

金新版新世纪走遍美国

# 会话练习 3

Pam Tiberia  
Janet Battiste  
Michael Berman  
Linda Butler

CONNECT  
WITH ENGLISH



北京大学出版社  
PEKING UNIVERSITY PRESS



**Connect**

*with* **English**

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举报电话: (010)62752024 电子信箱: [fd@pup.pku.edu.cn](mailto:fd@pup.pku.edu.cn)



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# To the Teacher

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. This introduction and the following Visual Tour provide important information on how each *Conversation Book* and the corresponding video episodes can be successfully combined to teach English as a second or foreign language.

## LANGUAGE SKILLS:

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

The activity types vary with each chapter but generally include an assortment of role-plays, discussions, opinion surveys, games, interviews, and questionnaires. In each chapter, a special two-page section is devoted to longer games, information gaps, and songs from the *Connect with English* soundtrack. Students also have the opportunity to work on special project pages found in appendices in the back of the book. These projects provide students with the opportunity to explore key themes outside of the classroom.

## THEMATIC ORGANIZATION:




Events and issues that are familiar and important to all ESL/EFL learners have been purposely included in the *Connect with English* story. These topics were carefully chosen for their relevant cultural content, and they provide a rich context for the communicative activities found in the *Conversation Books*. As students watch the video story and become familiar with the events and characters, the *Conversation Books* provide a framework within which students can freely discuss the ideas presented in each episode. Throughout *Conversation Books 1-4*, students are given the opportunity to explore such varied themes as the following:

- Pursuing Your Dream
- Making Future Plans
- Looking for a Job
- Making New Friends
- Money vs. Love
- Having Fun
- Apologizing
- Making a Difficult Decision
- Gossip
- Divorce and Remarriage
- Regrets
- Anger
- Making Compromises
- Spending Money
- Adulthood
- Best Friends
- Managing Priorities
- Parenting
- Helping Others
- The Death of a Loved One
- Dedication
- Moving
- Holidays
- Life Lessons



### PROFICIENCY LEVEL:

The activities found in each *Conversation Book* are designed for use with high-beginning to intermediate students. Special icons are used to identify the difficulty level of each activity in the book. These icons help teachers tailor the activities for the needs of students at different levels of language proficiency.

-  Arrows pointing up indicate that the difficulty of an activity can be increased.
-  Arrows pointing down indicate that an activity can be simplified.
-  Arrows pointing in both directions indicate that the difficulty level of the activity can be either increased or simplified.

Detailed teaching suggestions on modifying each activity are found in the accompanying Instructor's Manual.

### OPTIONS FOR USE:

The *Conversation Books* are specifically designed for classroom use. While it is assumed that students have watched the corresponding video episode at least once before attempting the activities in the book, it is not necessary to have classroom access to a TV or VCR. 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. Class time can then be used for completion of the activities found in the *Conversation Book*.

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:

- *Video Comprehension Books 1-4* contain a variety of comprehension activities that enhance and solidify students' understanding of main events in the video story.
- *Grammar Guides 1-4* provide multilevel practice in grammar structures and vocabulary items derived from the *Connect with English* video episodes.
- *Connections Reader Series* (16 titles) offer students graded reading practice based on the *Connect with English* story.
- *Video Scripts 1-4* include the exact dialogue from each of the video episodes and can be used in a variety of ways in conjunction with any of the other texts in the *Connect with English* program.

For additional information on these and other materials in the *Connect with English* program, please refer to the inside back cover of this book.

# A VISUAL TOUR OF THIS TEXT

This visual tour is designed to introduce the key features of *Conversation Book 3*. 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 3* corresponds to episodes 25-36 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 32, activities are based on the themes of Treating, Likes and Dislikes, and Seafood. A two-page information gap is devoted to the topic of restaurants, and an optional project encourages students to research different symbols and symbolism.

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.

**EPISODE 32**

**THEMES**

- Treating
- Likes and Dislikes
- Seafood

**INFORMATION GAP**

- Restaurants

**OPTIONAL PROJECT**

- Symbols and Symbolism (Appendix 8)

## The Missing Car

**THEME Treating**

1

GROUP

DISCUSSION

↓

group number \_\_\_\_\_

In this episode, Rebecca wants to treat Brendan and Anne to dinner in a restaurant. To treat someone means to pay for someone.

**A.** Divide into groups. Discuss the pictures below. Decide who should treat in each situation. Check (✓) your answers.

**B.** Compare answers with another group.

1  
A man and a woman on their first date

The man should treat.

The woman should treat.

Both should pay.

2  
A boss and an employee

The boss should treat.

The employee should treat.

Both should pay.

3  
A teacher and her students

The teacher should treat.

The students should treat.

Everyone should pay.

4  
A businessperson and a client

The businessperson should treat.

The client should treat.

Both should pay.

EPISODE 32 PAGE 1

## THEME Likes and Dislikes

2 PARTNER      WAYS TO SAY IT



In this episode, Anne tries raw oysters, but she doesn't like them. Here are some ways to express likes, dislikes, and preferences:

<b>Likes</b>	I like soccer.	I love computers.	I adore ice cream.	I'm wild about rock music.
<b>Dislikes</b>	I don't like cooking.	I dislike math.	I hate classical music.	I detest homework.
<b>Preferences</b>	I prefer action movies to comedies.      I'd rather see an action movie than a comedy.			

Work with a partner. Look at the topics below. Make conversations like those in the examples. Take turns as Student A and Student B. Then, make up your own topic.

**EXAMPLES** television shows

Student A: I adore soap operas.      OR      Student A: I like comedy shows.  
Student B: I hate soap operas.      Student B: I like comedy shows, too.

OR      Student A: I'd rather watch soap operas than comedy shows.  
Student B: I prefer comedy shows to soap operas.

- |   |   |
|---|---|
| <p>1. restaurants</p> <p>Student A _____</p> <p>Student B _____</p> <p>2. sports</p> <p>Student A _____</p> <p>Student B _____</p> <p>3. movies</p> <p>Student A _____</p> <p>Student B _____</p> | <p>4. music</p> <p>Student A _____</p> <p>Student B _____</p> <p>5. Your topic:</p> <p>Student A _____</p> <p>Student B _____</p> |
|---|---|

EPISODE 32 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 to 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 3* are included in the accompanying Instructor's Manual.

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.



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 **Presentation**, **Discussion**, or **Interview** alert teachers to the type of activity that follows.


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 student groups are asked to compare and contrast survey or discussion results with one another.

### Variety of Activity Types

Each chapter contains a variety of activity types that feature different student combinations and communicative objectives. For example, Activity 3 gathers students together to make class presentations, while Activity 4 offers a storytelling exercise.

**3** GROUP PRESENTATION

group number



One way people show their likes—and sometimes their dislikes—is to give awards. For example, there are awards for good acting and bad acting. There are awards for dressing well, and there are awards for dressing badly. You are going to give awards to people and things you like—or don't like.

A. Work in groups. Think of ideas for categories of awards. Here are some ideas:

best/worst CD of the year	best/worst new clothing style
best/worst new film	best/worst new restaurant
best/worst TV program	best/worst sports team
best/worst TV commercial	best/worst actor/actress

B. Choose four categories in which you will give awards. Use the ideas above, or some of your own. Choose the winners that will receive awards in each category. Discuss why you like or don't like these items. You may have to take a vote.

C. Prepare an "awards presentation." Each person in the group will make a presentation. You need to tell:

- the category for award
- the winner in the category
- why your group chose the winner

You can also design an "award" to give to each winner.

D. At the end, give a class award to the best presentations.

**4** CLASS STORYTELLING

A. As a class, think of a list of favorites in each of these categories:

BOOKS	MOVIES
-------	--------

B. Then, write your personal list of top ten favorites in each category and hand your lists in to your teacher.

C. Your teacher will make a list of the class's top ten favorites in each category.

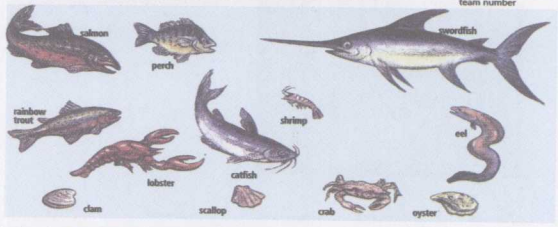
D. After your teacher reads the lists, students in the class who know the story of the book or movie can volunteer to tell it to the class. They should also tell why they like it.

EPISODE 32 PAGE 3

**THEME Seafood**

**5** TEAM GAME

team number



Look at the picture above. Write the name of each seafood in the correct category below. Add two more seafoods to each category. You can use a dictionary or an encyclopedia. The first team to complete the lists correctly wins.

<b>Fish</b>		<b>Shellfish</b>	
1. perch	5. _____	1. oysters	5. _____
2. _____	6. _____	2. _____	6. _____
3. _____	7. _____	3. _____	7. _____
4. _____	8. _____	4. _____	8. _____

**6** PARTNER INTERVIEW

partner's name

In this episode, the Caseys go to a restaurant to eat oysters and other seafood.

A. Which of the seafoods in Activity 5 do you like to eat? Which don't you like? Which haven't you tried? Write your answers below.

B. Interview your partner. Write your partner's answers.

	Which kinds of seafood do you like?	Which kinds of seafood don't you like?	Which kinds of seafood haven't you tried?
You			
Your partner			

EPISODE 32 PAGE 4

Conversation Book 3 often follows a logical progression of activities. On this page, a categorization activity is followed by a partner interview based on the same topic.

## 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 information gap is based on the scene in which the Caseys visit a well-known seafood restaurant in Boston. The design of activities like this one facilitates the notion of an "information gap," in that students work on individual pages that their partners do not see.

Corresponding sets of directions help students working together to understand their objectives in completing the information gap.

## INFORMATION GAP Restaurants

7 PARTNER INFORMATION GAP partner's name

STUDENT A Work with a partner. One of you works on this page. The other works on page 6. Don't look at your partner's page!

Do you like to go out to eat in restaurants? Complete this activity with your partner and practice talking about different kinds of restaurants.

**Part One**  
Your partner works in a tourist office. Tell your partner about the three kinds of restaurants you want to go to. You need to get the name, address, and phone number for each restaurant. Write the information in the chart below. Here are the restaurants:

	Name	Address	Phone number
1. an Italian restaurant in the downtown area			
2. a restaurant that has raw oysters			
3. a French restaurant with meals less than \$25			

**Part Two**  
You work in a tourist office. Tourist offices often have lists of restaurants. Your partner will ask for the name, address, and phone numbers of three different kinds of restaurants. Use the restaurant listings below. Give the correct information to your partner.

<p><b>City Steakhouse</b> Steak, fried chicken, and other American foods. This restaurant has great prices. You should spend less than \$15 per person. It's always crowded, but the food is worth the wait. \$\$ 403 Main Street, 253-7652</p>	<p><b>Heartland Café</b> There's no meat on the menu of this restaurant. There are great salads and pasta dishes. Located on the north side of the city. \$ 8586 North Street, 873-1851</p>	<p><b>Ruby's Steakhouse</b> The best-known, most elegant place for steak in the city. Many tourists eat here. The prices are high, but the setting is lovely and the food is great. \$\$\$ 1987 South Street, 548-8316</p>
<p><b>The Hacienda</b> Enchiladas, tacos, burritos and other Mexican dishes. This is the most popular Mexican restaurant in the downtown area. \$\$ 234 East Avenue, 985-2761</p>	<p><b>MI Casa</b> A wide menu of Mexican dishes. The best dish is the fish—red snapper Veracruzana. There is music on the weekends from strolling musicians. Great fun. Take the trip to the suburbs. \$\$\$ 3789 City Line Road, Northtown, 780-4545</p>	<p><b>Key:</b> Dollar signs tell the prices of a typical meal. \$ = under 10 dollars \$\$ = 10-15 dollars \$\$\$ = 15-30 dollars \$\$\$\$ = more than 30 dollars</p>

EPISODE 32 PAGE 5

## INFORMATION GAP Restaurants

7 PARTNER INFORMATION GAP partner's name

STUDENT B Work with a partner. One of you works on this page. The other works on page 5. Don't look at your partner's page!

Do you like to go out to eat in restaurants? Complete this activity with your partner and practice talking about different kinds of restaurants.

**Part One**  
You work in a tourist office. Tourist offices often have lists of restaurants. Your partner will ask for the name, address, and phone numbers of three different kinds of restaurants. Use the restaurant listings below. Give the correct information to your partner.

<p><b>Chez Emile</b> Elegant French dining with a great view of the city. Dishes include chicken, beef, and seafood cooked in the classic French way. \$\$\$\$ 15 Oak Street, 281-2707</p>	<p><b>Marie's</b> This Italian restaurant has more than 20 kinds of pasta and many kinds of pizza. This is a popular place for lunch for workers because of its good downtown location. \$\$ 301 Wells Street, 652-9432</p>	<p><b>Nicole's Place</b> A French restaurant with good prices. Nicole's Place offers roast chicken and steak with fries. Desserts include a delicious apple tart and ice cream. You can spend around \$30-40 for two. Downtown location. \$\$\$ 550 Rush Street, 778-5628</p>
<p><b>The Fish Bar</b> This popular place downtown offers a wide variety of fish—fried, grilled, or raw. You can sit at the oyster bar and get all the raw oysters you can eat for \$15. \$\$\$ 30 Washington Street, 539-3962</p>	<p><b>A Taste of Italy</b> This restaurant offers great pastas and friendly service. It is worth the trip to the suburbs. \$\$\$ 4590 Country Road, Green Park, 874-2384</p>	<p><b>Key:</b> Dollar signs tell the prices of a typical meal. \$ = under 10 dollars \$\$ = 10-15 dollars \$\$\$ = 15-30 dollars \$\$\$\$ = more than 30 dollars</p>

**Part Two**  
Your partner works in a tourist office. Tell your partner about the three kinds of restaurants you want to go to. You need to get the name, address, and phone number for each restaurant. Write the information in the chart below. Here are the restaurants:

	Name	Address	Phone number
1. a steak restaurant with meals less than \$30			
2. a Mexican restaurant in the downtown area			
3. a vegetarian restaurant			

EPISODE 32 PAGE 6

Information gaps are carefully designed to encourage students to analyze the information available to them in order to communicate the necessary details to their partners.

Realia such as this restaurant listing serve as the basis for many activities throughout the *Conversation Books*.



## 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 are asked to research information regarding common symbols and their origins. Project pages throughout the *Conversation Books* encourage students to use a variety of research tools, including books, encyclopedias, newspapers, magazines, almanacs, and the Internet.

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.

In this activity, students refer to their immediate surroundings to make connections with the theme from the corresponding episode. As students gather information, they are often asked to synthesize their findings with those of their classmates in order to gain a complete understanding of the theme.

EPISODE 32

PROJECT **Symbols and Symbolism**

1 PARTNER RESEARCH

In this episode, Brendan tells Rebecca and Kevin about the symbolism of the Claddagh ring. The ring tells a story. The way it is worn shows whether or not you have someone to love.

Symbols are a part of everyday life. For example, we use symbols in math. The symbol + means to add. Companies have symbols, or logos. Logos let us know who made a product like a piece of clothing.

A. Work with a partner. Your teacher will assign you one of the topics below. Use the library or the Internet to get as much information about these symbols as you can.

computer icons	symbols for countries	symbols in chemistry
international street signs	Morse code	symbols in astronomy
symbols in mathematics	symbols on signs (other than street signs)	symbols on flags
symbols in music		

B. Make a presentation to the class. Tell what you have learned about the symbols you researched. Make a poster with some of these symbols.

2 GROUP FIELDWORK

A. For two or three days, make a list of symbols that you see around you. For example, these may include flags, symbols you use on your job or in school, symbols you see around the neighborhood, and so on.

B. When you return to class, compare your lists in groups. Ask and answer the following questions:

- Which symbols are on most lists?
- Which was the most unusual symbol listed?
- Did you find more symbols than you thought you would?

**What About You?**

- Does your country have a symbol? Do you know the symbolism of your country's flag?
- Do you know anything about the symbols on the U.S. flag? What do the stars stand for? What do the stripes stand for?
- Is there anything in your classroom that has symbolism?
- What is the most important symbol in your life?

APPENDIX B EPISODE 32 PROJECT

**What About You?** activities provide open-ended questions that encourage students to express their personal feelings and opinions as they relate to the themes presented 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.

# Rebecca Remembers

EPISODE **25**

## THEMES

- Having Regrets
- Remembering Good and Bad Times
- Mixed Feelings

## GAME

- Life Lessons

## OPTIONAL PROJECT

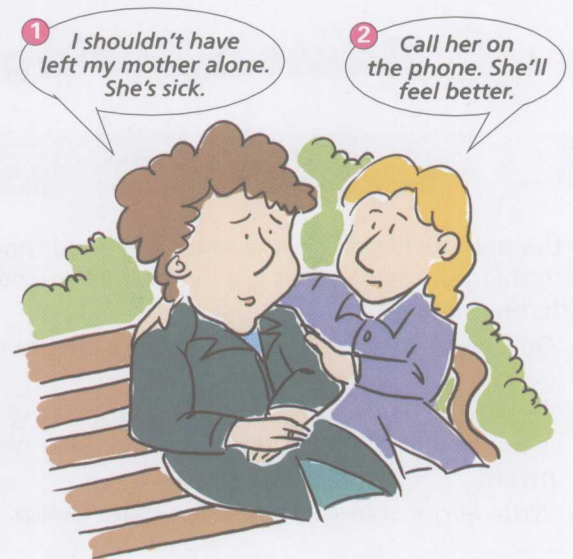
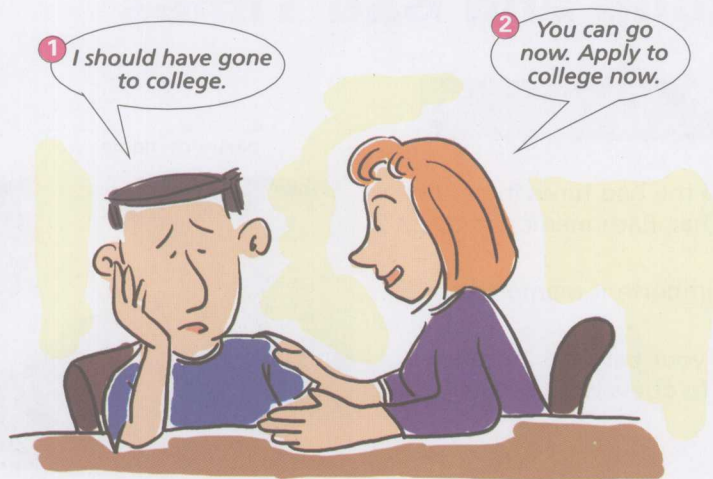
- Family Obligations (Appendix 1)

## THEME **Having Regrets**

1

PARTNER

MATCHING



When you have regrets, you feel sorry about some things that you did or didn't do in the past. Usually you wish you could do things in a different way.

A. Work with a partner. Look at the pictures above. Both pictures show a person with a regret. That person gets advice from someone else about his/her regret.

B. Match the list of regrets below with the appropriate advice.

### Regrets

1. \_\_\_\_\_ I shouldn't have fought with my father.
2. \_\_\_\_\_ I should have married her.
3. \_\_\_\_\_ I shouldn't have left home.
4. \_\_\_\_\_ I should have written him that letter.
5. \_\_\_\_\_ I should have taken that job.

### Advice

- a. Call and see if you can still accept the job.
- b. Write the letter now or call him.
- c. Tell him you're sorry.
- d. Go home for a visit.
- e. There are many other women. You'll find someone else.



Do you have any regrets? What are they?

- Think of one regret that you have. Write it in the space below.
- Tell your regret to your partner. Your partner will listen and give you advice about your regret. Write down the advice your partner gives you.
- Switch roles. Now listen to your partner's regret. Give him/her some advice. Your partner will write down the advice that you give.

What is your regret?

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What advice does your partner give you?

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## THEME Remembering Good and Bad Times

In this episode Rebecca remembers the good times and the bad times in her life. Each thing she remembers is an important memory to her. Each memory made a difference in her life.

- On a separate piece of paper, draw a picture of an important memory of a good time or a bad time.
- Exchange pictures with your partner. Try to guess if your partner's picture is a memory of a good time or a bad time. Also try to guess what the picture means.
- Write about your guesses in the space below.



Circle one: My partner's memory is of a good/bad time.

It's a story about \_\_\_\_\_

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- Read your guesses to your partner. He/she will tell you if your guess is correct.

- A. Look at your drawing from Activity 3. On a separate sheet of paper, write down the story of this memory. It should be only one paragraph long. Attach the story to the drawing, put your name on both, and hand them in to your teacher.
- B. Your teacher will post a group of several drawings where everyone in the class can see them. As your teacher reads each story out loud, try to guess which drawing it describes.
- C. After the class matches each story and drawing, the person who drew the picture will answer any questions that his/her classmates have about the drawing.

What About  
you?

1. What is your memory of the best time in your life?
2. When did it happen?
3. How old were you?
4. Would you want it to happen again? Tell why or why not.

## THEME Mixed Feelings

\_\_\_\_\_ group number

Rebecca had **mixed feelings** about going to San Francisco. She felt good because she was going to music school. But, she also felt bad because she was leaving her father and brother. Have you ever had mixed feelings about something that happened to you?

- A. Think about a time when you had mixed feelings about something. Complete the sentences in each part of the picture below.

I felt good because

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I had mixed feelings about

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I felt bad because

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- B. Read your sentences to your group members. Discuss your feelings. Answer any questions they may have about your feelings.



Having mixed feelings about something can also mean that you think an idea is a little right and a little wrong. It can also mean agreeing with some parts of an idea or statement and disagreeing with other parts. Some people are always sure and never have mixed feelings. Others see both sides of a statement and have mixed feelings.

- A. Divide into groups. Count the number of people in your group who agree, disagree, or have mixed feelings about each of the statements in the chart below. Write these numbers in each column.
- B. Compare your answers with those of another group.

Statements	How many people in your group . . .		
	agree?	disagree?	have mixed feelings?
1. All countries should belong to the United Nations.			
2. Everyone should graduate from college.			
3. Women should be allowed to fight in the army.			
4. All children should speak two languages.			
5. There should be one international currency for all countries.			

- A. As a class, choose one statement from Activity 6 to use for a debate.
- B. Look at your response to that statement in the chart above. Did you agree? If so, join Group 1. If you disagreed, join Group 2. If you had mixed feelings, join Group 3. Groups 1 and 2 will debate. Group 3 will decide the winner.
- C. Read the directions for each group.

#### Groups 1 and 2

Make a list of five reasons that support your opinion of the statement. Be ready to explain each one. Your group will have five minutes to present its ideas.

#### Group 3

During the presentations, take notes on good ideas. After the debate, decide the winner.

- D. Groups 1 and 2 take turns presenting their reasons. Then Group 3 meets to decide which group gave the best presentation.

#### What About you?

1. Do you think most people have mixed feelings about important things?
2. When do you think it's important to be absolutely sure about something?
3. Were you ever absolutely sure about something?

# GAME Life Lessons

8

GROUP

GAME

group number

In this episode, Rebecca thinks about her past, and the many lessons she has learned in life. Life lessons come from life experience. Play this game about life lessons.

## Get Ready to Play

### Step One

Divide into groups of two to four players. Each group of players will need a coin.

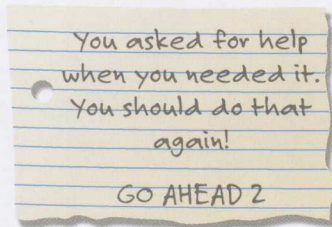
### Step Two

Each player will need a piece of paper. Cut (or fold and tear) the paper into four small pieces. These will be the game cards.

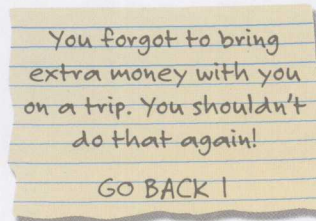
### Step Three

Each player will make four game cards. Each game card will have to do with a life lesson.

#### EXAMPLE



GO AHEAD cards have things that you should do again.



GO BACK cards have things that you shouldn't do again.

You should make two GO AHEAD cards and two GO BACK cards. They can be for either one or two spaces. You can work alone or with others to think of ideas for the game cards.

### Step Four

Shuffle the game cards and put them in a pile face down on the table. Turn to the game board on page 6. Cut out the markers on Appendix 13 and put them on START.

## Play the Game

- Decide who will go first. That player tosses the coin. If the coin lands heads up, that player moves ahead one space. If the coin lands tails up, that player moves ahead two spaces.
- Read what is written on the space where you land. Follow the directions. You might have to move ahead, move back, or take a card.
- If you take a card, read it aloud. Follow the directions on the card. You can only take one card on each turn.
- If the card tells you to move AHEAD or BACK to a space, move your marker and stay there. Don't follow the directions on that space. Wait for your next turn.
- If you land on a FREE space, stay there and wait for your next turn.
- The next player tosses the coin, and play continues.
- The first person to reach FINISH wins the game.



<p>You didn't take care of your car and it broke down. You shouldn't do that again! <b>GO BACK 2</b></p>	<p><b>TAKE A CARD</b></p>	<p>You did a favor for a friend. You should do that again! <b>GO AHEAD 2</b></p>	<p><b>FREE</b></p>	<p>You cheated on a test. The teacher saw you. You shouldn't do that again! <b>GO BACK 1</b></p>	<p><b>FREE</b></p>	<p>You saved some important things that you needed later on. You should do that again! <b>GO AHEAD 2</b></p>	<p><b>TAKE A CARD</b></p>	<p>You wore informal clothes at a job interview. You shouldn't do that again! <b>GO BACK 1</b></p>
<p>You had two boyfriends/girlfriends at the same time. You shouldn't do that again! <b>GO BACK 1</b></p>	<p><b>TAKE A CARD</b></p>	<p><b>TAKE A CARD</b></p>	<p>You remembered your mother's birthday. You should do that again! <b>GO AHEAD 1</b></p>	<p>You read the map before you went on the trip. You should do that again! <b>GO AHEAD 2</b></p>	<p><b>FREE</b></p>	<p><b>FREE</b></p>	<p><b>FINISH</b></p>	
<p>You were honest with a friend and your friend appreciated it. You should do that again! <b>GO AHEAD 1</b></p>	<p><b>TAKE A CARD</b></p>	<p><b>TAKE A CARD</b></p>	<p><b>TAKE A CARD</b></p>	<p>You bought something you couldn't afford. You shouldn't do that again! <b>GO BACK TO START</b></p>	<p>You studied hard and passed a test. You should do that again! <b>GO AHEAD 2</b></p>	<p><b>START</b></p>		