

UNIT 2 THE SHOPLIFTER

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the conversation between Maki and Yumi.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about what Maki and Yumi should do about the stolen bracelet and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for agreeing and disagreeing.
- Extend the Topic by talking about students' interpretation of the story.
- Read a Culture Corner extract about common reasons for losing a best friend.
- Share ideas about an argument or difficult experience.
- Listen to a follow-up video extract from Mei giving her views about shoplifting.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Joseph's unit introduction.

The Issue

In this unit, Yumi and Maki are on vacation together. Yumi discovers that Maki has stolen an expensive bracelet while they were out shopping together. Yumi is shocked and insists that Maki return it. Maki promises never to do it again, and asks Yumi to forget about it. Yumi is worried that the police will find them. Suddenly, there's a knock on the door (It's not clear from the passage who is knocking on the door, but it could be the police.)

Questions Raised

- How serious is shoplifting? Is it very serious or not such a big deal? Does the seriousness depend on the value of what was stolen?
- What's the best way for Yumi to handle the situation? If she insists on going back to the store, it would create an extremely unpleasant situation. But if she does nothing, Maki could get in trouble.
- What is Yumi's responsibility to Maki as a friend? Should she protect her by not insisting too much on returning the bracelet? Or should she try to show her that what she did was really wrong?
- What impact will this have on Yumi and Maki's friendship? Yumi has discovered something shocking about Maki. Will this change their relationship?

To Keep in Mind

- Yumi and Maki are in a foreign country. Sometimes people do things abroad that they wouldn't do at home. Students could discuss their experiences as tourists, or seeing other tourists.
- It's very risky to break the law when abroad. Often, we don't understand the legal system, and we may have problems communicating or defending ourselves from accusations. Also, laws vary from country to country. It's legal to buy and smoke marijuana in certain places in the Netherlands, but highly illegal in Singapore, for example. Students who have been abroad could be asked their impressions about laws and police when they were there.
- Maki seems to want to avoid responsibility for having stolen the bracelet. People steal for different reasons. Sometimes, something that someone really wants is too expensive, but other times, people simply have a compulsive reaction of wanting "something for nothing." Some people have such a hard time resisting an urge to steal things that they can't control themselves. This is called *kleptomania*. Most people who shoplift, however, are not kleptomaniacs.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs and ask each other the questions. These questions are well suited to pair work because students may not feel comfortable answering them openly in front of the whole class.

🕒 **Teaching tip:** Rather than telling students to “do the activity” or “ask each other questions,” tell them that they will “interview their partner” about the topic. You can ask them to ask additional questions of their own so that the interview is longer.

Situation

→ Have students practice the dialogue in pairs. They should practice three times, looking at the book less each time. After having practiced the dialogue, you can also ask students to close their books and “tell the story.”

Create a mini dialogue on the board such as this:

A – Did you hear about Maki and Yumi’s vacation?

B – No, what happened?

A – Well...

Use the mini dialogue to have students tell the story in their own words. This also tests comprehension, since students cannot directly use the sentences from the textbook.

🕒 **Teaching tip:** The situation in this unit is very dramatic, so it’s a good unit to practice using stress and intonation to show feeling. Choose a dramatic sentence from the unit, such as “Maki, that’s shoplifting! It’s wrong!” or “Wait, someone’s knocking! Don’t answer!” Put the sentence on the board with stress markers and have students practice saying the sentence.

Check Your Understanding

Answer Key

1. F 2. F 3. T 4. T

What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, students discuss their opinions about the best way to deal with Maki and Yumi’s situation. Discussion should be done in pairs.

🕒 **Teaching tip:** Turn the activity into a “memory game.” Students work in pairs. Student A is given one minute to look at the photos and the names (Shingo, Iris, and Anna), and remember their opinions about the situation. After one minute, student B tests student A by asking, “What is Shingo’s opinion?” Tell students they don’t have to remember the opinions word for word, just the basic idea.

🗒 **Culture Point:** Some cultural communities place an especially high value on loyalty to friends and family. In this story, that kind of loyalty could be expressed in different ways:

- Returning the bracelet as a way of teaching the friend to be responsible
- Helping the friend avoid punishment

Extending the Topic: Do you believe it?

→ Have students work individually when answering the questions about their interpretation of the story. They should work in pairs (or threes) for the follow-up discussion.

Give students plenty of time to understand each item, and be sure that they add their own idea at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity. Before students begin the discussion activity, ask for three volunteers to read the sample conversation.

Teaching tip: If working with students with a wide range of ability, you can put an “optional extra” task on the board for students who fill out their answers quickly. They should write down reasons for answering the way they did. They can include this information in the discussion.

Culture Corner

Have students work in pairs or groups of three. Students read through the Common Reasons for Losing a Best Friend. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Are Maki and Yumi having any of these problems? Have you ever lost a (best) friend? If yes, what happened? This second question is rather delicate and students may not want to talk openly about it. You could give an example from your own friendship experiences. This question is also an appropriate warm-up question for the Sharing My Ideas task.

Sharing My Ideas: A difficult experience

→ Choose

The goal of this step is for students to think of an argument or difficult experience they have had. Since this may be personal, and some students won't be comfortable talking about serious problems, you may want to give some examples that are not too serious, such as childhood arguments with siblings, or disagreements with friends about where to eat.

→ Prepare and Rehearse

This step has a list of questions the students can answer to make their outline. Tell students not to limit themselves to these questions but only to use it as a starting point. It may be better to have students make their outline on paper, so they have room to write. Also, encourage students not to write full sentences, but only key words. This allows them to get down more ideas, and not to read off the paper when making their presentation. Point out the Language Hints or read them together as a class.

When students rehearse with a partner, make sure they do the Listener task. Encourage partners to listen for key phrases from the Language Hints box. Give students time to improve their notes before moving on to Step 4.

Sample Presentation

Today I'm going to talk about a disagreement when I was a child. It was between me and my brother. My father is also in the story. When I was a child, my brother and I always disagreed about which television program we wanted to watch. Every Sunday evening there was a nature program and a cartoon program on at the same time. I liked the nature program. My brother liked the cartoon. He said that because he was older he should choose. In the end, my father chose. I learned that you can't always get what you want. I also learned that it's more fun to get along than to fight.

→ Present

Have students change partners or put them into small groups. Ask for a volunteer to read the Presentation Tip. You could read the sample presentation above and demonstrate what it means to make good eye contact with the audience. Then direct students' attention to the Listener task. This is a comprehension question, so encourage the listeners to pay close attention and to take brief notes during the presentations.

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 judge how easy their partner's presentation was to understand. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The presenter spoke loudly enough. | Y N |
| 2 – The presenter's ideas were clear. | Y N |

- 3 – The presenter used the Language Hints Y N
 4 – The presentation had a clear beginning, middle, and end. Y N
 5 – The presenter made eye contact with the audience. Y N

When students are working in pairs, have each student evaluate the other. If a student presents in a small group or 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
 Any way you look at it, shoplifting is a crime. No matter what the situation is, you just can’t take somebody else’s property. And in this situation, I think the girl who stole the bracelet should go back to the shop and return it. She should tell them honestly what she did and return the bracelet. And her friends, if they are really good friend—if they are best friends—I think her friend should persuade her to go back to the store and return it. If it was my friend, I would definitely tell her to. I would persuade her to go back to the store, because how can I trust a friend who steals things? I would be worried that she might do it again, so I would definitely tell her to go back to the store.

Video Script

I think shoplifting is a crime. No matter where or no matter what the situation is, no one is allowed to take somebody else’s property without permission. And in this situation, I think the girl who stole the bracelet should go back to the shop and return the bracelet—tell honestly what she has done and return the bracelet. And her friend, if they are really good friends—if they are best friends—I think her friend should tell her, should persuade her friend to go back to the store and return it. And if it was my friend, I would definitely tell her to—I would persuade her to go back to the store because, I mean, how can I trust a friend who steals things? I would be worried about what she might do it again, so I would definitely tell her to go back to the store.

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 key expressions that are important for understanding what happened on Maki and Yumi’s shopping trip.

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 phrases from the What Do You Think? section. Students answer two multiple-choice questions.

Answer Key
 A. 1. b 2. d 3. b 4. b 5. a
 B. tourists, bargains, diamonds
 C. 1. b 2. c

LINKS

If you would like the class to do additional research on topics from this unit, here are some useful links:

Shoplifting addiction:

http://addiction.lovetoknow.com/wiki/Shoplifting_Addiction

Shopping addiction:

<http://www.addictions.co.uk/addiction.asp?id=shop>

How to break up with a friend:

<http://www.wikihow.com/Break-Up-With-Your-Friend>