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.

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?
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.

WHILE You Watch
What presents does Rebecca get? Check (√) all the answers.
1. a car
2. a necklace
3. a story
4. a ring
5. some flowers

AFTER You Watch
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. 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 wedding ring.
g. Rebecca visits her mother's grave.
h. Rebecca leaves home.

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?"
**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.

**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.
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.

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.
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

THEME Surprises

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 listening today... We must be kidding (shocking)
Really! (Okay, that’s great!)
I can’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.

SITUATION: Student A: I got an A+ on my English test.
Student B: That’s great!

Expressions:

Student A: I won the lottery.
Student B: Love you, that’s great!

Student A: My best friend is getting married.
Student B: Oh, what a surprise!

Student A: My brother is coming to visit.
Student B: Oh, great!

Student A: Your situation:
Student B: What a surprise!

Presents

Look at the presents in the picture. Circle the presents you like, and write them down. Ask your partner the question. What presents do you like? Write your partner’s answers.

Presents you like:
1. 
2. 
3. 
4. 
5.

Presents your partner likes:
1. 
2. 
3. 
4. 
5.

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 level of an activity can be increased, while an arrow pointing down indicates that the 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.

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.

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

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

Get Ready to Play

Step One

Divide into two 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.

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.

Play the Game

1. Each team puts its square marker on the gameboard at SQ and its car in the state of Massachusetts.
2. One player from each team arranges the question cards in four piles—when, where, and why. This player will ask the questions for the team seated across from her/him.
3. The first player rolls the die and moves the marker the number of spaces indicated. If a 6 is rolled, the marker moves two spaces, and on or off a team land on a question square (sky, when, where, or why). That team must answer a question from that card pile to move on.
4. If the team's answer is correct, the team's car advances one additional space. If the answer is incorrect, the team loses one turn. Play continues to the right with the next team.
5. If the team lands on a DETOUR space, the team’s car must move the car to another space. Each team should try to land on the space that represents the next city, helping to get to San Francisco and California.

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.
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.

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.
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.

Practice
1. Underline the sentence about the future. Circle the verb forms of the future with going to. (p. 14)
   - Mr. Casey is waiting outside their apartment building. What comes 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. (p. 14)
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.
   - Rebecca is going to go to the park.

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.
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!

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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Main Structures Featured (Structures at each level are cumulative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginner 300 words</td>
<td>▲ Short, simple, active declarative sentences and commands</td>
</tr>
<tr>
<td></td>
<td>▲ Yes/No, Wh-, and or questions and short answers</td>
</tr>
<tr>
<td></td>
<td>▲ Compound sentences with and and but</td>
</tr>
<tr>
<td></td>
<td>▲ Verbs/Tenses: Simple Present, Simple Past, Present Continuous,</td>
</tr>
<tr>
<td></td>
<td>Going to Future, Modal: can</td>
</tr>
<tr>
<td>High Beginner 600 words</td>
<td>▲ Compound sentences with and...too, and...either, and or</td>
</tr>
<tr>
<td></td>
<td>▲ Verbs/Tenses: Future with will, Verb + infinitive</td>
</tr>
<tr>
<td></td>
<td>▲ Modals: have to, could, should, would, may, must</td>
</tr>
<tr>
<td>Low Intermediate 1,000 words</td>
<td>▲ Complex sentences</td>
</tr>
<tr>
<td></td>
<td>▲ Direct speech</td>
</tr>
<tr>
<td></td>
<td>▲ Adverbial clauses of time: when, before, after</td>
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<tr>
<td></td>
<td>▲ Adverbial clauses of reason: because, so</td>
</tr>
<tr>
<td></td>
<td>▲ Verbs/Tenses: Used to, Past Continuous, Present Perfect, Present Perfect Continuous, Future Conditional, Modal: might, Verb + gerund</td>
</tr>
<tr>
<td>Intermediate 1,500 words</td>
<td>▲ Adjectival clauses</td>
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<td></td>
<td>▲ Indirect speech</td>
</tr>
<tr>
<td></td>
<td>▲ Embedded questions</td>
</tr>
<tr>
<td></td>
<td>▲ Verbs/Tenses: Past Perfect, Past Perfect Continuous, Conditional Contrary-to-Fact, Passive, Simple Present</td>
</tr>
</tbody>
</table>
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.

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 there was no one. She went out the door. Kevin and Dad were on 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 shooked," 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."
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 you leave." Ramón picked up the telephone and called his brother. "It sounds like something's wrong," Alberto said.

"No, nothing is wrong. I'm just busy today," Ramón said.

"What's going on?" Alberto asked.

"Nothing. Just enjoying my day," Ramón said.

"Are you sure?" Alberto asked.

"Yes, I'm sure," Ramón said.

"I hope you're not busy," Alberto said.

"No, I'm not," Ramón said.

"Good. I'll see you later," Alberto said.

"Okay," Ramón said.

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.

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

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 Viewers' 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

LEAVING HOME

IN THIS EPISODE

PART ONE
Rebecca is getting ready to leave.

- Kevin tells Rebecca that their father has a surprise for her.
- The father gives her a car.
- Do you have a car?
- What do you think of Rebecca's new car?

PART TWO
- Rebecca tells Kevin to take care of their dad when he'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 graduation presents.
- Rebecca says goodbye to Kevin, Sandy and their family.
- Before she leaves Boston, Rebecca meets at the community by saying goodbye to her friends.
- What presents do you give to friends who are going to live somewhere else?
- Is it hard for you to say goodbye to people you love?

EXERCISE

1. How does Rebecca feel? Circle the answers.
   a. a diary
   b. a notebook
   c. a diary and a notebook

2. How does Mr. Casey feel about the story? Check (✓) the answer that is true.
   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

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. Miss. I'm off to San Francisco. I'll try and do my very best.

CULTURE CORNER

The Casey Family Lives in Boston

Massachusetts, a state of NEW ENGLAND, is the oldest and one of the most historical. The American Revolution started here in 1775. Today, visitors to Boston enjoy the theatre, 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 different ethnic groups. Many African 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.
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.

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.
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**Soundtrack Cassette**
0-07-292757-7

**Soundtrack CD**
0-07-292756-9