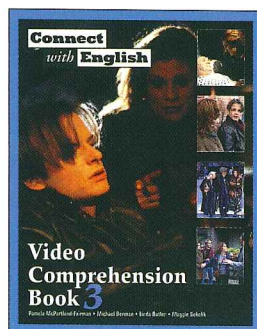
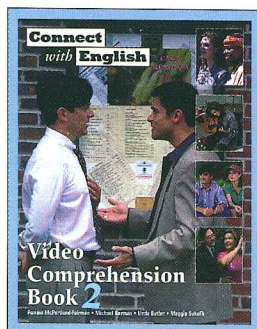
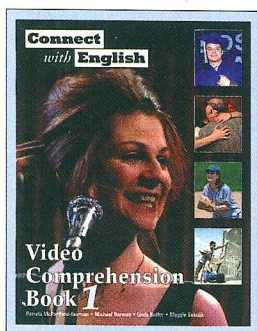


A VISUAL TOUR OF VIDEO COMPREHENSION BOOKS 1-4



The primary goal of each *Video Comprehension Book* is to help students build listening comprehension skills and gain a clear understanding of the characters and storyline in *Connect with English*.

Language Skills

The primary skill emphasized in each *Video Comprehension Book* is listening, along with recognition skills related to facial expressions, body language, and cultural nuances. Additional skills/topics covered in each book include reading, writing, oral communication, vocabulary development and culture.

Chapter Structure

Each *Video Comprehension Book* is organized around a consistent four-part chapter structure. The first part of each chapter is devoted to previewing activities. Part 2 contains the viewing activities, divided into two sections: watch for main ideas, and watch for details. This section of the chapter asks students to watch the video more than once with different tasks in mind for each viewing. Part 3 of the chapter is called Highlights, and it presents a short culture reading as well as practice with some of the more difficult phrases and idiomatic expressions found in that episode. The last section of the chapter, Part 4, is devoted to review and contains a chapter-culminating discussion topic.

Proficiency Level

The comprehension exercises found in each *Video Comprehension Book* are accessible to high-beginning through intermediate students. While the majority of activities are written at the high-beginning level, special *What about You?* activities found throughout the books allow teachers to raise or lower the level of difficulty of the materials according to their students' abilities.

Options for Use

Each *Video Comprehension Book* can be used in a variety of different learning environments, including classroom, distance learning, tutorial, and/or independent study situations. Teachers may choose to show the video during class time, while simultaneously using the *Video Comprehension Book*. Teachers also have the option to assign students to watch video episodes prior to class, either in a library, language lab or at home. Class time can be used to review the activities found in these books.

Each *Video Comprehension Book* can be used as the sole text in any course that emphasizes listening comprehension. Teachers also have the option of combining the *Video Comprehension Books* with other corresponding texts in the *Connect with English* print package.

A VISUAL TOUR

A Visual Tour of this Text

This visual tour is designed to introduce the key features of *Video Comprehension Book 1*. The primary focus of each *Video Comprehension Book* is to help students develop listening and story comprehension. *Video Comprehension Book 1* corresponds to episodes 1–12 of *Connect with English*, and it presents an assortment of activities dealing with various aspects of comprehension, including understanding main points, comprehending details, ordering, decoding, inference, analysis, and more.

The Opening Page

The first page of each chapter introduces key characters and themes from the corresponding video episode and builds on students' prior knowledge to help them predict upcoming events.

PREVIEW


This section presents a brief summary of the video episode. The three photos highlight key events from each of the three parts of the episode. The **Preview** section builds students' confidence as it gives them a base of contextualized clues about the characters and story line before they watch the video.

EPISODE
7

LEAVING HOME


In this episode, Rebecca gets some surprises. She says goodbye and starts her trip to San Francisco.

PREVIEW




What's this?
It's your new car.

Mr. Casey outside the apartment building



You need to help him keep the place clean, buy the groceries...

Kevin and Rebecca in Rebecca's room



I have something for you, too.

Kevin, Rebecca, and Sandy outside the apartment building


BEFORE You Watch

1 Look at the photos above. Use the words in the box to complete the sentences.

☒ car help Kevin presents Sandy

- Mr. Casey gives Rebecca a _____ car.
- Rebecca talks to _____ about cleaning and shopping.
- Kevin will have to _____ his father.
- _____ comes to say goodbye.
- Kevin and Sandy have some _____ for Rebecca.

What About YOU? How do you feel before a long trip?
I feel _____



...excited and happy

...a little scared

EPISODE 7 page 1

BEFORE You Watch

Activities in this section help students further identify the characters and story line. This particular example is a sentence completion activity which utilizes students' prior knowledge and calls upon their ability to make inferences about the information presented in the photos, captions, and speech bubbles on this page.

What About YOU?

What About You? activities provide open-ended questions that encourage students to express their personal feelings, opinions, and reactions to the events and characters in the story. Whenever possible, language prompts or cues are used to provide linguistic support for lower-level students. At the same time, these activities create a springboard for more sophisticated discussions among students who are at higher levels of oral proficiency. The **What About You?** activities can also be used as optional writing assignments.


WATCH FOR MAIN IDEAS

This first viewing activity asks students to watch the entire episode with the purpose of focusing on major story highlights.


WATCH FOR MAIN IDEAS
Watch all of EPISODE 7, "Leaving Home."

WHILE You Watch


2 What presents does Rebecca get? Check (✓) all the answers.




1. a car
☒




2. a necklace
☐



3. a diary
☐



4. a key ring
☐



5. some flowers
☐

AFTER You Watch

3 How much do you remember about the story? Put the sentences in order from 1 to 8.

a. _____ Rebecca takes her father and Kevin for a drive.

b. 1 Mr. Casey gives Rebecca a car.

c. _____ Rebecca thanks her father.




d. _____ Kevin talks to his sister.

e. _____ Rebecca packs her suitcases.

f. _____ Mr. Casey gives Rebecca her mother's necklace.

g. _____ Rebecca visits her mother's grave.

h. _____ Rebecca leaves home.

EPISODE 7 page 2

WHILE You Watch

The **While You Watch** section provides a focused viewing activity dealing with specific people, places, things, and/or events central to the development of the story.

AFTER You Watch

Activities in the **After You Watch** section ask students to recall specific information about the story. The first activity is usually a sequencing exercise dealing with the order of the major events in the episode. Many of the activities in this section also include an emphasis on recognition skills for facial expressions, body language, and cultural nuances.

Variety of Activity Types

A variety of different types of activities are included in each chapter, including multiple-choice, sentence completion, true/false, circling, and checking activities. The numbered activities are designed to be accessible to students engaged in independent study — at home, in a language lab, or any place where they have access to a TV and VCR. However, instructors can modify most of these activities into much more elaborate conversation and/or writing topics. For example, in the first sentence in Activity 4, we learn that Rebecca is surprised to get a car from her father. In a classroom setting, instructors can start a discussion by simply asking the question, "Why?"

4 How does Rebecca feel? Circle the answers.

- Rebecca is surprised/upset about the car.
- She likes/doesn't like the car.
- She is unhappy/nervous about leaving home.
- She wants/doesn't want her mother's necklace.
- She is sorry/happy to have Sandy's present.
- She feels angry/worried about her father.

5 What do you know about Kevin? Check (✓) Yes or No.

	Yes	No
1. Is Kevin happy that Rebecca has a car?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Does he want to help Rebecca?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is he happy that Rebecca can go to music school?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does he want Rebecca to stay in Boston?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will he miss his sister?	<input type="checkbox"/>	<input type="checkbox"/>

6 What does Mr. Casey want? Check (✓) the answer that is not true.

- He wants Rebecca to have a safe trip.
- He wants Rebecca to be happy.
- He wants to go to San Francisco with Rebecca.

What About YOU? What do you think will happen? Check (✓) Yes or No.

	Yes	No
1. Will Rebecca have a safe trip to San Francisco?	<input type="checkbox"/>	<input type="checkbox"/>
2. Will her father and Kevin be OK alone?	<input type="checkbox"/>	<input type="checkbox"/>

EPISODE 7 page 3

WATCH FOR DETAILS



Watch PART 1.

WHILE You Watch

7 Who is speaking? Write R for Rebecca, K for Kevin, or D for Dad.

1. R "I'm on the phone."
2. _____ "Dad's downstairs. He wants to show you something."
3. _____ "Dad! You're joking!"
4. _____ "So, are we going for a ride?"
5. _____ "It's got a good radio and tape deck."
6. _____ "You'll be OK."

AFTER You Watch

8 How much do you remember about the story? Check (✓) True or False.

- | | True | False |
|---|-------------------------------------|--------------------------|
| 1. Rebecca says goodbye to Aunt Molly on the phone. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. Mr. Casey gives a used car to Rebecca. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The car is outside their apartment building. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Rebecca will pay her father for the car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Mr. Casey drives the car. | <input type="checkbox"/> | <input type="checkbox"/> |

9 How do these people feel? Complete the sentences. Choose the answers.

1. c Mr. Casey is excited about his surprise for Rebecca.
a. worried b. sorry c. excited
2. _____ Rebecca is _____ the car.
a. angry about b. happy with c. disappointed with
3. _____ Kevin is _____ Rebecca.
a. happy for b. angry at c. worried about
4. _____ Rebecca will miss _____.
a. San Francisco b. Boston c. her old job
5. _____ Rebecca feels _____ about leaving home.
a. nervous b. sorry c. angry

EPISODE 7 page 4

WATCH FOR DETAILS

The **Watch for Details** section helps students develop a more specific understanding of the video story. Each video episode is divided into three viewing sections, labeled on-screen as Part 1, Part 2, and Part 3. In this section of the book, students are asked to view one part at a time, and comprehension is checked with more detailed activities regarding the characters and their experiences.

WHILE You Watch

Many of the **While You Watch** activities in *Video Comprehension Book 1* require students to listen and watch carefully in order to identify speakers, key vocabulary, or completed actions or events. In this example, students listen for specific lines spoken by each character, giving them practice in listening for details.

AFTER You Watch

The **After You Watch** activities continue to check students' comprehension of the story and help to solidify their understanding of the subtle nuances related to the characters' feelings and emotions.



Watch PART 3.

WHILE You Watch

13 What does Rebecca say? Circle the words you hear.

1. "Oh, Sandy, a diary! It's perfect/wonderful!" 4. "Put it in the back seat/trunk."
2. "What about the other/bad stuff?" 5. "I'll try and do the best I can/my very best."
3. "A four-leaf clover! I'll need it/I love it."

AFTER You Watch

14 How much do you remember about the story? Put the sentences in order from 1 to 5.

- a. _____ Rebecca says goodbye.
- b. _____ Sandy gives Rebecca a diary.
- c. _____ Kevin gives Rebecca a key ring.
- d. _____ Rebecca visits her mother's grave.
- e. 1 Kevin puts Rebecca's suitcases in the car.

15 What happens? Use the words in the box to complete the sentences.

- ☒ about her trip to call home for good luck Rebecca's diary to worry
1. Sandy hopes Rebecca will write about her trip.
 2. Sandy wants to read _____.
 3. Kevin gives Rebecca something _____.
 4. Mr. Casey asks Rebecca _____.
 5. Mr. Casey tells Rebecca not _____.



What About YOU? In the United States, four-leaf clovers bring good luck. What brings good luck in your country?

In my country, _____ bring/brings good luck.

EPISODE 7 page 6



Watch PART 2.

WHILE You Watch

10 What happens? Circle the answers.

1. Rebecca packs a lot of/a few bags.
2. Rebecca gives her father/Kevin a list of things to remember.
3. Rebecca is worried/happy about leaving.
4. Mr. Casey talks about Rebecca's mother/aunt.

AFTER You Watch

11 How much do you remember about the story? Circle the answers.

1. Who is packing? Rebecca/Kevin
2. Who made a list of things to remember? Rebecca/Kevin
3. Who will have to help more at home? Rebecca/Kevin
4. Who gives Rebecca a present? Mr. Casey/Kevin
5. Who did the necklace belong to? Rebecca's mother / Mr. Casey's mother

12 What makes Rebecca happy? Check (✓) the answers that are true.

Rebecca is happy to ...

1. ☒ go to music school.
2. _____ have a lot of suitcases.
3. _____ wear her mother's necklace.
4. _____ leave her family.
5. _____ know her father loves her.



What About YOU? Complete the sentence. Circle your answer.

- I _____ say "I love you" to people in my family.
a. always b. sometimes c. never

EPISODE 7 page 5

Discussion Topics Address Cultural Differences

The **What About You?** activities shown here focus on specific cultural topics reflected in the video: saying "I love you" to people in your family and using good luck symbols. These questions can be used as a basis for in-class discussions related to the students' various cultures and how they compare with those shown in the video episode.

HIGHLIGHTS

The **Highlights** page offers students an opportunity to explore various cultural and language points from the story.

CULTURE

These boxes expand on subject matter found in the video by providing cultural information about life in the United States and Canada. In this example, students learn that many young people in North America leave home at age 18 to go to college, to work, or to join the military. This topic is explored because the main character in the video is also leaving home. An open-ended **What About You?** activity always follows the culture point and encourages students to compare and contrast their understanding of this new information with the corresponding cultural situation in their own countries.




EXPRESSIONS

In this section, students have an opportunity to work with some of the key idioms and expressions from the episode. Only those expressions which were presented in the context of the video story are included in this section. Care has been taken to ensure that the vocabulary features high-frequency items that students might encounter in conversational American English.

HIGHLIGHTS

CULTURE

In the United States and Canada, many young people leave home after high school, at about age 18.

Many leave home to study and live at college.

Some leave home to work.

Some leave home to join the army or navy.

What About You? Check (✓) the answers.

In your country...

	Yes	No
1. do most 18-year-olds live at home?	<input type="checkbox"/>	<input type="checkbox"/>
2. do most college students live at home?	<input type="checkbox"/>	<input type="checkbox"/>

EXPRESSIONS

16 Match the underlined words from the story with their meanings. Check (✓) the answers.

1. Rebecca: "What's going on?"	<input type="checkbox"/> a. What are you talking about? <input checked="" type="checkbox"/> b. What is happening?
2. Mr. Casey: "I got a good deal."	<input type="checkbox"/> a. I didn't pay too much. <input type="checkbox"/> b. I paid a lot.
3. Kevin: "... a big sister ..."	<input type="checkbox"/> a. an older sister <input type="checkbox"/> b. a good sister
4. Rebecca: "I'm off to San Francisco."	<input type="checkbox"/> a. I'm calling San Francisco. <input type="checkbox"/> b. I'm leaving for San Francisco.
5. Rebecca: "Keep an eye on Kevin and Dad."	<input type="checkbox"/> a. Watch and take care of Kevin and Dad. <input type="checkbox"/> b. Remember Kevin and Dad.

EPISODE 7 page 7

REVIEW AND DISCUSS

STORY SUMMARY

17 Use the words in the box to complete the story summary for Episode 7.

car	diary	drive	gives	happy	luck
necklace	packs	say	suitcases	✓ surprise	visit

Rebecca gets a surprise (1) from her father. It's a used (2). It makes her very (3). She takes her father and Kevin for a (4). In her bedroom, Rebecca (5). She has a lot of (6). Her father (7) her another present. It's her mother's (8). The next morning, Kevin packs the car. Sandy comes to (9) goodbye. She gives Rebecca a (10). Kevin gives Rebecca a key ring. It's for good (11). Rebecca says goodbye and goes to (12) her mother's grave. Then she starts her trip to San Francisco.

VIEWPOINTS

18 Watch the video discussion group. What does Lan mean? Check (✓) True or False.

- | | True | False |
|--|--------------------------|--------------------------|
| 1. Lan is talking about the car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Lan thinks Rebecca has her father's approval. | <input type="checkbox"/> | <input type="checkbox"/> |

That shows that her father approved of her going away.



Lan Ma, China

What About You?

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

- | | I agree | I disagree |
|--|--------------------------|--------------------------|
| 1. Rebecca has her father's approval now. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It is important to have your parents' approval. | <input type="checkbox"/> | <input type="checkbox"/> |

EPISODE 7 page 8

REVIEW AND DISCUSS

This final page of each chapter gives students the opportunity to review the entire episode and offers a chapter-culminating discussion topic.

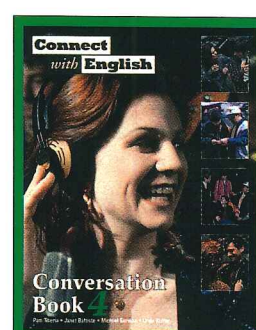
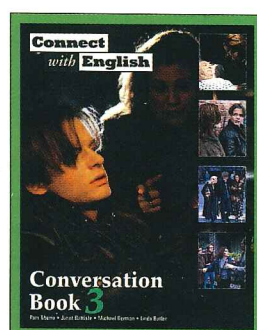
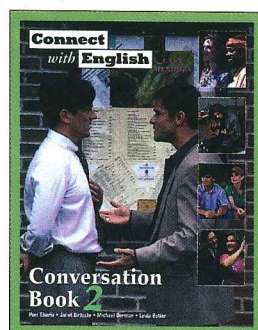
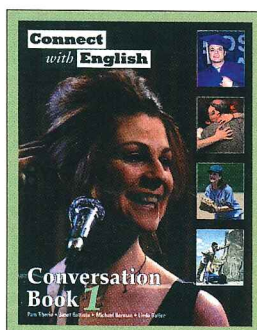
STORY SUMMARY

In this section, students summarize the episode by selecting and inserting key vocabulary used in the video or earlier in the chapter. As in every exercise in the chapter, a sample answer is provided.

VIEWPOINTS

Activities found in the **Viewpoints** section are based on the final review portion of the video episode. In this part of the video, various non-native English speakers from around the world talk about the episode and share their personal feelings about things that happened. Students using *Video Comprehension Book 1* are asked to interpret and react to these comments and ideas in a final **What About You?** activity.

A VISUAL TOUR OF CONVERSATION BOOKS 1-4



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.

Language Skills

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

The activity types vary with each chapter including an assortment of role-plays, discussions, opinion surveys, games, interviews, and questionnaires. In each chapter, a special two-page spread is devoted to language-learning games, or information gaps or activities dealing with the songs found on the *Connect with English* soundtrack.

Thematic Organization

The events and issues presented in each episode are familiar and important to new language learners. The topics have been chosen for their relevant cultural content, and they provide a rich context for the communicative activities found in each *Conversation Book*. These books provide a framework within which students can freely express their thoughts on the ideas presented in each episode. Throughout each book, students are given the opportunity to explore such varied themes as pursuing your dreams, looking for a job, making new friends, divorce and remarriage, parenting, moving, and other life lessons.

Proficiency Level

The activities found in each *Conversation Book* are designed for use with high-beginning through intermediate students. Special icons are used to identify the difficulty level of each activity in the book. Instructions for raising and/or lowering the difficulty level are found in the accompanying *Instructor's Manual*.

Options for Use

The *Conversation Books* are specifically designed for classroom use. 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.

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.

A VISUAL TOUR OF THIS TEXT

This visual tour is designed to introduce the key features of *Conversation Book 1*. 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 1* corresponds to episodes 1–12 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 7, activities are based on the themes of Surprises, Presents, and Good Luck/Bad Luck. A two-page game is devoted to Rebecca's trip across the U.S., and an optional project offers students an opportunity to become more familiar with the United States.

A regular feature of the *Conversation Books*, **Ways to Say It** activities introduce students to several common expressions used in daily conversation. Special effort has been made to include high-frequency, natural language which reflects the language used in the video episodes and in everyday speech in the United States and Canada.

Leaving Home

EPISODE 7

THEMES
 ■ Surprises
 ■ Presents
 ■ Good Luck / Bad Luck
GAME
 ■ A Trip Across the U.S. with Rebecca
OPTIONAL PROJECT
 ■ Discovering the United States (Appendix 7)

THEME Surprises

1 PARTNER WAYS TO SAY IT partner's name



In this episode, Rebecca was surprised when her father gave her a car. Here are some ways that people show they are surprised in English:

You're kidding (joking). You must be kidding (joking).	Really? Wow! That's great! I can't (don't) believe it!	I'm speechless. I don't know what to say!	What a surprise! Get out of here!
---	---	--	--------------------------------------

Work with a partner. Look at the situations below. Take turns. One person chooses a situation. The other person chooses an expression to show surprise. Then, make up your own situations.

EXAMPLE Student A: I got an "A" on my English test.

Student B: Really? That's great!

Situations

1. I won the lottery.
2. My best friend is getting married.
3. My brother (sister, friend, and so on) is coming to visit.
4. Your situation:

Expressions

What About You?

1. Have you ever been surprised?
2. If so, what was the surprise?
3. Do you prefer to give or get surprises?

EPISODE 7 PAGE 1

THEME Presents

2 PARTNER DISCUSSION partner's name



Look at the presents in the picture. Circle five presents you like, and write them below. Ask your partner this question: *What presents do you like?* Write your partner's answers.

Presents you like	Presents your partner likes
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

EPISODE 7 PAGE 2

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 for 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 1* are included in the accompanying Instructor's Manual.

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.

Variety of Activity Types

Each chapter contains a variety of activity types that feature different student combinations and communicative objectives. For example, Activity 3 on this page features teams competing in a timed categorizing game, while Activity 4 asks partners to perform a role-play involving the purchase of a gift.

3

TEAM

GAME

Team: 15 mins

team number _____

A. Look at the picture in Activity 2. Write the name of each present in the correct category below.
 B. Add one more present for each category.
 C. Make up a new category with five presents. The team with the most correct answers wins.

Jewelry 1. <u>bracelet</u> 2. _____ 3. _____ 4. _____ 5. _____	Clothing 1. <u>sneakers</u> 2. _____ 3. _____ 4. _____ 5. _____	Things with wheels 1. <u>bicycle</u> 2. _____ 3. _____ 4. _____ 5. _____
Entertainment 1. <u>cassette</u> 2. _____ 3. _____ 4. _____ 5. _____	Other category 1. _____ 2. _____ 3. _____ 4. _____ 5. _____	

4

PARTNER

ROLE-PLAY

Partner: 15 mins

partner's name _____

Do this role-play with your partner. One of you will pretend to shop for three people. The other person will pretend to be a salesperson at the store. The salesperson will tell the shopper what to buy. If you are the shopper, describe the people you are buying presents for to the salesperson. What do they like? If you are the salesperson, describe the items in your store. Why would someone want to buy them?

People on your shopping list 1. _____ 2. _____ 3. _____	Presents your partner suggests 1. _____ 2. _____ 3. _____
---	---

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.

Activities such as group 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 compare ideas about symbols of good and bad luck.

Conversation Book 1 often features a logical progression of activities. For example, a group survey on superstition in Activity 6 is followed by an analysis of the data in Activity 7. This organization reinforces important concepts and vocabulary and provides an additional opportunity to discuss various issues evolving from each theme.

5

GROUP

DISCUSSION

Group: 15 mins

group number _____

In the United States and Canada, a four-leaf clover is a sign of good luck. A broken mirror is a sign of bad luck. Divide into groups. Write the names of three signs of good luck and three signs of bad luck in your country. Discuss your answers with your group.

Good luck EXAMPLE <u>four-leaf clover</u> 1. _____ 2. _____ 3. _____	Bad luck EXAMPLE <u>a broken mirror</u> 1. _____ 2. _____ 3. _____
Most unusual answer	

6

GROUP

OPINION SURVEY

Group: 15 mins

group number _____

In the United States, people who believe in good or bad luck are called **superstitious**. Divide into groups. Find out how many people in your group are superstitious. Ask this question: *Are you superstitious?*

Name	Sex	When is your birthday?				Are you superstitious?		
		January –April	May –August	September –December	Very	A little	Not at all	
1.								
2.								
3.								
4.								
5.								
6.								

7

PARTNER

DISCUSSION

Partner: 15 mins

partner's name _____

Look at the opinion survey in Activity 6. Compare surveys with a partner from a different group. Answer these questions.

- Who are more superstitious, men or women?
 Number of superstitious men: _____ Number of superstitious women: _____
- Which birthday months have the most superstitious people? _____
- Which birthday months have the fewest superstitious people? _____

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 are also useful when different groups are asked to compare and contrast survey or discussion results with one another.

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.

This two-page game, "A Trip Across the U.S. with Rebecca," centers on Rebecca's trip from Boston to San Francisco. In this game, students are involved in the creation of the game questions. This participation simultaneously increases motivation and reviews important concepts and vocabulary related to the story.

Step-by-step explanations and clear, concise examples provide necessary structure and format as students prepare and create game cards. Game instructions are presented in an organized fashion that takes students through each step of play.

GAME A Trip Across the U.S. with Rebecca

8 TEAM GAME team number

In this episode, Rebecca is going to leave Boston and drive to San Francisco. Play this game, and cross the United States with Rebecca. The team that gets to California first wins.

Get Ready to Play

Step One

Divide into four teams. Each team writes 20 questions and answers about the story so far. Work with your team to write five questions and answers for each of the categories below. Use your own paper.

Who?	What?	Where?	Why?
EXAMPLE Who plays the guitar? (Rebecca)	What is the name of Rebecca's brother? (Kevin)	Where is Rebecca going to college? (San Francisco)	Why does Rebecca leave home? (She wants to go to college.)
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

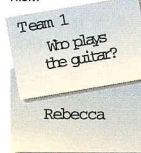
Step Two

After your teacher checks your team's questions and answers, copy the questions on separate pieces of paper (or index cards). Write the questions and your team's number on the front. Write the answers on the back.

Step Three

Cut out the die and the other game pieces on Appendix 13. Each team should pick one car and one game marker.

FRONT



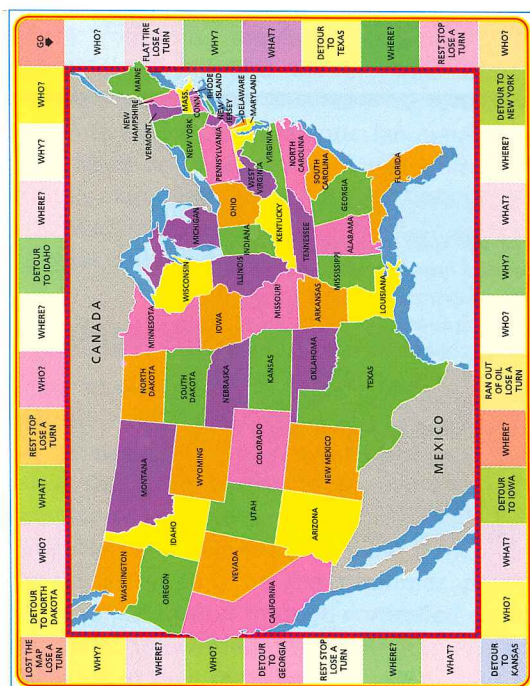
BACK

Play the Game

- Each team puts its square marker on the gameboard at GO and its car in the state of Massachusetts.
- One player from each team arranges the question cards in four piles—who, what, where, and why. This player will ask the questions for the team seated across from him/her.
- Decide who goes first. Roll the die. The team with the highest number starts, and play continues to the right.
- The first team rolls the die, and moves its marker the number of spaces indicated (if a 2 is rolled, the marker is moved two spaces, and so on).
- If a team lands on a question space (who, what, where, or why), that team member must answer a question from that card pile to move on.
- If the team's answer is correct, the team member is allowed to move the car one state closer to California. He/she gets to roll the die again, and take another turn. If the team's answer is incorrect, that team loses its turn. Play continues to the right with the next team.
- If the team lands on a DETOUR space, the team member must move the car to the state that is indicated and lose a turn. On the next turn, he/she will start from that state on his/her way to California.
- The first team to get its car to California wins.

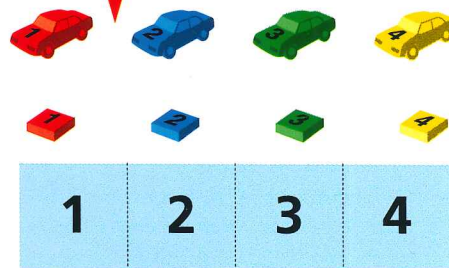
EPISODE 7 PAGE 5

GAME A Trip Across the U.S. with Rebecca



EPISODE 7 PAGE 6

Each book contains colorful game boards that are removable, making them easy for students to use on a desk or tabletop. Game pieces and markers for students to cut out and use are found in Appendix 13 at the back of the book.



Cut out die. Fold here and tape together.

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.

On this project page, students discover different regions of the United States. As they gather information, students are often asked to synthesize their findings with those of their classmates in order to gain a complete understanding of the theme. 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 7

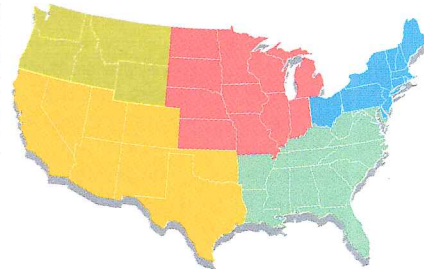
PROJECT Discovering the United States

1

GROUP RESEARCH

group number

- Divide into groups. Each group chooses a different region of the U.S. and writes the names of the states in their region on the map below.
- The whole class will make one large map on a poster board. One person from each group will write the names of the states from their region on the class map.



2

GROUP STATE RESEARCH

group number

Work in your group from Activity 1. Choose one state in your region. Complete the information below about your state. You can use your school library, a dictionary, an almanac, an encyclopedia, the Internet, and so on. Present your information to the class.

Our State _____
 Population _____
 Largest Cities _____
 Tourist Attractions _____
 Other Interesting Information _____

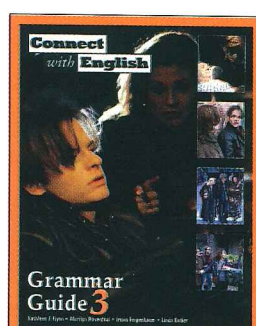
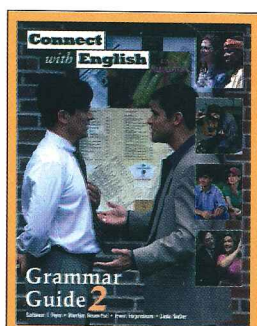
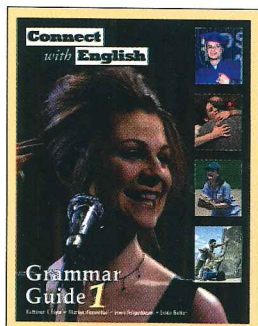


- Who is your favorite celebrity from the U.S.?
- What state is that person from?
- Why is your celebrity famous?
- What do you like about that person?

APPENDIX 7 EPISODE 7 PROJECT

What About You? activities provide open-ended questions that encourage students to express their personal feelings, opinions, and reactions to the events and characters in 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.

A VISUAL TOUR OF GRAMMAR GUIDES 1-4



The primary goal of each *Grammar Guide* is to help students develop mastery of the grammatical structures found throughout *Connect with English*.

Proficiency Level

Designed for high-beginning through intermediate students, *Grammar Guides 1-4* provide a systematic presentation of the basic structures and grammatical features of American English. Examples from the video episodes are used to illustrate grammatical structures in both presentation and practice.

Students at various proficiency levels can benefit from using the *Grammar Guides*. Lower-level students will find the *Grammar Guides* a valuable resource tool they can rely on to help them internalize the authentic language of the video. More advanced students will welcome the carefully sequenced review of the language and its connection to the video through numerous examples and practice.

Language Skills

Grammar Guides 1-4 provide practice with the linguistic building blocks of the language. They give students an opportunity to analyze and review the structures through clear and simple grammar charts and explanations. Exercises are transparent and help students build from a receptive understanding of the grammar point to language production through controlled exercises and finally, freewriting, using the grammar point to talk about their own lives.

Options for Use

Each *Grammar Guide* can be used in a variety of different learning environments, including classroom, distance learning, tutorial and/or independent study situations. Students can use these books before or after they watch the corresponding video episode, to either preview or review critical structures and grammatical topics.

Each *Grammar Guide* can be used as the sole text in any course that emphasizes grammar skills. Teachers will also have the option of combining the *Grammar Guides* with other corresponding texts in the *Connect with English* print package.

A VISUAL TOUR of this Text

This visual tour is designed to introduce the key features of *Grammar Guide 1*. The primary focus of each *Grammar Guide* is to help students develop mastery of key grammatical structures and concepts. *Grammar Guide 1* corresponds to episodes 1-12 of *Connect with English*. The scope and sequence of the grammar points in this book is developmental: topics become more advanced as the chapters progress.

Grammar Charts

The **Grammar Chart** explains the grammar topic and acts as a model that students can refer to as they do the exercises.

Photos

Photos from the corresponding video episode are used to illustrate the meaning of the grammar point. In this example, teachers can contrast informal/formal uses of **gonna/going to** in conversational and written English.


Episode 7 LEAVING HOME

FUTURE WITH GOING TO

	SUBJECT + BE	GOING TO	MAIN VERB	
AFFIRMATIVE STATEMENTS	Rebecca is	going to	drive	to San Francisco.
NEGATIVE STATEMENTS	Her friends are not	going to	see	Rebecca for a while.
YES/NO QUESTIONS	Is Rebecca	going to	have	a safe trip?

NOTES

- We use **going to** for future time.
- We use **am, is, or are + going to + the simple form of the main verb**.
- We often use **"gonna"** for **going to** in conversation, but not in writing.



Kevin: So, are we going to go for a ride?

Practice

1. Underline the sentences about the future. Circle the verb forms of the future with **going to**.
Mr. Casey is waiting outside their apartment building. He's going to surprise Rebecca with the car.
Kevin is calling Rebecca. She's in the apartment. She's packing her bags. Kevin is going to bring her outside. She is going to get a big surprise. Is Rebecca going to like her present?

2. Write affirmative statements with **going to**.

1. Rebecca / finish packing Rebecca is going to finish packing.
2. Rebecca / miss Boston _____
3. Rebecca / drive to California _____
4. Rebecca / call home tonight _____
5. Rebecca / live with Nancy Shaw _____
6. Kevin and Mr. Casey / talk to Rebecca by phone _____
7. Kevin / do the shopping and cleaning _____
8. Kevin / get a job _____
9. Rebecca and Sandy / write letters _____

EPISODE 7 page 1

Notes

The **Notes** section offers additional explanations about the material being presented. These sections have been carefully worded so that the language of instruction is no more advanced than the grammatical structures being presented in the text.

Contextualized Exercises

The first exercise in the **Practice** section is always based on the characters, situations, and events that happen in the video. This first exercise is also usually on the receptive level, allowing students to recognize the structural point before they actually need to produce it.

Chapter Structure

Every episode of *Grammar Guide 1* presents three grammar points, each on a two-page spread. Each grammar presentation has the following features:

- A grammar chart, illustrating the structures or grammatical features;
- Simple explanatory usage notes;
- A photo from the video episode illustrating the context of the grammar point;
- A practice section of exercises taking the student from a receptive knowledge to productive practice with the structure;
- A more advanced practice (**Power Practice**) section providing the student an opportunity for free writing about his/her own life using the target structure.

Guided Practice

Subsequent exercises in the **Practice** section provide students with an opportunity to further practice the structure. The task in each exercise increases slightly in difficulty throughout each lesson. Some of these exercises are focused on the video, and others are set in other real-world contexts. The language used in all exercises — in direction lines, examples, and the items themselves — is very simple and utilizes only the structures that have been introduced up to that point in the book.

Relating Grammar to Everyday Life

The **Power Practice** section allows a chance for students to use the target structure to write about things that are meaningful in their own lives. It's a particularly useful tool for multilevel classrooms as it gives students an opportunity to produce language at a variety of different levels.

3. Write questions about the future. Use *am*, *is*, or *are + going to*.

1. I / be on time for class / Am I going to be on time for class?
2. next weekend / be sunny _____
3. my car repairs / cost a lot _____
4. the weather / get better _____
5. I / get a letter soon _____

4. Write affirmative or negative statements about your future plans. Use the words in the box.

go to bed early tonight	travel around the world
have a cup of coffee later	get married
watch TV tonight	have children

1. I'm going to get married. (or) I'm not going to get married.
2. _____
3. _____
4. _____
5. _____
6. _____

POWER Practice

5. Make a list of seven things you plan to do today. Use *going to*.

Example: I'm going to finish these exercises.

THINGS I'M GOING TO DO TODAY
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

EPISODE 7 page 2

CONNECTIONS READERS

THE FIRST GRADED READER SERIES

The First-Ever Graded Reader Series with a Video Component!

Connections Readers feature controlled vocabulary and grammar at four distinct levels of difficulty to encourage new readers to be able to read with understanding as well as enjoyment. The stories featured in the *Connections Readers* were the basis for *Connect with English*.

Controlled Vocabulary

The vocabulary lists featured in the *Connections Readers* were based on a linguistic analysis of generalized high-frequency words in conversational American English. Additional criteria such as conceptual usefulness and cognates in various languages were also used to develop this word list. The four levels of vocabulary featured in the *Connections Readers* are 300, 600, 1,000, and 1,500 words.

Controlled Grammar

The grammar sequence featured in the *Connections Readers* is a simplified scope and sequence of the most useful grammatical structures in American English, ranging from beginning through intermediate language levels. These structures match the scope and sequence found in *Grammar Guides 1-4*.



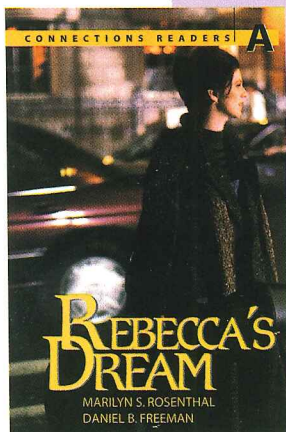
EVER ACCOMPANIED BY VIDEO!

LEVEL	BOOK A	BOOK B	BOOK C	BOOK D
Beginner 300 words	<i>Rebecca's Dream</i>	<i>California, Here I Come!</i>	<i>Saying Goodbye</i>	<i>A Very Good Year</i>
High Beginner 600 words	<i>Leaving Home</i>	<i>A Stranger in a Strange Land</i>	<i>Shattered Lives</i>	<i>Dream Catcher</i>
Low Intermediate 1,000 words	<i>Single Dad</i>	<i>Friends</i>	<i>The Mendozas of Mexico</i>	<i>Love Triangle</i>
Intermediate 1,500 words	<i>Room and Board</i>	<i>Alone Together</i>	<i>On the Farm</i>	<i>A Family Secret</i>

LEVEL	Main Structures Featured <i>(Structures at each level are cumulative)</i>
Beginner 300 words	<ul style="list-style-type: none"> ▲ Short, simple, active declarative sentences and commands ▲ Yes/No, Wh-, and or questions and short answers ▲ Compound sentences with and and but ▲ Verbs/Tenses: Simple Present, Simple Past, Present Continuous, Going to Future, Modal: can
High Beginner 600 words	<ul style="list-style-type: none"> ▲ Compound sentences with and...too, and...either, and or ▲ Verbs/Tenses: Future with will, Verb + infinitive ▲ Modals: have to, could, should, would, may, must
Low Intermediate 1,000 words	<ul style="list-style-type: none"> ▲ Complex sentences ▲ Direct speech ▲ Adverbial clauses of time: when, before, after ▲ Adverbial clauses of reason: because, so ▲ Verbs/Tenses: Used to, Past Continuous, Present Perfect, Present Perfect Continuous, Future Conditional, Modal: might, Verb + gerund
Intermediate 1,500 words	<ul style="list-style-type: none"> ▲ Adjectival clauses ▲ Indirect speech ▲ Embedded questions ▲ Verbs/Tenses: Past Perfect, Past Perfect Continuous, Conditional Contrary-to-Fact, Passive, Simple Present

Level 1 Beginning

Each of the four Level 1 readers is colorfully illustrated with photos taken from the video. Text and photos are given equal importance to assist students in building beginning-level reading comprehension skills.



The storyline featured in the four Level 1 books follows the video exactly. However, the vocabulary and grammatical structures used have been simplified.

Leaving Home



Mr. Casey gives Rebecca a car.

23

Level 2 High-Beginning

Chapter 7 A New Car



"Rebecca," Kevin said loudly. "Dad wants to see you."
"Just a minute," Rebecca said. She walked out of her room and looked for her father. "Dad? ... Kevin? ... Where are you?"
She walked into the kitchen, but they weren't there. She went out to the street with a car.
"What's this?" Rebecca asked.
"It's your new car," Dad said. "It's a present from Kevin and me."
"A car? For me? I can't believe it!" Rebecca said.
"You wanted to drive to San Francisco," Kevin said. "Now, you can."
"I'm shocked," Rebecca said. "What can I say?"
"Say thank you," Dad said.
"Of course. Thank you so much." Rebecca kissed her father and hugged her brother.

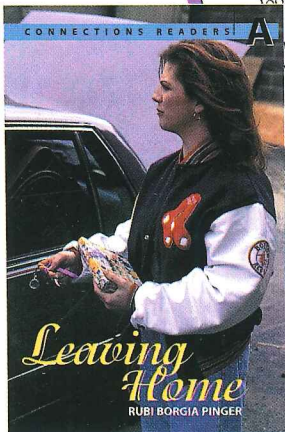
Later that night, Rebecca wrote a letter to her brother. "I have to do this now," she thought. "There won't be time later."

24

As the reading level increases in complexity, less visual support is offered to readers.

The four Level 2 books feature half-page drawings as shown in this example.

The stories featured at Level 2 follow the general outline featured in *Connect with English* but also contains characters and situations not found in the video.



Alberto's Plan

yesterday. Her name is Ana. I think she'll be fine. She went to cooking school, and she has two years of experience. She's perfect."

"Did you call her old boss? Did you ask anybody about her? Remember that waiter Manuel. No one asked questions about him. He took more than \$200 from Papa's wallet the first night."

"Ana's old boss is on vacation right now. So I can't call. But she's Miguel Gómez's chef's wife's cousin."

"Miguel Gómez's chef's wife's cousin?"

"Miguel Gómez? And who is his chef's wife's cousin?"

"Miguel owns the Mérida restaurant on Geary Street," Ramón said.

"His chef, Claudio, married a Mexican woman. Her cousin is from Acapulco. She came to San Francisco last week."

"So, really, this woman is a stranger."

"No, she's not. I met her yesterday. She seems fine. And she's going to work in the kitchen. She won't be near the money."

"She could take other things. But you're the boss. It's your job. If you want to take a chance, well..."

"Alberto, why did you ask me to breakfast? Do you want to talk about something?"

"Not really," Alberto said. "I was just asking about the restaurant. But if you don't like my questions..."

"This is very unusual, Alberto. You have never cared very much about the restaurant before. Why do you care now?"

"It's not the restaurant," Alberto said. "It's Mama and Papa. They aren't young, you know. They should be resting and having a good time. But they work every day at the restaurant. And you work too hard."

"The restaurant business isn't easy, Alberto. It never has been. It will be. Anyway, Mama and Papa are going to retire in..."

"...their retirement! I don't think they will really retire. They'll still be there almost every day. The restaurant is their life for a long, long time. They will never really retire."

"That's the problem. If the family still has the restaurant, and Papa will never really retire."

"What are you saying, Alberto?"

"Maybe we should sell the restaurant."

25

Chapter 7 Alberto's Plan



Ramón came into the kitchen for breakfast two days later. There was a note from Alberto on the kitchen table. The note said, "Call me before anything wrong, Alberto," he asked.

"No, nothing. I still feel bad about your date with Tracey. Let's have breakfast this morning. I'll pay."

"OK. But I have to be at the restaurant by 9:30."

"No problem. I have to go to work, too. I'll meet you at the Sunrise Diner. When can you be there?"

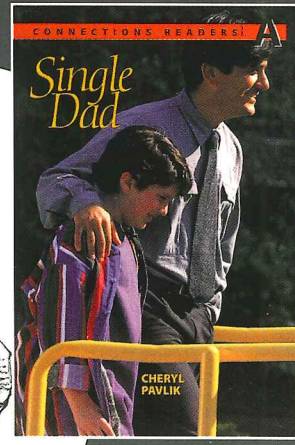
"Give me about 40 minutes. I still have to take a shower," Ramón answered.

"OK. See you then."

"So what happened with the chef?" Alberto asked. "Did you find someone? Mama looks really tired. She's too old to work in the kitchen."

"Don't tell Mama that!" Ramón said. "She'll be very upset. But I have good news. I found a new chef. I interviewed a Mexican woman"

24



The storyline featured in the four Level 3 books follows the same chronological time period as the video, with a twist! The Level 3 readers are Ramón's story instead of Rebecca's.

As the levels progress in difficulty, less emphasis is placed on visual support. The only art in Levels 3 and 4 is a chapter-opening illustration.

The House and the Home

"Car racing!" Elizabeth repeated. "Don't listen to him," she said to Nancy. "He always tells me that I push the wheelchair too fast."

"Slow down!" Howard said. "You're going too fast!"

They all went to the sun room. Elizabeth and Howard used to make movies in the 1930s. They told stories about making their first movie. Howard had been so nervous. He forgot to put on his pants.

"Everybody thought it was funny," Elizabeth said to Edward and Nancy. "So he did the whole movie without his pants."

Edward told a story about fishing with Nancy's father. Nancy visited for three hours.

The sun went down. Nancy looked at her watch. "I have to go," she said. She kissed Edward, and shook Howard's hand. "It was wonderful visiting with you," she said to Elizabeth and Howard.

They were laughing when Nancy left. The other retirement homes were cheaper, but this one was the best. Edward needed more and more therapy. He was happy, but his health was getting worse. Insurance paid for some of the bills, but not all. Nancy walked down the hall. "The important thing is that Edward is happy here," she thought. "I don't think I can afford this much longer, but maybe I'll find a way."

"Excuse me," a woman in a long cotton dress said to her. "Nancy stopped. 'Yes?'"

Nancy stopped. "Yes?"

"I'm late with your payment for Edward," she said. "I'll send it to you tomorrow. I'm sorry," she said. "I'll send it to you tomorrow."

"Nancy said, 'I'll send it to you tomorrow.'"

Nancy said, "I'll send it to you tomorrow."

Her grandparents had lived in this house, her father and mother. She looked at the pictures on those walls. She looked at the pictures of her parents getting married in this house, her parents remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents.

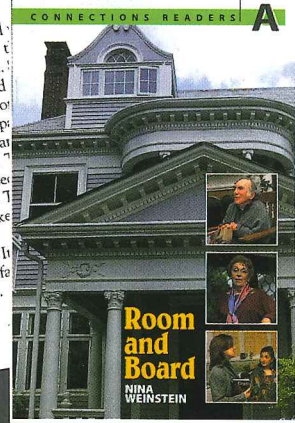
Nancy remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents.

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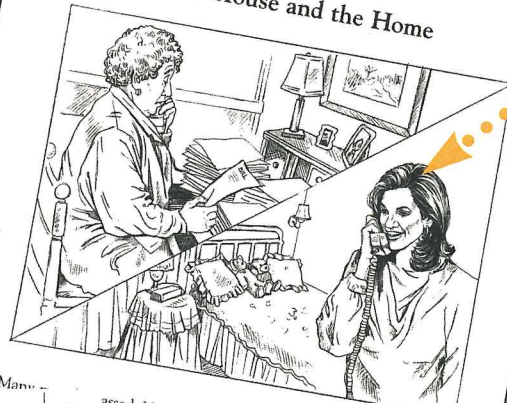
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Nancy remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents. Nancy remembered sitting with her parents.

Level 4 Intermediate



Chapter 7 The House and the Home



Nancy's back hurt for almost two months, then she visited Edward at the retirement home. "I want to visit him," Nancy asked. "He's doing well in the pool. He'll be out in 20 minutes."

Edward seemed to enjoy the program. He came to visit Edward at the retirement home. "I want to visit him," Nancy asked. "He's doing well in the pool. He'll be out in 20 minutes."

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22

Each of the Level 4 books are self-contained novellas that greatly expand one of the plots touched upon in the video.

A VISUAL TOUR of HOME VIEWER'S GUIDES

The primary goal of the *Home Viewer's Guide* is to help students who are studying independently to better understand the events in the *Connect with English* story. The *Home Viewer's Guide* is also recommended for any beginning-level classroom that would like a comprehensive guide to the entire 48-episode video series. Each of the 48 lessons in the *Home Viewer's Guide* contains comprehension exercises, story highlights, Behind the Scenes or cultural information, and a thorough story synopsis.

In This Episode

For each of the three parts of every episode, a helpful story synopsis is provided. Students can read the synopses either before or after they view the episode. These synopses also serve as a helpful review of the events in each episode before students move on to the next one.

EPISODE 7
LEAVING HOME

IN THIS EPISODE

PART ONE

- Rebecca is getting ready to leave.
- Kevin tells Rebecca that their father has a surprise for her.
- Her father gives her a cat.

Do you like surprises?
What do you think of Rebecca's new car?

PART TWO

- Rebecca tells Kevin to take care of their dad when she's gone.
- Mr. Casey gives Rebecca her mother's necklace.
- He tells Rebecca she can come home if she has any problems.
- He tells Kevin to take good care of his father?

Do you think Kevin will have any problems?
Do you think Rebecca will have any problems?

PART THREE

- Kevin and Sandy give Rebecca goodbye presents.
- Rebecca says goodbye to Kevin, her father, and Sandy.
- Before she leaves Boston, Rebecca stops at the cemetery to say goodbye to her mother.

What presents do you give to friends who are going to live someplace new?
Is it hard for you to say goodbye to people you love?

HIGHLIGHTS

REBECCA: What's this?
MR. CASEY: It's your new car.

EXERCISES

1

What presents does Rebecca get?
Check (✓) all the answers.

a. a car ☒

b. a necklace ☐

c. a diary ☐

d. a key ring ☐

e. some flowers ☐

2

How much do you remember about the story? Check (✓) True or False.

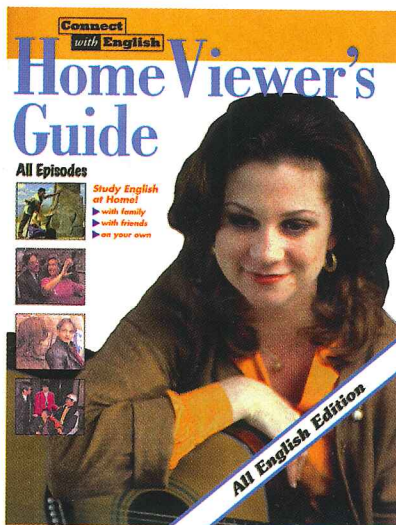
	True	False
a. _____ Mr. Casey gives a car to Rebecca.		
b. _____ ✓ Rebecca will pay her father for the car.		
c. _____ Kevin is packing.		
d. _____ Rebecca wants Kevin to take care of their dad.		
e. _____ Sandy gives Rebecca a picture.		
f. _____ Rebecca goes to the cemetery.		

Highlights

Story highlights from important points in each episode are illustrated with colorful photos and dialogue taken directly from the scene that is shown.

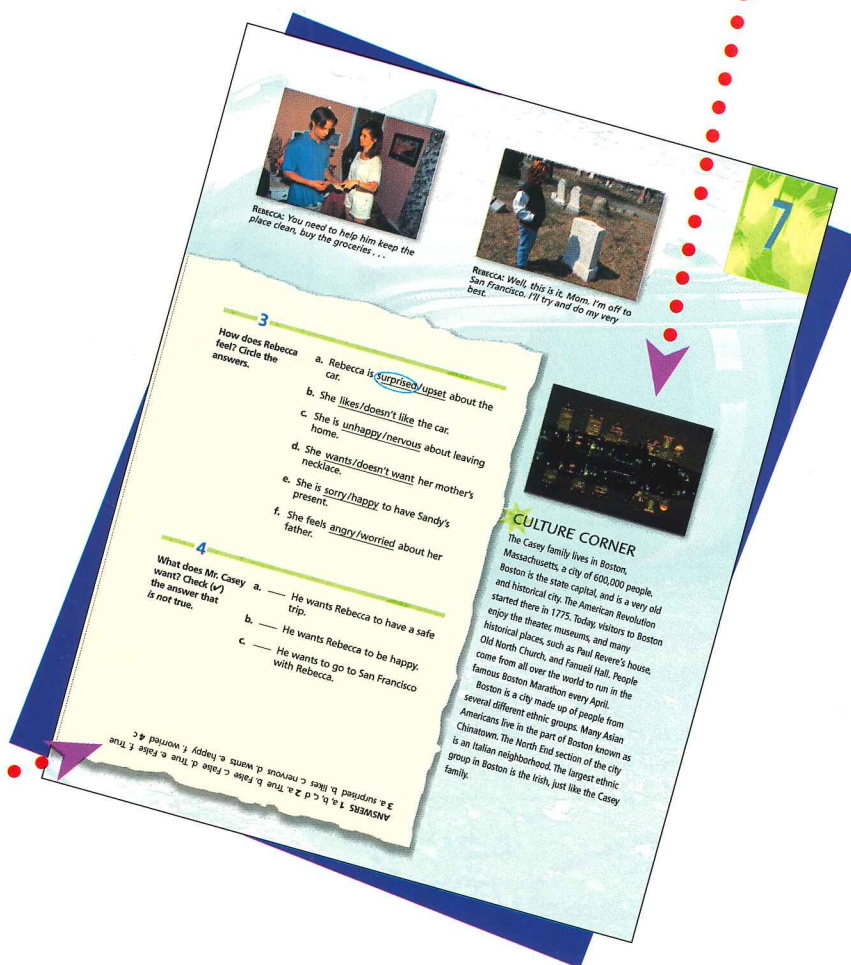
Exercises

Story comprehension is checked in a variety of exercises that students complete after they have watched the corresponding video episode. In this example, students are asked to recall specific information about the goodbye presents Rebecca receives. In exercise 2, students check their recollection of story events in a True / False activity.



Culture Corner

In this Culture Corner, students learn relevant cultural information related to something that happens in the corresponding video episode. In Episode 7, Rebecca leaves her hometown of Boston, Massachusetts. Therefore, this Culture Corner describes the city of Boston, and tells students a little bit about why it is one of the most famous and historical American cities. In many episodes, Behind the Scenes sections replace the Culture Corner information that you see on this page. In Behind the Scenes sections, students learn more about the filming of *Connect with English*. They will read interviews with some of the actors, go on location for filming across the United States, and learn some of the tricks that the film crew used in order to make *Connect with English*.



Answer Key

Each episode contains a complete answer key for students to use in order to check their answers to the comprehension exercises.

Additional Features of the HOME VIEWER'S GUIDE:

At the end of each unit (12 episodes) students are provided with a complete review of the story in a section called The Story So Far. For students that do not begin watching the *Connect with English* program from the start, this story review is a valuable tool to help them catch up with the story line.

A photo-filled Character Index in the back of the book helps students keep track of all of the major characters in the story.

The HOME VIEWER'S GUIDE is also available in a VARIETY OF BILINGUAL VERSIONS!

Bilingual editions of the *Home Viewer's Guides* are suitable for beginning-level students who would like a little more native language support as they watch the *Connect with English* program. Bilingual editions are available in the following languages: Mandarin/English, Korean/English, Thai/English and Spanish/English.

The illustration below highlights the sections of each episode in the *Home Viewer's Guide* that appear in the native language (Mandarin, Korean, Thai, and Spanish). Those sections are:

IN THIS EPISODE, and **CULTURE CORNER / BEHIND THE SCENES**.

The **direction lines** to each exercise will also be translated into one of the languages above, though the exercises, and the answers will remain in English.

EPISODE 7

LEAVING HOME

IN THIS EPISODE

PART ONE

- Rebecca is getting ready to leave.
- Kevin tells Rebecca that their father has a surprise for her.
- Her father gives her a car.

Do you like surprises?
What do you think of Rebecca's new car?

PART TWO

- Rebecca tells Kevin to take care of their dad when she's gone.
- Mr. Casey gives Rebecca her mother's necklace.
- He tells Rebecca she can come home if she has any problems.


Do you think Kevin will take good care of his father?
Do you think Rebecca will have any problems?

PART THREE


- Kevin and Sandy give Rebecca goodbye presents.
- Rebecca says goodbye to Kevin, her father, and Sandy.
- Before she leaves Boston, Rebecca stops at the cemetery to say goodbye to her mother.

What presents do you give to friends who are going to live someplace new?
Is it hard for you to say goodbye to people you love?


HIGHLIGHTS



REBECCA: What's this?
MR. CASEY: It's your new car.



REBECCA: You need to help him keep the place clean, buy the groceries...




REBECCA: Well, this is it, Mom. I'm off to San Francisco. I'll try and do my very best.

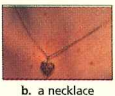
EXERCISES

1


Rebecca gets presents. Check (✓) all the answers.




c. a car




b. a necklace



c. a diary



d. a key ring



e. some flowers

2

How much do you remember about the story? Check (✓) True or False.

	True	False
a. Mr. Casey gives a car to Rebecca.	<input type="checkbox"/>	<input type="checkbox"/>
b. Rebecca will pay her father for the car.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Kevin is packing.	<input type="checkbox"/>	<input type="checkbox"/>
d. Rebecca wants Kevin to take care of their dad.	<input type="checkbox"/>	<input type="checkbox"/>
e. Sandy gives Rebecca a picture.	<input type="checkbox"/>	<input type="checkbox"/>
f. Rebecca goes to the cemetery.	<input type="checkbox"/>	<input type="checkbox"/>

3

How does Rebecca feel? Circle the answers.

a. Rebecca is surprised / upset about the car.

b. She likes / doesn't like the car.

c. She is unhappy / nervous about leaving home.

d. She wants / doesn't want her mother's necklace.

e. She is sorry / happy to have Sandy's present.

f. She feels angry / worried about her father.

4

What does Mr. Casey want? Check (✓) the answer that is not true.

a. He wants Rebecca to have a safe trip.

b. He wants Rebecca to be happy.

c. He wants to go to San Francisco with Rebecca.

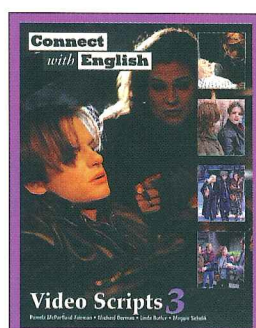
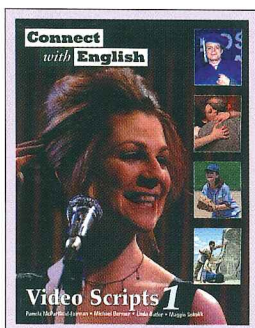
CULTURE CORNER

The Casey family lives in Boston, Massachusetts, a city of 600,000 people. Boston is the state capital, and is a very old and historical city. The American Revolution started there in 1775. Today, visitors to Boston enjoy the theater, museums, and many historical places, such as Paul Revere's house, Old North Church, and Faneuil Hall. People come from all over the world to run in the famous Boston Marathon every April.

Boston is a city made up of people from several different ethnic groups. Many Asian Americans live in the part of Boston known as Chinatown. The North End section of the city is an Italian neighborhood. The largest ethnic group in Boston is the Irish, just like the Casey family.

ANSWERS 1 a, b, c, d, e, f 2 a. True b. False c. False d. True e. False f. True 3 a. surprised b. likes c. nervous d. wants e. happy f. worried 4 c

A COMPLETE SELECTION OF SUPPLEMENTS ALSO AVAILABLE



FOR STUDENTS

Video Scripts 1-4

The *Video Scripts* for *Connect with English* offer wonderful support for both students and teachers. Although the video episodes are closed-captioned, having access to the scripts is helpful for students who want to read the dialogue before or after they've viewed the program. The scripts also serve as an effective way to review certain events in each episode, or to more closely examine the language in the video episodes for use of grammatical structures, examples of formal and informal speech, recognition of idioms and colloquialisms, etc. Teachers can also use the scripts to create additional classroom activities, including role-plays, short skits, sequencing activities, and additional writing assignments.

Connect With English Soundtrack

Available in both CD and Audiocassette versions. The *Connect with English* soundtrack contains 12 original songs written specifically for the series. Songs represent a variety of North American music genres, including pop, rock, country, jazz, blues, and rap.



14 REBECCA Dad? ... Kevin, where are you?
15 KEVIN Rebecca!
16 REBECCA What?
17 KEVIN I'm in the kitchen.
18 REBECCA What's going on?
19 REBECCA Dad's downstairs. He wants to show you something.
20 KEVIN Show me? Show me what?
21 REBECCA You'll see. Come on.
22 KEVIN Kevin leads Rebecca to the porch stairs.
23 REBECCA Kevin, I'm busy packing. What's this all about?
24 KEVIN Ask Dad.
25
26 OUTSIDE REBECCA'S APARTMENT
27 Rebecca sees her father standing next to a car. Dad holds up the keys.
28 REBECCA What's this?
29 DAD (holding up the keys) It's your new car.
30 REBECCA (She walks up to the car.) Dad! You're joking!
31 Dad shakes his head 'no,' and offers her the keys again. Rebecca can't believe her Dad.
32 REBECCA I ... I can't believe it! This is for me?
33 DAD (Interrupting) You need a car, don't you? ... And you present from Kevin and me.
34 REBECCA She hugs her father and now she realizes that he has finally given her what she needs.
35 DAD Ugh! Not so tight!
36 DAD When she releases him, he takes some documents out of his pocket.
37 DAD And here's the title to the car (hands her the title and insurance). (He hands her the insurance policy.)
38 REBECCA I'm ... just speechless. Kevin, what's the last time you were in a long time. So are we going for a ride?
39 KEVIN Not in a long time. So are we going for a ride?
40 DAD She climbs in and sits in her car for the first time. A big smile.
41 REBECCA What do ya' think?
42 DAD It's perfect. My first car ... I can't believe it.
43 REBECCA So?
44 KEVIN Get in!
45 REBECCA

EPISODE 7 PAGE 30

49 BOSTON STREET
50 The three Caseys are enjoying Rebecca's new used car.
51 REBECCA This car's great, Dad, but I bet you spent a fortune on it!
52 DAD Not really. I got a good deal.
53 KEVIN Try the horn. (Rebecca blows the horn.)
54 DAD It's got a good radio and tape deck ... everything a musician needs on a long trip.
55 DAD Look at that view.
56 REBECCA I'm gonna miss this place.
57 DAD Sure y'are. Boston's been your home for twenty-eight years.
58 REBECCA When I think about leaving, I get butterflies in my stomach.
59 DAD You'll be fine.
60 KEVIN Yeah, you'll be O.K.
61 REBECCA I hope so.
62
63 PART 2
64 REBECCA'S ROOM
65 Rebecca is packing her clothes. Her door is open and Kevin appears.
66 KEVIN You're talking to yourself.
67 REBECCA It's an old habit.
68 KEVIN Boy, you have a lot of bags.
69 REBECCA Maybe I shouldn't take all this stuff. Well, but what if I need it? (She is packing a suitcase.)
70 KEVIN I hope we can fit all these suitcases into the car.
71 REBECCA We have to!
72 REBECCA Oh, I have some things to show you. Here's a list of what needs to be done on a regular basis ... put out the garbage, recycle the glass and the cans, the newspapers and the cardboard ... don't put anything ...
73 KEVIN Dad's on my case about all of that.
74 REBECCA You need to help him keep the place clean, buy the groceries ...
75 KEVIN I'm starting to realize how nice it is to have a big sister around. (Rebecca smiles at Kevin.)
76 KEVIN It's gonna' be kind of strange without you.
77 They look at each other. She steps over and hugs him. He returns the hug.
78
79 APARTMENT KITCHEN—NIGHT
80 Dad is wrapping something at the kitchen table. He starts coughing.
81 Rebecca's in her bedroom. She finally gives herself a break, picks up her guitar, and starts a little song. There's a knock on the door. It's her father. She stops playing.
82 REBECCA Hi.

EPISODE 7 PAGE 31

The *Video Scripts* feature complete transcripts of the *Connect with English* episodes, numbered for convenience in making reading assignments.

All of the stage directions from the filming of the series are also included in the scripts.

ALSO for the INSTRUCTOR

Instructor's Manuals

The *Connect with English Instructor's Manuals* provide thorough support for teachers' using any of the core texts in their classroom. The *Instructor's Manuals* are organized by type of book; in other words, *Video Comprehension Books 1-4* are covered in one manual, as are *Conversation Books 1-4*, and *Grammar Guides 1-4*.

All Instructor's Manuals contain the following valuable information:

- General Overview and Philosophy of the Books
- Chapter Organization
- General Teaching Suggestions
- Classroom Management and Time Allotment Suggestions
- Homework, Evaluation, and Testing Suggestions
- Suggestions for using the other *CWE* print materials in conjunction with text in question
- Answer Key

More specifically, the following items are unique to each of the manuals below:

Instructor's Manual, Video Comprehension Books 1-4:

This manual includes detailed expansion activities and additional questions for each *What About You?* activity that appears throughout each book.

Instructor's Manual, Conversation Books 1-4:

This manual contains step-by-step teaching suggestions for each activity in each book. Instructors will also be given specific information on how to adjust the level of each activity in order to meet the needs of multilevel classes.

Instructor's Manual, Grammar Guides 1-4:

Additional teaching suggestions are included for the Power Practice sections, which appear three times in each chapter and encourage students to practice specific grammatical structures in more open-ended, self-directed activities.

Distance-Learning Faculty Guide

The *Distance-Learning Faculty Guide* is intended for instructors who wish to use *Connect with English* as the basis for a college-level distance-learning course. Contents of this guide include:

- General overview of how the video and various print materials can be used in a variety of different distance-learning programs offered by colleges and universities
- Instructions for establishing new distance-learning programs using *Connect with English*
- Guidance for syllabus planning and classroom management in a distance-learning environment
- Advice for both credit and non-credit programs

Connect with English Demonstration Video

This informative video contains advice for using *Connect with English* in a variety of different learning environments. The video shows visual examples of the kinds of classes and students that *Connect with English* can be used with and includes interviews with several different instructors about their own experiences with the materials.

Connect with English

(DOMESTIC)

SERIES COMPONENTS

	VIDEO Episodes 1-12	VIDEO Episodes 13-24	VIDEO Episodes 25-36	VIDEO Episodes 37-48
	Video Comprehension Book 1 0-07-292753-4	Video Comprehension Book 2 0-07-292758-5	Video Comprehension Book 3 0-07-292760-7	Video Comprehension Book 4 0-07-292762-3
	Conversation Book 1 0-07-292764-X	Conversation Book 2 0-07-292765-8	Conversation Book 3 0-07-292766-6	Conversation Book 4 0-07-292767-4
	Grammar Guide 1 0-07-292768-2	Grammar Guide 2 0-07-292769-0	Grammar Guide 3 0-07-292770-4	Grammar Guide 4 0-07-292771-2
	Video Scripts 1 0-07-365873-1	Video Scripts 2 0-07-365874-X	Video Scripts 3 0-07-365875-8	Video Scripts 4 0-07-365876-6
Home Viewer's Guide (All English) 0-07-292772-0	Home Viewer's Guide (Spanish/English) 0-07-292773-9	Home Viewer's Guide (Mandarin/English) 0-07-292774-7	Home Viewer's Guide (Korean/English) 0-07-292775-5	Home Viewer's Guide (Thai/English) 0-07-292776-3

CONNECTIONS: GRADED READERS for *Connect With English*

LEVEL	BOOK A	BOOK B	BOOK C	BOOK D
Beginner 300 words	<i>Rebecca's Dream</i> 0-07-292777-1	<i>California, Here I Come!</i> 0-07-292778-X	<i>Saying Goodbye</i> 0-07-292779-8	<i>A Very Good Year</i> 0-07-292780-1
High Beginner 600 words	<i>Leaving Home</i> 0-07-292781-X	<i>A Stranger in a Strange Land</i> 0-07-292782-8	<i>Shattered Lives</i> 0-07-292783-6	<i>Dream Catcher</i> 0-07-292784-4
Low Intermediate 1,000 words	<i>Single Dad</i> 0-07-292785-2	<i>Friends</i> 0-07-292786-0	<i>The Mendozas of Mexico</i> 0-07-292787-9	<i>Love Triangle</i> 0-07-292788-7
Intermediate 1,500 words	<i>Room and Board</i> 0-07-292789-5	<i>Alone Together</i> 0-07-292790-9	<i>On the Farm</i> 0-07-292791-7	<i>A Family Secret</i> 0-07-292792-5

Soundtrack Cassette

0-07-292757-7

Soundtrack CD

0-07-292756-9