

全新版新世纪走遍美国

# 会话练习 4

Pam Tiberia  
Janet Battiste  
Michael Berman  
Linda Butler

CONNECT  
WITH ENGLISH



北京大学出版社  
PEKING UNIVERSITY PRESS



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*with* **English**

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Pam Tiberia Janet Battiste Michael Berman Linda Butler

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举报电话: (010)62752024 电子信箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)



# To the Teacher

The primary goal of each *Conversation Book* is to help students develop oral communication skills using the themes found in *Connect with English* as a springboard for classroom discussion. This introduction and the following Visual Tour provide important information on how each *Conversation Book* and the corresponding video episodes can be successfully combined to teach English as a second or foreign language.

## LANGUAGE SKILLS:

Each *Conversation Book* has 12 chapters which contain a variety of pair, group, team, and whole-class activities that are based on important issues and ideas from the corresponding video episodes.

The activity types vary with each chapter but generally include an assortment of role-plays, discussions, opinion surveys, games, interviews, and questionnaires. In each chapter, a special two-page section is devoted to longer games, information gaps, and songs from the *Connect with English* soundtrack. Students also have the opportunity to work on special project pages found in appendices in the back of the book. These projects provide students with the opportunity to explore key themes outside of the classroom.




## THEMATIC ORGANIZATION:

Events and issues that are familiar and important to all ESL/EFL learners have been purposely included in the *Connect with English* story. These topics were carefully chosen for their relevant cultural content, and they provide a rich context for the communicative activities found in the *Conversation Books*. As students watch the video story and become familiar with the events and characters, the *Conversation Books* provide a framework within which students can freely discuss the ideas presented in each episode. Throughout *Conversation Books 1-4*, students are given the opportunity to explore such varied themes as the following:

- Pursuing Your Dream
- Making Future Plans
- Looking for a Job
- Making New Friends
- Money vs. Love
- Having Fun
- Apologizing
- Making a Difficult Decision
- Gossip
- Divorce and Remarriage
- Regrets
- Anger
- Making Compromises
- Spending Money
- Adulthood
- Best Friends
- Managing Priorities
- Parenting
- Helping Others
- The Death of a Loved One
- Dedication
- Moving
- Holidays
- Life Lessons

### PROFICIENCY LEVEL:

The activities found in each *Conversation Book* are designed for use with high-beginning to intermediate students. Special icons are used to identify the difficulty level of each activity in the book. These icons help teachers tailor the activities for the needs of students at different levels of language proficiency.

-  Arrows pointing up indicate that the difficulty of an activity can be increased.
-  Arrows pointing down indicate that an activity can be simplified.
-  Arrows pointing in both directions indicate that the difficulty level of the activity can be either increased or simplified.

Detailed teaching suggestions on modifying each activity are found in the accompanying Instructor's Manual.

### OPTIONS FOR USE:

The *Conversation Books* are specifically designed for classroom use. While it is assumed that students have watched the corresponding video episode at least once before attempting the activities in the book, it is not necessary to have classroom access to a TV or VCR. Teachers may choose to show the video during class time, or they can assign students to watch the video episodes prior to class, either in a library, language lab, or at home. Class time can then be used for completion of the activities found in the *Conversation Book*.

Each *Conversation Book* can be used as the sole text in any course that emphasizes oral communication skills. Teachers also have the option of combining the *Conversation Books* with other corresponding texts in the *Connect with English* print package:

- *Video Comprehension Books 1-4* contain a variety of comprehension activities that enhance and solidify students' understanding of main events in the video story.
- *Grammar Guides 1-4* provide multilevel practice in grammar structures and vocabulary items derived from the *Connect with English* video episodes.
- *Connections Reader Series* (16 titles) offer students graded reading practice based on the *Connect with English* story.
- *Video Scripts 1-4* include the exact dialogue from each of the video episodes and can be used in a variety of ways in conjunction with any of the other texts in the *Connect with English* program.

For additional information on these and other materials in the *Connect with English* program, please refer to the inside back cover of this book.



# A VISUAL TOUR OF THIS TEXT

This visual tour is designed to introduce the key features of *Conversation Book 4*. The primary focus of each *Conversation Book* is to help students develop oral communication skills within the context of the *Connect with English* story. *Conversation Book 4* corresponds to episodes 37-48 of *Connect with English*, and it presents an assortment of activities dealing with various aspects of communication, including explaining, questioning, interviewing, reporting, paraphrasing, describing, stating feelings/opinions, and more.

Themes drawn directly from the video episodes are listed at the start of each chapter. In Episode 42, activities are based on the themes of Waiting, The Importance of Education, and An Audition. A two-page activity is devoted to the song "Dream Catcher," and an optional project focuses on the theme of Dedication.

## Variety of Activity Types

Each chapter contains a variety of activity types that feature different student combinations and communicative objectives. For example, Activity 1 features a brainstorming activity to be done as a class, while Activity 2 contains a group survey in which students collect and synthesize information.

# The Audition

**EPISODE 42**

**THEMES**

- Waiting
- The Importance of Education
- An Audition

**SONG**

- Dream Catcher

**OPTIONAL PROJECT**

- Dedication (Appendix 6)

## THEME Waiting

1 CLASS BRAINSTORM

In this episode, Rebecca and Bill have to wait a long time for an audition. As a class, think of a list of eight common situations in which people wait. Use the pictures to get some ideas. Write your list below the pictures. (You will use the boxes in Activity 2.)



1. \_\_\_\_\_  5. \_\_\_\_\_   
 2. \_\_\_\_\_  6. \_\_\_\_\_   
 3. \_\_\_\_\_  7. \_\_\_\_\_   
 4. \_\_\_\_\_  8. \_\_\_\_\_

2 GROUP SURVEY

Find out when the members of your group hate to wait the most.  
 A. Divide into groups. Look at the list of situations from Activity 1.  
 B. Ask this question: *When do you really hate to wait?* Each person can vote for only three situations. Count the votes for each situation and write the number in the boxes in Activity 1.  
 C. Compare your group's answers with those of other groups. Are the answers alike? When do your classmates really hate to wait?

ENSCOE 42 PAGE 1

3 PARTNER INTERVIEW

How long would you wait for certain things? Write the times in the chart. Then, ask your partner the questions and write his/her times.

How long would you wait...	TIME	
	You	Your partner
to get a table in a restaurant?		
to buy a ticket for a concert?		
to buy something on sale?		
for a job interview?		
for an appointment with a friend?		
for an appointment with a doctor?		

4 CLASS DATA ANALYSIS

As a class, tell the teacher your times from Activity 3. The teacher will write the numbers on the board. Find the average waiting time for the class for each item. Then, answer these questions:

- For how many items are you above the class average? \_\_\_\_\_
  - For how many items are you below the class average? \_\_\_\_\_
- As a class, discuss this question: *Are you surprised by how long people wait for things?*

## THEME The Importance of Education

5 CLASS DISCUSSION

School is very important to Rebecca. How important do you think school is? Read the following sentences. Check (✓) I agree or I disagree. Discuss your answers with the class.

- |   |         |          |
|---|---------|----------|
|   | I agree | disagree |
| 1. Education is necessary to be successful.                       | _____   | _____    |
| 2. Education is helpful to be successful.                         | _____   | _____    |
| 3. Education doesn't help people be successful.                   | _____   | _____    |
| 4. You have to go to an expensive school to get a good education. | _____   | _____    |
| 5. You have to go to school to get an education.                  | _____   | _____    |
| 6. It's possible to have too much education.                      | _____   | _____    |



ENSCOE 42 PAGE 2

*Conversation Book 4* often features a logical progression of activities. For example, a partner interview about waiting in Activity 3 is followed by an analysis of interview responses in Activity 4. This organization reinforces important concepts and vocabulary and provides an additional opportunity to discuss various issues evolving from each theme.

Activities such as discussions and opinion surveys invite students to share personal experiences and opinions as they relate to the themes from the video story. In Activity 5, students discuss their ideas about the importance of education.



Activity bars identify the start of each numbered activity and indicate whether the activity is designed for pairs, groups, teams, or whole-class participation. Descriptors such as Discussion, Interview, or Role-Play alert teachers to the type of activity that follows.

**6** GROUP ROLE-PLAY

Parents and their children sometimes have very different views on education. Many times parents want their children to get an education, while the children don't always want to continue their studies.

A. Divide into groups of three. One person should take the role of the child, and the other two will be the parents. Take the following positions:

**Child:** You just want to get a job. You're not interested in studying more right now. You don't know what you want to be. You want to learn about the world before you decide on a career. Persuade your parents that you're doing what's right for you.

**Parents:** Money for college tuition is no problem for you. You want your child to go to school so he/she can get the best job possible. Persuade your child to go to college.

B. When you're finished, discuss your role-play. What happened?

**7** GROUP PRESENTATION

Imagine that you're in a country where English is not the first language. You're on a parent committee at your local school. The school has to decide whether or not to offer English classes to children. Your group will make a presentation to support English classes.

A. Divide into groups. Discuss this question: *Why is it important for people to learn English?* Make a list of reasons. Be ready to explain each one.

Reasons to learn English

B. Take turns. Each group has five minutes to present its ideas.

C. As a class, discuss the best reasons you heard in the presentations.

**What About You?**

1. Would you like to have more education?
2. What would you like to study?
3. Why are you studying English?

ENRICH 42 Page 3

Spaces that allow students to indicate partner name, group number, and team number make it easier for students and teachers to keep track of student collaborations. Group and team numbers also are useful when different student groups are asked to compare and contrast survey or discussion results with one another.

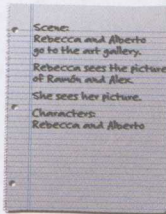
## THEME An Audition

**8** CLASS GAME

In this episode, Bill and Rebecca go on an audition. Now it's your turn. You are auditioning for a part in the *Connect with English* video.

A. Work with a partner. Choose a scene from *Connect with English* program. You will use the scene for your audition. It can be any scene from the series. Choose the character that each of you will play. Write the scene and the characters on a piece of paper. Don't show your paper to your classmates.

EXAMPLE



- B. With your partner, prepare a script. You don't need to use the exact words from the video, but you should present the general ideas. Also, think about the gestures and body language you will use. Your scene will need to be one minute long.
- C. Rehearse your scene.

### The Game

- Give your paper to your teacher.
- Each pair acts out its scene for the class.
- The other pairs will try to guess the characters and the scene. On a piece of paper, they write down their guesses. After all the auditions, they give their paper to the teacher to score.

### Scoring

This is how pairs can earn points:

- Each pair gets one point for each correct scene and characters it names.
- Each pair also gets one point for every pair in the class that correctly guesses its scene.

The pair with the most points wins!

**What About You?**

1. Have you ever had an audition?
2. If yes, what was it for?
3. Do you get nervous before auditions or interviews?

ENRICH 42 Page 4

## Multilevel Activities

Special icons are used to show the difficulty level of each activity in the book. These icons are designed to help teachers tailor the activities to the needs of a multilevel group of students. An arrow pointing up indicates that the difficulty of an activity can be increased, while an arrow pointing down indicates that an activity can be simplified for lower-level students. Arrows pointing in both directions indicate that the activity can be adjusted in either direction. Detailed teaching suggestions for how to change the level of each activity in *Conversation Book 4* are included in the accompanying Instructor's Manual.

This interactive game based on the concept of auditions simultaneously encourages communication among pairs of students and the larger class, and also serves to be a timely review of previous events from the *Connect with English* story.

## Two-Page Activity

Each episode contains an extended theme which is covered in a longer, two-page activity. These themes are developed into games, information gaps, or activities based on songs from the *Connect with English* soundtrack.

Rebecca's song "Dream Catcher" provides the basis for this two-page activity. In all activities involving songs from the *Connect with English* soundtrack, the lyrics are presented to the students for purposes of review and discussion.

Comprehension and interpretation questions bring students close to the content of the song lyrics, and prepare them for subsequent activities.

### SONG Dream Catcher

9

PARTNER

SONG

partner's name \_\_\_\_\_

In this episode, Rebecca sings her song, "Dream Catcher." With your group, look at the words of the song and discuss them. Answer the questions below.

Dream catcher, catch me.



- 1 All the lights are shining bright down in the city,
- 2 Shining like a million dreams.
- 3 Sometimes I feel like I'm upside down--
- 4 All those dreams are falling right past me.
- 5 Everybody needs a dream catcher,
- 6 Someone to be there when your dreams start to fall.
- 7 Everybody needs a dream catcher,
- 8 Someone to be there when the bad dreams are all you can see.
- 9 Dream catcher, catch me.

#### Circle your answers:

1. How does the singer of this song feel?  
a. happy    b. sad    c. angry
2. What are the "dreams" in Rebecca's song?  
a. good dreams at night    b. bad dreams during the day    c. hopes
3. In line 4 the singer says, "All those dreams are falling right past me." What does this mean?  
a. The singer has too many dreams.    b. The singer is losing her dreams.
4. In Rebecca's song, what is a dream catcher?  
a. a thing    b. an idea    c. a person

#### Write your answers:

5. What does the singer want the dream catcher to catch? \_\_\_\_\_
6. How can someone be a dream catcher? \_\_\_\_\_

Compare answers with another pair. Discuss the reasons for your answers.

Episode 42 Page 5

### SONG Dream Catcher

10

GROUP

DRAWING

group number \_\_\_\_\_



"All the lights are shining bright down in the city..."

Songs often paint pictures in your mind. The words in songs make you see special things.

- A. In groups, discuss this question: What words in "Dream Catcher" paint pictures in your mind? Make a list.  
\_\_\_\_\_
- B. Get paint, crayons, or pencils and a large sheet of paper. Draw a picture for the song "Dream Catcher." What do you "see" in your mind when you hear the song?  
\_\_\_\_\_
- C. Share your picture with your group, and explain what you drew.  
\_\_\_\_\_

11

TEAM

GAME

Time: 10 min

team number \_\_\_\_\_

The singer of the song "Dream Catcher" is sad, or blue. Things don't seem to be going well.

In teams, think of as many songs as you can in which the singer expresses sad feelings about life. List them below. You can write the title or a well-known line from the song. The team with the most songs wins.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Episode 42 Page 6

An extensive art program consisting of colorful illustrations and photo stills from each episode creates a visually stimulating environment as the basis for many communicative activities.

Team games such as this one encourage students to make connections between themes from the story and things that are already familiar to them.



## Project Page

Optional project pages correspond to each episode and are found in appendices located at the back of the book. Project pages contain research-oriented activities or community surveys and polls based on important themes from each episode. These projects reinforce the communicative nature of the *Conversation Books* and invite students to expand their learning and conversation to areas beyond the classroom environment.

Project pages throughout the *Conversation Books* encourage students to use a variety of research tools, including books, encyclopedias, newspapers, magazines, almanacs, and the Internet.

On this project page, students are invited to research the lives of well-known people who were dedicated to a certain cause or field of study. Many times, students will be asked to make a class presentation, which serves the dual purpose of solidifying their own knowledge of the material and successfully communicating it to their classmates.

EPISODE 42

PROJECT **Dedication**

1 PARTNER RESEARCH

Rebecca is dedicated to her music. She will do anything necessary to be a songwriter and performer.

A. Work with a partner. Choose any dedicated person in the history of the world. This person can be alive or dead, famous or not famous. Here are some examples:

Nelson Mandela	Louis Pasteur
Dian Fossey	María Tagliani
Leo Tolstoy	Mahatma Gandhi
Katharine Hepburn	Elizabeth Cady Stanton
Simón Bolívar	

B. Complete the information below. You can use your school library, a biographical dictionary, an encyclopedia, the Internet, and so on.

partner's name \_\_\_\_\_

Right now, it's got to be my music... and my music alone.

Name of the dedicated person \_\_\_\_\_

Where the person was/s from \_\_\_\_\_

What the person was dedicated to \_\_\_\_\_

What the person accomplished \_\_\_\_\_

C. Present the information to the class. Show a picture of the person if possible.

**What About You?**

1. If you could meet one of the people from Activity 1, who would it be?
2. Why would you want to meet this person?
3. What are you dedicated to?
4. What have you accomplished?

APPENDIX B EPISODE 42 PROJECT

**What About You?** activities provide open-ended questions that encourage students to express their personal feelings and opinions as they relate to the themes from the story. These activities create a springboard for more sophisticated discussions among students who are at higher levels of oral proficiency. **What About You?** activities can also be used as optional writing assignments.

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# Thanksgiving

EPIISODE **37**

## THEMES

- Family Holidays
- Family Secrets
- Thanksgiving Day

## GAME

- Thanksgiving Football

## OPTIONAL PROJECT

- Computer Classes (Appendix 1)

## THEME Family Holidays

1

CLASS

BRAINSTORM



cook



play games



sing

Look at the photos above. They show things the Casey family did on Thanksgiving. As a class, make a list of things families do on holidays. Think about the Casey family. Think about your family. For example, do you tell family stories? Do you talk about the past? Your teacher will write your list on the board.

2

PARTNER

INTERVIEW

\_\_\_\_\_ partner's name

- Write five things your family does on holidays. Use the list from Activity 1 for ideas.
- Interview your partner. Ask your partner this question: *What does your family do for family holidays?*
- Write your partner's answers. How many of your answers are the same?

Your answers

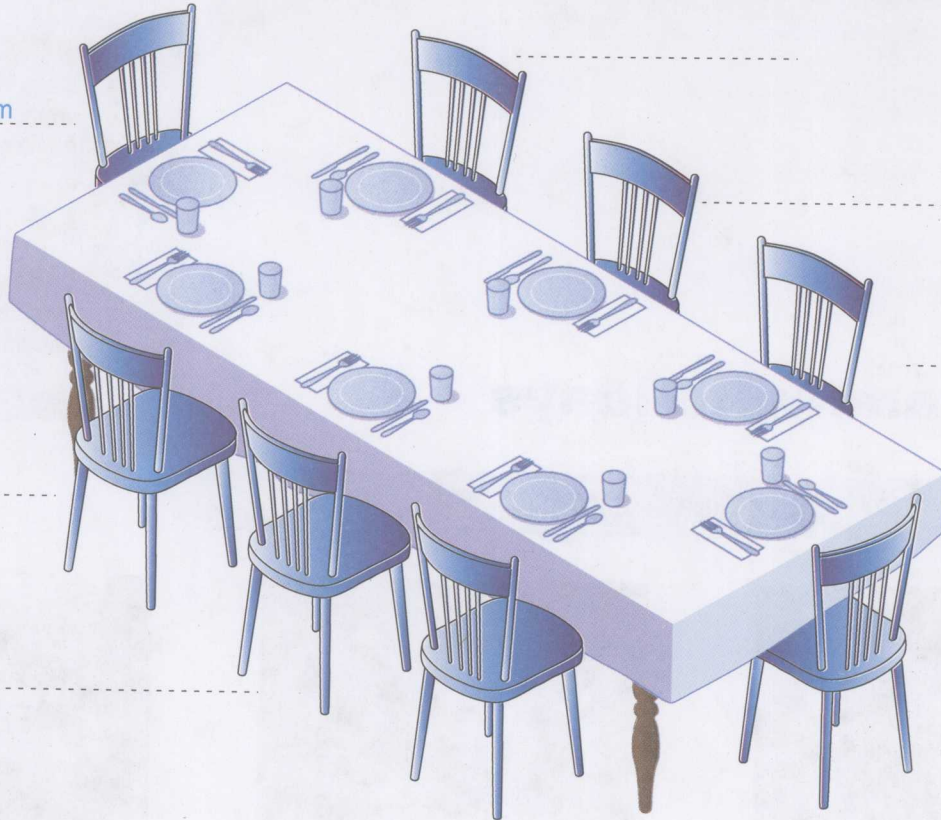
Your partner's answers

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Uncle Tim



The family members below are coming to your house for a holiday dinner.

A. Read the descriptions of each person.

B. With your group, discuss where each person should sit at the table above. Write each person's name next to a chair at the table. One name is done for you. *Note: There is more than one way to seat people around the table.*

Dad: He smokes.

Uncle Tim: He wants to sit at one end of the table.

Aunt Betty: She wants to sit across from Jane.

Grandpa Joe: He doesn't like little children.

Cousin Jane: She doesn't like smoke.

Cousin Peter: He is seven years old.

Mom: She doesn't like Aunt Betty.

You: You want to sit next to Peter.

C. When you've finished, compare your answers with those of other groups. Do your tables look the same? Talk about which table is the best.

What About  
you?

1. What holidays do you and your family celebrate together?
2. Do you usually cook something for family holidays?
3. How are family holidays like other parties? How are they different?
4. Do you ever travel far for family holidays?

# THEME Family Secrets

4

PARTNER

ROLE-PLAY

In this episode, Rebecca learns a family secret.

With a partner, write a dialogue for one of the following situations. Practice the dialogue. Then, present it to the class.

### Situations

- At your family house, you find an old picture of your mother. In the picture, your mother is kissing a man. The man is not your father. You ask about it.
- Your father has lived in the same house for 20 years. You have never seen him go down to the basement. You think this is very strange. One day, you ask him about it.
- Your sister buys an expensive new car. The next week, she rents a nice apartment. You don't understand where the money is coming from. You ask her about it.
- Your mother never talks about her parents. One day, you ask her about them.

partner's name \_\_\_\_\_

*Why didn't you and my father talk for so many years? What happened?*



# THEME Thanksgiving Day

5

PARTNER

MAKING GUESSES

Thanksgiving Day celebrates an important event in the history of the United States. Make guesses about the dates and times of the historical events below. Use the clues in the box. You will read a story in Activity 6 and see how close your guesses are.

	Your guess	Actual date	Difference
1. When was the first Thanksgiving?	_____	_____	_____
2. When was the first national day of thanksgiving in the United States?	_____	_____	_____
3. When did Thanksgiving become an official holiday?	_____	_____	_____
4. When did the day of Thanksgiving become the fourth Thursday in November?	_____	_____	_____

Total difference: \_\_\_\_\_

partner's name \_\_\_\_\_

### CLUES

- ▶ George Washington, the first president of the United States, called for the first national day of prayer and thanksgiving.
- ▶ Because of Franklin Roosevelt, Thanksgiving is always on a Thursday. He was president during the bad economic times of the 1930s.
- ▶ The Pilgrims celebrated the first Thanksgiving. They came to the new land in 1620.
- ▶ President Abraham Lincoln made Thanksgiving an official holiday. He lived during the 1800s.



## A. Read the following story.



### The Story of Thanksgiving

In 1620, a group of people from Europe arrived in what is now Massachusetts. They wanted to make a home in this new land. These people were called Pilgrims. They were the first people who spoke English to come and stay in what is now the United States.

The Pilgrims had a long, hard journey across the Atlantic Ocean. There were 102 people on a small ship. It took 65 days for the ship to cross the sea.

When they arrived, they had an even worse time. It was winter. Many of the Pilgrims died before the spring.

The Pilgrims had to learn how to live in the new land. They got help from a group of Native Americans called the Wampanoags. These Native Americans taught the Pilgrims

how to hunt, fish, and grow food. A Native American named Squanto was very helpful to the Pilgrims. He spoke some English!

That first year, the Pilgrims grew a lot of food, and they were thankful. So, in 1621, the Pilgrims celebrated the first Thanksgiving with the Wampanoags. It was a celebration of the food and of their success. They had a feast with turkey, corn, beans, and other foods.

Over 150 years later, George Washington, the first president of the United States, decided to make November 26, 1789, a day of thanksgiving and prayer. It was first national day of thanksgiving. In 1863, President Abraham Lincoln made Thanksgiving an official national holiday. It was to be celebrated every year in November. Finally, in 1939, President Franklin Roosevelt changed Thanksgiving Day to the fourth Thursday of November.

B. Retell the story to your partner from Activity 5. Do not look back at the story. Try to tell the important events. Also tell the most interesting fact you learned.

C. Your partner will retell the story to you. Check (✓) the information that he/she says.

- who the Pilgrims were
- what the Pilgrims learned from the Native Americans
- why the Pilgrims wanted to celebrate
- what they did to celebrate
- when Thanksgiving became an official holiday

D. Go back to Activity 5. Fill in the correct dates. Find the difference between your guesses and the real dates. Then, find the total difference. Finally, compare your answers with those of other pairs. Which pair has the smallest total difference?

What About  
you?

1. Is there a holiday of thanksgiving in your country?
2. If there is, what do people do on the thanksgiving day?
3. What is an important event in the history of your country? Tell the story.
4. What are you most thankful for?



# GAME Thanksgiving Football

7

TEAM

GAME

team letter

The American version of football is one of the most popular sports in the United States. On Thanksgiving Day, there are many football games on television. In football, two teams move up and down a field. One team moves toward one side of the field, the other team moves to the other side. When a team comes to the end of the field (crosses the goal), it scores (makes a touchdown). The field is divided into yards. (A yard is about 1 meter.)

In this game, your team moves up and down the field when it answers questions correctly.

## Get Ready to Play

### Step One

Divide into two teams. One is team A and the other is team B. Each team will write 20 questions about the *Connect with English* story. Write each question on a separate piece of paper. After each question, write 10, 20, or 30 in parentheses ( ). These are the number of yards a team will move when it answers the question.

#### About this episode:

What is one food the Casey family eats on Thanksgiving? (20)

What is the game Kevin and the girls play outside on Thanksgiving? (10)

#### About the story:

What is the name of Rebecca's school? (20)

What is Alberto's job? (30)

### Step Two

Give your questions to your teacher. He/she will read the questions and check them over. Your teacher will also write some questions about the story.

### Play the Game

- Each team uses a different coin as a marker. Place them at the 50-yard line. Flip a coin to see which team starts.
  - The teacher picks a question at random and reads it to the team. If a team answers correctly, it moves its coin toward its goal line. The coin should be moved forward the number of yards written on the card.
  - If a team answers incorrectly, it moves its coin away from its goal line. The coin should be moved backward the number of yards written on the card.
- Note: Team A moves toward Team A's goal line. Team B moves toward Team B's goal line.*

#### EXAMPLE

What is the name of Rebecca's school? (20)

If a team answers this question correctly, it moves its coin 20 yards toward its goal line. If a team doesn't answer this question correctly, it moves its coin 20 yards away from its goal line.

- Each team has a chance to answer three questions on every turn.
- Every time a team gets to the goal line, it scores a touchdown. Then the team starts over again at the 50-yard line. If a team doesn't score a touchdown on its turn, it starts over again at the 50-yard line on its next turn.
- The first team to score three touchdowns wins!



# GAME Thanksgiving Football

