement to the testing program, students may be asked to individually complete the *Watch for Main Ideas* and the *Watch for Details* sections of a chapter. Such a "test," administered once or twice per *Video Comprehension Book*, will be a good indication of the level of a student's listening comprehension skills and of his/her improvement.

Grading and assessment using any of the above methods of testing is, as always, a subjective endeavor. However, even for high-beginning students, because of the receptive nature of the activities, scores below 50% should certainly signal to both student and teacher that extra help is necessary.

The Connect with English Print Program

The *Connect with English* program contains many flexible print materials for a variety of instructional needs. In addition to the three core components — *Video Comprehension Books 1-4*, *Conversation Books 1-4*, and *Grammar Guides 1-4* — there is a diverse collection of supplemental materials that enhance and enrich the *Connect with English* experience.

CORE COMPONENTS

Video Comprehension Books 1-4

The *Video Comprehension Books* help students build listening comprehension skills and gain a clear understanding of the characters and story lines found in the *Connect with English* video series. Exercises include multiple choice, true/false, sentence completion, and cloze activities. Additional skills and topics that are covered in each book include reading, oral communication, and vocabulary development.

Using the video with the Video Comprehension Books:

Depending on the time and length of the course, instructors may choose to show the *Connect with English* video during class, while simultaneously using the book. However, if repeated access to a television and VCR is not possible, teachers can have their students watch the video episodes in a library, language lab, or at home.

Conversation Books 1-4

Designed specifically for classroom use, the *Conversation Books* help students develop oral communication skills. Each chapter features a variety of communicative partner, group, team, and whole-class activities that provide a natural extension of the themes found in the corresponding video episodes. Icons indicating the difficulty of each activity allow

teachers to adjust the level according to the needs of their students. An optional research project for each episode extends and expands the episode themes as students gather relevant data outside the classroom.

Using the video with the Conversation Books: It is not necessary to have classroom access to the video in order for students to complete the activities in the *Conversation Books*. While it is assumed that students will have seen the episode in its entirety at least one time, students' actual viewing can take place either in class, or in a library, language lab, or at home.

Grammar Guides 1-4

The *Grammar Guides* assist students in developing mastery of the grammatical structures and vocabulary items found throughout the *Connect with English* video. The topics presented in these four books follow a developmental scope and sequence. Grammatical structures are linked to specific episodes, providing students with contextualized examples. Exercises build from a receptive understanding of the grammar point, to language production through controlled exercises, and finally to *Power Practice* sections in which students write about more personalized, open-ended topics.

Using the video with the Grammar Guides: Students can use the *Grammar Guides* either before or after they watch the corresponding video episode, to either preview or review critical structures and grammatical topics. Students will welcome the carefully sequenced review of the language and its connection to the video through numerous examples and practice exercises.

SUPPLEMENTAL MATERIALS

Connections Readers

The 16 titles in this series of graded readers feature controlled vocabulary and grammar at four distinct levels of difficulty to help students read with understanding as well as enjoyment. The stories increase in complexity from level to level. The four Level One readers feature exactly the same story found in the video program, told in simplified English and extensively illustrated with color photos. The same basic story is expanded upon in Level Two, only with more reliance on narrative speech. Finally, the Level Three and Four readers dramatically expand the video story line, using the same characters from the video, but putting them in new situations.

Video Scripts 1-4

The scripts for the *Connect with English* video are available in four separate books, and can be used in conjunction with any of the other materials in the print package. Each script contains the exact dialogue from the video, as well as the stage directions used during the filming of the series. The scripts are useful for staging class role-plays, script readings, or even short plays. They also serve as a reference for teachers who wish to concentrate on specific language or grammatical patterns as they appear within the context of the language in the video episodes.

Home Viewer's Guide

Primarily designed for the self-study audience, the *Home Viewer's Guide* provides a comprehensive review of the entire 48-episode program. Each chapter contains video comprehension exercises, readings on United States and Canadian culture, and Behind the Scenes information about the filming of *Connect with English*. The *Home Viewer's Guide* comes in various bilingual editions including Spanish/English, Mandarin/English, Korean/English, and Thai/English.

Connect with English Soundtrack

The complete soundtrack from the *Connect with English* program is available on CD or audiocassette. It features 12 original songs in a wide range of musical genres including pop, country, jazz, blues, and rap.

FOR INSTRUCTORS

Video Comprehension Books 1-4 Instructor's Manual

This manual contains over 1000 additional *What About You?* questions and 100 expansion activities which help teachers expand the focus of the class to include speaking, critical thinking, interviews, projects, presentations, and writing assignments.

Conversation Books 1-4 Instructor's Manual

This manual contains specific teaching suggestions that enable instructors to adjust the level of every activity in each of the four books. Also included are oral proficiency checklists that instructors can use as an evaluative device in measuring students' communicative progress.

Grammar Guides 1-4 Instructor's Manual

Within this manual, teachers will find *Writing with Grammar* and *Communicating with Grammar* activities that provide additional practice with the grammar topics found in each episode. Also included is a detailed answer key.

Distance-Learning Faculty Guide

This guide contains useful information about how to use *Connect with English* materials in a distance-learning course, and also offers suggestions for how to establish new credit or non-credit distance-learning programs into any existing ESL/EFL curriculum.

Demonstration Video

This video contains actual classroom examples of how the *Connect with English* materials can be used in a variety of different instructional settings.

Course Options for Using the Connect with English Materials

The *Connect with English* print program is highly flexible and allows instructors to mix and match texts specifically according to their curriculum objectives and student needs. Multi-skills courses may include the use of all three core texts — the *Video Comprehension Books*, *Conversation Books*, and *Grammar Guides*. For courses with an emphasis on specific skills, many options are possible including those listed below. Of course, this list is by no means exhaustive, as the general design and nature of the entire *Connect with English* program lends itself to a variety of creative and useful classroom applications.

For courses with an emphasis on Listening Comprehension and/or Reading and Writing:

Of all the core texts, *Video Comprehension Books 1-4* provide the most complete practice in listening comprehension skills. For teachers who wish to incorporate even more reading practice into their course, the *Connections Readers* and the *Video Scripts* nicely supplement the *Video Comprehension Books*. They provide an additional source of reading material that ties in to the characters and events in the *Connect with English* story.

For courses with an emphasis on Conversation and Speaking:

Conversation Books 1-4 offer an abundance of practice in conversational skills. The *Conversation Books* pair nicely with the *Video Comprehension Books*, providing students with both communicative practice and a comprehensive review of the events in each episode.

For courses with an emphasis on Grammar:

Grammar Guides 1-4 provide a systematic presentation of the basic structures and grammatical features of American English. Each grammar topic is presented in clear and simple charts, and examples from the video episodes are used to highlight these key concepts. The *Grammar Guides* work well when combined with the *Video Comprehension Books*. They are also compatible with the *Connections Readers*, as they follow the same grammatical scope and sequence, thereby providing valuable recycling of the featured structures.

Thanksgiving

Additional WHAT ABOUT YOU? Questions

Page 1:

1. Are families in your country smaller than they used to be?
2. How many children do you want to have? Why?
3. What are some advantages to having several brothers and sisters?
4. Are there any television shows in your country about big families?

Page 3:

1. Why is it important for Kevin to go to college?
2. Do you think Kevin's father would be happy to know that Kevin is with Uncle Brendan?
3. What would make Rebecca feel better about going to San Francisco?

Page 5:

1. Have you ever taken a computer class? What kind?
2. Do you think you need to know a lot about computers in order to use one every day?
3. What is a community college? Are there community colleges in your country?

Page 6:

1. If you were Brendan, what would you have done in his situation with his girlfriend and his brother? What would you have said to Patrick? What would you have said to Margaret?
2. How do you think Rebecca's mother felt in that situation?
3. Do you ever learn new things about your parents' past? If so, can you think of any examples?

Page 7:

1. Thanksgiving is in part a harvest celebration. What harvest celebrations are there in other cultures?
2. On which holiday do you eat the most?
3. Are any of the family activities at the Caseys' Thanksgiving holiday similar to holiday activities in your country?

Page 8:

1. Are you a positive or a negative person? Do you see the glass as "half-full" or "half-empty"?
2. Do you always say "thank you" when someone helps you?
3. Do you think about your health? Do you think about your health even when you are healthy?

Expansion Activities

Page 1:

Divide students into groups. Have students survey their group members with the following questions:

- 1) When someone says "family" in your country, what family members do you think of?
- 2) What is the size of your family?
- 3) What is the average nuclear family size in your country (parents and children)?
- 4) Is your family the most important thing in your life?

Have one person report his/her group's results to the class. Compile the class's results on the board. Discuss the significance of nationality, ethnicity, religion, and gender in the results.

Page 5:

Conduct a brainstorming activity with the class. First, brainstorm ways that computers make your lives easier (directly or indirectly) on a daily basis. Then, create a second brainstorm list of ways that computers can make your lives more complicated. At the end of the brainstorming session, compare the two lists and discuss the students' general opinion of computers and how they affect their daily lives.

Page 7:

Divide students into research groups/pairs. See which group can find out the most about the following Thanksgiving words/names: Pilgrims, Wampanoag Indians, Squanto, Miles Standish, Plymouth Rock, and wigwams. Then, ask for volunteers to recount the story of Thanksgiving. Try to discuss the story from the point of view of both the Europeans and the Native Americans.

Synopsis of Episode 37

PART 1

Michael, his wife Peggy, and their two girls arrive at Brendan and Anne's house for Thanksgiving. Kevin plays outside with the girls as the adults prepare the meal. Later, the men watch football on television. Finally, they all sit down to eat dinner. Brendan says grace, thanking God for reuniting the family despite the misfortune of Patrick's death. Rebecca thanks everybody for welcoming them. Kevin announces his decision to stay at the farm. Michael raises a toast to his cousins.

PART 2

Rebecca agrees to sing for the family. She sings "'Tis a Gift to Be Simple." The next day, Kevin tells Rebecca he might take Michael's computer course, and admits that he likes being on the farm. He promises to stay in touch. They talk about some happy memories, as well as some sad ones. Rebecca remembers their mother all of a sudden, and asks Kevin why they don't talk about her anymore. Kevin barely remembers his mother. Rebecca sings him a lullaby that their mother used to sing to them when they were little. Rebecca and Kevin hug each other as she gets ready to leave the farm.

PART 3

Everybody loads Rebecca's things into the truck, and Brendan drives her to the airport. On the way, Rebecca asks him about the disagreement between him and her father. He pulls the truck over and explains. When Brendan went to the Korean War, he asked Patrick to look after his new girlfriend. But instead of watching her, Patrick married her. Brendan's girlfriend was Rebecca's mother. Rebecca says she's grateful that Brendan made it to the hospital before her father died, so the two brothers could resolve their differences. Brendan says he's sorry it took Patrick's illness to bring them together.

Answer Key

1. dinner, 2. cousins, 3. teacher, 4. son, 5. question
- c
1. Anne, 2. Michael, 3. Brendan, 4. Erin and Katie
1. True, 2. False, 3. True, 4. True, 5. False
- 1, 3, 4
1. Kevin, 2. Michael, 3. Rebecca, 4. Rebecca, 5. Rebecca
- c
- 1, 3, 4
- a. 3, b. 2, c. 1, d. 5, e. 4
- 3
1. free, 2. down, 3. place, 4. love, 5. true, 6. bend, 7. come
1. computer, 2. college, 3. field, 4. learn, 5. class
1. B, 2. R, 3. B, 4. R, 5. B
1. airport, 2. personal, 3. father, 4. letter, 5. sorry
1. a, 2. c, 3. b
1. a, 2. b, 3. a, 4. b
1. meet, 2. wife, 3. dinner, 4. football, 5. says, 6. farm, 7. computer, 8. learn, 9. song, 10. airport, 11. tells
1. True, 2. True

Starting Over

Additional WHAT ABOUT YOU? Questions

Page 1:

1. What have you had to start over?
2. What would you least like to start over?
3. If you could start this year over, what would you do differently?

Page 3:

1. Do most companies in your country give people time off when someone in their family dies?
2. Do you think it is fair that Rebecca loses her job?
3. Is Rebecca angry at Emma?
4. Have you ever missed a lot of school or work? What did you do?

Page 4:

1. Do you take a lot of photographs?
2. Which do you like better, color or black-and-white photographs?
3. Which is your favorite family photograph?
4. Do you need an expensive camera to take good pictures?

Page 6:

1. Do you worry about school?

2. In what ways is school important to you?

3. Do you balance school, family, and a job? Is this difficult for you?
4. Is it better for Rebecca that she lost her job at the after-school program?

Page 7:

1. Do you show your emotions?
2. If a man shows his emotions, what does that say about his personality?
3. Do men show more emotion today than they used to? If so, why?
4. Are men in some cultures more emotional than men in others?

Page 8:

1. Can you focus on school when you have other problems in your life?
2. What can Rebecca do to reduce stress?
3. What do you think Professor Thomas will say to Rebecca?
4. Do you think Rebecca should quit school this semester and start over next semester?

Expansion Activities

Page 1:

Have a class discussion based on question 3 (for page 1, above), but expand it to the following situation: If you could start your life over from any age or time period, when would it be, and why? Give students guidance by providing your own model answer as an example.

Page 4:

For this activity, have students bring newspapers and old magazines to class (scissors will be handy also). Divide students into groups, and have each group pick eight photographs from the newspapers and magazines to put into a "time capsule." Explain that the time capsules will be opened hundreds of years from now, so the photos should be chosen carefully to represent what each group feels is important about today's society. Each group presents its time capsule photos to the class and explains their significance.

Page 6:

Photocopy one or more pages of the want ads from an English-language newspaper, and distribute the copies to the students. Divide the students into pairs, and have them interview their partners using the following questions:

- 1) Which job would you want the most? Why?
- 2) Which job would you want the least? Why?
- 3) What is most important to you in a job?

Synopsis of Episode 38

PART 1

Alberto and a colleague at work receive their Christmas bonuses: two tickets to the opera. Alberto plans to take Rebecca. Rebecca returns to Nancy's house, where Nancy greets and comforts her. Rebecca asks about Edward. Nancy says Edward wants to move back to the house, but she says she just can't take care of him anymore.

PART 2

Rebecca calls her adviser, Professor Thomas. He offers to meet with her that day to talk about her studies. Before leaving, she tells Nancy she learned why Patrick and Brendan did not speak for 30 years. Nancy says she already knew about it, and that she had advised Rebecca's mother to marry Brendan, not Patrick. That's why Patrick didn't like her. But Nancy is glad to hear the two brothers made peace.

PART 3

Rebecca returns to the after-school program. Emma is glad to see her, but says she had to find someone else to take Rebecca's job. She says there might be an opening in the new year. She also says she'll put a notice on the bulletin board about Rebecca's guitar lessons. As Rebecca leaves, she passes by Ramón, who is coaching a group of children playing soccer. He is excited to see her, and happily goes to talk to her.

Answer Key

1. 1. a, 2. c, 3. a, 4. a, 5. b
2. 1, 3, 4, 5
3. a. 2, b. 4, c. 5, d. 3, e. 1
4. 1. True, 2. True, 3. False, 4. True, 5. False
5. 1. happy, 2. worried, 3. sad, 4. sad, 5. happy
6. 1, 4
7. 1. Christmas, 2. Rebecca, 3. father, 4. Edward, 5. come home, 6. schoolwork, 7. family
8. 1. R, 2. T, 3. R, 4. N, 5. R
9. 1. Professor Thomas, 2. 5:00, 3. worry, 4. Brendan, 5. Patrick
10. 1. b, 2. c
11. 1, 2, 5
12. 3, 4, 5
13. 1. b, 2. a, 3. a, 4. a
14. 1. tickets, 2. returns, 3. house, 4. father, 5. uncle, 6. calls, 7. meet, 8. courses, 9. marry, 10. talks, 11. filled, 12. sees
15. 1. Rebecca, 2. difficult

The Pressure's On

Additional WHAT ABOUT YOU? Questions

Page 1:

1. How do you greet people you haven't seen in a long time?
2. Do people shake hands in your country? When?
3. In your country, is it common to hug a good friend that you haven't seen in a long time?

Page 3:

1. What are some reasons that Rebecca should go to the opera with Alberto?
2. Do you like opera?
3. Have you ever gone to an opera?
4. Who is the most famous opera singer from your country?

Page 5:

1. Will this be a sad holiday for Rebecca?
2. Do you have any special strategies for studying for exams?
3. Should Rebecca study with other classmates?

Page 6:

1. Does Alberto understand Rebecca's situation?

2. Is Alberto selfish? Is he used to rejection?

3. If you were Rebecca, what would you do — take the exams or start over next semester?
4. Rebecca has a big challenge ahead of her — do you think she can make it through the semester?

Page 7:

1. Do you usually have holiday parties? If so, what food do you prepare?
2. Why are some people sad or depressed during the holidays?
3. What holiday would you most like to spend away on vacation?
4. Where would you like to volunteer to help out on a holiday?

Page 8:

1. Do you like to work hard?
2. Do younger people usually have the same attitude about work as their parents?
3. Do the most successful people work the hardest?
4. Why is it important to have a good balance between "work and play"?

Expansion Activities

Page 6:

In pairs, have students discuss the biggest challenge they have had in their lives. Then, as a class, find out which types of challenges are most common (academic, health-related, immigration-related, etc.). Discuss whether there are important differences between the challenges of men and women, or between those of different nationalities or age groups.

Page 7:

Divide students into groups. Explain that each group has won a free holiday vacation, and must decide on a place to go. Each group should come up with a list of reasons for choosing their vacation destination. For an alternate scenario, have each group decide on a holiday volunteer activity.

Page 8:

Have each student rank the three most important things in his/her life (for example: school, family, sports, etc.). Then, have each student try to find a classmate with a list that is the same as or similar to his/hers. Finally, discuss strategies that will help busy students find a balance between work/family obligations and time for relaxation and enjoyment.

Synopsis of Episode 39

PART 1

Rebecca and Ramón embrace. Alex hugs Rebecca too, before returning to his game. Ramón asks how she really is, and she confesses that she's not always so good. Ramón tells Rebecca that she must give herself time to grieve over her father's death. Rebecca tells him she lost her job, and he reminds her that he still wants her to give Alex and Vincent guitar lessons.

PART 2

Rebecca meets with Professor Thomas at the music school. He says he is worried about Rebecca's situation. She'll have to work extremely hard to pass her final exams. If she fails, she could lose her scholarship. Rebecca says she'd rather study hard than take incompletes and repeat the courses. Later, back at Nancy's house, Angela and Melaku welcome Rebecca home. They ask if she'll be able to catch up with her studies. She says yes. Angela tells Rebecca that she and Melaku won't be around for the holidays, so Rebecca will be alone at Christmas with Nancy.

PART 3

Alberto arrives at Nancy's house to visit Rebecca. He embraces her and welcomes her back, presenting her with tickets to the San Francisco Opera. Rebecca says she must study, but Alberto refuses to take no for an answer. She's less amused by his persistence this time. She tells Angela about Alberto's invitation. Angela is impressed with Alberto, and advises Rebecca to go out and have a great time. Rebecca isn't so sure; she seems overwhelmed by everything.

Answer Key

1. letter, 2. important, 3. meet, 4. scholarship, 5. visits
- a
- 1, 2, 4
- a. 3, b. 4, c. 2, d. 5, e. 1
1. appointment, 2. take, 3. sorry, 4. tickets, 5. study
- b
- 1, 2, 3, 5
1. b, 2. c, 3. b, 4. c, 5. a
- 1, 2, 4, 5
1. T, 2. R, 3. T, 4. A, 5. R, 6. A
1. Professor Thomas, 2. Professor Thomas, 3. Rebecca, 4. Melaku, 5. Angela
- 2, 3
1. Opera, 2. Best, 3. nice, 4. enjoy, 5. plans, 6. school
- a. 4, b. 5, c. 1, d. 3, e. 2
1. True, 2. False, 3. True, 4. True, 5. False
1. e, 2. c, 3. b, 4. a, 5. d
1. happy, 2. team, 3. death, 4. lessons, 5. talk, 6. exams, 7. goes, 8. plans, 9. invites, 10. study, 11. tired, 12. room
1. b, 2. b