

UNIT 11 HOME SWEET HOME

UNIT OVERVIEW: In this unit students will talk about their hometown or home country.

Conversation Starters: *Things You Miss*

Friends talk about study experiences abroad.

Building Fluency

Expressing personal needs; noun phrases — things people miss

Conversation Model

I really miss my mom's cooking. — Don't stress short and unimportant words

Let's Talk About It: *Can you live without it?*

Discuss things you are attached to — could you live without them?

Conversation Idioms

can't live without my friends

settle in

give a tip at a restaurant

feel at home

get homesick

get around by bus

is laid-back

have lots of fun

is too complicated

experience the atmosphere

follow a tradition

Additional Links for this unit: Keiko talks about things she missed about Japan when she lived in America.

<http://www.elllo.org/english/0601/T647-Keiko-MissJapan.htm>

STEP 1 BUILDING THE ATMOSPHERE

- Before starting this unit, make sure your students understand the terms “go on exchange,” “to be homesick,” and “to miss something/someone.” First, ask your students if they think they would become homesick if they went overseas on exchange. Next, ask students to brainstorm a list of things they might miss if they went on exchange, and write these on the board. Of course, if you have students who have experienced exchange, ask them to share their actual experiences.
- Next, play the **Amy and Erik Introduction**, and have your students listen for the following answers:
Has Amy been on exchange? Yes / No
Did she get homesick? Yes / No
Did she miss Erik? Yes / No
- Then, have your students briefly discuss whether they think Amy's experience is common or not.

Script [Track 64]

Amy: Hi everyone. This is Unit 11, Home Sweet Home.

Erik: Amy, you went to Italy as an exchange student, didn't you?

Amy: I sure did! I loved it!

Erik: So, you didn't get homesick?

Amy: No, not at all!

Erik: So, you didn't miss me?

Amy: Nah, not really.

Erik: You didn't? Well, our friends are talking about their experiences abroad. Let's listen.

STEP 2 CONVERSATION STARTERS: HOME SWEET HOME

Students will listen to people talking about their experiences of study abroad.

Optional Warm Up

- Write the following words below on the board. Then have students write one or two words for each that relates to

a good or bad feeling.

Food:

Weather:

People:

Family:

- Next, have people share why they wrote the words they did and why they are important to them.

1. First Listening

Play the audio. Have students mark their answers and then compare in pairs. Go over the answers as a class.

2. Second Listening

Play the audio again. This time, pause the audio after each speaker so they have ample time to write the reasons down. Replay the audio as needed. Have students compare answers in pairs and then go over them as a class.

Answer Key

First Listening:

1. missed / from home
2. tipping / complicated
3. missed / China
4. didn't miss / home
5. best thing / people

Second Listening: (These are comprehensive answers, but you do not have to require so much from your students.)

1. He prefers warm, sunny weather rather than the bad, overcast weather of England.
2. She's not used to tipping, probably because there's no tipping system in her country.
3. While there's Chinese food in Australia, it's not real, authentic Chinese food.
4. He had a lot of fun in Korea and didn't feel watching TV was that important.
5. The people were so friendly and laid-back, and they made her feel at home.

VOCAB TROUBLESHOOTING:

Tip: to give someone some money for the service they provided

Complicated: difficult, confusing

BONUS:

Students discuss the questions in pairs. Have them give reasons and examples.

BONUS ACTIVITY:

Write the following questions on the board. Have students put down their answers and discuss them:

If you studied or worked overseas...,

what food would you miss?

what TV show would you miss?

what person would you miss?

would you miss the weather?

Have students keep their answers as they will be useful in the **Building Fluency Let's Practice** activity.

Script: [Tracks 65-69]

1. Carlos

I always wanted to go to England, so last year I went there on exchange. Before I left, everyone told me how the weather in England is always overcast and not so good. And they were right. I really missed the warm, sunny weather we get at home.

2. Eri

I went on exchange last year to America. And it was really great. But the one thing I just never understood was the tipping system. You know, giving tips at restaurants? I could definitely live without tipping. It's too complicated.

3. Trish

I studied in China for three years, and when I came back to Australia, I totally missed Chinese food. I mean real authentic Chinese food. Of course, we have Chinese food here, but it's just not the same. I still really miss it. I just can't live without it.

4. Scott

I went on exchange to Korea last year. And I know it sounds silly, but I was really worried about missing my favorite

TV shows. But once I was there, I had so much fun that I didn't miss TV at all. And now I don't even own a TV. Go figure!

5. Soon

I went to a language school in Canada in the summer holiday, and I had the best time. I think the best thing was just experiencing the atmosphere. People are so friendly and laid-back. I felt so at home. I really miss that feeling.

STEP 3 BUILDING FLUENCY: EXPRESSING PERSONAL NEEDS

Students will learn several phrases for expressing their personal needs, as well as some common noun phrases for things that people miss when overseas.

1. Expressions

Have students match the sentences with the reasons and go over the answers as a class. As an extension, you can have students think of additional information to add to the reasons. See sample below:

It's too spicy for me. It hurts my tongue and I cannot enjoy it.

It rains too much here. It is really hard to play sports outdoors.

It's too stressful. I can never relax.

I hang out with them every day. We do everything together.

Answer Key

1 – It rains too much here

2 – It's too stressful

3 – It's too spicy for me

4 – I hang out with them every day

2. Vocabulary

Have students match the phrases to the best pictures. Check answers first in pairs and then as a class. As an extension, teach the word “especially” and how it is used to give more specific information. Explain that all the vocabulary topics are general but that they could be made more specific. Write a few samples on the board and then have students do the same completing the list.

local cuisine, especially tacos

my mom's food, especially grilled salmon

my friends, especially Jill

Answer Key

1 – h, 2 – e, 3 – i, 4 – c, 5 – a, 6 – b, 7 – j, 8 – g, 9 – d, 10 – f

VOCAB TROUBLESHOOTING:

Local cuisine – local food

The public transportation system – public transport (UK)

HOW THE GRAMMAR WORKS:

Go over the use of adverbs of degree and encourage students to use them during the **Let's Practice** activity.

3. Let's Practice

Have students role play the situation using the language and information previously practiced (i.e. *especially*.) Model a sample dialogue to facilitate speaking. Set up the scene that they are home-stay students in America.

A: *How do you like your stay in America?*

B: *It is good but I really miss the food back home, especially the rice.*

A: *Why is it better than the rice here?*

B: *It is definitely better because it has more flavor.*

STEP 4 CONVERSATION MODELL: I REALLY MISS MY MOM'S COOKING

Students will look at how short and unimportant words are often not stressed in English.

Optional Warm Up:

Write the following questions on the board.

1) *What does the woman miss?*

2) *Why does she miss it?*

3) *Do you think the man is a local or new to the area, too?*

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

1. Situation

- Have your students check the conversation for unknown words, and explain any difficult phrases.

VOCAB TROUBLESHOOTING:

Have you settled in yet? – Are you used to (have you become accustomed to) your new living situation?

Yeah – Yes

I know what you mean – I understand what you are saying (your opinion)

HOW THE PRONUNCIATION WORKS: DON'T STRESS SHORT AND UNIMPORTANT WORDS

Explain the unit pronunciation point to your students. In several units so far we've looked at the importance of stress in English. However, not stressing words is another important feature of English pronunciation. Short words which are "unimportant" or which don't hold much meaning, in particular the "be" verb, prepositions, articles and conjunctions, are likely to be unstressed in fast-paced conversations. In many cases these unstressed words sound completely different to when they were stressed and they often join with other words. While students do not have to pronounce words in this way, it is very important for them to be aware of this, especially for listening comprehension purposes.

- Next, play the conversation model [Track 70] and encourage students to listen out for the unstressed words.
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

EXTRA PRONUNCIATION POINTS: BLEND SOUNDS, CHANGE SOUNDS

Have you settled in yet? – Have you *settle din* yet?

But I – *butai (budai)*

What you mean – *whachu* mean

I can't live without it – I can live *withou (d)it*

2. Substitution

Have students work individually to connect the phrases in the columns to make a coherent conversation. Then have students compare answers in pairs.

Answer Key

My favorite TV show – interesting programs – my favorite program

The warm weather – sunny days – California weather

Playing basketball – fun sports – basketball

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the unstressed words. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of "lots of" and "there are" and offer pronunciation and intonation advice as necessary.

STEP 5 LET'S TALK ABOUT IT: CAN YOU LIVE WITHOUT IT?

Students will discuss the things they would and wouldn't be able to live without if they went on exchange.

Optional Warm Up:

- Write the following words on the board:
- *Spanish / Toaster / John / By bus / Fishing / Dry and hot / flip-flops / banana cream pie / removing shoes indoors / lottery ticket / CNN News*
- Give the students a short amount of time to match each possible answer with the questions on the list. Then go over the answers in pairs and as a class.

1. Get Ready

Have students fill out the survey with their own information.

2. Let's Talk

Have students discuss their survey answers in small groups. Encourage students to provide reasons and examples.

3. Follow Up

Go over the responses as a class. Have each group report who could and could not easily live overseas.

BONUS: Speaking Activity

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

BONUS ACTIVITIES:

1. Have your students create a guidebook or an instructional DVD for people planning to go on exchange, informing them of ways to avoid becoming homesick.
2. Have your students pretend they are on exchange and get them to write a letter home talking about the things they miss/don't miss and the things they like/don't like about their new home. It would be a good idea for students to pick a country they would like to visit and to research a bit about it before beginning this activity.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 91 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

Answer Key

1. Yes
2. overcast
3. No
4. complicated
5. totally missed (also really miss)
6. authentic
7. missing
8. at all
9. laid-back
10. I felt so at home

STEP 7 AMY'S VOCABULARY TIP

Words with multiple meanings are one feature of the English language which can frustrate learners. When learners come across these words in use, they need to refer to the context in order to understand which meaning is being used in that particular situation. Of course, as students gain more and more experience with using the language, this process becomes automatic. However, at first it can be quite confusing. Therefore, it's important for learners to be aware that words have multiple meanings and also to know that they can use the context of use to guess the meaning of the word. Being able to navigate one's dictionary well can help with this process. Have your students look up "miss" in their dictionaries and show them how to distinguish between the different entries/meanings and how to use the example sentences to gain a firmer understanding of the meanings and usages of the word "miss."

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 11 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

AUDIO Script

I stayed with a homestay family in a small town in Japan. Living in the countryside was a really interesting experience, but I would never want to do it again. I really love city life. I was born and raised a city girl, and I just find it much more convenient and comfortable.

Answer Key**Part A.**

1. b
2. b

Part B.

3. miss
4. live without the
5. out with them
6. cooking

Part C.

7. weather
8. program
9. cuisine
10. settling