

全新版新世纪走遍美国

# 学习指导 1

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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# MEET THE DISCUSSION GROUP

## PREVIEW

In this episode, the Discussion Group students talk about their lives and about Rebecca's story.

When I left Bosnia,  
I left my parents there.



**Nela Husic**  
Bosnia

I think it is wonderful  
that Rebecca has a dream and the  
courage to make it come true.



**Lan Ma**  
China

I was born in San Francisco,  
but I was raised in Japan.



**Yuki Yoshi Ozawa**  
Japan

## BEFORE You Watch

① Look at the photos above. Complete the sentences. Choose the answers.

1. \_\_\_\_\_ Nela is talking about her \_\_\_\_\_.  
a. mother and father                      b. brothers and sisters                      c. children
2. \_\_\_\_\_ Lan thinks that Rebecca's dream is \_\_\_\_\_.  
a. bad                      b. good                      c. wrong
3. \_\_\_\_\_ Lan says that Rebecca is \_\_\_\_\_.  
a. brave                      b. nervous                      c. sad
4. \_\_\_\_\_ Yuki Yoshi is from \_\_\_\_\_.  
a. San Francisco                      b. Boston                      c. Japan

## What About you?

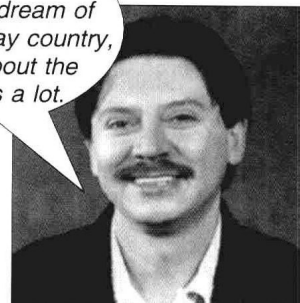
If you could go to any country in the world,  
where would you like to go?

I would like to go to \_\_\_\_\_.

Why do you want to go there?

I want to go there because \_\_\_\_\_.

I came to the  
United States in 1981.  
I always had a dream of  
going to a far-away country,  
and I heard about the  
United States a lot.



# WATCH FOR MAIN IDEAS



Watch *all* of the MEET THE DISCUSSION GROUP Episode.

## You Watch

2 Who are these people? Circle their names.



1. Yuki Yoshi /  
Casilda



2. Hai / Roberto



3. Olga / Nela



4. Hai / Abdul



5. Lan / Olga



6. Abdul / Roberto



7. Nela / Casilda



8. Olga / Lan

## You Watch

3 What do you know about the students' stories? Check (✓) True or False.

1. Yuki Yoshi drove across country like Rebecca.
2. Roberto never works on weekends.
3. Nela's parents are in the United States with her.
4. Hai's family wanted him to leave his country.
5. Olga thinks it is important to get a good education.
6. Abdul wants to be an architect.
7. Casilda is married.
8. Lan went to the United States to go to school.

True False

<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

What About  
you?

What is your opinion? Check (✓) I agree or I disagree.

I agree I disagree

1. Dreams take a lot of time and work.
2. It is important to have more than one dream.

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

- 4 What do you know about the Discussion Group students? Complete the sentences with the information in the box.

1981

Boston

carpenter

education

sister

study

war

1. Yuki Yoshi lives in \_\_\_\_\_.
2. Roberto came to the United States in \_\_\_\_\_.
3. Nela left her country because of the \_\_\_\_\_ there.
4. Olga went to the United States with her parents and her \_\_\_\_\_.
5. Before moving to the United States, Abdul was a \_\_\_\_\_.
6. Casilda is in the United States to \_\_\_\_\_ English.
7. Lan is in the United States to get more \_\_\_\_\_.

- 5 Where are these people from? Write the name of the person next to the country.



Roberto



Hai



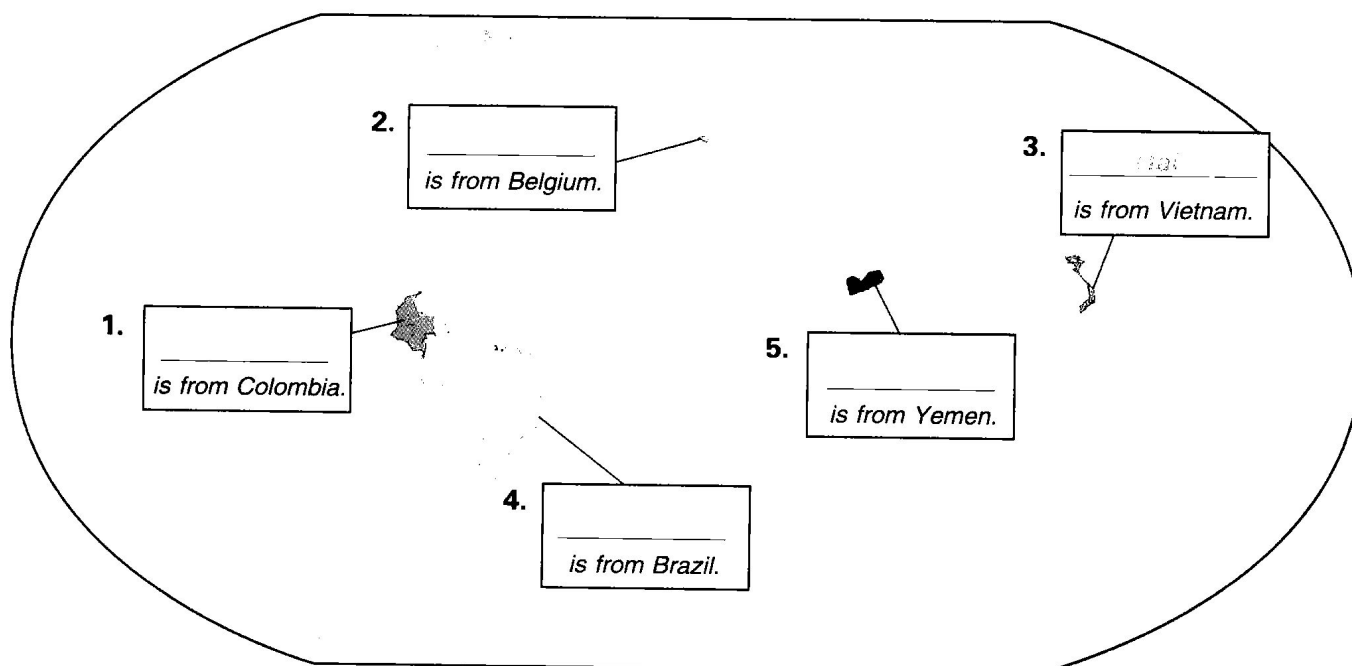
Olga



Abdul



Casilda



# REVIEW AND DISCUSS

6 Use the words in the box to complete the story summary for this episode.

architect	Colombia	father	help	Japan	parents
sister	trip	United States	Vietnam	Yemen	

Yukiyoshi was born in San Francisco, but he was raised in (1) \_\_\_\_\_. Like Rebecca, he took a (2) \_\_\_\_\_ across country. Roberto came to the United States from (3) \_\_\_\_\_ in 1981. Nela Hosic is from Bosnia. Her (4) \_\_\_\_\_ are still living there. She hopes that she can (5) \_\_\_\_\_ them. Hai Pho came to the United States from (6) \_\_\_\_\_. Olga Baloueff came to the United States with her parents and her (7) \_\_\_\_\_. Abdul is from (8) \_\_\_\_\_. He wants to become an (9) \_\_\_\_\_. Casilda's (10) \_\_\_\_\_ did not want her to come to the United States. Lan is in the (11) \_\_\_\_\_ to study English.

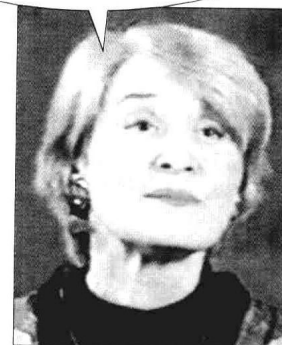
7 Listen to Olga. What does she mean? Check (✓) True or False.

- Olga says that making changes is easy.
- Olga thinks that it was hard for Rebecca to quit her job.

True False

_____	_____
_____	_____

It's not easy to make a change... when you are quite settled in, as Rebecca was.



Olga Baloueff, Belgium

What About you?

What is your opinion? Check (✓) Yes or No.

Yes No

- Do you like to make changes in your life?
- Do you think changes are always difficult?

_____	_____
_____	_____

# Contents

## **Part 1** Guidebook for Video Comprehension Book ..... 1-37

### Introduction

- |                         |                         |
|-------------------------|-------------------------|
| 1 Rebecca's Dream       | 7 Leaving Home          |
| 2 Differences           | 8 The Stranger          |
| 3 A Visit to the Doctor | 9 The Motel             |
| 4 Celebrations          | 10 Negotiations         |
| 5 Breaking the News     | 11 Photos and Farewells |
| 6 Saying Goodbye        | 12 A New Home           |

## **Part 2** Guidebook for Conversation Book ..... 39-75

### Introduction

- |                         |                         |
|-------------------------|-------------------------|
| 1 Rebecca's Dream       | 7 Leaving Home          |
| 2 Differences           | 8 The Stranger          |
| 3 A Visit to the Doctor | 9 The Motel             |
| 4 Celebrations          | 10 Negotiations         |
| 5 Breaking the News     | 11 Photos and Farewells |
| 6 Saying Goodbye        | 12 A New Home           |

## **Part 3** Video Script ..... 77-139

- |                         |                         |
|-------------------------|-------------------------|
| 1 Rebecca's Dream       | 7 Leaving Home          |
| 2 Differences           | 8 The Stranger          |
| 3 A Visit to the Doctor | 9 The Motel             |
| 4 Celebrations          | 10 Negotiations         |
| 5 Breaking the News     | 11 Photos and Farewells |
| 6 Saying Goodbye        | 12 A New Home           |



# **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.



# Rebecca's Dream

## Additional WHAT ABOUT YOU? Questions

### Page 1:

1. Do you have more than one dream?
2. What are you doing to make your dreams come true?
3. Do you think your dreams will come true?
4. What was your father's/mother's dream?

### Page 3:

1. How can Rebecca find a new piano player?
2. What do you think Steve's dream is? Explain your answer.
3. Do you think Rebecca and Matt are a good couple? Why or why not?
4. Why didn't Matt go to hear Rebecca sing in the hotel?

### Page 4:

1. Does Rebecca understand Steve's decision?
2. Does Matt understand Rebecca's feelings?
3. Do you agree with most of your friends' important decisions? When you don't agree, do you tell that person?
4. Have you ever had a big fight with a friend because of an important decision? What happened?

### Page 6:

1. Do you fight with your brothers or sisters?
2. Do you spend a lot of time with them?
3. Do you wish you had more (or fewer) brothers or sisters? Why or why not?
4. If someone has a bad relationship with a brother/sister, what can he/she do to make the relationship better?

### Page 7:

1. Do women and men have the same career choices in your country?
2. Do most women want a career and a family?
3. Do most women who have a career and a family use day care for their children?
4. What's your opinion of day care?

### Page 8:

1. Do you think Matt cares for Rebecca more than Rebecca cares for Matt?
2. Can Rebecca continue playing music and stay with Matt?
3. Does Matt think Rebecca has the talent to succeed?

## Expansion Activities

### Page 1:

In teams of four or five, have students discuss the *What About You?* question in the student book as well as the additional questions above. Each group should have a secretary, who will write down each person's dream. When all the groups are finished, each group presents its dreams without saying to which group member each dream belongs. Each of the other groups guesses which students have which dreams. The team with the most correct guesses at the end wins. (Note: if the *What About You?* question in the student book has already been discussed as a class, students can give other secondary dreams for the purpose of this expansion activity.)

### Page 6:

Each student brings in a photo of his/her family. In groups, students briefly describe their family members to the group. Another alternative is for the students to bring in photos of their brothers or sisters, and give them to you. Put them on a table and have the students try to match their classmates with the correct siblings.

### Page 7:

Divide your class into teams. Each team makes a list of famous women in non-traditional roles. Some examples are Margaret Thatcher, Jackie Joyner Kersey, Jane Goodall, Amelia Earhart, and Marie Curie. The team with the longest list wins.

## *Synopsis of Episode 1*

### **PART 1**

Rebecca Casey is a 28-year-old woman with a dream of becoming a singer. As the story begins, Rebecca and her boyfriend Matt argue in front of Matt's pickup truck outside a Boston hotel. The nature of their argument is unclear, but he agrees to wait outside for her until she returns in a few hours. Rebecca goes into the hotel, enters the ballroom, meets her piano player, Steve, and changes into a fancy outfit. In the Gold Room, she sings and he plays the piano, but the crowd hardly notices them. Afterward, Steve says he's quitting the act to spend more time with his wife and family.

### **PART 2**

Rebecca leaves the hotel and rejoins Matt. She tells him about Steve's decision to quit. Matt suggests that she quit too so that the two of them can spend more time together. Rebecca doesn't like this suggestion. Matt drives her home and gives her a kiss. They agree to see each other the following Thursday night.

### **PART 3**

Rebecca enters the modest middle class apartment that she shares with her father and brother. A package is waiting for her on the front hall table. She grabs it eagerly. It contains a promotional video for the Boston School of Music. As Rebecca watches the video, her brother Kevin, a 17-year-old high school senior, comes into the living room. He tells her to turn it down because she might wake their father. Rebecca says that she's thinking of applying to the school and pursuing a music career. Kevin looks on as Rebecca watches the video.

## *Answer Key*

1. 1. singer, 2. girlfriend, 3. boyfriend, 4. brother, 5. sister
2. a
3. 1. Rebecca, 2. Matt, 3. Steve, 4. Jessica, 5. Kevin
4. a. 5, b. 1, c. 4, d. 3, e. 2
5. 1. Boston, 2. Casey, 3. guitar, 4. Matt, 5. Kevin
6. b
7. 1. ticket, 2. hat, 3. reason, 4. memories, 5. suitcase, 6. coat, 7. dreams
8. 1. True, 2. True, 3. True, 4. False, 5. True, 6. True, 7. True, 8. False
9. 1. bad, 2. negative
10. 1. Steve, 2. Rebecca, 3. Matt, 4. Rebecca, 5. Matt
11. 1. b, 2. d, 3. c, 4. a
12. 1. R, 2. R, 3. K, 4. K, 5. R
13. a. 5, b. 3, c. 1, d. 4, e. 2
14. 1. thin, 2. sleepy, 3. tall, 4. a teenager
15. 1. c, 2. d, 3. a, 4. b
16. 1. singer, 2. piano, 3. quits, 4. money, 5. dream, 6. school, 7. boyfriend, 8. wants, 9. Boston, 10. Music, 11. brother, 12. go
17. 1. True, 2. True



# Differences

## Additional WHAT ABOUT YOU? Questions

### Page 1:

1. Does it cost money to go to college in your country? If so, how much?
2. Do you think everyone should go to college?
3. How long does it take to graduate from college in your country?
4. Do most people enjoy college?

### Page 2:

1. Will you have any final exams this semester? If so, how many?
2. How long do you usually study for a final exam?
3. Do you feel a lot of pressure when you take final exams? If so, what can you do to feel more relaxed?

### Page 4:

1. What things should a good brother or sister do?
2. How do you think it feels to be the youngest in the family? The oldest?
3. Who does most of the housework where you live?
4. Do you ever have arguments about housework?

### Page 6:

1. Have you ever wanted to be a professional musician?
2. What would your parents say if you wanted to be in the music business?
3. Where can people go to study music in your area?
4. If you were going to study music, what instrument would you play?

### Page 7:

1. How long do you think it takes to complete a college application?
2. What kinds of essay questions might be on college applications?
3. Does it cost money to apply to college in your country? If so, how much?

### Page 8:

1. Do you have the same dreams as you did five years ago? If not, how have they changed?
2. What do you think of Sandy's dreams? What do you think of Rebecca's?

## Expansion Activities

### Page 1:

Use the additional questions above as a jumping-off point for a class discussion which can touch upon both personal and cultural differences. Ask students why they or other people want to go to college and what they expect from a college education. Do most people have a choice whether or not they go to college? Can most people choose what they study at college? As a higher-level follow-up activity, students can interview their parents or an older person using the questions/issues above. For this interview, students should preface each question above with the phrase, "When you were in your late teens, ...?" Then, as a class, discuss if and how perceptions about college education have changed.

### Page 6:

Divide students into pairs or groups. Each group will decide on the three most important factors to achieving individual success in the music business. Suggest to your students that they brainstorm first, then narrow down their list. Finally, each group will present its three factors to the class and give reasons for choosing them. Other groups can disagree and/or ask questions.

### Page 7:

Make a simple mock college application (or photocopy a real one), and distribute one to each pair of students. Each pair completes the application as if they were one person (they should make up a name for this person). They can use real or imaginary information. Collect all the applications. Then, each pair of students joins another pair, making groups of four. Distribute two applications to each group; no group should get an application written by one of its members. Finally, each group, as if it were the admissions committee for a college, chooses which of the two applicants to admit.