

全新版新世纪走遍美国

学习指导 2

Michael Berman
Janet Battiste

CONNECT
WITH ENGLISH



北京大学出版社
PEKING UNIVERSITY PRESS

Connect

with English

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Connect with English, Instructor's Manual to accompany Conversation Books 1—4

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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.

Job Hunting

Additional WHAT ABOUT YOU? Questions

Page 1:

1. Is it easy to find an apartment to rent in your area?
2. When you rent an apartment, do you have to pay a deposit? Do you have to give references and financial information?
3. What happens if you pay your rent late?

Page 3:

1. Would you like to live in a boarding house like Nancy's? Why or why not?
2. What would be easy about living there? What would be difficult?

Page 4:

1. What emotions does Nancy feel? Sadness? Guilt?
2. Is it easy to live with other adult family members?
3. Can you make traditional food from your country? If so, what can you make?
4. Is food from your country spicy? Do you like spicy food?

Page 6:

1. Have you ever received bad news like Rebecca? What happened?
2. What is the best way to find a job in your area? Is it easy to find a job?
3. Do you have a résumé?

Page 7:

1. What kinds of ethnic foods are there in your country?
2. What kind of ethnic music is there in your country?
3. How many languages are spoken in your country? What are they? Which is the most common?
4. Is it easy to immigrate to your country?

Page 8:

1. Have you ever experienced culture shock? Where were you?
2. When you are away from your country, what do you miss the most?
3. What can you do to avoid culture shock when you move to a new place?

Expansion Activities

Page 1:

Bring in copies of the "Apartments/Houses For Rent" classified section of any local (or English-language) newspaper. Divide students into pairs, giving each pair a copy of the classified ads. Each pair must agree on an apartment to rent. For a team game alternative, cut out five or six "For Rent" ads from a classified page, cross out (or cut out) the amount of the rent for each apartment (or house), and paste them together on one page. Make copies and distribute them to teams of students. Each team must try to put the ads in order from least expensive to most expensive. The team that comes closest to the actual order wins.

Page 4:

Have students give presentations to the class about traditional dishes from their countries. They should bring in pictures and samples if possible.

Page 8:

Divide students into pairs or groups. Have each group write a cultural guide about their country, the United States, or any other country. This guide, containing perhaps six or seven key points, should tell visitors what they can expect in that country. Finally, compare key points in the groups' guides.

Synopsis of Episode 13

PART 1

Melaku brings a large platter of Ethiopian food to the kitchen table, where Nancy, Edward, Rebecca, and Angela are seated. He asks Rebecca to taste it, warning her that it is very spicy. Rebecca agrees that the food is spicy, but she likes it. Everyone welcomes Rebecca to her new home. Later that night, Rebecca phones Kevin and tells him about her car problems in the desert and the rest of her trip. Downstairs, Nancy walks into the house and starts crying. She tells Rebecca she doesn't think Edward will be able to continue his weekly visits because the trips wear him out.

PART 2

Rebecca wakes up in her new room and heads to the shared bathroom, where she must wait for Angela to finish. Melaku leaves for work and deposits his rent check on the hall table as Nancy returns from her morning walk. Angela leaves too, and promises to pay the rent later that night. Rebecca, now dressed, comes down to the kitchen and has a cup of coffee with Nancy. Rebecca has a job interview at the college. Nancy tells her how to take the bus to the school. Nancy says the rent is due today, but gives Rebecca a couple of days to pay it.

PART 3

Rebecca shows up at her job interview. A woman named María Gómez tells Rebecca that her work-study program has been cancelled because of government cuts. María promises to keep Rebecca's résumé on file, but Rebecca doesn't have one. María gives her a sample résumé and says she can use the computer lab to make her own. María says to check the job board outside. Rebecca checks, but all the good jobs have been filled.

Answer Key

1. 1. Nancy's house, 2. unhappy, 3. rent, 4. Melaku, 5. in an office
2. c
3. 1, 2, 4, 5, 6
4. a. 2, b. 5, c. 1, d. 4, e. 3
5. 1. Melaku, 2. Angela, 3. Rebecca, 4. Edward, 5. Nancy
6. 1. a, 2. b, 3. b, 4. a
7. 1. M, 2. N, 3. M, 4. R, 5. R, 6. N
8. 1. Melaku, 2. Rebecca, 3. Kevin, 4. Edward, 5. Nancy
9. 1, 2, 4
10. 1. job interview, 2. business-like, 3. expect, 4. job, 5. school, 6. expensive
11. 1. b, 2. a, 3. c, 4. c, 5. a
12. 1. b, 2. a, 3. d, 4. c
13. 1. job, 2. upset, 3. résumé, 4. job
14. 1. False, 2. False, 3. True, 4. True, 5. True, 6. True, 7. False
15. 1. c, 2. d, 3. b, 4. a
16. 1. dinner, 2. thanks, 3. phone, 4. crying, 5. sad, 6. strong, 7. interview, 8. job, 9. worried, 10. needs, 11. college
17. 1. a, 2. c

A Bad Day

Additional WHAT ABOUT YOU? Questions

Page 1:

1. What are some common questions that employers ask in job interviews?
2. How should you prepare for a job interview?
3. Have you ever had a terrible interview? If so, what happened?
4. Do you think people often lie in interviews?

Page 3:

1. If Rebecca can't find a good job soon, what should she do?
2. Should Rebecca tell the police about the man at the factory? If so, what could she say?
3. Is sexual harassment a problem in your country?
4. If someone is sexually harassed, what should she/he do?

Page 5:

1. When you get home after a bad day, what do you do?
2. When was your last bad day? What happened?
3. Have you ever had a job you didn't like?

4. Have you ever gone to an employment agency?
5. How does Rebecca feel about her date with Alberto?

Page 6:

1. Do many tourists come to your city?
2. When is the best time of year for visitors to come to your city?
3. Are there any books about places to visit in your city?
4. Which is your favorite city to visit? Why?

Page 7:

1. What are the characteristics of a good résumé?
2. What information should be on a résumé?
3. Why do some people have several different résumés?
4. Can you get a job without a résumé?

Page 8:

1. Are computer skills the most important kind of skills today?
2. How can you get computer skills?
3. What different kinds of computer skills are there?
4. Are there many jobs for which you don't need any computer skills? What are they?

Expansion Activities

Page 5:

Ask students to describe their worst day ever. Then, have the class vote on the worst day of the class. Finally, ask if the worst day of the class is worse than Rebecca's bad day in this episode.

Page 6:

Divide students into pairs or groups. Have each group prepare a one day (and one night) itinerary for visitors to your city. Money is no object. As a class, compare the groups' itineraries. Make a list on the board of the most common places on the itineraries.

Page 7:

Divide students into groups. Have each group rank (from 1 to 5) the following factors in getting a job: education, experience, looks, personality, and contacts. Discuss the results as a class. Another alternative is to have each student write a "quick" résumé in 15 minutes (ideally, students should be provided with some sort of résumé model; if a model is not available, a class discussion on résumé content/language would suffice). Tell students not to write their names on the résumés. When the students are finished, collect the résumés, number them, and place them face-up on a table or a series of desks. Students examine the résumés and try to guess to whom each belongs. The person with the most correct guesses wins.

Synopsis of Episode 14

PART 1

Rebecca buys a newspaper and checks the classified ads. She calls about several jobs, but none is just right for her. A computer firm is looking for a data entry person, a job for which she is not qualified. At a factory, she presents her résumé and says she can only work part-time. The man doing the hiring says he's looking for an "attractive" woman to work closely with him, and then comes over and puts his arm on her. Rebecca says, "Forget it!" and leaves his office quickly.

PART 2

Rebecca returns home and tells Angela about her experience. Angela tells Rebecca about her own job search stories, which were just as terrible. One employer sexually harassed her. Rebecca says she can't even go to an employment agency because she doesn't have any word processing skills. The phone rings. It's Alberto calling for Rebecca. As Alberto talks to Rebecca, he is holding the dream catcher he bought for her. He wants to show her the city, and he won't take no for an answer.

PART 3

Later that afternoon, Alberto arrives at Nancy's house. Angela meets him at the door. Rebecca comes down in her new yellow dress. Alberto is impressed with her beauty. Noticing Rebecca shares the house with several people, he says he didn't realize she lived in a "boarding house." Until now, Rebecca didn't think of it as a boarding house. As she gets into the car, she remembers the last time she was with Alberto. "So much has happened in a week," she says. She tells him about her bus trip. "It was very long," she says. Alberto says he has a surprise for her that he'll save for later.

Answer Key

1. 1, 2, 3
2. a
3. 1, 2, 3
4. a. 5, b. 2, c. 4, d. 3, e. 1
5. 1. c, 2. d, 3. b, 4. a
6. 1. doesn't, 2. tired, 3. bad, 4. handsome, 5. more beautiful
7. 1, 2, 3, 5
8. 1. True, 2. False, 3. True, 4. False, 5. False
9. 1. c, 2. a, 3. b, 4. b
10. 1. day, 2. bad, 3. do, 4. I, 5. easy, 6. lucky
11. 1, 2, 3
12. 1. Rebecca, 2. Rebecca, 3. Angela, 4. Angela, 5. Angela
13. 1. A, 2. A, 3. R, 4. R, 5. A
14. 4, 6
15. c
16. 1. b, 2. a, 3. d, 4. c
17. 1. job, 2. phone, 3. goes, 4. skills, 5. factory, 6. feels, 7. talks, 8. hard, 9. calls, 10. see, 11. have, 12. surprise
18. 1. True, 2. False

A Night Out

Additional WHAT ABOUT YOU? Questions

Page 1:

1. Would it make you nervous to meet the parents of a girlfriend/boyfriend on the first date?
2. How long should a person wait before going out with someone he/she just met?
3. Is it a good idea to "double date" on the first date?

Page 3:

1. Have you ever given someone a tour of your city? If so, where did you take them?
2. Is Rebecca angry at Alberto for introducing her to his parents on the first date? Was it wrong of Alberto to do that?
3. Have you ever worked in a restaurant? If so, was it easy or difficult?

Page 5:

1. Does Rebecca like Alberto? How do you know?
2. Do you think Rebecca and Alberto are a good couple?
3. How do you know if someone likes you? What body language tells you this?

Page 6:

1. How would you describe Ramón and Alberto's relationship?

2. Do you have a good relationship with your brothers/sisters?
3. Do you have a competitive relationship with your brothers/sisters? If so, why?
4. Ramón has a son and manages a busy restaurant. Do you think that is difficult for him? Do you know anyone in a similar situation?

Page 7:

1. Have you ever had a date that was a disaster? If so, what happened?
2. Where can you go on a date if you don't have a car?
3. In some cultures, parents arrange dates for their children. What do you think of this?

Page 8:

1. What are the responsibilities of a good son?
2. Do Ramón and Alberto have similar relationships with their parents? If not, what's the difference?
3. Is Ramón angry at Alberto for not working in the restaurant?
4. Does Alberto feel guilty for not working in the restaurant?

Expansion Activities

Page 1:

Conduct a class discussion on dating practices. Use the following questions as a springboard:

- 1) Do women ever ask men for dates in your country?
- 2) Who usually pays for dates—the man, the woman, or both?
- 3) If someone asks you for a date and you don't want to go, what do you say?
- 4) Is it a good idea to date friends?

Page 7:

Divide the class into an even number of groups. Each group will plan the perfect first date for two people who live in the area. Groups will make recommendations for places to eat, sights to visit, and/or things to do. Then have groups share their "perfect dates" with the rest of the class, and note any similarities among all of the groups' ideas.

Page 8:

Have pairs or teams make two lists of adjectives—one that describes Ramón, and another that describes Alberto. No adjectives can be repeated. The team with the most total (accurate) adjectives wins. If you have time you can repeat this activity, this time with adjectives that describe Rebecca and Kevin.

Synopsis of Episode 15

PART 1

Alberto shows Rebecca a building he helped design with a team of architects; it had been designed to withstand earthquakes. Then he takes her to the Palace of Fine Arts. The buildings there create an echo, and Rebecca says it would be a great place to record a song. Alberto says he's never heard her sing, and asks her if she would do so. She protests at first, but then sings a lullaby her mother used to sing to Kevin. Alberto is impressed.

PART 2

Alberto takes Rebecca to the waterfront, his favorite place in the city. Later, he takes her to the Casa Mendoza restaurant, the place with "the best food in the city." His parents run the place. They speak in English and Spanish. Mr. Mendoza (Alberto's father) seats them and tells them the specials. Rebecca is surprised by this. She considers meeting his parents a big step and something she had not expected. Though Rebecca cannot hear them, Alberto's parents are already gossiping about Rebecca as marriage material.

PART 3

Alberto's older brother, Ramón, who runs the restaurant for his parents, stops by the table. Alberto tells him about Rebecca's music studies. Ramón wants his 10-year-old son, Alex, to study music too. Alberto's cellular phone rings and he leaves the table. Ramón stays and chats with Rebecca. He suggests that Rebecca give Alex guitar lessons. He also remembers that Alex's after-school program needs help, and gives Rebecca the director's phone number. Alberto returns and says he has an early meeting tomorrow, so he'll have to make it a short night. He drives Rebecca home and kisses her on the cheek at her doorstep.

Answer Key

1. 1. Alberto, 2. San Francisco, 3. dinner, 4. mother and father, 5. meets
2. 1. Alberto's mother, 2. Alberto's father, 3. Ramón, 4. Alex
3. a. 2, b. 1, c. 3, d. 6, e. 5, f. 7, g. 4
4. 1. a, 2. e, 3. c, 4. b, 5. d
5. 1. False, 2. True, 3. False, 4. False, 5. True
6. 1. sleep, 2. stars, 3. sleep, 4. moon, 5. dream, 6. know, 7. light, 8. eyes
7. 1. a, 2. b, 3. b, 4. b, 5. a, 6. c
8. chicken enchiladas, chile poblano relleno
9. 1. Alberto, 2. Alberto's parents, 3. Mr. Mendoza, 4. Mr. Mendoza, 5. Mr. Mendoza
10. 1. happy, 2. excited, 3. nervous
11. 1. guitar, 2. ten, 3. after-school, 4. director's
12. 1. b, 2. a, 3. c, 4. c, 5. b
13. 1, 3, 5
14. 1. b, 2. a, 3. b, 4. a
15. 1. city, 2. shows, 3. her, 4. sings, 5. go, 6. takes, 7. restaurant, 8. meets, 9. brother, 10. son, 11. call, 12. program, 13. job, 14. home, 15. dinner
16. 1. Ramón, 2. Ramón, 3. Alberto

The First Day of Class

Additional WHAT ABOUT YOU? Questions

Page 1:

1. Do you like going to school?
2. If you are having trouble in a class, do you usually talk to the teacher?
3. What is the best thing about the school you go to now?

Page 3:

1. Do you study with other people often?
2. Which is usually better for you, studying alone or with other people?
3. How much do you study each night?
4. Is it hard to balance work, school, and family?
5. Are colleges expensive in your country? Is it common for people to work and study at the same time?

Page 5:

1. What is the hardest thing about working with children?
2. What is the most difficult age group of children to work with?
3. Do most children act differently alone than they do in groups?

4. Do you think children are harder to teach than adults?

Page 6:

1. What are the responsibilities of a good parent?
2. Is the restaurant business a good business? What are the positive and negative things about it?
3. Would you like to run a restaurant? Why or why not?

Page 7:

1. What are some good activities for young children at daycare centers? What are some good activities for children of Alex's age?
2. Would (will) you put your children in a daycare center or an after-school program?

Page 8:

1. Do you think Alberto and Ramón could work well together at the restaurant?
2. Is the restaurant more than just a business for Ramón and his parents?
3. Does your family have a business? If so, what kind? If not, would you like to have a business with your family? What kind of business would be good for your family?

Expansion Activities

Page 5:

Divide students into groups. Each group should discuss and decide on answers for the following questions:

1. What is the best way to get a child to do household chores?
2. What is the best way to get a child to be quiet?
3. What is the best way to get a child to eat something that's good for him/her?

Talk about the groups' answers as a class, and discuss which approaches work the best with children.

Page 7:

Conduct a "reality check" with your students. Divide them into groups, and have each group decide how much the average daycare center costs (per five-day week), and, on average, how many children are there for each teacher/adult. Then, have someone from each group call a different daycare center to ask about the above information. Compile the information and calculate the averages. Which group was the closest?

Page 8:

As a class, brainstorm reasons why Ramón should or shouldn't sell the restaurant. Write all the reasons on the board. Discuss which reasons are the best for each side of the issue. Then take two votes:

1. Do you think Ramón should sell the restaurant?
2. Do you think Ramón will sell the restaurant?