

# UNIT 11 INTERNATIONAL RELATIONSHIPS

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read an email from Mari to her best friend about her future and her dreams.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about what Mari should do, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for degrees of agreement.
- Extend the Topic by talking about what is important in a relationship.
- Read a Culture Corner extract about international marriages.
- Share ideas about making a major life decision.
- Watch a follow-up video extract from Gillian giving her views about international relationships.
- 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, the initial issue is an international relationship—a university student has fallen in love with a student from another country. The issue concerns what she should do. This initial focus broadens to include elements that are necessary to make a relationship successful. What does it include? More than love? The unit closes with an examination of making a big decision in life.

## Questions Raised

- Can international relationships be successful?
- What does it take to make a relationship work?
- How can we make major decisions that change our lives?

## To Keep in Mind

- Not all students are aware of the idea of falling in love with someone from another country.
- Students might be reluctant to share their ideas about possible problems in a relationship.

## TEACHING GUIDE

### Getting Ready

→ Place students in pairs (or in threes, if there is an odd number) and have them ask and answer the questions about what they would do for love.

🎧 **Teaching tip:** The expression *What would you do for love?* might be unfamiliar to your students. If this is the case, you could explain what it means. You might use this example: "I love her (or him) so much that I would move to her country to be with her."

### Situation

→ Read the introduction to the story to the students. Then have them listen to the story to learn why Mari is confused. You might want to have the students listen to the CD a second time. Check their understanding. Then have them open their books and follow along as they listen a third time.

🎧 **Teaching tip:** You could introduce the Situation by explaining that Akane is Japanese. She is at a university in Paris, and has fallen in love with Lukus, who is from Finland.

## Check Your Understanding

### Answer Key

1. F 2. T 3. F 4. F 5. F

### What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss the opinions of Shingo, Anna, Mark, and Iris. Discussion should be done in pairs.

🎯 **Teaching tip:** First, have the students check the opinions with which they agree in Activity A. Then do Activity B. Note that there are degrees of agreement (e.g., *agree 100 percent*). You could go over these with your students.

📌 **Culture point:** In some cultures, marrying outside one's socioeconomic group or marrying without permission of one's parents are not viable options.

### Extending the Topic: More than love?

→ For Activity A, have students work individually when considering the factors as potential problems.

Place students in pairs or groups of three for Activity B. Have them read aloud the Basic structures (one student reading A and one reading B). In the Extension, a third student adds a comment to what student B has said. Then student A provides a final opinion.

For Activity C, instruct the students in their groups to agree on the factor that presents the biggest problem. Ask each group to report, and write their responses on the board.

### Culture Corner

Have students work in pairs or groups of three. Students read through the "Obstacles and Challenges for International Marriages." Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: What do you think is the biggest challenge of an international marriage? What do you think is the greatest advantage?

### Sharing My Ideas: Big life decisions

#### → Choose

Before asking the students to select one of the two topics, love or the perfect job, brainstorm with your students some other possibilities. Write them on the board. Then include the best ones in the choices.

#### → Prepare and Rehearse

To help students get started, you might also want to go over some of the questions at the bottom of the Prepare box. Point out the Language Hints and remind students to take simple notes.

As students finish their notes, place them in pairs for Step 3. Go around the class and check that partners are doing the Listener task. Give students plenty of time to improve their notes before moving on to Step 4.

### Sample Presentation

*For the perfect job, I would do many things. First, I would move to another city. Also, I would be willing to work many hours. Moreover, I would not expect a big salary. But there are some things I would not do for the perfect job. I would not live in another country. Even for the perfect job, I would not commute a long way. I hate commuting! So there are many things I would do for the perfect job, but there are some things that I would not do.*

#### → Present

Have students change partners, or put them in small groups. Go over the Listener task and Presentation Tip as a class before students begin presenting.

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

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see *Assessing the Activity*, Unit 1.)

- |                                                                  |           |
|------------------------------------------------------------------|-----------|
| 1 – The main points of the presentation were clear.              | ★ ★ ★ ★ ★ |
| 2 – The presenter used the Language Hints.                       | ★ ★ ★ ★ ★ |
| 3 – The presenter spoke loudly enough.                           | ★ ★ ★ ★ ★ |
| 4 – The presenter spoke at a good pace—not too fast or too slow. | ★ ★ ★ ★ ★ |
| 5 – The presenter made eye contact with the audience.            | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## 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 Gillian’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

Gillian

In my view, all young people, and particularly young women, should get experience, life experience. I would recommend to anyone who’s just graduating from college, travel a little, have work experience in different places, even take on different jobs. I would not recommend people rush into committed relationships, or consider getting married that young.

I have a friend who had a very close intimate relationship with her boyfriend at university. When graduation came around, they decided to go different ways, but they kept in touch. My friend went to the States, from England, for two years, met many different people, had different experiences. At the end of two years, she met up with her boyfriend again, and then they decided they had had their different experiences, and they wanted to be together. Don’t rush things!

### Video Script

Well, what I think is that, um, all young people, but I would say particularly women, um, given the role, the idea that a woman has to find a man—that is often an idea in our society—given that, I think women particularly, but all young people, should get experience, life experience. So I would recommend anyone graduating from college, um, travel a little, have work experience in different places, even take on different jobs. I would not recommend that people rush into committed relationship, or even get married that young. But it depends on the person, of course.

Um, I have a friend who had a very close intimate relationship with her boyfriend at university. When graduation came around, they decided to go different ways, but they kept in touch. My friend went to the States, from England, for two years, met many different people, had different experiences. At the end of two years, met up with her boyfriend again, and then they decided, yep, they’d had experiences, they wanted to be together. Don’t rush things!

## 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 the story in the Situation. Students answer five multiple-choice questions.

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

**C. Expressions:** The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

### Answer Key

- A. 1. c    2. b    3. d    4. b    5. a  
B. in love with,    artists,    foreigner  
C. 1. b    2. b

## LINKS

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

<http://marriage.about.com/cs/intercultural/a/international.htm>

<http://dandoweb.com/e/marriage.html>

[http://www.answerbag.com/c\\_view/2348](http://www.answerbag.com/c_view/2348)