

UNIT 4 GETTING AHEAD

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the conversation between May and Chao.
- Answer multiple-choice questions to show understanding of the conversation.
- 🗣️ Consider four alternative opinions about children’s education, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for “strength of opinions.”
- Extend the Topic by talking about selfish parents or loving parents.
- Read a Culture Corner extract about concerns that parents have raising a teenager.
- Share ideas about family values.
- Watch a follow-up video extract from Mike giving his views about family disputes and children’s education.
- Take the Unit Test.

Authors’ Introduction

Go to impactseries.com/issues to listen to Junko’s unit introduction.

The Issue

In this unit, a brother and sister disagree about raising children, success, and education. The brother, Chao, is planning to send his daughter to a private school, but his sister, May, cannot afford to send her son to a private school because she and her husband recently spent all of their saved money on a new house. May wants the two families to be close, but Chao wants his daughter to get ahead, even if this means becoming more distant from May’s family. This unit raises the issue that family ties are getting weaker these days. Should families attempt to keep strong family ties? Or should families try to free themselves from traditional family ties?

Questions Raised

- Should families live close together and help each other? Should families who live close to each other stay together or should they leave each other?
- Should everyone in the family be treated the same? Brothers and sisters? Cousins? Should they receive the same education?
- When families and relatives live in the same neighborhood for a long time, if one family moves away, is it bad for the other families who stay there?

To Keep in Mind

- Students whose relatives live close by will be able to relate to this story well. However, students whose relatives live far away, or those who do not even have cousins, may not be able to relate as well.
- How close you feel or how close you are supposed to be with your relatives may differ according to countries, cultures, generations, or family histories. Within the same family, children may have different ideas about these things based on differences between their parents’ families.

TEACHING GUIDE

Getting Ready

→ After the pair work, you may want to ask the whole class about which item they ranked the most important, and which one the least important. You could ask them to raise their hands for each question.

🗣️ **Teaching tip:** Your students can think about their own situation as children or they could imagine their own children they will have in the future. If your students are parents, they can think about their own children.

Situation

→ Have students work in pairs. One student takes the role of May, and the other, Chao. Have students practice the dialogue two times: First time—May sounding upset and Chao sounding calm. Second time—Chao sounding upset and May sounding calm. Then have students listen to the dialogue on the audio CD. Ask them who sounds calm and who sounds upset.

🎧 **Teaching tip:** In this unit it is important to understand the family relationships fully in order to understand the content. Chao and May are brother and sister who live in the same neighborhood. Chao is Lily's father, and May is Wei's mother. Lily and Wei are cousins who are also good friends.

Check Your Understanding

Answer Key

1. b 2. a 3. b 4. b. 5. b

What Do You Think?

→ After you check students' understanding of the story, have them discuss the opinions of Yeon-Suk, Ken, Luis, and Iris. Have students do Activity A individually. Students are asked to rate the opinions from 1 (strongly agree) to 4 (strongly disagree). A rating of 1 means it is the strongest of the four opinions. Remind your students to give only one 1, one 2, and so on. Then have them move on to Activity B and share their opinions in pairs.

🎧 **Teaching tip:** You could go over the degrees of agreement in the Opinion Network as a class or simply encourage your students to use these expressions when discussing the four opinions.

✍️ **Culture point:** The meaning or image of *family* and *relatives* might differ according to cultures or languages. For example, in the Japanese language the word *shinseki*, which is a direct translation of *relatives*, is not used to refer to your parents, siblings, children, grandchildren, or grandparents. It is used for uncles, aunts, cousins, and other far relatives.

Extending the Topic: Selfish parent or loving parents?

→ Have students work individually when filling out the opinion survey, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read the opinion survey (Activity A), and be sure that they add their own ideas 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 B. Students should start the discussion using the Basic sample dialogue, but do encourage students to challenge themselves by following the Extension sample dialogue. Finally, have each group report their ideas to the class (Activity C).

Culture Corner

Have students work in pairs or groups of three. Students read through the list of concerns parents have when raising a teenage child. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Which of these problems are common for teenagers in your culture? Which three problems do you think are the most serious? Why?

Sharing My Ideas: Family values

→ Choose

Begin by having the students select the title of their presentation. Explain that they are going to give a presentation based on the title they have chosen.

→ Prepare and Rehearse

Your students can use the Speaking notes and Language Hints to prepare their presentations. Then they can practice telling the story to a partner.

When students are ready for the Rehearse step, go over the Listener task as a class. When students practice a second time, you could have them give their outline to their partner. This will make it easier for the partner to give hints. Before they start practicing, students should read the Presentation Tip. You could demonstrate pausing by doing the sample presentation below.

Sample Presentation

Today, I'm going to talk about my family's values. Our parents think it is important for a family to do things together as much as possible. For example, we take a family trip once or twice a year. For New Year's, we all go to the shrine together. We also eat out together often. We feel we are close and that's really nice. However, recently I feel that I want to spend more time with my friends. I want to go on a trip with them too! I don't want to make my parents sad, though. I'm hoping they will understand that I am older now and want to hang out with my friends more.

→ Present

Have students change partners, or put them in small groups. Draw students' attention to the Listener task. Encourage the audience 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 trying to use 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 presentation had a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave good examples. | ★ ★ ★ ★ ★ |
| 3 – The presenter's voice was clear. | ★ ★ ★ ★ ★ |
| 4 – The presenter paused between sentences. | ★ ★ ★ ★ ★ |
| 5 – The presenter did not read word for word from the outline. | ★ ★ ★ ★ ★ |

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 Mike'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

Mike

Family disputes are always a big problem. People often don't agree about most things, but when it's in a family unit, it's even more problematic. The problem here is that a brother and sister have different values. One sees a good home as being very important. The other sees a good education as being very important. I think both are equally important. You need to compromise between the two.

Private school is not necessarily always the best way to go. Sometimes public school is better. It depends on how you raise your child. Family values still can be instilled whether you send your child to a private school or a public school. What you have to do is create a good home environment. What this particular brother and sister need to do is sit down and really talk about what's important to both of them, and find a balance.

Video Script

Disputes within families are always a big problem. People don't agree, and when it's within a family unit, it's even more problematic. The problem here is that a brother and sister have different values. One sees a good home as being very important. The other one sees a good education as being very important. Personally, I think both are important. You need to balance between the two.

Private school is not necessarily always the best. Sometimes, public school is good. It depends how you raise your child. Family values still can be instilled even if you send your child to a private school, or vice versa. It's about creating a good home environment. What this particular brother and sister need to do is sit down and really talk about what's important to both of them, and to find a compromise. And hopefully it will work out.

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 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. a 4. d 5. c
B. private, education, cousin
C. 1. b 2. c

LINKS

If you would like the class to do additional research on parents' love, here are some useful links:

Hafu-Life—An exploration of Japanese/American culture:

<http://hafulife.blogspot.com/2007/03/love.html>

Spending time with our young children is love: <http://dannynghusana.blogspot.com/2007/03/spending-time-with-our-young-children.html>

REDERS IN COUNCIL—a fair share of loving parents:

<http://search.japantimes.co.jp/cgi-bin/rc20051109a3.html>