

# UNIT 7 FAMILY VALUES

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to Yoko's story.
- Answer fill-in-the-blank comprehension questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about telling the truth or hiding your feelings.
- Study the Opinion Network to learn simple phrases for agreeing or disagreeing with someone.
- Extend the Topic by talking about the important lessons we learn from our families.
- Read a Culture Corner extract about family heirlooms (treasures).
- Share ideas about something that has a special family meaning.
- Listen to a follow-up video extract from Mei, who talks about hiding our true feelings; she tells a childhood story about telling the truth.
- Take the Unit Test.

## Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Richard's unit introduction.

## The Issue

In this unit, Yoko talks about an important lesson she learned from her mother when she was a young girl. One day, Mrs. Sato and her five-year-old son, Yuichi, came to visit Yoko and her mother. Yuichi accidentally broke a valuable vase, which was Yoko's family's most precious treasure. Yoko's mother told Mrs. Sato not to worry; the vase, she said, was not valuable. Later, Yoko wondered why her mother had lied, had not told the truth about the vase. Her mother explained that there are situations when we must lie. Thus, the issue concerns telling the truth. Do we always have to be truthful? Can we lie and still be a moral or ethical person?

## Questions Raised

- Do we always have to tell the truth? When is it possible to avoid telling the truth? In what situation is it OK to tell "white lies"?
- What values do we learn from our families? When do we understand the lessons our parents try to teach us? Children are often confused by values and don't come to fully understand what their parents were trying to teach them until they are much older.

## To Keep in Mind

- It might be difficult for some students to admit that they have been less than truthful. You might want to share an instance from your own life in which you hid your true feelings.
- Family values are embedded in culture. What is a profound family value in one culture might not be a family value in another culture.
- Students might not be aware of family values. Often we learn values and beliefs from birth, and we might think that everyone, all humans, have the same values and beliefs.

## TEACHING GUIDE

### Getting Ready

→ This activity introduces the issue: telling the truth. Before beginning, you need to make sure your students understand the expressions *to tell the truth* and *to tell a lie*. Have the students work in pairs to discuss the two questions. When students are finished discussing in pairs, ask for a few volunteers to share their answers with the class.

🕒 **Teaching tip:** Because of the nature of the topic, students may be reluctant to volunteer their answers to the class, so you may want to share a time that you told a lie in order to get students to open up. This is also a good opportunity to introduce the term *white lie*. The exact definition may vary from culture to culture, but in general it is a harmless lie that is often told to avoid hurting someone's feelings.

### Situation

→ To help students focus, consider going over the four questions in the Check Your Understanding section (page 33) before listening to the recording. Have the students listen the first time with their books closed. Then, have them open their books and follow along as they listen a second time. You might also ask the students to read aloud as they listen to the recording a third time.

🕒 **Teaching tip:** After the students have answered the four questions in the Check Your Understanding activity, you could place them in pairs or groups of three to go over their answers. Then, go over the correct answers with the entire class.

### Check Your Understanding

#### Answer Key

1. 200   2. did not break   3. hid   4. did not understand

### What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Yeon-Suk, Susan, and Ken. Discussion should be done in pairs.

🕒 **Teaching tip:** Students work in pairs. Student A gives the opinion of one of the three and asks, "What do you think?" Student B replies. Encourage students to explain their answers. For example,

A: Yeon-Suk says that we should always tell the truth. What do you think?

B: I agree (don't agree) with her. What do you think?

A: Well, I don't think she's right. Sometimes it's more important to protect people's feelings.

✂ **Culture Point:** Some cultures value honesty over protecting other's feelings. In other cultures, not offending someone is more important than being honest. Some students may have a difficult time understanding the opposite perspective of what they are accustomed to culturally.

### Extending the Topic: Family lessons

→ Coming up with a list of eight lessons may be challenging for some students. Working in pairs may make it easier for them to brainstorm ideas about the things they learned from their families. You may want to elicit a few examples from the whole class to help get them started. Then they can work individually to rate the importance of the lessons. Give students plenty of time to do this. When they are finished, place them in pairs (or threes) for the follow-up discussion activity, B. Encourage them to talk about which values are the most or the least important to them.

### Culture Corner

Have students work in pairs or groups of three. Students read through the list of Top 12 Family Heirlooms. Give them an opportunity to ask about unknown words (for example, *heirloom*). Then write a few questions on the board for discussion. For example: Which category does Yoko's grandfather's vase fall under? Does your family

have any heirlooms from these categories? Which ones? This question is also an appropriate lead-in question to the Sharing My Ideas task.

## Sharing My Ideas: A special object

### → Choose

Help the students think of an object with special family meaning. For example, you could go over the list of family heirlooms in the Culture Corner section on page 36.

### → Prepare and Rehearse

For both the Prepare and Rehearse steps, consider placing students with the same or similar objects in pairs. Have students take simple notes when answering the questions in the Prepare box. Point out the Language Hints before they begin practicing. Remind the listening partner to do the listener task (i.e., to understand the special value of the object). If the listener doesn't fully understand why it's important, he or she should ask for more information. Give students plenty of time to improve their notes.

### Sample Presentation

*I'm going to talk about a picture of my great-grandparents on my mother's side. It is a small, black and white photograph. It was taken on their wedding day in 1912 in Honolulu, Hawaii. They look so happy! My mother keeps it in our living room, with photographs of other family members. It is special because it is the only picture of them that we have.*

### → Present

The Presentation Tip involves sounding natural, not reading from the page and looking at the audience. Be sure to go over the tip as a class before they begin their presentations. You could read the sample presentation above two times—once demonstrating a good example of the tips and once not following the tips at all.

Have students find a new partner, or put them into small groups. There is no explicit Listener task, but the audience will be asked if they understand why the object is special. Therefore, have students listen for the special meaning of the object and ask them to take notes.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

### Assessing the Activity

Have students evaluate the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- |   |     |
|---|-----|
| 1 – The presenter gave a good description of the family object. | Y N |
| 2 – The presenter explained why the object is important.        | Y N |
| 3 – The presenter sounded natural.                              | Y N |
| 4 – The presenter did not read word for word from the page.     | Y N |
| 5 – The presenter looked at the audience.                       | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in front of the class, have each student grade him or her.

## PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Mei's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

### Answer Key

#### Mei

It's easy for me to understand why the owner of the vase told a lie and said that the vase wasn't really valuable. I would probably have done the same thing. I think she valued the human relationship more than the object. When I was a little girl, I remember when a friend of mine broke my toy. She was very sorry and she started to cry. I told her that she didn't have to worry about it. I said it was an old toy and I didn't really want it anymore. That wasn't true, but I told her that because I thought it would make her feel better. Lying is wrong but I don't want to hurt someone. I would feel more guilty if I hurt someone, so I think I did the right thing. And I also think that the owner of the vase did the right thing, too.

### Video Script

I really understand why the owner of the vase said a lie and said that the vase wasn't valuable. Probably I would do the same thing because I think she valued more for the human relationship than the object. And when I was little, my friend broke my toy and my friend was very sorry and she almost cried and I told her that she doesn't have to worry about it. It was an old toy, I don't want it anymore, I didn't want it any more. And I told her that because I thought it would make her feel better. And, you know, lying is bad, but I don't want to hurt someone. I feel more guilty if I hurt someone, so I think I did the right thing, and I also think the owner of the vase did the right thing, too.

## UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the Test. Correct the Test in class.

A. **Understanding the Situation:** The focus is on understanding why Yoko's mother reacted the way she did when the vase broke, and the lesson that she wanted to teach Yoko. Students answer five multiple-choice questions.

B. **Vocabulary:** The focus is on understanding three words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. **Expressions:** The focus is on you check students' understanding of words or phrases from the What Do You Think? section. Students answer two multiple-choice questions.

### Answer Key

A. 1. a 2. c 3. a 4. b 5. d  
B. precious, upset, hide  
C. 1. b 2. b

## LINKS

If you would like the class to do additional research on telling the truth, here are some useful links:

Helping young children tell the truth: [http://www.cfc-efc.ca/docs/cccf/rs036\\_en.htm](http://www.cfc-efc.ca/docs/cccf/rs036_en.htm)

Should doctors tell the truth to their patients?: <http://www.uchile.cl/bioetica/doc/honesty.htm>

The media and the truth: <http://www.bu.edu/globalbeat/pubs/manoff0798.html>