

UNIT 14 SAVE OUR COUNTRY

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the magazine article by B.A. Ware.
- Answer open-ended comprehension questions to show understanding of the article.
- 🗣️ Consider four alternative opinions about what Mr. Ware claims, and decide which opinions they agree with most.
- Study the Opinion Network to learn expressions for showing agreement or disagreement.
- Extend the Topic by talking about immigrants' jobs.
- Read a Culture Corner extract about the number of immigrants around the world.
- Share ideas about the rights of immigrants in their countries.
- Watch a follow-up video extract from Scott giving his views about immigrants.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, Mr. Ware, a citizen of "Shingistan," warns about the "enemy" within his country. He believes that because the laws allow immigrants to become citizens very easily, soon Kushtos will take over his country. Kushtos look very different, speak a different language, and have a very different religion. They do the work that the citizens of Shingistan don't want to do, and do it for very little money. He claims the laws should be changed so that the immigrants will be sent back to Kushtonya.

Questions Raised

- How do you feel about immigrants? If many immigrants came to live in your neighborhood, how would you feel? Would you be happy? Would you be threatened?
- How comfortable are you with different races? Can you make friends with people who have differently colored skin, eyes, and hair, or different languages or religions?
- Is your country accepting many immigrants? What are the policies about immigrants in your country? Do you think your country should accept more? Or limit them?

To Keep in Mind

- If your class is a mixture of races, talking about this issue can be very interesting, or very touchy. It is a great opportunity, however, to use your foreign students' experiences and opinions as precious resources.
- It is a good opportunity to remind your students that this is a global age and there will be more chances for people to work in or move to another country, and also more immigrants moving to your country to work or live. Students will need to be ready to cope with it.
- It is also a great opportunity for your students to know more about immigrants and refugees in the world. They should pay attention to political reasons why people become refugees or immigrants. It is also important for them to know more about different races, since ignorance can make prejudice.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly.

🎧 **Teaching Tip:** After the students have worked in pairs, you could ask volunteers to write the country names on the board.

Situation

→ Have students listen to the audio without looking at the text, and ask them to give the two country names, the two nationalities, and their relationship. After they have checked the answers, have them listen to the CD again, this time looking at the text.

🎧 **Teaching Tip:** Have students make pairs. Each student will read one paragraph aloud, taking turns. Help students when they ask questions about pronouncing the words.

Check Your Understanding

Answer Key (sample answers)

1. They have differently colored skin, eyes, and hair.
2. The work that the citizens of Shingistan don't want to do.
3. Because they are not smart and they are lazy.
4. Because they have large families, and soon there will be more of them than citizens.
5. Change the laws and send the Kushtos back to Kushtonya.

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss the opinions of Shingo, Anna, Iris, and Mark. Have students do Activity A individually. Then have them move to Activity B and share their opinions in pairs.

🎧 **Teaching Tip:** Students learn adverbs and adverbial phrases such as *totally*, *completely*, and *to be honest* when agreeing or disagreeing.

📌 **Culture Point:** The number of foreign people working and living in Japan is increasing rapidly. In a junior high school in Mie Prefecture, about 60% of the first-year students are from Brazil or Peru. In an elementary school in Yokohama more than half of the children are from foreign countries, speaking 10 different languages. While some people feel it is a threat, they should realize that it is a great opportunity for empowerment and for Japan to internationalize. Foreign residents are a wonderful human resource for Japan to become internationally more active.

Extending the Topic: Immigrant jobs

→ Have students work individually when checking boxes in the chart, and in pairs (or threes) for the follow-up discussion.

→ Give students plenty of time for checking, and be sure that they add their own ideas at the bottom.

Culture Corner

For this Culture Corner, you may want to list the 10 countries on the board and ask the students to put them in order: Which countries have the greatest numbers of immigrants? Then have them look at the list on page 64 to see if they were correct.

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: Immigrants are good for a country. Two other students (students C and D) take the position: Immigrants are not good for a country. 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: The rights of immigrants

→ Choose

It is likely that this topic will be challenging for many students. You may want to have them work in pairs to read the introductory paragraph and answer the questions. Make sure everyone understands what it means to be an “immigrant without citizenship.” Understanding the introduction and answering the questions will make it easier for them to select a topic.

→ Prepare and Rehearse

Have students write an outline in the Prepare box or on a separate sheet of paper. To help them build their position, have them imagine two points of view—that is, accepting immigrants in their country and being accepted as immigrants in another country. Point out the Language Hints and go over the Presentation Tip, which reminds them to keep their notes brief.

As students are rehearsing, go around the class and make sure that they are doing the Listener task. Give them time to improve their notes before moving on to Step 4.

Sample Presentation

From my point of view, if the government accepts people as immigrants, it should give them equal rights as citizens. I feel this way because immigrants are residents who work and pay taxes, so they should have the same rights as other residents who live there. They should have the right to go to school, own property and vote in the local elections. Local policies directly affect their lives, too. To vote in a national election, however, I think they need citizenship. My conclusion is, as long as the government accepts immigrants, it should give them equal rights as citizens.

→ Present

Have students work with a new partner, or put them in small groups. Point out the Listener task and have the audience take 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 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 enough examples to support his or her position.
- 3 – The presenter used the Language Hints.
- 4 – The presenter showed enthusiasm for the topic.
- 5 – The presenter gave clear answers to the questions from 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 Scott'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

Scott

It's sort of an immigration issue. Basically, I'm pro-immigration. I think that immigration does help countries develop, in terms of labor, in terms of diversity. Come on, I'm an American. We are a nation of immigrants, so of course I'm very pro-immigration.

However, immigration does create some tensions. Like, I'm from a part of the country where there are many Latinos, some of whom come into the country illegally. Sometimes I think, well, if you want to be here, you need to do like my ancestors did. Come in legally, learn the language, learn more about the country, and then if you want to become citizens and you want the same rights as we have, then that's fine. I guess that's how I feel. It has nothing to do with intelligence or whether they should be there based on skin color. Those arguments are really silly to me.

Video Script

Ah, well, um, basically, I'm pro-immigration. Definitely, um, I think that it does help, ah, countries, ah, in terms of um, labor, in terms of new people. Come on, I mean, I'm an American. Ah, we are a nation of immigrants, so I am very pro-immigration.

However, I do want to talk about some of the tensions. I'm from a part of the country where there are many Hispanic, ah, Spanish and Mexican speaking, ah, Mexican people who come into the country and, ah, they're, they're coming in a lot and, ah, sometimes I think, well, if you want to be here, you need to do like my ancestors did, like my relatives did. Come in, learn the language, ah, learn more about the country, and then if you want to become citizens and you want the same rights as we have, that's fine. But, ah, I guess that's, ah, how I feel. Um, it has nothing to do with intelligence or whether they should be there based on skin color—those arguments are silly to me.

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 B.A. Wares view point on immigration.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students match three words with their definitions.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

A. 1. d 2. a 3. b 4. b 5. c

B. 1. d 2. a 3. c

C. 1. b 2. c

LINKS

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

Reuters: Study says immigrants commit less crime (in California):

<http://www.debito.org/?p=1371>

Immigrant Solidarity Network:

<http://www.immigrantsolidarity.org/>

Justice for Immigrants: a journey of hope:

<http://www.justiceforimmigrants.org/>