走遍美国

CLASSROOM VIDEO COURSE

课堂教学版

# **FAMILY ALBUM**



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Family Album, U.S.A.

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(上)

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对外贸易教育出版社 阶梯股份有限公司 麦克米伦出版公司

### (京)新登字 182 号

对外经济贸易大学校长、教授孙维炎题写书名

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Photo credits: All photos by Eric Liebowitz, except for screen lifts from video provided by

The Dovetail Group, Inc., Cynthia Vansant, photographer.

Maxwell Macmillan International Publishing Group ESL/EFL Department, 866 Third Avenue, New York, NY 10022

### 书 名 走遍美国(课堂教学版)(上)

Family Album, U.S.A.

责任编辑 杨廷治

### 对外贸易教育出版社出版

社 址 北京和平街北土城 邮政编码 100029

北京仰山印刷厂印刷 新华书店北京发行所发行

 $787 \times 1092 - 1/16$ 

12 印张 307 千字

1993年12月北京第1版

1993 年 12 月北京第 1 次印刷

印数 1--30000 册

ISBN 7-81000-636-3/H • 128

全套(二册)定价 28 元

### 《走遍美国》课堂教学版

### 简介

《走遍美国》课堂教学版 (Family Album U. S. A. — Classroom Video Course)在对外贸易教育出版社和台湾阶梯股份有限公司的合作下,已在中国大陆问世了。

《走遍美国》的自学版,已在1993年4月出版,而且由于近30家电视台的播出,几乎已家喻户晓。《走遍美国》的创作过程、故事情节、以及在教学片中体现出来的交际式教学法原则和所介绍的美国风土人情,给众多的英语爱好者留下了深刻的印象,这也算得上是我国英语教学史上有轰动效应的事件之一吧。

那么,在《走遍美国》自学版出版后不到一年,为什么又要再次引进它的课堂教学版呢?这是因为课堂教学版与自学版相比,有其突出的特点;它们是互相联系 互相补充,然而内容又完全不重复的两套书,各有自己的功能和对象。

《走遍美国》自学版是为配合近 30 个电视台播出这套英语教学节目而出版的。它突出的是"What",即节目中所包含的内容,包括词汇、对话的文字材料、注释、对美国生活的点滴介绍、Focus in 的文字参考,再加上一点练习。它适合于一般英语爱好者边看电视节目边进行自学。

而《走遍美国》的课堂教学版,则是专门为利用录相片进行课堂教学而设计的,总课时为150—170小时。它的重点是"how",即如何组织课堂活动。它为每一幕设计了以下四部分内容:一是预习,学员先观看教学片的预习部分,然后独立回答一些问题,目的主要是帮助学员熟悉故事情节,排除一些语言障碍。第二部分是录相游戏,这是把每幕又切分成几个场景,按每个场景设计不同的活动,采用灵活的方法充分利用录相资料(如看录相就有音像皆有,有音无像,有像无音,静止画面等方式),以达到生动活泼进行英语学习的目的。第三部分则是为了加深对每课的语言学习重点(Focus in)而设计的。第四部分有的插在每幕当中(称为 intermission),有的放在每幕的最后(称为 Finale),是利用录相片中的材料加以引申,重点是充分使用片中的语言和文化背景材料,加以活用,以训练学员的听说读写技能。练习的形式多种多样,有阅读,有表演,有讨论,有语法。书中还包括有对语言点的小结。在阅读材料中介绍了诸多的美国文化背景知识,以达到既学了语言又了解文化的目的。

由此,大家可以看到,《走遍美国》课堂教学版和《走遍美国》自学版是不同的两部书,内容完全不重复,相互配合,各有侧重。课堂教学版是针对在学校课堂中使用《走遍美国》这一录相片来进行英语教学活动的师生设计的。它解决了众多师生在考虑把《走遍美国》录相片引进英语课堂时不知如何组织教学活动为好的困惑,是经过仔细的推敲而又十分实际的指南和帮手。它对于已购了《走遍美国》自学版的广大英语自学者来说,也提供了如何更有效地利用录相片的指导,以及大量的听说读写练习,因而本书对他们也将大有裨益。

当然,在英语教学活动中,各种教材与教法可以互相渗透,互相补充,取长补短。但我相信,图文并茂的《走遍美国》课堂教学版也必然会以它故事、人物、画面有机结合的特点,以它所贯彻的交际式的教学法原则,以它对美国生活背景的描绘,以及对课堂教学活动的精心设计和丰富内容,得到广大读者的喜爱,成为我国英语教学百花园中令人钟爱的一朵新花。

黄震华 对外经济贸易大学教授 副校长 1993.11



Welcome to Family Album, U.S.A., the exciting new American television series created to inspire English learning around the world. In 26 episodes, you will experience English in action and learn more about American culture. Family Album, U.S.A. is for everyone who has studied English for at least one year and wants to improve his or her understanding of the language.

Each television episode tells a story about the Stewarts, a typical American family living in New York. You will see the family in everyday situations, and you will share their many experiences as you hear English spoken naturally.

The unique format of each program includes the following:

**PREVIEW** Before each of the three acts in an episode, a story preview sets the scene and introduces important

vocabulary to aid comprehension. The preview usually asks a question for you to think about as

you watch the act. Words on the screen help prepare you for the upcoming drama.

DRAMA Each episode tells a complete story. In every drama, you follow the lives of the Stewart family at

work or at play. Each episode centers around one important event, such as a holiday celebration, a job interview, a wedding, or the birth of a baby. The language level in the dramas follows a sequence. Grammar and vocabulary are simpler in the earlier episodes. In the later episodes, the

language is more advanced.

FOCUS IN After each act, a lively "Focus In" segment calls your attention to idloms, grammar, pronunciation, useful expressions, story comprehension, or important information about life in the U.S. The

"Focus in" segments entertain you with music, animation, and humor as they highlight language

and American culture.

Book 1 of this Classroom Video Course provides activities for Episodes 1–13of the television series. On these pages, you will find a unique way to use the videos to study English. Each lesson follows this easy format:

PREVIEW activities correspond to the television previews.

VIDEO GAMES provide exciting scene-by-scene tasks for each of the three dramatic acts in a television episode.

FOCUS IN activities help you practice the points highlighted in the "Focus In" segments.

**INTERMISSION** and **FINALE** sections offer additional activities to help you develop language skills. These activities center around language and cultural points that are built into the television scripts.

#### THE CHARACTERS

Here are the people you will meet in Family Album, U.S.A.

MALCOLM STEWART also known as Grandpa, 72, a retired engineer who comes to live with his son and his

son's family in Riverdale, New York

PHILIP STEWART Malcolm's son, 50, a doctor

**ELIEN STEWART** Philip's wife, 50, a homemaker and a former music teacher

RICHARD STEWART Philip and Ellen's older son, 30, a photographer

MARILYN STEWART Richard's wife, 29, a salesclerk in a boutique and a clothing designer

ROBBIE STEWART Philip and Ellen's younger son, 17, a senior in high school

SUSAN STEWART Philip and Ellen's daughter, 28, a vice-president of a toy company, unmarried and

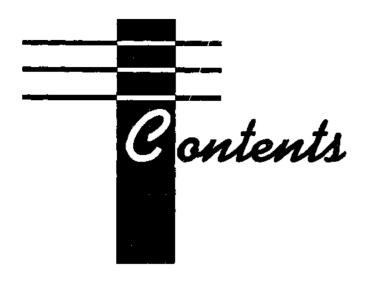
living in an apartment in Manhattan

HARRY BENNETT an accountant, 33, a widower who dates Susan

MICHELLE BENNETT Harry's daughter, 9

MOLLY BAKER a nurse, 43, who works with Philip in the hospital an exchange student from Greece, 16, Robbie's friend

... and other friends and business associates



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## "46 Linden Street"

In this unit, you will practice . . .

making introductions asking for permission thanking and accepting thanks

ACT I

### **PREVIEW**



Watch the preview to complete the sentences. Choose the correct words from the Word Box. Write the words on the blank lines. The first answer is given.

1.



Richard Stewart is a photographer. He takes\_ of New York City on the Staten Island Ferry.

WORD BOX the United States meets shows forgets pictures photographer quickly

3.



Alexandra some He . pictures for Family Album, U.S.A. It's an album of pictures of \_

2.



Richard \_ Alexandra Pappas.



Later, Richard leaves. And he\_ something.

What does Richard forget?

### ACT I

### VIDEO GAMES

### Scene 1: "Welcome to New York."



### HANDS ON

SOUND OFF





- shaking hands
- A. People in Scene 1 shake hands. They also wave to each other. With the sound off, watch these actions in the scene. The sentences below show the order that people shake hands and wave in Scene 1. Underline the words in parentheses to show the correct actions and their function, or use.
- 1. Richard and Mrs. Vann (shake hands/wave). They are (saying good-bye/meeting).
- 2. Richard (shakes Gerald's hand/waves to Gerald). He is (thanking/meeting) the boy.
- 3. Richard (shakes Mrs. Vann's hand/waves to Mrs.
  - He is (thanking/meeting) her.

- 4. Richard (waves to/shakes hands with) Mrs. Vann and her son.
  - He is (saying good-bye/trying to get their attention).
- 5. Alexandra (waves to/shakes hands with) Mrs. Vann and Gerald.
  - She is (saying good-bye/introducing herself).





- B. People in Scene 1 give and take things. With the sound off, watch the scene again to see who is giving and who is taking objects. Number the following sentences to show the correct order of these events in Scene 1. Write 1, 2, 3, or 4 on each blank line.
- \_\_\_ a. Richard gives the reflector to Alexandra.
- \_\_\_\_ b. Richard gives the camera to Alexandra.
- \_\_\_\_c. Alexandra gives Richard her camera.
- \_\_\_\_ d. Richard takes the reflector from Alexandra.



### **BEHIND THE SCENES**



With the sound on, watch the scene again. Then answer these questions. The first answer is given,

- 1. How do you know that Richard is a photographer?
  - He takes many pictures. He has an expensive camera. He has a reflector.
  - · He says he is preparing a book of photos.
- 2. How do you know that Alexandra is familiar with photography?
- 3. Does Alexandra want Richard to take her picture? How do you know?
- 4. Is Alexandra nervous about speaking English? How do you know?

### Scene 2: "Tell me about your book."

### PICTURE THIS



Richard tells Alexandra about his book of photographs. He shows her some pictures of people at work. But you will not see these pictures in the scene. Listen carefully to Richard. Which of the following pictures does he show Alexandra? Circle the number of each of those pictures.

1.

4.

7.



steelworker

8.



farmer



banker

police officer



teacher



street vendor

nurse



ambulance driver



doctor

### YES OR NO?

IN PAIRS





Complete this activity with a partner. Take turns asking and answering the questions. The first two answers are given.

#### About Richard

- Is Richard writing a book? Yes, he is.
- Is his book only about New York? No, it isn't.
- 3. Is the name of his book Family Album, U.S.A.?
- 4. Does Richard have a brother and a sister?
- 5. Is Richard single?

#### **About Alexandra**

- 1. Is Alexandra from Greece?
- 2. Did she come to New York a year ago?
- 3. Is her family living in New York?
- 4. Does she speak English very well?
- 5. Did she study English in school?
- 6. Is she living with a Greek-American family?

### Scene 3: "It was nice meeting you."

### WHAT'S NEXT?

SOUND OFF



5:41 - 6:11

With the sound off, watch the rest of Act 1 and try to guess the ending. Then read each paragraph below. Choose the correct story. Is it 1, 2, or 3? Circle the number of your choice.

- 1. Richard sees his bother Robbie waiting for him. He invites Alexandra to their house, but she says she is busy. Richard is sorry, but he gives Alexandra a bag of photos.
- 2. Richard sees a beautiful boat. He wants to photograph it. He asks Alexandra to wait for him, and she savs yes He gives Alexandra a bag of food, but she doesn't want it.
- 3. Richard remembers that he must meet his wife. He tells Alexandra his name, and he thanks her for her help. They say good-bye, and Richard leaves. Alexandra sees that he forgot to take one of his bags.

Now, with the sound on, watch the scene to check your answer.

FREEZE!

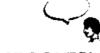




What will Alexandra do? Tell your opinions. You will find out the answer in Act II!

IN SMALL GROUPS





### STORYTELLER

Choose one student to retell the story of Act I to the rest of your group. Help him or her to remember the details.



### **STORYWRITERS**

With your group, write the whole story of Act I. Choose one member of your group to be the secretary.

### FAMILY ALBUM, U.S.A.

### SOUND ON

A. Watch the "Focus In" segment. Then match each description below with one of the pictures. Draw a line from the description to the correct photograph. The first answer is given.



Susan Stewart



Philip Stewart



Ellen Stewart

- 1. He's Richard's father. He's a doctor.
- 2. She's Richard's mother. She's a homemaker.
- 3. He's Richard's brother. He goes to high school.
- 4. She's Richard's sister. She works for a toy company.
- 5. He's Richard's grandfather. He lives in Florida.
- 6. She's Richard's wife. She works in a boutique.



Malcolm Stewart



Marilyn Stewart



I SHALL GROUPS



B. Now show your group any photographs of your family that you may have in your wallet. Tell some facts about the people in the pictures.

### ACT I

### INTERMISSION

### **PRONUNCIATION**



photograph

photo (noun): [fo'to] photograph (noun or verb): [fo'tə graf'] photographer (noun): [fo tog're fer] photography (noun): [fa tog'ra fe] picture (noun): [pik'char]

The word picture can refer to a painting, a drawing, or a photograph. Photo is a short way to say photograph. A photographer is a person who takes pictures with a camera. Photography is the art of taking pictures.

IN PAIRS



### Practice reading the following paragraph to a partner.

Richard Stewart is a photographer. He enjoys photography, and he takes many pictures. He likes to photograph people and places. He will use these photographs for Family Album, U.S.A., his book of photos of the United States.

With your partner, discuss your answers to the following questions. You may use some of the phrases from the Conversation Box.

- 1. Do you take many photos? What do you like to photograph?
- 2. For a book about the people and places in *your* city or town, what pictures would you like to take?
- 3. Do you enjoy photography? Are you a good photographer?

### CONVERSATION BOX

I like to photograph... I would like to take pictures of ... I enjoy taking pictures of ...

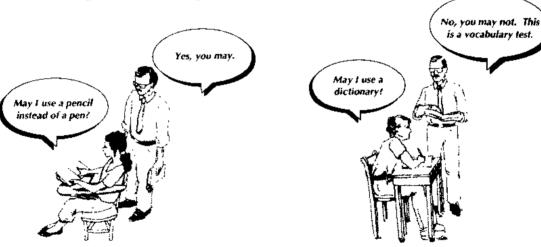
### IN PAIRS

### **GRAMMAR AND EXPRESSIONS: Asking for Permission**

Richard wants to take a photograph of Mrs. Vann and Gerald. He asks, "May I take a picture of you and your little boy!" Use May I or Can I to ask for permission. May I is a more polite form.

With a partner, play each of the following situations. In each situation, politely ask for permission to do several things. Use May 1. Your partner will answer, "Yes, you may" or "No, you may not." If the answer is no, tell why.

Example: A student is talking to a teacher during a test.



- 1. A child is talking to a parent.
- 2. A worker is talking to a boss.
- 3. You are talking to a friend.







### In Act I, you heard ways to . . .

- introduce yourself:My name is . . .I'm . . .
- ask for permission
   May I take a picture of you and your little boy?
- introduce a conversation:
   By the way...

### **USEFUL LANGUAGE**

- thank someone:
   I appreciate your help.
   Thank you.
   Thanks again.
- respond to someone thanking you;
   My pleasure.
   You're welcome.
- start talking to a stranger: Excuse me.
- say good-bye after meeting someone for the first time:
   It was nice meeting you.
   It was a pleasure meeting you.

#### **IN PAIRS**



### ↓ INSTANT ROLE-PLAYS

Prac	tice t	this	conversation	on with	ı a	partner:
------	--------	------	--------------	---------	-----	----------

- A: Excuse me. I'm \_\_\_\_\_\_ think we're in the same class.
- B: Yes, hi. My name's \_\_\_\_\_
- A: Say, where's room 304?
- B: I think it's that way.
- A: Thanks, I appreciate your help.
- B: You're welcome.
- A: It was nice meeting you.
- B: It was nice meeting you, too.

### Then complete this conversation:

Αţ	a bus stop	
A:	Excuse me. I'm	,

- 8:
- A:
- B:
- A:
- B:
- A:
- R٠

### **READ AND DISCUSS**

Read the paragraphs under "U.S. Life." Then discuss your answers to the questions under "Your Turn."

#### ON YOUR OWN



### U.S. LIFE

The population of the United States is over 250 million people. American family names—Adams, Barbarino, Chan, Gomez, Kim, Kessler, Yamada—show that its people, or their parents or grandparents, come from countries all over the world.

Many people say that America is like a "vegetable soup." Each national group is important and adds to the "flavor" of America. Alexandra is living with an Hispanic family. Hispanic-Americans come from places such as Mexico, Puerto Rico, Cuba, Central America, and South America.

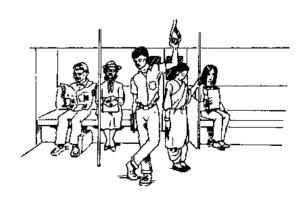
Hispanics, Greek-Americans, Chinese-Americans, and other people from around the world are proud to remember their cultures and traditions. They often speak their native languages and follow many of their old customs at home. At school or at work, and on national holidays like Thanksgiving, however, everyone is "an American."

### IN SMALL GROUPS



### YOUR TURN

- 1. What is your last name? Is it a common name or an unusual name?
- 2. Does your name have a meaning?



### ACT II **PREVIEW**

SOUND OFF



With the sound off, watch the preview. Look for the three scenes in the pictures below. What are the people saying? Circle a, b, or c.



- Alexandra: a. Do you know Richard Stewart?
  - b. Can you tell me how to get to Linden Street, in Riverdale?
  - c. Someone lost this bag. Can you take



- Marilyn: a. Where's my husband?
  - b. What time is it?
  - c. Are you late?



- Richard: a. I'm sorry I'm so late. I had a really bad day
  - b. Hi, Marilyn. I had a very interesting day.
  - c. I'm hungry. I'm ready for dinner.

Now, with the sound on, watch the preview again to check your answers.

ACT II

**VIDEO GAMES** 

Scene 1: "Can you help me?"

**HELPING OUT** 



Match each of Alexandra's questions with one of the policeman's answers. Draw a line from each question to the correct answer.

#### Alexandra

- 1. "Excuse me, officer. Can you help me?"
- 2. "Can you tell me how to get to Linden Street, in Riverdale?"
- 3. "Is there a station near here?"

#### Policeman

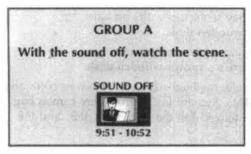
- a. "Yes, the station's that way."
- **b.** "Sure "
- c. "You should take the number 1 subway."

## In two groups

### Scene 2: "Is this pink too bright for me?"

### TRY THIS ON FOR SIZE

Follow the instructions for your group. Then work with a partner from the other group to complete the summary below. Choose your answers from the Word Box. (While GROUP A watches the scene, GROUP B should not watch the TV. While GROUP B listens to the scene, GROUP A should leave the room or hold their ears.)







IN PAIRS



### **SUMMARY**

Richard's wife Marilyn i	s a salesclerk in a boutique. She	e is helping a customer choose a	
The customer tries on a	one. But she and Ma	rilyn agree that the color is too	
So Marilyn finds a	sweater. It is size	But the customer needs size	
Marilyn finds a	sweater in the correct size.	The customer tries it on and decides to it.	

### Scene 3: "I had a really bad day."

IN PAIRS

### **UNDERSTUDIES**



Watch the scene and listen to it carefully. Then work with a partner to act out the scene. It is not important to repoat Marilyn's and Richord's words exactly. Include these events:

### RICHARD

- · arrives at the boutique
- · tells Marilyn his problem
- · leaves the boutique with Marilyn

### **MARILYN**

- · makes a telephone call
- · leaves the boutique with Richard

After you practice the scene, you may perform it for the whole class.

WITH THE WHOLE CLASS





Watch the "Focus In" segment. Then watch it again and sing along.



### ACT II INTERMISSION



### **GRAMMAR AND EXPRESSIONS: The Order of Adjectives**

Richard lost a blue canvas bag. The order of adjectives is COLOR before MATERIAL.

COLOR	MATERIAL
green	woolen
blue	canvas
red	cotton
yellow	paper
brown	wooden
purple	metal
pink	glass ·
orange	leather
tan	plastic
black	silk
white	nylon
gray	rubber

- A. Do you know the meaning of all the adjectives in the two lists at the left? With your teacher's help, try to find things in your classroom to show an example of each adjective of color and material. Say sentences with one adjective. Example: This is a **red shirt**. Here's a **wooden desk**.
- **B.** Now use *two* adjectives to describe things in your classroom. Example: This is a **red cotton shirt**. Here's a **brown wooden desk**.
- C. Adjectives of **SIZE** (big, small, large, little, medium-sized) come *before* color and material (**SIZE** + **COLOR** + **MATERIAL**). Richard lost a **small blue canvas bag.** Now use *three* adjectives to describe things. Tell the size, the color, and the material.

### **USEFUL LANGUAGE**

In Act II, you heard ways to ...

- describe something:
   a small canvas bag
- compliment someone:
   I think it looks terrific on you.
- make suggestions: Try this (sweater). How about green!

- apologize:
   I'm sorry I'm so late.

   I'm really sorry.
- ask for help:
   Can you help me?
- reassure someone:
   Don't worry.
- ask if someone found something:
   Did anyone find a small canvas bag?

IN PAIRS





### INSTANT ROLE-PLAYS

Practice these conversations with a partner:	Then complete these conversations:		
In a shoe store	At a fashion boutique		
A: I need a new pair of shoes.  B: What size do you take?  A: Size How about these tan ones?  B: I think they'll look terrific on you.	A: I'm looking for a gift for my  B: A: B:		
In a restaurant	At a lost-and-found office		
<ul> <li>A: Can you help me?</li> <li>B: What's the problem?</li> <li>A: I lost a black leather purse. Did anyone find it?</li> <li>B: No. I'm really sorry.</li> <li>A: Oh no!</li> <li>B: Don't worry. Someone might find it. What's your name and address?</li> </ul>	A: Excuse me. 1 lost a(n)  B: Where did you lose it?  A:  B:  A:  B:  A:  B:		