

全新版新世纪走遍美国

# 学习指导 3

Michael Berman  
Janet Battiste

CONNECT  
WITH ENGLISH



北京大学出版社  
PEKING UNIVERSITY PRESS



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with English

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# **Part 1**

## Guidebook for Video Comprehension Book



# Introduction

## What This Manual Can Do for You

This manual gives you the tools you need to use *Video Comprehension Books 1-4* in an effective and flexible way. This Introduction explains:

- what the *Video Comprehension Books* are, and how each *Video Comprehension Book* is organized;
- how to approach the variety of activity types found in the *Video Comprehension Books*;
- how to adjust the level and scope of these activities based on the abilities and interests of your students.

Following the Introduction, this manual devotes two pages to each individual chapter. These two-page spreads have four sections:

1. additional questions for every *What About You?* activity in the episode;
2. three expansion activities for each episode, using themes from the *What About You?* activities as springboards;
3. a synopsis of each episode, which provides the teacher with a quick reference to the events and characters in the story;
4. an answer key.

Finally, this manual contains a testing program which spans all four *Video Comprehension Books*. There is one test for every four chapters in the books, making for twelve tests in all.

## Video Comprehension Books 1-4

There are four *Video Comprehension Books*, each with twelve chapters. Each chapter in the *Video Comprehension Books* corresponds to one episode in the *Connect with English* video. The books are divided as follows:

Book 1	Episodes 1-12
Book 2	Episodes 13-24
Book 3	Episodes 25-36
Book 4	Episodes 37-48

Each episode in the video has two basic segments: the actual story, which focuses on a young musician named Rebecca Casey, and her friends and family in Boston and San Francisco; and the *Viewpoints* segment, which features a Discussion Group of non-native English speakers from around the world. This group discusses and analyzes the story from different personal and cultural points of view.

The foundation of each *Video Comprehension Book* is its twelve core chapters, which help students understand the events and language in the story. In addition, Book 1 features a special *Meet the Discussion Group* chapter, and Books 2-4 feature a *Discussion Group Index*, which gives a short biography of the Discussion Group participants. Moreover, all four books feature a *Character Index*, which identifies all the main characters in the video and describes their relationships to

one another. Finally, in case students don't start at the beginning of the 48-episode story, Books 2-4 also feature review sections entitled *The Story So Far*. These succinct reviews summarize the main events of the previous episodes, and enable viewers to begin watching at any time in the course of the story.

The *Video Comprehension Books* are primarily designed for classroom use. As the activities in the books are based on repeated viewings of the video in the classroom, you will need access to a VCR and television, as well as the *Connect with English* video cassettes. Non-classroom use of these books is possible, however, if students are able to view the videos at home or in a laboratory environment. In this case, the teacher can have students watch the video on their own as an outside assignment and then go over the chapters in the books together in class.

## GENERAL OVERVIEW AND PHILOSOPHY

The purpose of the *Video Comprehension Books* is to bring the challenging language and cultural nuances of the video within reach of all high-beginning through intermediate students. The systematic development of activities found in these books, while building listening comprehension skills and confidence, enables students at many levels to understand the essential language and events of the story.

The language level throughout the *Video Comprehension Books* has been kept purposefully low. Every attempt has been made to avoid complex structures although many opportunities for raising the language level have been included. For example, while the numbered activities in the book are receptive in nature, the *What About You?* activities offer students the chance to give more open responses in which they can express their views and opinions. The *Instructor's Manual* takes this a step further by providing additional *What About You?* questions and expansion activities at a variety of levels.

## CHAPTER ORGANIZATION

Each 8-page chapter in the *Video Comprehension Books* has five principal sections which are briefly outlined below.

### 1. Preview/Before You Watch

This section is designed to help students understand the episode they are about to watch. Photo highlights and contextualized clues enable students to predict language and events they will see in the story.

### 2. Watch for Main Ideas

Here, students watch for global ideas as they view the entire episode for the first time. This section helps students to focus on the most important characters and events in the story. The *While You Watch* activity asks students to recognize or identify central people, places, things, or events. The *After You Watch* activities help solidify students' understanding of the story's main developments. All of the activities are



receptive, in that they focus on students' understanding of the story rather than their ability to produce language. The *What About You?* activity at the end of this section asks students to make predictions about the characters and events in the story.

### 3. Watch for Details

This three-page section focuses students' attention on more detailed language, actions, and events of the story. Students complete the activities in this section as they re-watch each of the three parts of the episode, one at a time. In the *While You Watch* activities, students identify speakers, particular language, or completed actions. The *After You Watch* activities check students' finer understanding of the characters' actions, language, emotions, and motivations, as well as the subtle cultural nuances in the story.

### 4. Highlights

The *Culture* box provides an arena for cross-cultural comparison and discussion. Each chapter focuses on a different element of United States and Canadian culture found in the video. The corresponding *What About You?* activity then turns attention to the students' own cultural norms and opinions. In the *Expressions* activity, students work with key idioms, words, and phrases from the video.

### 5. Review and Discuss

This section always begins with the *Story Summary*, a cloze exercise which reviews the episode's main events. In the *Viewpoints* activity, students interpret a statement made in the *Discussion Group* portion of the video, then react to this statement in a corresponding *What About You?* activity.

For more information, refer to the *To the Teacher and Visual Tour* sections at the start of each *Video Comprehension Book*.

## CLASSROOM MANAGEMENT

### General Teaching Suggestions

1. **Know your materials.** It is important to preview and familiarize yourself with the *Connect with English* video episodes and *Video Comprehension Book* chapters before using them with a class. Since each episode/chapter contains a great variety of language, themes, and activity types, by previewing the material you will be much better equipped to adapt lesson plans to your particular class.

2. **Know your equipment!** Familiarize yourself as much as possible with your school's VCR and television before class time. Make sure the VCR works properly and that you can operate the fast forward, reverse, and pause buttons. Finally, note the VCR counter numbers at points in the video you wish to highlight or go back to. It is helpful to set the counter number at zero before you begin.

3. **Conduct previewing activities.** Always allow students to complete the *Preview/Before You Watch* section before watching the video. Similarly, have students preview the *While You Watch* activities in advance of watching the episode. It is important that students understand the listening task before they begin.

4. **Take full advantage of other prediction-based activities.** In addition to completing the *Preview/Before You Watch* page, utilize other ways to help students prepare to watch. Before watching the video, for instance, you can have stu-

dents recount the previous episode. Ask students to try to guess the significance of the episode title. Before looking at the *Before You Watch* activity in the book, have students (in pairs or groups) make their own *Before You Watch* activity based on the *Preview* photographs. You can even show segments of the video *with the sound off* and have students predict the action and dialogue.

5. **Be creative!** Don't be afraid to adapt the activities to your specific class situation. For example, to give students more support in doing the activities, students can work together in pairs or small groups. If students are having trouble with *After You Watch* questions, they can preview these questions *before* they watch, thereby helping them to focus more directly on the targeted issues and language. And don't rule out one of the simplest ways to help your students: show the video segment again. This option is neither "cheating" nor is it counterproductive to students' listening comprehension skills; on the contrary, it provides more directed listening practice which will build their skills and confidence.

6. **Take full advantage of the Instructor's Manual!** You hold a wealth of information and ideas at your fingertips. Preview the additional *What About You?* questions and expansion activities at least a day before the class, if possible. Mark the questions you think will be most successful with your students. Most importantly, view the questions and expansion activities as suggestive rather than prescriptive; that is, change and adapt them to fit your needs.

### Time

Each chapter in the *Video Comprehension Books* should take approximately two to three hours, which includes class time spent watching the video. For laboratory or home viewing situations, the amount will be considerably less. However, time spent on any given chapter can vary, depending on the ability of the students, the resonance of particular themes, and the amount of additional questions and expansion activities you elect to include. Some of the more involved expansion activities, for example, can easily add an hour or more to your lesson.

## HOMEWORK, EVALUATION, AND TESTING

### Homework

There are a wide variety of sources in the *Video Comprehension Books* for quality homework assignments.

- The *Expressions* and *Story Summary* activities can easily be assigned for homework. In addition, assigning the *Preview/Before You Watch* page for homework serves as a nice preparation for the coming episode.
- If your teaching situation does not require the use of the testing program in this manual, then these tests are an excellent source for homework assignments.
- The *What About You?* questions (including the additional questions in this manual) are ripe with homework opportunities. You can have students write short answers or paragraphs explaining their answers to the questions. You can even ask students to prepare their own *What About You?* questions.
- If students are watching the video in a language lab or at home, all numbered activities in the *Video Comprehension Books* can be assigned for homework. In language lab situations you may wish to allow students to do their home-



work in pairs or groups; this way, they will be able to discuss the episode and collectively work through any doubts or problems.

### **Evaluation and Testing**

The testing program in this manual is an excellent means to evaluate students' comprehension of the **Connect With English** story line and characters, as well as the words and phrases covered in the *Expressions* activities. The tests feature a clear and familiar format, and can be graded quickly using the enclosed answer key.

As an alternative or supplement to the testing program, students may be asked to individually complete the *Watch for Main Ideas* and the *Watch for Details* sections of a chapter. Such a "test," administered once or twice per *Video Comprehension Book*, will be a good indication of the level of a student's listening comprehension skills and of his/her improvement.

Grading and assessment using any of the above methods of testing is, as always, a subjective endeavor. However, even for high-beginning students, because of the receptive nature of the activities, scores below 50% should certainly signal to both student and teacher that extra help is necessary.

## **The Connect with English Print Program**

The **Connect with English** program contains many flexible print materials for a variety of instructional needs. In addition to the three core components — *Video Comprehension Books 1-4*, *Conversation Books 1-4*, and *Grammar Guides 1-4* — there is a diverse collection of supplemental materials that enhance and enrich the **Connect with English** experience.

### **CORE COMPONENTS**

#### **Video Comprehension Books 1-4**

The *Video Comprehension Books* help students build listening comprehension skills and gain a clear understanding of the characters and story lines found in the **Connect with English** video series. Exercises include multiple choice, true/false, sentence completion, and cloze activities. Additional skills and topics that are covered in each book include reading, oral communication, and vocabulary development.

#### **Using the video with the Video Comprehension Books:**

Depending on the time and length of the course, instructors may choose to show the **Connect with English** video during class, while simultaneously using the book. However, if repeated access to a television and VCR is not possible, teachers can have their students watch the video episodes in a library, language lab, or at home.

#### **Conversation Books 1-4**

Designed specifically for classroom use, the *Conversation Books* help students develop oral communication skills. Each chapter features a variety of communicative partner, group, team, and whole-class activities that provide a natural extension of the themes found in the corresponding video episodes. Icons indicating the difficulty of each activity allow

teachers to adjust the level according to the needs of their students. An optional research project for each episode extends and expands the episode themes as students gather relevant data outside the classroom.

**Using the video with the Conversation Books:** It is not necessary to have classroom access to the video in order for students to complete the activities in the *Conversation Books*. While it is assumed that students will have seen the episode in its entirety at least one time, students' actual viewing can take place either in class, or in a library, language lab, or at home.

#### **Grammar Guides 1-4**

The *Grammar Guides* assist students in developing mastery of the grammatical structures and vocabulary items found throughout the **Connect with English** video. The topics presented in these four books follow a developmental scope and sequence. Grammatical structures are linked to specific episodes, providing students with contextualized examples. Exercises build from a receptive understanding of the grammar point, to language production through controlled exercises, and finally to *Power Practice* sections in which students write about more personalized, open-ended topics.

**Using the video with the Grammar Guides:** Students can use the *Grammar Guides* either before or after they watch the corresponding video episode, to either preview or review critical structures and grammatical topics. Students will welcome the carefully sequenced review of the language and its connection to the video through numerous examples and practice exercises.

### **SUPPLEMENTAL MATERIALS**

#### **Connections Readers**

The 16 titles in this series of graded readers feature controlled vocabulary and grammar at four distinct levels of difficulty to help students read with understanding as well as enjoyment. The stories increase in complexity from level to level. The four Level One readers feature exactly the same story found in the video program, told in simplified English and extensively illustrated with color photos. The same basic story is expanded upon in Level Two, only with more reliance on narrative speech. Finally, the Level Three and Four readers dramatically expand the video story line, using the same characters from the video, but putting them in new situations.

#### **Video Scripts 1-4**

The scripts for the **Connect with English** video are available in four separate books, and can be used in conjunction with any of the other materials in the print package. Each script contains the exact dialogue from the video, as well as the stage directions used during the filming of the series. The scripts are useful for staging class role-plays, script readings, or even short plays. They also serve as a reference for teachers who wish to concentrate on specific language or grammatical patterns as they appear within the context of the language in the video episodes.

### Home Viewer's Guide

Primarily designed for the self-study audience, the *Home Viewer's Guide* provides a comprehensive review of the entire 48-episode program. Each chapter contains video comprehension exercises, readings on United States and Canadian culture, and Behind the Scenes information about the filming of *Connect with English*. The *Home Viewer's Guide* comes in various bilingual editions including Spanish/English, Mandarin/English, Korean/English, and Thai/English.

### Connect with English Soundtrack

The complete soundtrack from the *Connect with English* program is available on CD or audiocassette. It features 12 original songs in a wide range of musical genres including pop, country, jazz, blues, and rap.

### FOR INSTRUCTORS

#### Video Comprehension Books 1-4 Instructor's Manual

This manual contains over 1000 additional *What About You?* questions and 100 expansion activities which help teachers expand the focus of the class to include speaking, critical thinking, interviews, projects, presentations, and writing assignments.

#### Conversation Books 1-4 Instructor's Manual

This manual contains specific teaching suggestions that enable instructors to adjust the level of every activity in each of the four books. Also included are oral proficiency checklists that instructors can use as an evaluative device in measuring students' communicative progress.

#### Grammar Guides 1-4 Instructor's Manual

Within this manual, teachers will find *Writing with Grammar* and *Communicating with Grammar* activities that provide additional practice with the grammar topics found in each episode. Also included is a detailed answer key.

#### Distance-Learning Faculty Guide

This guide contains useful information about how to use *Connect with English* materials in a distance-learning course, and also offers suggestions for how to establish new credit or non-credit distance-learning programs into any existing ESL/EFL curriculum.

#### Demonstration Video

This video contains actual classroom examples of how the *Connect with English* materials can be used in a variety of different instructional settings.

## Course Options for Using the Connect with English Materials

The *Connect with English* print program is highly flexible and allows instructors to mix and match texts specifically according to their curriculum objectives and student needs. Multi-skills courses may include the use of all three core texts — the *Video Comprehension Books*, *Conversation Books*, and *Grammar Guides*. For courses with an emphasis on specific skills, many options are possible including those listed below. Of course, this list is by no means exhaustive, as the general design and nature of the entire *Connect with English* program lends itself to a variety of creative and useful classroom applications.

### For courses with an emphasis on Listening Comprehension and/or Reading and Writing:

Of all the core texts, *Video Comprehension Books 1-4* provide the most complete practice in listening comprehension skills. For teachers who wish to incorporate even more reading practice into their course, the *Connections Readers* and the *Video Scripts* nicely supplement the *Video Comprehension Books*. They provide an additional source of reading material that ties in to the characters and events in the *Connect with English* story.

### For courses with an emphasis on Conversation and Speaking:

*Conversation Books 1-4* offer an abundance of practice in conversational skills. The *Conversation Books* pair nicely with the *Video Comprehension Books*, providing students with both communicative practice and a comprehensive review of the events in each episode.

### For courses with an emphasis on Grammar:

*Grammar Guides 1-4* provide a systematic presentation of the basic structures and grammatical features of American English. Each grammar topic is presented in clear and simple charts, and examples from the video episodes are used to highlight these key concepts. The *Grammar Guides* work well when combined with the *Video Comprehension Books*. They are also compatible with the *Connections Readers*, as they follow the same grammatical scope and sequence, thereby providing valuable recycling of the featured structures.



# Rebecca Remembers

## Additional WHAT ABOUT YOU? Questions

### Page 1:

1. Do you like to travel?
2. What is the farthest distance you have ever traveled?
3. Do you ever think about your past when you travel?
4. Do you like to travel by plane?

### Page 3:

1. Why wouldn't Rebecca go back to San Francisco?
2. What do you think happened to Mr. Casey?
3. Have you ever had to travel a long way because of something bad? What happened? How did you feel on the trip?

### Page 4:

1. When you get a phone call at an unusual hour, do you feel worried?
2. Do you always tell someone where you are going in case someone needs to contact you?

### Page 6:

1. Do you think Rebecca will feel better when she gets home? Why or why not?
2. Do you think Rebecca trusts Kevin to take care of their father?

### Page 7:

1. Do you enjoy talking on the phone?
2. Which is easier, saying something difficult on the phone or in writing?
3. Do many people have cellular phones in your country?
4. Do you use e-mail? Which do you prefer to receive, a handwritten letter or an e-mail?

### Page 8:

1. Do you agree that Rebecca missed signs that something was wrong with her father?
2. Was it a mistake for Rebecca to go to San Francisco?

## Expansion Activities

### Page 1:

Have students write a short paragraph in response to the following question: If you could travel anywhere in the world, where would you go, and how would you get there? Ask pairs to exchange paragraphs and work together to make any corrections. Then post the new paragraphs around the classroom and allow students to read them and guess the authors. The student with the most correct guesses is the winner.

### Page 3:

Explain to students that a regret is a wish that you had done something differently in the past. Ask students if they think Rebecca has any regrets. Then, divide students into pairs and have them interview their partners using the following questions:

- 1) Do you have any regrets? If so, what are they?
- 2) Do you think most people have regrets?
- 3) Is it easy to live and not have regrets?

### Page 7:

Ask students the following questions (or have students discuss them in groups):

- 1) How many phone calls do you make each day?
- 2) How much time do you spend on the phone each day?
- 3) How much is your monthly phone bill?

Then, discuss the significance of gender, age, occupation, and nationality as they relate to the above questions.

## Synopsis of Episode 25

### PART 1

Rebecca is flying to Boston to see her father. She is worried and upset. As she sits on the plane, she remembers getting the news about her father. She was at the Mendozas' retirement party when Nancy and Angela came to see her. They told her to call Kevin immediately. On the phone in the restaurant kitchen, Rebecca talked to Kevin about her father, and told him that she would catch the first flight to Boston.

### PART 2

Rebecca's thoughts about her father mix with thoughts about her life in San Francisco. She thinks about her new friends at Nancy Shaw's house, her new job at the after-school program, and her new relationships with Alberto, the Wangs, Alex, and Ramón.

### PART 3

Rebecca worries that she missed signs that something was terribly wrong with her father. She recalls speaking to him on the phone, and she remembers that he didn't seem to feel well. She also remembers that her father never really wanted her to go to San Francisco. However, in the end, he helped her because he loved her. She thinks of Sandy and Kevin, and how supportive they were of her decision to move to San Francisco. But Rebecca still feels guilty. She wonders why she ever left her brother and father alone. What was she going to find at home?

## Answer Key

1. 1. a, 2. b, 3. a, 4. c
2. 1. a, 2. a, 3. b, 4. a, 5. b
3. 1. False, 2. True, 3. False, 4. True, 5. True, 6. True, 7. False, 8. False
4. 2, 4
5. b
6. 1. it, 2. in the hospital, 3. call, 4. kitchen, 5. doctor
7. a. 2, b. 1, c. 3, d. 5, e. 4
8. 1, 3, 4
9. 1. dinner, 2. music, 3. job, 4. photographs, 5. present, 6. study
10. 2, 4
11. 1. R, 2. P, 3. P, 4. R, 5. P, 6. R, 7. R, 8. R
12. 1. coughing, 2. OK, 3. good, 4. go to school, 5. is, 6. Boston, 7. home
13. 1. a, 2. a, 3. c, 4. a
14. 1. back, 2. worried, 3. hospital, 4. thinks, 5. party, 6. house, 7. friends, 8. school, 9. job, 10. children, 11. father, 12. family, 13. find
15. 1. True, 2. False



# The Emergency

## Additional WHAT ABOUT YOU? Questions

### Page 1:

1. Has someone ever called you with an emergency? If so, what happened?
2. Are you calm in an emergency? Are most people?
3. Are television shows about emergencies popular in your country?

### Page 3:

1. Did you think this was going to happen to Mr. Casey?
2. If Mr. Casey gets well, do you think he will try to take his medicine, exercise, and eat right?
3. Why don't some people take care of themselves?

### Page 5:

1. Which is the closest hospital to your school? Is it a good hospital?
2. Do you think doctors in hospitals generally know what they are doing?
3. Do you think it is important to get a second opinion when you have to make a medical decision?

### Page 6:

1. Why do you think Rebecca is angry about the messy apartment?

2. Are you a neat, organized person?

3. Have you ever had arguments with someone you live with about cleaning?
4. What is one household chore you enjoy doing? Why do you enjoy it?

### Page 7:

1. Do most people have health insurance in your country?
2. Does the government provide health care in your country? If so, is it free? Is it good?
3. Do many people use private health care in your country? If so, is it expensive?
4. In your country, if someone gets very sick and has no money, what happens? Who pays for his/her medical care?

### Page 8:

1. Do you think men are usually messier than women? If so, why?
2. Is it a woman's job to do the cleaning?
3. What room do you most hate to clean?
4. How much time do you spend cleaning each week?

## Expansion Activities

### Page 1:

Divide students into groups to do a research project. Ask each group to find out what to do in a particular emergency situation. Groups can choose from the following situations (or they can come up with their own): someone is choking, someone is having a heart attack, someone has been badly burned, someone has swallowed poison, there is an earthquake, there is a tornado/hurricane coming. Students should demonstrate what to do in their chosen situation, and should bring in pictures if possible.

### Page 3:

As a class, discuss ways to lead a healthy life, and avoid cancer, heart attacks, high blood pressure, etc. For an alternate activity, have groups make a list of the ten most important things to do to stay healthy and then compare the lists. What are the three most common suggestions?

### Page 5:

As a research project, ask students to find out more about the health care facilities in your area. Ask groups to research one of the following questions and report the information to the class:

1. Are there any free medical clinics in the area? If so, who is allowed to go there?
2. How many hospitals are there in your city? Are any of them specialized hospitals (for women, for cancer, for children, etc.)?
3. What kind of alternative medicine is practiced in your area? How many acupuncturists, chiropractors or homeopathic doctors are there?

## Synopsis of Episode 26

### PART 1

Kevin arrives at the airport and picks up Rebecca. They hug. He says their father's heart attack was serious. They take a taxi to the hospital. In the cab, Kevin tells Rebecca how it happened. There are flashback scenes of Mr. Casey falling over, and Kevin calling 911 and talking to the ambulance driver. When the paramedics arrive at the house, they put a mask on Mr. Casey and take him to the hospital in the ambulance. A doctor asks Kevin about his father's medical history. Kevin doesn't know much. He does remember that his father had blood pressure medicine. Mr. Casey is unconscious.

### PART 2

Rebecca and Kevin arrive at the hospital and go to their father's room. Rebecca tells her father she hasn't taken off her mother's necklace since the day he gave it to her. Dr. Lincoln talks to Rebecca and explains that Mr. Casey's heart is very weak and he might not make it. Rebecca asks for a second opinion. Dr. Lincoln says she'll send the chief of cardiology. Rebecca asks Kevin if they should call a priest. Kevin says no. He thinks his father is going to make it. Kevin and Rebecca agree to go home and get some rest. On their way out, a billing administrator stops them and asks Rebecca about paying for the hospital bill.

### PART 3

When they arrive home, Rebecca sees a terribly messy apartment: dirty dishes on the floor, a nearly empty refrigerator. She starts to cry. Kevin tries to explain about the mess, but Rebecca is still upset. When she comments on the empty refrigerator, Kevin explains that Dad hadn't wanted much food recently. Rebecca yells at Kevin for not calling her about that. He tells her not to blame him, sarcastically saying that at least he was there. In the middle of their argument, they get a phone call from the hospital about their father.

## Answer Key

1. 1. a heart attack, 2. Kevin, 3. hospital, 4. is, 5. Kevin, 6. messy
2. 1, 3, 4, 5
3. a. 4, b. 5, c. 3, d. 1, e. 2
4. 1. Yes, 2. Yes, 3. No, 4. Yes, 5. No, 6. Yes
5. 1, 3, 6
6. 1, 2, 4, 6
7. 1. chest, 2. floor, 3. help, 4. hospital, 5. airport, 6. heart attack
8. 1. b, 2. c, 3. a
9. 1. daughter, 2. back, 3. necklace, 4. mean, 5. make it, 6. get
10. 1. Kevin, 2. Rebecca, 3. Dr. Lincoln, 4. Rebecca
11. 1. Yes, 2. Yes, 3. No, 4. Yes
12. 1. R, 2. S, 3. R, 4. K, 5. R
13. 1. False, 2. True, 3. False, 4. True, 5. True
14. 1. b, 2. d, 3. e, 4. c, 5. f, 6. a
15. 1. b, 2. a, 3. c, 4. d
16. 1. arrives, 2. meets, 3. hospital, 4. tells, 5. sees, 6. doctor, 7. serious, 8. wants, 9. rest, 10. mess, 11. empty, 12. fight, 13. news
17. 1. True, 2. True



# Bad News

## Additional WHAT ABOUT YOU? Questions

### Page 1:

1. Do you want to be closer to someone in your family? If so, to whom?
2. What can you do to improve your relationship with a family member?
3. Are fathers usually closer to their sons than they are to their daughters?
4. Are mothers usually closer to their daughters than they are to their sons?

### Page 3:

1. Is there someone in your family who you don't talk to?
2. How do you think Kevin feels right now? Why is he so quiet?
3. Why is Kevin angry at Rebecca?

### Page 4:

1. Does Rebecca believe Dr. Lincoln?
2. Do you agree with Father O'Connor's advice to Rebecca?

### Page 6:

1. Do you think Sandy wants to continue her relationship with Jack?
2. Should Sandy get professional help? If so, from whom?

### Page 7:

1. Is it important to live close to your family?
2. Do you think family is more important in your country than it is in the United States?
3. Can you have a good relationship with your family members if you live far away?
4. In your country, do most children live with their parents until they get married?

### Page 8:

1. Does Sandy want to protect Jack?
2. Do you ever try to avoid talking about a problem? Is this good idea?
3. What services are available for women like Sandy? Do you think Sandy would be interested in help?

## Expansion Activities

### Page 1:

Have students tell the class to which family member they are closest, and why they are closer to that person than they are to the others.

### Page 7:

Divide students into pairs or small groups. Have each pair/group figure out how many different places their immediate family members live in (parents, siblings, spouses, and children). As a class, find out which group/pair has the most places represented. Then, ask students to discuss the advantages and disadvantages of living near family members, and living far away from them.

### Page 8:

Divide students into pairs. Have each pair role-play giving false explanations, similar to Sandy's explanation of her bruises. Students can do the role-play in interview form, using the following questions or any that you suggest:

- 1) How did you get all that extra money?
- 2) Why don't you have your homework?
- 3) Why are you late for work?
- 4) Why haven't you called me in such a long time?

## Synopsis of Episode 27

### PART 1

A person from the hospital calls and tells Rebecca to hurry back — her father's condition has worsened. Rebecca apologizes to Kevin for yelling at him. At the hospital, Dr. Lincoln says Mr. Casey has had another heart attack and probably won't make it. Rebecca explains her father's condition to a priest, Father O'Connor. She tells him that Dad's only family is a brother, Brendan. Brendan lives in Illinois, and the two brothers don't speak to each other. Father O'Connor suggests calling Brendan anyway.

### PART 2

Rebecca calls Brendan Casey. He is working on a farm in Illinois. She tells him the news; Brendan promises to fly to Boston. In the hospital, Dad whispers to Rebecca to take care of Kevin and to call Brendan. The nurse adjusts his medication, but he's in a lot of pain. Father O'Connor administers the last rites.

### PART 3

Rebecca and Kevin fall asleep in the lounge. Sandy shows up and wakes Rebecca. She's wearing sunglasses to cover a black eye. They go to get coffee and talk in the cafeteria. Sandy asks about San Francisco and about Alberto. Rebecca asks about Jack. Sandy says their wedding is cancelled for now. Rebecca notices bruises on Sandy's face. She realizes that Jack must have hit her. Sandy is embarrassed. At that moment, Kevin comes to get Rebecca. He tells her that Brendan has arrived.

## Answer Key

1. 1. a, 2. a, 3. a, 4. b, 5. a
2. 1, 2, 4
3. a. 5, b. 3, c. 1, d. 2, e. 4
4. 1. False, 2. True, 3. True, 4. False, 5. True
5. 1. Kevin, 2. Dr. Lincoln, 3. her father, 4. Kevin, 5. Sandy
6. c
7. 1. good, 2. drugs, 3. condition, 4. talk to, 5. father
8. 1. Yes, 2. Yes, 3. No, 4. Yes, 5. Yes
9.
 

F A M I L Y										X V									
H	M	U	N	H	A	P	P												
E	J	O	R	E	R	R	X	P											
A	E	F	R	Q	F	I	E	S											
R	G	N	Y	S	N	E	L	O											
T	C	F	E	Y	S	S	C	R											
Y	U	X	R	B	O	T	J	R											
E M E R G E N C Y																			
10. 1. R, 2. B, 3. B, 4. P, 5. P, 6. R
11. a. 5, b. 1, c. 3, d. 2, e. 4
12. c
13. 1, 2, 3, 4, 6
14. 1. True, 2. False, 3. True, 4. False, 5. True
15. 1.a, 2. b, 3. b, 4. a, 5. a
16. 1. b, 2. d, 3. a, 4. c, 5. e
17. 1. hospital, 2. heart, 3. asks, 4. family, 5. brother, 6. uncle, 7. come, 8. see, 9. face, 10. tells, 11. hit, 12. finds
18. 1. Sandy, 2. doesn't tell



# Brothers

## Additional WHAT ABOUT YOU? Questions

### Page 1:

1. Have you ever made a telephone call that was difficult for you? If so, to whom?
2. Would Patrick go to Illinois if Brendan were sick?
3. What do you think will happen to Kevin and Rebecca if Patrick doesn't get better?

### Page 3:

1. Why did Sandy leave the hospital?
2. Is Rebecca angry at Sandy?
3. Are there any people in your family who you haven't met?
4. Do you think it's important for Rebecca to know about Brendan and Patrick's past?

### Page 5:

1. How do you know if a doctor does a good job?
2. Is Kevin an emotionally strong person? Is he mature?
3. How did you feel when Patrick died?

### Page 6:

1. What do you think Patrick and Brendan's fight was about?
2. Are Rebecca and Kevin lucky to have Brendan and Anne there?
3. Are there any family secrets in your family?

### Page 7:

1. Do you believe in life after death? Do you believe in reincarnation?
2. Is there a special day to honor the dead in your culture?
3. Whose death has affected you most in your life?

### Page 8:

1. Do you have a close relationship with your brothers and/or sisters?
2. Do you fight with your brothers and/or sisters?
3. What was the biggest fight you ever had with a brother or sister? How did it turn out?
4. Do you think "only children" have different personalities from people with brothers and sisters?

## Expansion Activities

### Page 6:

To further expand on the first question above for this activity (What do you think Patrick and Brendan's fight was about?), have students share their ideas in small groups. Each group discusses the question and chooses the idea that is the most likely reason for the fight. Post each group's answers in the classroom, and keep watching until Episode 37, when Rebecca finds out the truth! (In that episode, Brendan tells Rebecca that he was once in love with her mother. When Brendan went to the Korean War, Patrick fell in love with Margaret and married her while Brendan was away.)

### Page 7:

Divide students into groups. Have each group research death customs of a different culture/country. They should find out about clothes, ceremonies, and religious beliefs. The groups may choose to research ancient or modern times. Finally, students present their research to the class, bringing in pictures if possible. For an alternate activity, classes may engage in a discussion about funeral rites and beliefs in different cultures.

### Page 8:

Divide students into pairs. Have students interview their partners using the following questions:

- 1) Is it easy for you to forgive people?
- 2) When can't you forgive someone?
- 3) Are you a stubborn person?

Ask students to share their answers with the class, and discuss their personal experiences with forgiveness and/or being stubborn.