

UNIT 12 NO PLACE LIKE HOME?

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a conversation between two friends, Dale and Chip, who are British students in Japan.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about living in a foreign country, and decide which ones you agree with.
- Study the Opinion Network to learn how to express both agreement and disagreement, from limited to complete.
- Extend the Topic by talking about pride in their country.
- Read a Culture Corner extract about culture shock.
- Share ideas about what to do and see when visiting their country.
- Watch a follow-up video extract from Sara giving her views about living in a foreign country.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, the issue is culture shock—how people react and adjust to living in a foreign country. Dale and Chip are two British students studying in Tokyo. They have different reactions to living and studying in Tokyo. Chip misses England, while Dale enjoys the experience.

Questions Raised

- What is culture shock?
- Can you lose pride in your own country?
- What's important when you live abroad?

To Keep in Mind

- The issue of culture shock may be new to many of your students.
- We gain insights into our own culture when we live in or visit another country.
- People react differently to new experiences, including living in another country.

TEACHING GUIDE

Getting Ready

→ You could have students first answer the three questions individually and then share their responses with a classmate or in small groups.

Teaching Tip: You could solicit students' responses to the third question.

Situation

→ Read the introduction to the students. Then have them listen to the discussion with their books closed. Next, you might have the students listen to the CD a second time, also with their books closed. Check their understanding. Then have them open their books and follow along as they listen a third time.

🎧 **Teaching Tip:** Have students work in pairs. One student takes the role of Dale and the other of Chip. Have students practice the dialogue three times: The first time, they practice with their books open, looking at the dialogue. The second time, students may look at their books, but only talk when their books are closed. The

third time, students do their own version of the dialogue, using their own words. You could have the women in your class take feminine names.

Check Your Understanding

Answer Key (sample answers)

1. Any of these: He went through Harajuku; He visited the Meiji Shrine; He found a noodle restaurant; He talked to the owner.
2. He took a walk; or He went to a (British) pub.
3. Any version of these: tired of studying Japanese; tired of the hassle; doesn't enjoy living and studying in Tokyo; thinks Tokyo has no culture—it's modern, like big cities everywhere.
4. Dale thinks Chip is experiencing culture shock.
5. Chip is too negative. He needs to be more open-minded.

What Do You Think?

→ Before moving to the What Do You Think? section, check students' understanding of the story with the comprehension questions. Then begin with Activity A, in which students should work alone. Play the CD and have the students listen to the opinions of Mark, Anna, Iris, and Shingo. As they listen, tell them to check the opinions with which they agree. Then place students in pairs for Activity B. If there's an odd number of students, have one group of three. Have them share their responses.

🎧 **Teaching Tip:** For A, you could have the students listen to the four people the first time with their books closed. Then have them open their books and follow along as they listen a second time, checking the opinions with which they agree. To help your students understand Mark's opinion, you could contrast "narrow-minded" with Dale's statement that Chip needs to be more "open-minded." You might need to explain what Iris means by "appreciate" your country. In B, go over the expressions in the Opinion Network. Then have the students, in pairs, go over each of the four opinions. Don't forget that there are more opinions at www.impact.series.com.

📌 **Culture Point:** It is common for citizens of a country to have pride in their country. So it might be confusing at first for students to think that some might not appreciate everything about their country.

Extending the Topic: Country pride questionnaire

→ Have students work individually when completing the questionnaire in Activity A. Show them how to calculate their scores when they've completed the questionnaire. Go over the sample dialogue next to the score scale before having students compare their scores in pairs. While in pairs, students could think of additional questions to add to a pride questionnaire for their country. Place students in pairs or groups of three for Activity B. Read aloud the Basic structures (A and B). In the Extension, the first student, student A, provides a final comment. For the Extra Activity, while the instructions call for groups of five, you could have larger groups (e.g., seven or nine). You could have an even number (e.g., six or eight) with two students serving as the judges.

Culture Corner

Have students work in pairs or groups of three. Have the students read through the four stages of culture shock. Allow them an opportunity to ask you about any expressions they don't know. Ask if there are any questions about these stages. Also, see if the students can give any personal examples of going through these stages.

Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of five. Two students (students A and B) take the position: Living in another country helps people understand their own country and themselves better. Two other students (students C and D) take the position: Living in another country is just a waste of time. The fifth student (student E) will listen and act as a judge for the debate. Note: Even if some students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times.

The judge (student E) will decide who has won the debate, based on how well they expressed their positions, and how well they responded to questions from their opponents.

Sharing My Ideas: Tour guide!

→ Choose

Point out to the students that they could focus on their hometown, for example, if it is a popular tourist destination.

→ Prepare and Rehearse

Go over the Speaking notes to make sure students understand that they are creating an actual schedule. Point out the Language Hints and remind them to keep their notes short and simple.

When students are ready for Step 3, bring their attention to the Presentation Tip. Have them practice showing enthusiasm with their partner. Also, encourage them to add information that they did not write in their chart. Remind the listeners of their task—to tell the speaker what they would like to hear more about—and give students time to improve their notes.

Sample Presentation

Visit Hawaii!

Hawaii is a very popular tourist attraction. Each year, millions come to enjoy the pleasant weather, the beautiful beaches, and the deep blue ocean. On your first day, you should take a bus trip around the island of Oahu, and then go to Waikiki. Waikiki is one of my favorite places to visit. It's famous for its beaches. On the second day, you can take a hike up Diamond Head, and then relax by visiting Hanauma Bay to snorkel. In the evening, you could sit on the beach and watch the sunset. It's very romantic. There's a lot to do in Hawaii. You simply must visit soon!

→ Present

Have students work with a new partner, or put them in small groups. Go over the Listener task and encourage students to take notes during the presentations. Remind them to be enthusiastic. You could demonstrate an unenthusiastic and an enthusiastic tour guide by doing the sample presentation above.

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 included a schedule for the visit.
- 2 – The presenter gave enough information about the place.
- 3 – The presenter was enthusiastic about the topic.
- 4 – The presenter convinced me that I should visit this place.
- 5 – The presenter gave good answers to the audience's questions at the end.

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 Sara'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

Sara

I would say this guy is under a lot of stress. It can be stressful for foreigners to live in another country, and especially in Japan, in my opinion. I see a lot of foreigners in pubs and night spots in Tokyo, and I guess hanging out there is a kind of relaxation for them, a way for them to get rid of stress.

I have to say, I believe there is, like, an invisible wall between the natives here and the foreigners. In my life so far, I've lived once in a country where I spoke the local language and once in a country where I didn't speak the local language. I can tell you that I was happier when I was able to speak the language. I was able to experience so many more things, make friends, and appreciate the culture. So my advice to this guy is that you should study the local language, so you can appreciate the country's culture.

Video Script

I think that Japan is notorious, ah, for the bad English, and I think it's very, very stressful for, for foreigners to live in Japan. And I see many foreigners in pubs in Tokyo and I guess that's a kind of, um, resting for them. And I, and I do believe there is a, um, like, invisible wall between, um, the native people and foreigners in Japan.

In my experience, I've lived in a country where I spoke the local language and where I didn't. I know that I was happier when I've been to a place where I spoke the language. And I could experience so many things. I could make friends and appreciate the culture. And it was much better. So my advice is, you should study the local language so you can appreciate the country's culture.

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 Chip's and Dale's differing perspectives on living abroad.
- B. Vocabulary: The focus is on 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 checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

A. 1. a 2. d 3. b 4. b 5. d B. amazing, advantage, shock C. 1. c 2. a

LINKS

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

- http://en.wikipedia.org/wiki/Culture_shock
- <http://edweb.sdsu.edu/people/CGuanipa/cultshok.htm>
- <http://www.studentsabroad.com/reentrycultureshock.html>