

English for Life

Curriculum for

LEVEL 4

Theme:

The World



Jan E. Dormer, Ed. D.

Ruth E. López- Cortés

Teacher's Notes

This material is part of *English for Life*—a system and curriculum for teaching English in EFL contexts. The companion document “English for Life Teacher’s Guide” provides the complete information that you will need to teach this curriculum. Here, a brief summary is provided.

English for Life Content

The *English for Life* system stresses class content that is:

- Communicative: focused on developing reading, writing, speaking and listening skills.
- Contextualized: relevant to students’ real needs in using the English language; authentic materials are encouraged when they are relevant and appropriate for the language level.
- Edifying: helping students and teachers learn and grow as individuals, and in relationship with one another. This material is appropriate for use in Christian ministry. It provides options for using Christian content in contexts where this would be appropriate and useful for meeting students’ needs.

The *English for Life* curriculum does not use a textbook (except for grammar instruction) and instead guides teachers in developing classroom activities on interesting themes, which will engage learners in real use of the English language. Eight units are provided in each of five levels. Usually a unit can be completed in two weeks, with four hours of instruction per week, and a level can be completed in a semester.

In this curriculum, each level has a theme:

Level	Theme/Focus	Content
Level 1	Basic Vocabulary and Phrases	greetings, food, home, family, numbers and money, community
Level 2	Home and Family	introductions, descriptions, jobs, home life, house, schedules and habits
Level 3	Community	the neighborhood, stores, services, directions, professions
Level 4	The World	culture, customs, holidays, geography, countries
Level 5	Personal Development	spiritual life, traditions, beliefs, worldview, spiritual truth, missions

The English for Life System

This system was developed as a complete learning package, which includes various types of classes and English learning opportunities. The complete system is outlined in the document *English for Life: Program Information and Teacher’s Guide*.

This curriculum guide provides materials for the heart of the *English for Life* system: the Core Class. The majority of core class time is spent in the activities highlighted in this curriculum.

We suggest that students also need some grammar study (not to exceed ¼ of their class time). In the curriculum overview on page 5 suggestions for grammar study during each unit are given. Beyond

this overview, grammar is *not* addressed in this curriculum guide. More information on the teaching of grammar within this system can be found in the *English for Life Teacher's Guide*.

An overview of Bible verses to be memorized at this level is provided here. This has been an effective part of language learning and personal growth for past students in this system. However, the use of Bible verses should be determined by the teaching context.

A key feature of this system is its Task-based Syllabus. The goals of each unit are framed in terms of tasks. These goals are given to students as they begin each level, being called their “Ability Checklist.” This checklist serves as a roadmap for teachers and students as they go through the level. Teachers organize classroom activities so that students can engage in the tasks, and students check off the tasks as they feel they are able to do them. This type of assessment of skills, focused heavily on self-assessment, is another important element of *English for Life*, which is also explained more fully in the Teacher's Guide.

Student Projects

At each level, teachers and students are encouraged to work towards the production of something of value to others, through their classroom activities. This may be a booklet providing information for foreigners, a video, or a web site. When students are involved in creating something that has value beyond the classroom, their motivation for language learning is enhanced. The curriculum guides at each level provide ideas for the development of this student project.

Using this Curriculum Guide

On the following pages you will find these documents for this level:

- Curriculum overview
- List of Bible verses
- Student project ideas
- Ability Checklist

The Ability Checklist and the list of Bible verses (if used) should be given to the students when they begin the curriculum. Other documents to give to students include the Effort Checklist and vocabulary sheet, found in the Teacher's Guide.

The remainder of this curriculum guide consists of one-page teacher's guides for each unit, followed by materials that the teacher may find useful in teaching the unit. The teacher's guides provide suggestions for activities through which students can engage in each task. Following each one-page guide, the materials mentioned in the guide are provided.

While it is possible to teach this curriculum *only* using the materials provided here, we urge teachers to contextualize their materials as much as possible, finding and creating more appropriate resources for their own students. For example, when students are learning to buy and sell in English, using play money can make the activity more interesting. American currency is provided here. However, if an Australian teacher is teaching this curriculum in Chile, and there are students in the class who are planning to visit Australia, it might be much better to help students learn the Australian monetary system.

If you only have a hard copy of this book, you can receive a copy by email by contacting Jan Dormer at jandormer@bigfoot.com. Once this material is on your computer, you can adapt and change it to fit your local context. The material for this fourth unit is geared to Chilean context. So, one of the first things you will want to do to contextualize is to use the “edit” function to locate all instances of “Chile”, and replace them with the name of the country in which you work.

Much more contextualization is possible with this material. It is hoped that this curriculum will serve as a catalyst, and that by developing the ideas here teachers can provide excellent classroom activities that do not depend on a textbook, and which meet their students’ needs in many different ways.

Curriculum: *Level 4— The World*

TOPIC	CONTENT	GRAMMAR <u>Basic Grammar in Use</u> (Raymond Murphy): Units 75-113	BIBLE VERSES
1. International Friendships	<ul style="list-style-type: none"> introducing oneself to a foreigner interaction in the international community nouns describing relationships (acquaintance, good friend, pen pal, partner, co-worker, etc.) adjectives used to describe relationships (distant, honest, open, caring, superficial, etc.) 	<ul style="list-style-type: none"> U. 75: this/these; that/those U. 76: one/ones U. 77: some/any U. 78: not + any, no, none U. 79: not + anybody, nobody, etc. 	<i>Psalm 100</i> Ps. 100:1
2. Geography	<ul style="list-style-type: none"> learning about countries and famous places describing places according to physical characteristics names of countries and famous places geographical words (ocean, river, mountain, desert) 	<ul style="list-style-type: none"> U. 80: somebody, anything, nowhere U. 81: every/all U. 82: all, most, some, any U. 83: both, either, neither U. 84: a lot, much, many 	Ps. 100:2 Ps. 100:3
3. Lifestyles	<ul style="list-style-type: none"> describing ways of living, both in Chile and elsewhere comparing lifestyles adjectives and adverbs describing people groups and lifestyles 	<ul style="list-style-type: none"> U. 85: a little, a few U. 86: adjectives U. 87: adverbs U. 88: comparatives U. 89: comparatives 	Ps. 100:4 Ps. 100:5
4. Food	<ul style="list-style-type: none"> describing Chilean food; writing recipes comparing Chilean food with food in other countries talking about nutrition in various parts of the world words describing food categories and meals (main dish, side dish) 	<ul style="list-style-type: none"> U. 90: comparatives U. 91: superlatives U. 92: enough U. 93: too 	<i>Say</i> <i>Psalm 100</i>
5. Travel	<ul style="list-style-type: none"> describing tourist attractions understanding travel advice answering questions of foreigners in Chile talking about Chilean tourist attractions so that foreigners can understand 	<ul style="list-style-type: none"> U. 94-95: word order U. 96: still, yet, already U. 97: commands U. 98: prepositions 	<i>The Beatitudes</i> Mt. 5:3 Mt. 5:4
6. Understanding Culture	<ul style="list-style-type: none"> learning about various aspects of culture (ways of interaction, showing respect, taboos) talking with people from different cultures; respecting differences non-verbal communication 	<ul style="list-style-type: none"> U. 99-103: prepositions 	Mt. 5:5 Mt. 5:6
7. Holidays, Festivals, Religions	<ul style="list-style-type: none"> describing a Chilean holiday understanding important celebrations in other countries understanding world religions Names of international celebrations names of North American holidays names of religions 	<ul style="list-style-type: none"> U. 104-108: prepositions 	Mt. 5:7 Mt. 5:8
8. Reaching out to others / Missions	<ul style="list-style-type: none"> understanding / researching international charitable organizations and missions discussing personal and national responsibility in the world words describing world needs and problems 	<ul style="list-style-type: none"> U. 109-110: two-word verbs U. 111-113: conjunctions 	Mt. 5:9 Mt. 5:10 <i>Say the Beatitudes all together</i>

Bible Verses: Level 4

Psalms 100

100:1— Shout for joy to the Lord, all the earth

100:2—Worship the Lord with gladness; come before him with joyful songs.

100:3— Know that the Lord is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.

100:4—Enter his gates with thanksgiving and his courts with praise; give thanks to him and praise his name.

100:5—For the Lord is good and his love endures forever; his faithfulness continues through all generations.

The Beatitudes (Matthew 5: 3-12)

5:3—Blessed are the poor in spirit, for theirs is the kingdom of heaven.

5:4—Blessed are those who mourn, for they will be comforted.

5:5—Blessed are the meek, for they will inherit the earth.

5:6—Blessed are those who hunger and thirst for righteousness, for their will be filled.

5:7—Blessed are the merciful, for they will be shown mercy.

5:8—Blessed are the pure in heart, for they will see God.

5:9—Blessed are the peacemakers, for they will be called children of God.

5:10—Blessed are those who are persecuted because of righteousness, for theirs is the kingdom of heaven.

5:11—Blessed are you when people insult you, persecute you and falsely say all kinds of evil against you because of me.

5:12—Rejoice and be glad, because great is your reward in heaven, for in the same way they persecuted the prophets who were before you.

Student Project Ideas

Level Four focuses on the theme of “The World.” Students will learn about cultures, customs, celebrations, people, languages and the geography of the world.










The project suggested at this level is a “Presentation on an area of the World that students have chosen for study.”

Note: This presentation can be done as a video, PowerPoint or Prezi. If technology is not available at your setting, students could create posters or brochures as an alternative to this project. The presentation can be done independently, in pairs or in groups. Students will choose a specific area of the world that interests them other than their own country and develop a “documentary”. They can engage in activities such as simulating a traditional celebration. They will make observations of geography in that specific country and encourage others to want to visit the country they are presenting. They can also create the documentary as a way to advocate for a specific need in that country such as a rescue mission for tsunami, earthquake or hurricane victims.

Sources for images and video clips as well as research information are available on the World Wide Web. Some example sites to help in student investigation include:

- Humanitarian aid sites whom usually are pleased that their pictures and videos are used for positive advocating.
- Government agency sites
- Mission organizations

The following documents and articles are natural products of the class tasks, and can be incorporated in a video: (Chile is used as an example)

-  Introductions: Chilean and a U.S. citizen
-  Geographical differences in Chile: including the North, Central Chile and the South; volcanos, bodies of water, hills, geysers, etc...
-  Chilean customs in action.
-  Be a part of a Chilean celebration/holiday such as: the 18th of September also known as their Patriotic Festival.
-  Record an “once” and create a traditional recipe such as the “completo”.
-  Description of tourist attractions and encouraging foreigners to visit.
-  Description of cultural differences in Chile and the USA
-  Explanation of a world need in Chile and how Chilean initiatives have taken action.
-  List of charitable organizations helping Chile with their world need such as: “TECHO¹” which in English means “Roof”.

Once students have finalized their projects, at the end of the semester, their presentations can be published (preferably by the students themselves) and shown at a mission’s service, or a charity/fundraising event. Copies should be provided for Christian institutions, schools and other

¹ TECHO | Juntos por un mundo sin pobreza. (n.d.). *TECHO*. Retrieved July 14, 2014, from <http://www.techo.org/en/>.

mission oriented organizations such as TEAM². Students should add their names and pictures to their products, so they can be acknowledged for their valuable work!

² At TEAM, there's a place for you! (n.d.). *TEAM*. Retrieved July 14, 2014, from <https://team.org/>

ABILITY CHECKLIST, LEVEL 4

The World

Name: _____ Date: _____

NOTE: Check when you can do these things:

- 1) **Without much hesitation**
- 2) **With a native speaker (preferably)**
- 3) **Without too many mistakes (about 70% accuracy)**

1. International Friendships

- ☐ I can *introduce* myself (past, family, job, etc.) to a foreigner.
- ☐ I can *understand* a native speaker's description of him or herself.
- ☐ I can *write* a one-page letter introducing myself to a foreigner.
- ☐ I can *read* a letter from a native speaker, introducing him or herself.
- ☐ I can *read* about mono-cultural and cross-cultural relationships, and *share* my opinions.
- ☐ **Vocabulary:** I know 20 adjectives used to describe relationships.

2. Geography

- ☐ I can *name* all the continents and oceans.
- ☐ I can quickly *locate* countries and cities on a globe.
- ☐ **Vocabulary:** I know 30 country names.
- ☐ I can *write* about the geography of Chile.
- ☐ I can *answer* a foreigner's questions about the geography of Chile.
- ☐ I can *read* about a famous place in the world, and *answer* questions.
- ☐ I can *describe* a foreign place which I have visited or read about.
- ☐ I can *answer* questions about the place that I describe.
- ☐ **Vocabulary:** I know words to describe land, water, elevation, etc.

3. Lifestyles

- ☐ I can *explain* and *answer* a foreigner's questions about life in Chile.
- ☐ I can *read* about life in another country, and *share* with my classmates.
- ☐ I can *listen* to a description of a different lifestyle, and *ask* questions.
- ☐ I can *compare* different lifestyles, and *talk* about positives and negatives.
- ☐ I can *write* about a desired lifestyle change for myself or others.
- ☐ **Vocabulary:** I know names of people and adjectives for the 30 country names that I have already learned. (Ex: Chile, Chilean, Spanish)

4. Food

- ☐ I can *compare* Chilean food with food from other countries.
- ☐ I can *read* and follow an English recipe.
- ☐ I can *write* a Chilean recipe in English.
- ☐ I can *understand* explanations of foreign food habits, and *ask* questions.
- ☐ I can *explain* my food preferences.
- ☐ I can *read* about nutrition around the world, and *discuss* issues.
- ☐ I can *pray* before a meal.
- ☐ **Vocabulary:** I know words describing food, food categories and meals.

5. Travel

- ☐ I can *describe* a Chilean tourist attraction, and give advice to foreigners.
- ☐ **Vocabulary:** I know how to talk about Chilean tourist attractions in English.
- ☐ I can *understand* the description of an international tourist attraction.
- ☐ I can *write* a letter giving advice to a foreigner coming to Chile.
- ☐ I can *answer* the questions of a foreigner in Chile.
- ☐ I can *find* tourist information on the internet; I can *understand* costs, dates, etc.
- ☐ I can *read* tourist information in English, and *write* a letter for information.
- ☐ I can *pray* for someone who is traveling.

6. Understanding Culture

- ☐ I can *understand* a talk about cultural differences, and *ask* questions.
- ☐ I can *research* about a foreign culture, and *take* notes.
- ☐ I can *give a talk* about a foreign culture, and *answer* questions.
- ☐ I can *understand* a talk about non-verbal communication; I can *discuss* potential misunderstandings due to non-verbal communication.
- ☐ I can *role play* situations in a foreign culture, using appropriate actions and language.
- ☐ I can *write* a paragraph on what I have learned about culture.
- ☐ **Vocabulary:** I know at least 10 words that are used in discussing culture.

7. Holidays, Festivals, Religions

- ☐ I can *write* a paragraph about a Chilean holiday, for a foreigner.
- ☐ I can *read* about a foreign holiday, and *write* a summary.
- ☐ I can *ask* questions of a foreigner, about special holidays.
- ☐ I can *answer* basic questions about North American holidays.
- ☐ I can *participate* in a holiday or tradition from another culture, knowing how to act and what to say.
- ☐ I can *understand* a talk about major world religions, and *write* a summary.
- ☐ **Vocabulary:** I know 20 words for holidays, festivals, and religions.

8. Reaching out to others / Missions

- ☐ I can *read* about a world need, and *answer* questions.
- ☐ I can *research* a world need, and *share* with my classmates.
- ☐ I can *interview* someone about needs abroad, and *give* a report.
- ☐ I can *read* two advertisements for charitable organizations, and *write* a comparison.
- ☐ I can *report* on a Chilean initiative in meeting world needs.
- ☐ I can *discuss* Chilean responsibilities in the world, and *write* a letter recommending involvement.
- ☐ **Vocabulary:** I know words to describe world needs and problems.

Christian Content

- ☐ I can *say* Psalm 100.
- ☐ I can *say* Matthew 5:3-12 (The Beatitudes).
- ☐ I can *read* a familiar scripture passage in an easy translation.
- ☐ I can *write* (and use!) a list of worldwide prayer requests.

Listener: _____

Listener: _____

1. International Friendships

TOPIC INTRODUCTION:

- Song “Lessons in Life”³ with lyrics
- Handout: “Friendship Simile Starters Worksheet”⁴

☐ **(S)** I can *introduce* myself (past, family, job, etc.) to a foreigner.

- On the board list items to include in an introduction, and sample phrases.
- Use “introduction forms” to help students think about topics.
- Have student create a short dialogue practicing introduction with a conversation partner, with teacher correcting.

☐ **(L, W, S)** I can *understand* a native speaker’s description of him or herself.

- Using the technological applications: Skype, WhatsApp or Tango, have students converse with a foreigner. *For example: a Chilean native interacting with a US foreigner about themselves.* A good resource for this activity is Mystery Skype.⁵ If there is no access to technology an alternative for this activity is to invite native speakers of a different culture to the classroom as a panel.
- Students can use a **writing prompt** to help them with their conversation.
- Students can take notes for responses in their binder.

☐ **(W)** I can *write* a one-page letter introducing myself to a foreigner.

- **Suggestion:** *since sending a letter to a pen-pal may take a long time to receive a response, using technology in the classroom if accessible such as e-mail is a wonderful mean of communication used in schools and professional environments.*
- Students could use Letter Generator. (n.d.). *Letter Generator*. Retrieved July 14, 2014, from http://www.readwritethink.org/files/resources/interactives/letter_generator/ to create a letter to their pen-pal.
- Suggest that students write about the following:
 - Their origin
 - Their occupation
 - Their holiday memories
 - Family traditions in their country of origin
 - Favorite cultural food
- You can help students brainstorm prior to writing, by creating a chart on the board and including information from students. Give students 1-2 topics from the board to write a word or phrase that comes to their mind on a sentence strip or piece of construction paper. Have

³ American English. (n.d.). *American Rhythms*. Retrieved July 14, 2014, from <http://americanenglish.state.gov/resources/american-rhythms#child-1417>

⁴ American English. (n.d.). *International Friendship Day Lesson Plan*. Retrieved July 14, 2014, from <http://americanenglish.state.gov/international-friendship-day-lesson-plan>

⁵ #MysterySkype. (n.d.). *Projects*. Retrieved July 14, 2014, from <https://education.skype.com/mysteryskype>

them place their word or phrase on the board under the correct category. Then take time to have them explain/describe why those words or phrases came to mind.

□ **(R, W, S) I can *read* a letter from a native speaker, introducing him or herself.**

- Provide sample letters of introduction.
- Read sample letters in class.
- Write a sample letter; share with classmates.
- Read classmates' letters, giving encouragement and comments.

□ **(R, S) I can *read* about mono-cultural and cross-cultural relationships, and *share* my opinions.**

- Brainstorm about how cross-cultural friendships might be different.
- Divide students into two groups. Group A and Group B. Then have students in their groups read the article individually the first time, the second time have them read it as a group and create a poster showing the cross-cultural relationship between the countries mentioned and their opinions on what they read. They should then present their poster to the class.
- Handout: "*Is it different to have a friend from another country?*"

□ **Vocabulary: I know 20 adjectives used to describe relationships.**

- Brainstorm adjectives that describe people in relationships. Possible list:

<i>caring</i>	<i>encouraging</i>	<i>needy</i>	<i>helpful</i>
<i>understanding</i>	<i>affectionate</i>	<i>generous</i>	<i>thoughtful</i>
<i>disapproving</i>	<i>serious</i>	<i>funny</i>	<i>punctual</i>
<i>friendly</i>	<i>introverted</i>	<i>extroverted</i>	<i>obedient</i>
<i>proud</i>	<i>responsible</i>	<i>irresponsible</i>	<i>organized</i>

Note: the exact list of words is not important; what is important is that students are able to talk about their relationships using adjectives like these.

- Write sentences about relationships using at least 10 adjectives.
 - EX: "I have a good relationship with my mother because she is *caring* and *affectionate*."
- Complete extra vocabulary worksheets practicing adjectives that relate to relationships.

1. International Friendships Materials

Sample Writing Prompt:

1. Greeting: _____

2. Ask about their family.

* How is _____?

* Do you have _____?

* What does _____?

3. Ask about their job or occupation.

*Where _____?

* Do _____?

* What _____?

4. Ask about their past.

* What _____?

5. Ask about their culture.










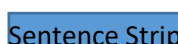
* Holidays: _____?

* Food: _____?

* Tradition: _____?

* Music: _____?

Example of Chart on Board

<i>Origin</i>	<i>Occupation</i>	<i>Holiday Memories</i>	<i>Family Traditions</i>	<i>Cultural Food</i>
				
				 Sentence Strip

Article A. *Russia and China together*



27-05-2014 07:00— Russia and China together - level 3. (n.d.). *Russia and China together*. Retrieved July 14, 2014, from <http://www.newsinelevels.com/products/russia-and-china-together-level-3/>

This is the **headquarters** where the Chinese and Russian military are **conducting** a week-long naval **drill** in the East China Sea. The joint exercise is a milestone in the relationship between the two countries and, more significantly, the first time the Chinese navy has worked so closely with a foreign **maritime** force. A sign of growing trust between Moscow and Beijing, even though they both insist they are not military allies.

The drills come a day after Russian President Vladimir Putin signed a gas deal with China reportedly worth 400 billion dollars. The agreement between Russia's Gazprom and China's National Petroleum Corp was signed at this summit in Shanghai. The 30-year deal will see 38 billion cubic meters of natural gas being delivered into China from 2018.

The pact is a **blow** to the United States which has been trying to isolate President Putin. It comes at a time when the Kremlin **is at loggerheads** with the US over the political situation in Ukraine. But with a new gas deal and increasing military co-operation between Russian and China, the US seems unlikely to break up this **blossoming** new **romance**.

Difficult words: **headquarters** (place from which military operating are controlled), **conduct** (carry out), **drill** (training), **maritime** (at sea), **blow** (hard hit), **be at loggerheads with somebody** (to disagree strongly about something), **blossoming** (growing), **romance** (relationship).

Article B. *Israel-Gaza conflict intensifies*

Breaking News English. (n.d.). *ESL Lesson Plan on Israel-Gaza Conflict*. Retrieved July 14, 2014, from http://www.breakingnewsenglish.com/1211/121119-israel_gaza_conflict.html

Israeli Prime Minister Benjamin Netanyahu has said his country is prepared to send troops into Gaza if Hamas does not stop firing rockets into Israel. Despite growing pressure for Israel to end its strikes, Mr. Netanyahu made it clear to world leaders that Israel would consider all options to defend itself from attacks from Gaza. He also stated his hopes for a ceasefire to avoid an invasion of Gaza, which would likely lead to an escalated death toll. Netanyahu said any cessation of air strikes would depend on Hamas ending its bombardment of Israel's cities. Sources say as many as 100 rockets a day are fired across the border, some reaching Tel Aviv. Air raid sirens sounded in Jerusalem for the first time in decades. Israel said it still has hundreds of targets to hit and is targeting those associated with Hamas. It already destroyed the Hamas prime minister's office. The death toll from the conflict has now claimed the lives of more than 50 Palestinians and three Israelis. Dozens more have been injured, many of them civilians. An Israeli military spokesperson said Israeli forces had targeted close to 1,000 sites in Gaza, while Hamas has launched more than 400 missiles into Israel. The Israeli government also approved the call-up of 75,000 reservists in preparation for a ground offensive. Diplomatic efforts are in full swing as regional leaders are meeting in Cairo in an attempt to stop the situation from spiraling further out of control.

Is it different to have a friend from another country?

What is your opinion?

Do you think that a *mono-cultural* friendship is the same as a *cross-cultural* friendship?

Read this story, and see if your opinion changes!

Rodrigo and Michael

Michael had arrived in Chile from the United States just a week ago, and now he was excited! He had just made her first friend in Chile, his host family's neighbor, Rodrigo. Rodrigo invited Michael to eat *an once* with his family on Saturday night. Once Saturday arrived, Michael knocked on the door of Rodrigo's home and did not bring any treats to the home. Rodrigo greeted Michael but inside he was still offended. A few days later Michael invited Rodrigo to eat at the nearest restaurant and set a meeting time for 6:00. When Michael arrived at the restaurant, Rodrigo had not arrived. Rodrigo arrived at 6: 30 and said that there was no *colectivo* ⁶ and he had to wait. Michael said, "No problem" but inside he was a little upset. When the waiter gave the two boys the bill, Michael said, "You pay your part, I pay mine". Rodrigo said "Okay" but inside he was very offended.

Can Rodrigo and Michael be good friends? What do you think?

Here are attitudes that people from different cultures may have. Put "C" beside any opinions that you feel are predominantly Chilean, and "A" beside any that you feel are predominantly American. Then, decide which of these attitudes could cause problems in friendships between Americans and Chileans!

_____ When invited, you should bring a treat.

_____ Hugging, touching and saying thank you is important in friendship.

_____ It's important to say nice things, even if you don't mean them.

_____ If I really like someone, I will spend lots of time with them, even doing nothing.

_____ If you invite someone to eat at a restaurant, you should cover the bill.

_____ It's always important to be on time.

_____ Standing "handshake distance" apart shows that you don't really care about the person.

⁶ The Chilean word for taxi.

2. Geography

□ (S, W) I can *name* all the continents and oceans.

- Toss around an inflatable globe, asking students to find various continents.
- Hand out the world map worksheet. Have students work in pairs to quiz each other: one should be viewing the map with names and the other the blank map. The student viewing the map with names should point to an area on the blank map and ask, “What continent is this?” or “What ocean is this?” The partner must answer.
- Divide the class into groups of 4-6 (you can change these numbers based on your context). Each group needs a dice, if you don’t have a physical dice you can make one⁷. Each player needs a copy of a simple world map⁸. Players then take turns rolling the dice. Each number rolled is associated with a part of the map. 1—South America, North America; 2—Europe, Asia; 3—Africa, Antarctica, Australia; 4—Atlantic Ocean, Pacific Ocean; 5—Arctic Ocean, Southern Ocean; 6—Indian Ocean. Therefore, if a player rolls a 1, they can fill in the word South America or North America in the correct place on the map. Play passes clock-wise to the next person. If they roll a 4, they can fill in Atlantic Ocean or Pacific Ocean on their map. If they roll a number that they have already filled in all continents/oceans associated with that number, they miss a turn. Play continues until someone in the group has filled in all 7 continents and 5 oceans.
- Handout: “*Continents and Oceans*” worksheet; draw students’ attention to accurate spelling and pronunciation.
- **Quiz:** give students only the blank map, and have them fill in the names of the continents and oceans. Take off points for incorrect spelling!

□ (W, S) I can quickly *locate* countries and cities on a globe.

- Handout: “*Countries and Capitals I*”
- Hand out the political world map. If possible, also have a large map available, and an inflatable globe. Have students work in pairs to fill in the columns on the Countries and Capitals I worksheet. Make sure they find each country on the map.
- Switch partners. Have new partners ask each other questions to verify their answers, such as “Where is Yemen?” “What is the capital of Iceland?”
- Play the globe toss game again, this time asking for countries or capital cities.
- Have students work in small groups to complete the blank “*Countries and Capitals II*” worksheet. Have them write ten country names. Exchange with another group, and fill in the capital and continent for each.

□ (S) Vocabulary: I know 30 country names.

- Have students play a Wheel of Fortune Game⁹ practicing country names for each continent. If technology is not accessible you can make your own Wheel of Fortune by creating the wheel out of construction paper as a spinner. The categories should be the Continents. Then show students

⁷ Printable Paper Dice Template Pdf: Make Your Own 6, 10 & 12 Sided Dice. (n.d.). *Tim's Printables*. Retrieved July 14, 2014, from <http://timvandevall.com/printable-paper-dice-template/>

⁸ Classroom Resources. (n.d.). *Outline Maps*. Retrieved July 14, 2014, from <http://www.eduplace.com/ss/maps/>

⁹ ESL Countries Vocabulary Game 2 - Wheel of Fortune Countries Game. (n.d.). *ESL Games RSS2*. Retrieved July 14, 2014, from <http://www.eslgamesplus.com/esl-countries-vocabulary-game-2-wheel-of-fortune-countries-game/>

pictures of flags or point to a part of a globe or map and give students 4 options as a multiple choice question.

□ **(W) I can write about the geography of Chile.**

- Give students the following words, and have them work in groups to create geography booklets illustrating them.

mountain	hill	valley
river	ocean	lake
waterfall	volcano	desert

- Have students write about paragraphs about the geography of the zones within Chile.
Chilean Regions: The far north, the near north, central Chile, the south, the far south

□ **(S) I can answer a foreigner's questions about the geography of Chile.**

- Preview words such as climate, vegetation and elevation. Have students ask you questions about these concerning a foreign country.
- Pair students with foreigners, if possible. Have students look at a map of Chile with a foreigner; have the foreigner ask questions about the climate, land and vegetation of the 15 regions.

□ **(R, S) I can read about a famous place in the world, and answer questions.**

- Provide selected readings about major cities (you can hand out the same readings to the entire class or vary it per student). The following resource could help you start your search for articles on major cities and provides a variety of activities for your reference.

➔ Cities around the World: ESL practice exercises | ESL grammar/vocabulary: World Cities. (n.d.). *Cities around the World: ESL practice exercises / ESL grammar/vocabulary: World Cities*. Retrieved July 14, 2014, from <http://www.learnenglishfeellgood.com/worldcities/>

- Have students find other readings of famous places using encyclopedias; ask oral questions.

□ **(S) I can describe a foreign place which I have visited or read about.**

- Bring a video camera to the classroom and have student's record descriptions of a foreign place they have visited. Encourage them to bring pictures for the video. *Note: This activity requires you to give students advance notice.*

**See sample video as a preview.* An ESL Student Describing Valparaiso. (n.d.). *YouTube*. Retrieved July 15, 2014, from <https://www.youtube.com/watch?v=ZkvGLaYik9Y&feature=youtu.be> *

□ **(S, L) I can answer questions about the place that I describe.**

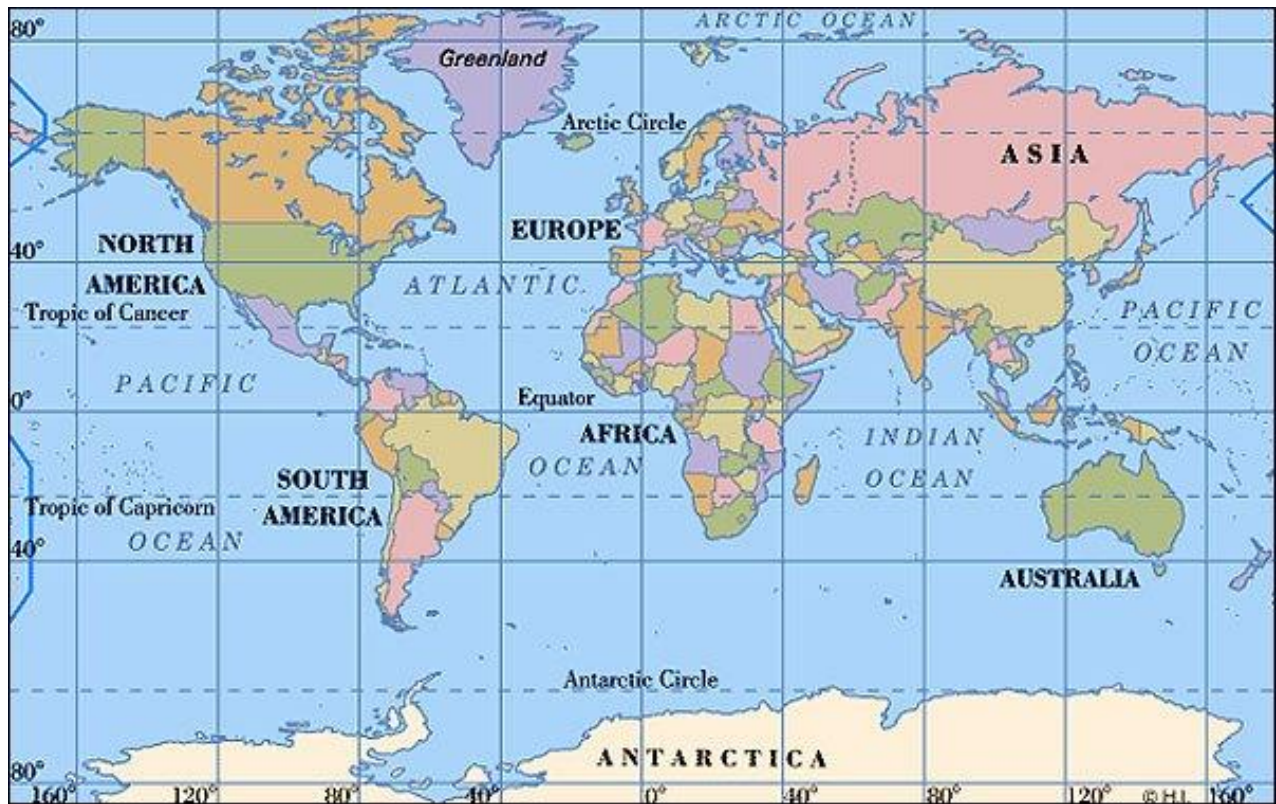
- Have students watch the videos created in class describing foreign places they have visited or read about. At the end of each student's video, have the rest of the class ask that student questions about the location they described.

□ **(S, L, W) Vocabulary: I know words to describe land water, elevation, etc.**

- Use worksheets, maps, and individual vocabulary sheets or flash cards.

2. Geography Materials

The World Map





Continents
and
Oceans



Find all of the
continents and oceans
in the grid to the left.

Write C next to the
continents and O next
to the oceans.

- Africa
- Antarctica
- Arctic
- Asia
- Atlantic
- Australia

- Continent
- Equator
- Europe
- Globe
- Indian
- North America

- North Pole
- Ocean
- Pacific
- South America
- South Pole
- Southern

What continents are these?



(1) _____



(2) _____



(3) _____



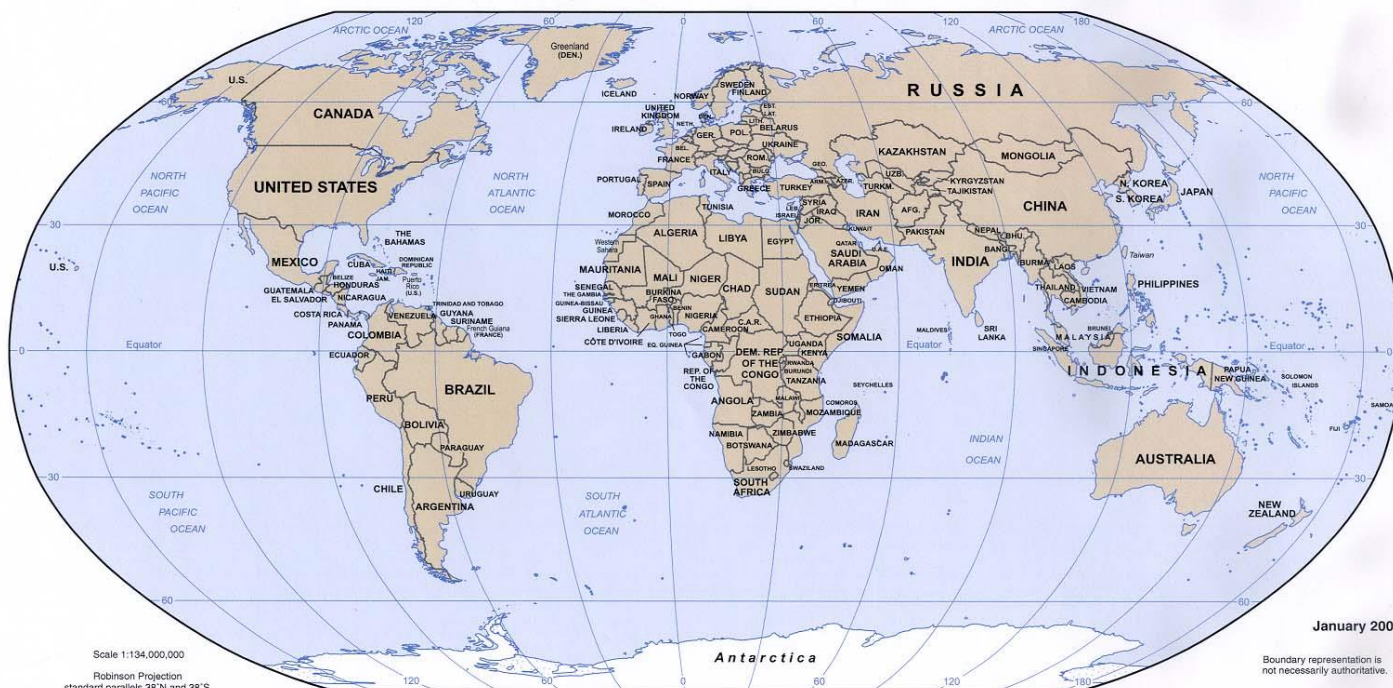
(4) _____

Countries and Capitals I

Find these countries on the world map. Add the continent and capital city.

Country	Capital City	Continent
Argentina		
Brazil		
Canada		
Denmark		
Ethiopia		
France		
Germany		
Holland		
Iceland		
Japan		
Kenya		
Libya		
Malaysia		
Nigeria		
Oman		
Pakistan		
Romania		
Sri Lanka		
Turkey		
United States		
Venezuela		
Yemen		
Zimbabwe		

Political World Map



Countries and Capitals II

In your group, list ten more countries that are on the world map. Exchange with another group, and fill out the rest of the information.

[illegible]

3. Lifestyles

TOPIC INTRODUCTION:

- Have students work in pairs or groups, reading about different native people.
- Report on differences between native lifestyles and a modern lifestyle.
- Read “*Our Changing Lifestyles: Trends and Fads*¹⁰”; then discuss.

□ **(S)** I can *explain* and *answer* a foreigner’s questions about life in Chile.

- Practice asking and answering questions about life in Chile in class.
- Have your conversation partner ask you questions about Chile.

□ **(R, S)** I can *read* about life in another country, and *share* with my classmates.

- Have students go around the classroom and read “*My Story in America*”, a story about a young man who came to America and his experiences in another country. As students move around the classroom, they should take notes in their notebooks highlighting the main points of the story.
- You can also find stories about stereotypes and have them complete a similar activity.
- Once they are done reading, give students an opportunity to share what they learned and how they felt about the reading.
- After discussion you can talk about stereotypes in different countries and how they also affect our experiences. You may use the worksheet on Nationality Stereotypes.

□ **(S, L)** I can *listen* to a description of a different lifestyle, and *ask* questions.

- The following video is a suggested resource to use as an introduction to this task objective. It allows you to start a discussion about different lifestyles and the cultural differences involved.
 - ➔ Cultural Differences. (n.d.). *Cultural Differences*. Retrieved July 14, 2014, from <http://video.nationalgeographic.com/video/movies/cultural-differences-ggtu>
- Ask a partner to tell you about his/her lifestyle in the U.S.; ask at least 5 follow-up questions.
- Share with your class about your partner’s lifestyle.

□ **(S)** I can *compare* different lifestyles, and *talk* about positives and negatives.

- Brainstorm: “*What kinds of things, apart from culture, can determine lifestyle*”?
Some possibilities could be:

stages of life	age	finances	personality	religion
family	community	health	relationships	hobbies

- Show students either readings about two different lifestyles or video clips of different lifestyles around the world. Have students fill in a chart “Different Lifestyles” expressing positives and negatives of each lifestyle they saw.

➔ **Example Clip: Haiti & USA - A Day in the Life.** (n.d.). *YouTube*. Retrieved July 15, 2014, from <https://www.youtube.com/watch?v=PikexmInLFA>

¹⁰ Publications. (n.d.). *Grace Hsu's Webpage*. Retrieved July 14, 2014, from http://web.nyu.edu.tw/~hlhsu/Grace/pdf/Publication/1993_Unit10.pdf

□ **(W) I can write about a desired lifestyle change for myself or others.**

- Write a paragraph about something you would like to change.
- Have students share paragraphs with class, and answer questions.

□ **Vocabulary: I know names of people and adjectives for the 30 country names that I have already learned. (Ex: Chile, Chilean, Spanish)**

- Have students look at a world map. Teacher will say the following to present different country names and nationality adjectives. *“This is (country name). (Names of people from country) live in (country’s name). They speak (language people speak in that country)”*.
For Example: “This is Bolivia. Bolivians live in Bolivia. They speak Spanish.”
- Then you can teach the song “The Nationalities” by Ruth López-Cortés (**Note:** you can teach a part of the song each day of this unit)
 - ➔ Lopez, R. (2014). Nationalities MUSIC VIDEO. *YouTube*. Retrieved July 15, 2014, from <https://www.youtube.com/watch?v=P8NzF4OSb5c&feature=youtu.be>
- You can also use the “Nationalities Worksheet” for extra practice.

3. Lifestyles Materials

My Story in America (Complete Story)

I did not know how to speak English when I first came to the United States four years ago. People at school would make fun of me all the time.

I learned to ignore them and started to fight to learn English. I studied at home and everywhere I would go. I read books, listened to English music and watched English movies. I tried to make more friends in America that spoke English so that I could practice.

It has been hard, but it has been worth it. I am so happy to live in Miami. If I stayed in Russia, I might not be so happy.

My family is Turkish, but used to live in Uzbekistan, part of the Soviet Union. In the year 1990, as the Soviet Union was splitting, my family had to relocate to Russia because the Uzbeks began to fight us.

My family was then forced to travel on trains that did not even have seats. They also did not have any food or water for us, it was cold and miserable. The train stopped in Russia and I was born two years later.

Living in Russia was also very difficult.

My family was divided and we had to spread all over the country.

Getting food was not easy so my family began to farm. We couldn't leave Russia because we did not have citizenship.

When I first started school, I was excited to start a new life and meet new friends. When the teachers separated us from the Russians though, I was so angry. The leaders of the school did not like us and didn't care if we had good grades or not. They did not want us to graduate and get a diploma.

In 2006, my family relocated from Russia to America through a Migration organization. We were really lucky. I started my life once again.

The difference is that now I am free. I can speak English now, I have a lot of friends who respect me and I respect them. I can visit different places in this country when I want. I have never been isolated in my school. I can ask for help at any time. I realize that I have more opportunities here than I'd have anywhere else. I want to study, I want to work hard, and I want to reach my dreams.

Thank you America.

Paraphrased from An immigrant's story: Life in America is worth the struggles. (n.d.). *syracuse.com*. Retrieved July 15, 2014, from http://blog.syracuse.com/voices/2008/12/an_immigrants_story.html

I did not know how to speak English when I first came to the United States four years ago. People at school would make fun of me all the time.

I learned to ignore them and started to fight to learn English. I studied at home and everywhere I would go. I read books, listened to English music and watched English movies. I tried to make more friends in America that spoke English so that I could practice.

It has been hard, but it has been worth it. I am so happy to live in Miami. If I stayed in Russia, I might not be so happy.

My family is Turkish, but used to live in Uzbekistan, part of the Soviet Union. In the year 1990, as the Soviet Union was splitting, my family had to relocate to Russia because the Uzbeks began to fight us.

My family was then forced to travel on trains that did not even have seats. They also did not have any food or water for us, it was cold and miserable. The train stopped in Russia and I was born two years later.

Living in Russia was also very difficult. My family was divided and we had to spread all over the country.

Getting food was not easy so my family began to farm. We couldn't leave Russia because we did not have citizenship.

When I first started school, I was excited to start a new life and meet new friends. When the teachers separated us from the Russians though, I was so angry. The leaders of the school did not like us and didn't care if we had good grades or not. They did not want us to graduate and get a diploma.

In 2006, my family relocated from Russia to America through a Migration organization. We were really lucky. I started my life once again.

The difference is that now I am free. I can speak English now, I have a lot of friends who respect me and I respect them. I can visit different places in this country when I want. I have never been isolated in my school. I can ask for help at any time. I realize that I have more opportunities here than I'd have anywhere else. I want to study, I want to work hard, and I want to reach my dreams.

Thank you America.

Nationality Stereotypes

Do we stereotype people according to the country they're from? Fill in the blanks below with an adjective or phrase (see some choices below), then compare with your classmates!

Germans are _____

Americans are _____

Japanese are _____

Brazilians are _____

The British are _____

Australians are _____

The French are _____

The Portuguese are _____

Arabs are _____

Greeks are _____

The Swiss are _____

Canadians are _____

Mexicans are _____

Colombians are _____

Chinese are _____

Russians are _____

Paraguayans are _____

Argentineans are _____

Spaniards are _____

Mozambicans are _____

South Africans are _____

Indians are _____

Some word choices:

punctual

smart

academic

loving

happy

laid-back

strict

stern

diligent

uneducated

immoral

religious

helpful

friendly

cold

judgmental

lazy

irresponsible

impolite

proud

creative

family-oriented

respectful

proper

One final question: Do you know anyone from any of these countries who does NOT fit your stereotype? Usually, there are many such people!

Different Lifestyles		
	Positives	Negatives
Haiti	1. 2. 3. 4.	1. 2. 3. 4.
The United States	1. 2. 3. 4	1. 2. 3. 4

Different Lifestyles		
	Positives	Negatives
Haiti	1. 2. 3. 4.	1. 2. 3. 4.

The United States	1. 2. 3. 4	1. 2. 3. 4
-------------------	---------------------	---------------------

The Nationalities

By Ruth E. López- Cortés

If you're Australian, you're from Australia

An Afghan from Afghanistan

You Argentinian from Argentina

Canadian from Canada

If you're Chilean you are from Chile

Colombian from Colombia

A Costa Rican from Costa Rica

American from USA

An Ecuadorian is from Ecuador

You are a Russian from Russia

You are English if you're from England

A Spanish person is from Spain

A Guatemalan from Guatemala

An Indian from India

A Venezuelan from Venezuela

A Mexican from Mexico.

If you are Dutch you're from the Netherlands

If you're Chinese you are from China.

If you are Congolese you're from the Congo

A Malaysian from Malaysia

A Lebanese from Lebanon

A Filipino from the Philippines

A Paraguayan from Paraguay

A Peruvian from Peru

You are a British from Great Britain

An Egyptian is from Egypt

A South African from South Africa

A Scottish person is from Scotland

A Sudanese is from Sudan

An Italian is from Italy

If you are Japanese you're from Japan

These are all nationalities.

Nationality Adjectives

I. Write all the nationality adjectives.

1. Australia =

2. Afghanistan =

3. Argentina =

4. Canada =

5. Chile =

6. Colombia =

7. Costa Rica =

8. United States of America (U.S.A.)

= _____

9. Ecuador =

10. Russia =

11. England =

12. Spain =

13. Guatemala =

14. India =

15. Venezuela =

II. Write the country that associates with the nationality adjective.

1. Mexican =

2. Dutch =

3. Chinese =

4. Congolese =

5. Malaysian =

6. Lebanese =

7. Filipino =

8. Paraguayan =

9. Peruvian =

10. British =

11. Egyptian =

12. South African =

13. Scottish =

14. Sudanese =

15. Italian =

16. Japanese =

4. Food

□ (S, R, W) I can *compare* Chilean food with food from other countries.

- Use these adjectives to make comparisons between Chilean food and food from other countries:

salty	spicy	hot	sweet
sour	strong	mild	processed
simple	greasy	bland	varied

- Have students use an adjective from above to describe their favorite meal.
- Divide students into two groups: 1 representing Chilean food and the other representing American food. Give the US group the handout that talks about the top 10 food items in the USA.¹¹ For the Chilean group, give them the handout that discusses the top 10 traditional Chilean dishes.¹² Give students a chance to read the information in their groups.
- Give each group a piece of large butcher paper or variation of it and have them draw a circle on it and write information in the circle describing the food they read about. Each student should have a role. You can have a reader, note-taker, chart writer, presenter and/or any other role you think may be essential.
- Once each group has completed their description of the food items, they should present the information they learned from the readings.
- Then put the two circles together with a piece of butcher paper in the center to show a division. (Diagram should look like a Venn-diagram).
- In the middle circle have students as a whole brainstorm what the similarities were between both Chilean and American dishes.

□ (R) I can *read* and follow an English recipe.

- Conduct this class in a kitchen, if possible, and make a recipe together. The example given here is a recipe for Rice-Krispies. First look at the recipe and name all of the ingredients. Then have students underline all of the verbs in the recipe. Point out that recipes use “imperative” or “command” form, which has no subject and use the base form of the verb.
- Follow the recipe, and make it together. While the Rice-Krispies are cooling, review the ingredients and verbs again. Also review the names of utensils.
- Give everyone a sample. Encourage them to try the recipe at home!

□ (W, R) I can *write* a Chilean recipe in English.

- As a class, brainstorm Chilean dishes that foreigners might like.
- In small groups, have students choose a Chilean dish and try to write it in English. Have groups’ trade recipes, reading and providing feedback.
- Ask students to write their own recipe as homework. After collecting and correcting the recipes, pass them around in class for all to read. For each recipe they read, have them complete a chart using adjectives learned previously in order to describe the dish.
- Have the class choose one recipe to make together in the kitchen.

¹¹ Start creating, sharing & exploring great visuals today! (n.d.). *Top 10 America's Favorite Foods*. Retrieved July 14, 2014, from <http://visual.ly/top-10-americas-favorite-foods>

¹² An Andean Feast: 10 Deliciously Traditional Chilean Recipes. (n.d.). *Que Rica Vida*. Retrieved July 14, 2014, from <http://www.quericavida.com/en/recipes-cooking/andean-feast-10-deliciously-traditional-chilean-recipes/#>

- You may want to provide recipe cards (the ones here can be printed on cardstock and cut out) for students to write their recipes on.

□ **(S) I can *understand* explanations of foreign food habits, and *ask* questions.**

- Use the handout “*American Eating habits*”.
- Ask a partner 10 questions about food habits.

□ **(S) I can *explain* my food preferences.**

- You can play a variation of “Speed Dating” called “Speed Chatting”. Arrange the tables in your classroom so that your students can move around the classroom quickly. Assign half of your students to remain seated and the other half will be the students who rotate around the classroom moving to different chairs in a clockwise manner.
- Give students sitting down a conversation card about food habits. Each conversation card has a different question leading to discussion. Refer to the sample conversation card.
- Start the first “speed chatting” role play. Each student will have 1 minute to express themselves and then allow 1 minute for the other person to respond to their answer to the question. After two minutes, students should rotate to the next table.
- If you do not have tables/student desks, then you can simply do this in two circles standing. One in the center and one outer circle.

□ **(R, S) I can *read* about nutrition around the world, and *discuss* issues.**

- View the pictures of what families eat around the world. If you have no technological access you can find pictures from the book.
 - ➔ Hungry Planet: What the World Eats. (n.d.). *Time*. Retrieved July 16, 2014, from <http://time.com/8515/hungry-planet-what-the-world-eats/>
 - ➔ Amazon Prime Free Trial. (n.d.). *Hungry Planet: What the World Eats: Peter Menzel, Faith D'Aluisio: 9780984074426: Amazon.com: Books*. Retrieved July 16, 2014, from <http://www.amazon.com/Hungry-Planet-What-World-Eats/dp/0984074422>
- Have students discuss the question “*Why people around the world eat different food and different amounts of food?*” with partners.
- Read “*Food around the World*” and then have students investigate or provide them with articles to read about foods from other countries and discuss the reason for those preferences.

□ **(S) I can *pray* before a meal.**

- Put phrases on the board that are useful.
- Plan to have a luncheon, dinner or snack time. Have students take turns praying for the meal.

□ **Vocabulary: I know words describing food, food categories and meals.**

- Bring in food items, show pictures and/or use posters of foods; help students name a variety of foods and dishes. Try to also incorporate food from different countries.
- Use menus to discuss food categories (main dish, side order, entrée)
- Have students complete a daily log of the food that they eat during a 24 hour period and have students share their logs with their classmates. You can show them the food pyramid as well and present important vocabulary to help think about eating lifestyles. Refer to the sample eating logs.

4. Food Materials

SCRUMPTIOUS RICE-KRISPIES

INGREDIENTS

- 3 tablespoons butter
- 1 package (10 oz., about 40) JET-PUFFED Marshmallows
- OR
- 4 cups JET-PUFFED Miniature Marshmallows
- 6 cups Kellogg's Rice Krispies cereal

DIRECTIONS

1. In a large saucepan melt butter over low heat. Add marshmallows and stir until completely melted. Remove from heat.

2. Add KELLOGG'S RICE KRISPIES cereal. Stir until well coated.

3. Using buttered spatula or wax paper evenly press mixture into 13 x 9 x 2-inch pan coated with cooking spray. Cool. Cut into 2-inch squares. Best if served the same day.

The Original Treats™ Recipe | Kellogg's® Rice Krispies®. (n.d.). *Kellogg's Rice Krispies*. Retrieved July 14, 2014, from <http://www.ricekrispies.com/recipes/the-original-treats>

Describing Chilean Recipes	
<u>Recipe Name</u>	<u>Description</u>
1.	
2.	
3.	
4.	
5.	
6.	

American Eating Habits

There are many differences between the eating habits of Americans and Chileans. First, Americans have different names for meals, depending sometimes on the size of the meal, and sometimes on custom. In the morning, Americans have many popular “breakfast meals”, such as eggs and bacon, pancakes, or waffles. However, many people don’t eat these foods for breakfast every day because they don’t have time. A lot of people grab a cup of coffee and a donut on the way to work. But on weekends, many people like these breakfast meals. Chileans always have a light breakfast between 8:00 and 10:00 with a cup of coffee or tea, yogurt, cereal and some fruit.

Second, in America the noon meal is often called “lunch” when it is a light meal. But it is called “dinner” in farming communities, where it is usually a bigger meal. In Chile, lunch is eaten between 1:00 and 4:00 and is the heaviest meal of their day consisting of three courses. They begin with soup, then have the main dish and follow it with a salad and dessert. Third, Americans often call the evening meal “supper” when it’s a lighter meal, and “dinner” when it’s a bigger meal. Often “supper” is earlier – sometimes as early as 5:30, and “dinner” is later – but usually not later than 8:00. But the words used depend on custom as well. In my family, we always say “breakfast, lunch, dinner” no matter the size of the meal... and, we usually eat dinner around 5:00. Chileans call dinner “meal” and eat it on special occasions.

Finally, Americans like to sit down together as a family for meals if possible. Some families are very busy and have a hard time doing this. In our family, we usually eat dinner together, with the table set nicely. Chileans also sit down together during their “*once*” eaten around 8:00 at night and every member of the family is required to be present unless there is an emergency or permission from the head of the family was given. The “*once*” consists of breakfast foods such as bread, butter, avocado, tea, coffee and other snacks. Each family member in both America and Chile during these later meals share about their day, and it is the best time of the day!

Fill in the chart below with American and Chilean eating customs. Discuss the differences.

	American Custom	Chilean Custom
Breakfast Food		
Meaning of “meal”		
Names and times of meals		
Sitting together at the table as a family		



Eating Habits

Are you a good cook? What do you like to cook?	What is a very famous dish in your country? Do you eat it a lot? Why?
What do you like to eat at night? Why?	Do you eat a lot of meats? Which do you prefer? Why?
Do you agree or disagree with fast food?	What do you like to eat in the afternoon? Why?
What is your favorite fruit and vegetable? Why?	What do you like to eat in the morning? Why?
What are your "top 10" favorite foods? Why?	What type of food do you think is healthy? What type is unhealthy?

Food around the World

People all over the world choose lots of different types of food to eat. Their food preference depends on: the food available, their like and dislikes, time, culture and religion, and/or whether they can cook.

Culture and religion have great impact on what people eat. Their culture might decide the foods that are commonly or normally eaten. This is different in different countries. For example: Shepherd's Pie is from the UK, you can eat a Greek salad in Greece, ravioli in Italy and a paella in Spain. Sushi is very common in Japan and stir-fry in China.

People also eat different things depending on their religion. Their religion might dictate which foods can or cannot be eaten, or what types of food can be served at special celebrations. For instance: Jews cannot mix or consume dairy products with meat and are only allowed to eat beef, lamb, chicken and fish; they must stay away from pork and shellfish. Muslims fast on Mondays and Thursdays and can only eat beef, lamb and chicken when the meat is blessed. During Ramadan they must fast during sunlight hours for a month. Hindus are encouraged to be vegetarians but it is not a requirement. Hindus that are not vegetarians should only consume lamb, chicken and fish as meats. Buddhists in Tibet, China, Vietnam, Japan, and Korea do not eat meats but Buddhists in South-east Asia eat meats.

Why do we eat what we eat?			
<u>Country Name</u>	<u>Continent</u>	<u>Notes on Nutrition/Food Preferences</u>	<u>Reason for Preference</u> <u>Ex: Religion</u>
France			
Sudan			
Malaysia			
Australia			
Suriname			

Food Log #1

Meal	Grains (6 ounces/oz.)	Vegetables (2 ½ cups/c.)	Fruits (2 cups/c.)	Milk (3 cups/c.)	Meat & Beans (5 ½ ounces/oz.)	Extra
Breakfast <i>Time:</i> _____						
Lunch <i>Time:</i> _____						
Dinner <i>Time:</i> _____						
Snack <i>Time:</i> _____						

BREAKFAST:

DINNER:

Food Log #2

LUNCH:

SNACK:



5. Travel

TOPIC INTRODUCTION:

- Show many different travel brochures. Have students discuss questions such as “*What is being advertised? Where is it? How much does it cost?*”
- Choose a brochure showing something that you’d like to do, and plan a pretend vacation.

□ **(W, S)** I can *describe* a Chilean tourist attraction, and give advice to foreigners.

Vocabulary: I know how to talk about Chilean tourist attractions in English.

- Give students the following words to help them talk about tourist attractions:

interests	famous	breathtaking	excursion
budget	colorful	sightseeing	travel agency

- Divide students into groups according to interests in the following categories: music, art, history, and culture (you may add other categories depending on the group of students you have).
- Then have them compile a list of Chilean tourist attractions according to their interest.
- Have students in groups choose one attraction from their list and have them create a tri-fold advertising for it. They can include advice to foreigners about the location. Have groups share their tri-fold in the form of a presentation.

➔ A tri-fold can be done as the following pictures represent:



□ **(L, S)** I can *understand* the description of an international tourist attraction.

- Find a short video clip of a tourist attraction. Using tourist agency websites can help to find a useful video for example:
 - ➔ VIDEOS. (n.d.). *Videos of Travels, Tours and Excursions in the Altiplano, Northern Chile*. Retrieved July 15, 2014, from <http://www.mayurutour.com/en/videos>
- Once you find a video clip, discuss the attraction and find it on a globe.
- Ask a partner to describe a tourist attraction.

□ **(W, L) I can write a letter giving advice to a foreigner coming to Chile.**

- Have students complete a Dicto-comp about “*Travel Tips for Foreigners in Chile*”.
- Students will first listen to the information 3 times.
 - The first time, students will listen but not write anything down.
 - The second time, students will take notes. They should write down as much as they can about the topic.
 - The third time, and last time, students fill in gaps in their notes of any information they may have missed.

- Brainstorm: words and phrases that are important when traveling to Chile:

passport	visa	carnet	shots
time	money	traveler’s checks	conversion offices
wallet	market	traffic	bathroom
bus	taxi	metro	police

- Have students then write a letter to a foreigner coming to Chile based on all the information they learned and their own experiences if any.

□ **(S) I can answer the questions of a foreigner in Chile.**

- Have an American or someone from another country visit your classroom. They should pose as a tourist in Chile.
- Have students answer questions asked by foreigner.

□ **(W, R) I can find tourist information on the internet; I can understand costs, dates, etc.**

- Provide students with a list of internet pages¹³. Have them look at prices, read vacation descriptions, answer some basic questions:

Where is it? How much does it cost? What does the price include?

- Have students decide on a vacation destination. Have them get information about it in English, from the internet. They should then complete a vacation worksheet.

□ **(R, W) I can read tourist information in English, and write a letter for information.**

- Have students choose an agency that has their vacation destination, students should then send a real email or online message asking for more information.

□ **(S) I can pray for someone who is traveling.**

- Ask if students know anyone who is traveling to another country or find information on missionaries who are traveling.
- Get a picture of the world map and post in the classroom. Take colored push pins and have students place them on the map every day during class for the rest of this unit. This will represent the different places they know individuals are traveling to.
- Pray for someone who is traveling during every class time during this unit, letting different students pray each time.
- You can also search through missionary organization website¹⁴ for prayers needed. Have students pray for those topics as well.

¹³ The 50 best travel websites. (n.d.). *The Independent*. Retrieved July 15, 2014, from <http://www.independent.co.uk/extras/indybest/travel/the-50-best-travel-websites-8646338.html>

5. Travel Materials

Travel Tips for Foreigners in Chile

Chile, will probably be the safest, friendliest and easiest South American country you ever visit. Still, it is always good to receive useful tips before you arrive and travel around this beautiful country.

1. Plan ahead

Know where you would like to go ahead of time. Chile stretches from tropics to Antarctica, so when it is beautiful in the north it can be miserable in the south. If you want to go hiking at the Torres del Paine National Park you should go in the month of December to February. If you want to avoid crowds at tourist locations, you should visit Chile in the months of November or March. If you are interested in skiing, the season runs from June through October. The best time to explore the Atacama Desert in the north is September to November or late February to April.

2. Currency

You will see Chilean pesos (CH\$) in 500, 1000, 2000, 5000, 10,000, and 20,000 pesos. Carry small bills at all times. Banks are open Monday through Friday from 9AM to 2PM.

3. Chilean Manners

A common greeting in Chile between man and a woman or two females is giving each other a kiss on the cheek. Men just shake hands. When invited to a Chilean native's home it is normal to bring a small gift or treat. Men are expected to be gentleman and punctuality is not important. Everyone is very relaxed.

4. Telephone

Chile's country code is +56. If you need to contact the Police also known as Carabineros you should dial 133; the Bomberos or Fire Department's number is 132 and to call for an ambulance or Ambulancia you should dial 131.

5. Time

When you visit Chile in the summer you will be one hour ahead from the Eastern time in the United States. So if it is 2:06 PM it will be 3:06 PM in Chile. If you visit Chile in the winter, it delays one hour Eastern Time. So if it is 2:07 PM it will be 1:07 PM in Chile.

6. Transportation

You can use a taxi to whichever destination or a cheaper way is to go by "colectivo" which has a fixed route. A bus is called a micro and you need a "BIP" card in order to ride the bus.

¹⁴ One Mission Society Prayer Ministry. (n.d.). OMS. Retrieved July 15, 2014, from <http://www.onemissionsociety.org/pray-for-missions>

My vacation

Destination: _____ Travel Dates: _____

TRANSPORTATION	ESTIMATED COST...
Airfare	
Airport Parking	
Bus/Taxi/Subway/Shuttle	
Car Rental	
Gasoline	
Other Items	
SUB TOTAL	

LODGING	ESTIMATED COST...
Hotel/ Motel/ Hostel	
Taxes/Extra Fees	
Parking	
Other Items	
SUB TOTAL	

FOOD & DRINK	ESTIMATED COST...
Restaurants	
Treats	
Groceries	
Other Items	
SUB TOTAL	

ENTERTAINMENT	ESTIMATED COST...
Theme Parks	
Zoos & National Parks	
Museums	
Equipment Rental	
Movies & Shows	
Souvenirs	
Other Items	
SUB TOTAL	

VACATION TOTAL

6. Understanding Culture

TOPIC INTRODUCTION:

- Divide students into groups. Each student will need a pencil and a sheet of paper. Give each group perception cards and have them take turns reading the perception card and then have all the students in the group take 1 minute to write the first thing they think about when seeing that word.
- Explain to students that our cultural differences are largely due to different perceptions. We each see the world in a different manner.

□ **(S)** I can *understand* a talk about cultural differences, and *ask* questions.

- Ask a foreigner to come to the classroom and give a ten-minute talk about differences between Chile and his/her country. Have each student ask at least 3 questions.
- Show the video “*What is American Culture?*” follow with a discussion of cultural differences such as clothing; tips; food; currency etc...
 - ➔ What Is American Culture? (n.d.). *YouTube*. Retrieved July 16, 2014, from <https://www.youtube.com/watch?v=4m-6mrGr4bY>
- For discussion you can use a variation of a Socratic Seminar in which you use the video clip above instead of text. The teacher determines which students will be in the inner circle as participants and will assign each participant a coach who will be in the outer circle.
- Divide the students into teams of 4 to 6 participants. The teacher will then give students a list of questions for the discussion to start. The class should be set-up in a fishbowl arrangement. These teams will participate in the Smack down discussion. The purpose is to earn points and advance your individual, team and/or class score by using different discussion strategies during a Socratic Smack down. Each question should last as a 6-minute discussion. Using the Smack down card one of the coaches will keep track of the score for their team. The other coach will receive post-it notes in order to write questions that the participant could ask during discussion. Coaches should not talk to participants.

□ **(W)** I can *research* about a foreign culture, and *take* notes.

- Choose a foreign culture to research. Use foreigners, encyclopedias, brochures and the internet as resources.
- Teach the concept of note-taking (not full sentences, use of abbreviations).
- Write at least one page of notes about the foreign culture.

□ **(S)** I can *give a talk* about a foreign culture, and *answer* questions.

- Speaking only from your notes give a talk about the culture you researched. Answer questions. (Practice your talk in advance with a partner.)
- Politely ask for questions at the end of your talk. After answering the questions, end formally by saying “Thank you for your time.”

□ **(S, R) I can *understand* a talk about non-verbal communication; I can *discuss* potential misunderstandings due to non-verbal communication.**

- Have a visitor give a talk on non-verbal communication.
- Show the video clip of Mr. Bean¹⁵ and his police chase; discuss the misunderstanding that took place.
- Read “*Don’t Misunderstand Me*”; discuss the cultural variations.

□ **(S) I can *role play* situations in a foreign culture, using appropriate actions and language.**

- Have students role play, in pairs or groups, a *mistake* in the following areas of communication:

loudness of voice	proximity
physical touch	eye contact
concept of time	concept of honesty

□ **(W) I can *write* a paragraph on what I have learned about culture.**

- Write a paragraph about an aspect of culture that interests you.
- Share your paragraph with a partner.
- Put paragraphs on the student board.

□ **Vocabulary: I know at least 10 words that are used in discussing culture.**

- Have students create a vocabulary cultural dictionary in which they highlight these 10 words throughout the unit and at the end of each lesson define them in their own words. You can highlight 2 or 3 words per lesson if you wish.

culture	perception	acceptable	diversity	communication
belief	values	stereotypes	culture shock	conflict

¹⁵ Bean (3/12) Movie CLIP - Airport Police Chase (1997) HD. (n.d.). *YouTube*. Retrieved July 16, 2014, from <https://www.youtube.com/watch?v=7P9EEB9Mr18>

6. Understanding Culture Materials

Perception Cards

Community	Police	Culture
Friend	Love	Communication
Family	Freedom	Human rights

SMACKDOWN DISCUSSION ARRANGEMENT

Class arrangement:

Red= Participant

Blue= Coaches

*You may have more
students and can change
the arrangement depending
on context.*

SMACKDOWN DISCUSSION QUESTION CARD






Socratic Seminar on Cultural Differences

1. What are some cultural differences you saw in the video that could compare or contrast to your culture? Why?
2. How do you think age affects cultural differences?
3. If you could change one thing about your culture what would it be and why?

(Picture scanned from worksheet provided by St. Johns School District in St. Augustine, Florida in a Technology Workshop for Teachers K-12) Note: If a student interrupts they lose 1 point; if a student uses evidence from course add 2 points; everything else is worth 1 point.

SOCRATIC SMACKDOWN SCORE CARD



		PLAYER 1	PLAYER 2	PLAYER 3	PLAYER 4
STRATEGY	POINTS				
 AGREE					
 DISAGREE					
 QUESTION					
 USE EVIDENCE					
 INTERRUPT					
TOTAL SCORE					

Don't Misunderstand Me

People communicate in different ways. Verbal and non-verbal are the forms that we use. Non-verbal is expressed through gestures, behavior and facial expressions. Our body sends messages no matter where we may be and who we are with. When we are faced with a different culture that is when the challenge begins. We have to be careful with our body language and gestures since every culture could think or react differently. We would not want to offend someone.

A person's face can show what they are thinking and feeling through the way they smile, frown, yawn or look at you. Many cultures can understand a facial expression differently. Japanese people do not usually look into your eyes because they do not want to seem rude. In European countries it is not custom to always smile but that does not mean they are unhappy. In Italy, people use more eye contact when talking to someone. In Belgium a way to show that you are connected to another person is to simply wink at them.

Another important topic in non-verbal communication is how to greet someone. Sometimes we do not need to say "hello" or "good-bye" in order to greet a person. We can use non-verbal communication but be careful because it could also cause misunderstandings between cultures.

In Belgium, people would kiss each other on the cheek to greet someone, even men kiss each other as a greeting. For other people this could be disgusting. In many countries simply waving may be a good way to say "hello" or "good-bye" with your body. Some countries use shaking of the hands and hugs; people still react differently. Some people feel comfortable while others may feel violated. In Portugal for instance shaking hands with a woman is very impolite and disrespectful. Japanese contrary to many countries do not have any physical contact but instead may bow out of respect to the person they are greeting.

Paraphrased from information given in Voves, J. (n.d.). EU- Japan Volunteer Exchange 2005. Welcome to AFS Japan. Retrieved July 16, 2014, from <http://www2.afs.or.jp/volex2005/nvcom.pdf>

7. Holidays, Festivals, Religions

TOPIC INTRODUCTION:

- You can have students read and complete any activities found in this instructional resource.
 - ➔ Holidays. (n.d.). *ReadingsESL.ca stories and readings in English for ESL learners*. Retrieved July 16, 2014, from http://www.readingestl.ca/stories/index_holidays.html#?1#?1#WebrootPlugIn#?1#?1#PhreshPhish#?1#?1#agtpwd
- Movie Review: *Prince of Egypt*. Look at these questions:
 - *What significance does the Exodus story have for Jews? For Christians? (Make sure students understand Passover, and its significance for Easter)*
 - *This is a cartoon version of a serious, horrible, miraculous event in history. So what does it say about religion in modern life?*

☐ **(W) I can write a paragraph about a Chilean holiday, for a foreigner.**

- Have students read about the *Carnaval* festivals and the difference between a *Carnaval* and Mardi Grass. Have students write an additional paragraph, comparing it to something they have celebrated.
- Brainstorm: *What are important Chilean holidays and events?* Have students choose one to write about. Put student writing, hopefully adding pictures on the student board. Another idea is to put together a magazine, with pictures, about Chilean holidays, which can be given to foreigners at our school.

☐ **(R, W) I can read about a foreign holiday, and write a summary.**

- Assign one or more of the readings about foreign holidays. You can use the link in the topic introduction above.
- Have students make a presentation on the holiday they read about.
- Have students read about New Years¹⁶ in a country of their choice. Then have the students write a summary of what they read, and then share what they wrote. An alternative is choosing different countries, having the whole class listen to the reading and write notes of what they learned. Then have the class share their opinions of which country interested them the most.

☐ **(S) I can ask questions of a foreigner, about special holidays.**

- Brainstorm: American holidays. Discuss each one just enough so that students can develop some questions.
- Create a list of questions about American holidays; ask a foreigner to come to the classroom and then have students take turns asking the foreigner their questions. They should also write down the responses given.

¹⁶ Teacher Planet - Great Resources, Lessons and Units. (n.d.). *Teacher Planet - Great Resources, Lessons and Units*. Retrieved July 16, 2014, from <http://www.teacherplanet.com/links/redirect.php?url=http://www.fathertimes.net/traditions.htm>

□ **(S)** I can *answer* basic questions about North American holidays.

- After the session with the foreigner, put students in pairs and have each person ask questions about American holidays while the partner answers as a foreigner would. They can use their notes from the previous activity.

□ **(S)** I can *participate* in a holiday or tradition from another culture, knowing how to act and what to say.

- Celebrate! Have the class choose an American holiday, have them plan for it and teach students proper things to say and do. Have the students invite Americans to attend.
- If you have more time, you can also divide the class into groups and have each group choose an American holiday to host. Each group will take a day of the week and host their holiday. This could be considered a Cultural Celebration Week.
- Another idea is for schools that have more than one classroom. Each group that chose a holiday can be placed in a specific room and set-up the room for the celebration. You can call it a Holiday Fair and allow those invited to go around to each classroom and see the different holidays prepared by students. In each classroom groups could also give those invited a handout about their holiday from what they researched.

□ **(S, L, W)** I can *understand* a talk about major world religions, and *write* a summary.

- Plan in advance to have a speaker come and give a ten minute talk on world religions.
- Review with students the nature of notes. Practice giving a few sentences and having students take notes.
- Listen to the talk, and take notes. Write a paragraph summary of the information. Share it with classmates.

□ **Vocabulary:** I know 20 words for holidays, festivals, and religions.

- To practice vocabulary words you can play a game called category relay. The class is divided into teams. A category is announced. *For example: Holiday.* The first person goes quickly to the board and writes a vocabulary word that fits the category. Continue until there are 5 words in that category. Decide before the game starts if anyone can help someone who is stuck.
- Categories can be: Holidays, Festivals, Religion, and Miscellaneous (focused on the 3 other categories).

8. Reaching out to others / Missions

TOPIC INTRODUCTION:

Note: *This introduction is geared to getting students to think about world needs, and their role in meeting those needs.*

- Brainstorm: *What is a “world need”?* Talk about natural disasters, social problems, etc. *What things cause the need to reach out to others?*
- Complete one of the Dicto- Comps on earthquakes by playing the audio and having students write the main ideas that are covered in the audio inside their notebooks.
- Have students read: “Volunteering helps you live longer”¹⁷ along with activities for reading comprehension; “The Wise Woman’s Stone”¹⁸, discuss the topic of helping others; and “The Emperor’s Seed”¹⁹ discuss Integrity and how important it is to be honest.

☐ **(R) I can read about a world need, and answer questions.**

- Possible Readings: “World Day Against Child Labour”²⁰; “Ali’s Story”²¹; “Story of Ashique”²²
- Share your views in a group that read the same article.

☐ **(W, S) I can research a world need, and share with my classmates.**

- Provide students with mission’s magazines, and have them find a world need. An alternative task is to provide internet data on world needs. You can also have students find internet data (in English) and report back to the class.
- Some of the advertisements for missions could be used for this purpose.

☐ **(S) I can interview someone about needs abroad, and give a report.**

- Interview someone knowledgeable about missions, volunteer work, or world needs. You can use the link provided to help you guide students to think of questions to ask. Take notes.
 - ➔ Interview assignment: “I don’t know what to ask!”. (n.d.). *Missionary interview: Introduction to Christian Missions*. Retrieved July 16, 2014, from <http://home.snu.edu/~hculbert/intervie.htm> .
- Prepare a report on the world need(s). Use pictures if possible. If you can, make a poster. Present your report to your class.

¹⁷ Volunteering helps you live longer. (n.d.). *www.breakingnewsenglish.com*. Retrieved July 16, 2014, from <http://www.breakingnewsenglish.com/1308/130826-volunteering-4.html>

¹⁸ The Wise Woman’s Stone. (n.d.). *Rajesh Setty*. Retrieved July 16, 2014, from <http://www.rajeshsetty.com/2011/09/23/the-wise-womans-stone/>

¹⁹ The Emperor’s Seed - A Story About Integrity. (n.d.). *Better Life Coaching Blog*. Retrieved July 16, 2014, from <http://betterlifecoachingblog.com/2010/05/04/the-emperors-seed-a-story-about-integrity/>

²⁰ World Day Against Child Labour. (n.d.). *http://myenglishproject.wikispaces.com/*. Retrieved July 16, 2014, from http://myenglishproject.wikispaces.com/file/view/world_day_against_child_labour.pdf/76738815/world_day_against_child_labour.pdf

²¹ Topic- Child Labor. (n.d.). *Teach UNICEF*. Retrieved July 16, 2014, from http://teachunicef.org/sites/default/files/sites/default/files/units/Ali_Grades_9_to_12_0.pdf

²² World Problem. Child Labour. Reading Comprehension. . (n.d.). *My English Project.wikispaces*. Retrieved July 16, 2014, from <http://myenglishproject.wikispaces.com/file/view/World%20Problem.%20Child%20Labour.pdf/76792825/World%20Problem.%20Child%20Labour.pdf>

☐ **(R, W)** I can *read* two advertisements for charitable organizations, and *write* a comparison.

- Give students the mission's advertisements. You can use the following source as an example:
 - ➔ Christian Blind Mission: "WASTEBASKET" Print Ad by BBDO Werbeagentur. (n.d.). *Creative Advertising & Commercials Archive. Awarded Ads database*. Retrieved July 16, 2014, from <http://www.coloribus.com/adsarchive/prints/christian-blind-mission-wastebasket-4898555/>
- Write a paragraph comparing two missions or charitable organizations.

☐ (S) I can *report* on a Chilean initiative in meeting world needs.

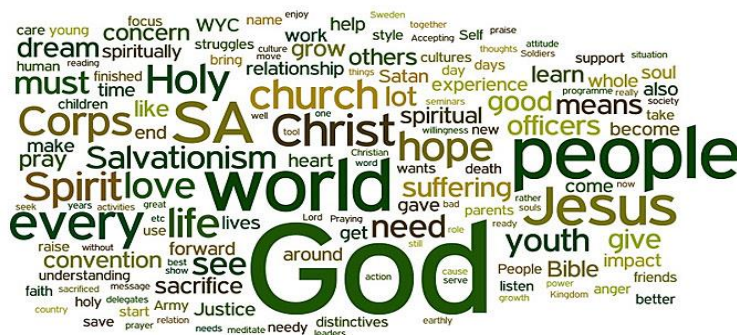
- Find a Chilean to give a talk, in English, on Chilean missions or volunteer organizations.
- Gather information from Chilean churches and missions about what Chile is doing to meet world needs. Present your information to your class. A recommended resource to have that could help you find information about churches that are involved in missions in Chile and initiatives is the following center:
 - ➔ *Centro Shalom Iglesia Pentecostal de Chile*. Retrieved July 16, 2014, from <http://centroshalom.cl/>
 - Note:** *I personally recommend them from my experience with them and mission experiences I have had with them.*
- Help students organize all their information and prepare a poster for the student board.

☐ **(S, W)** I can *discuss* Chilean responsibilities in the world, and *write* a letter recommending involvement.

- Using ideas gathered from the previous section, write a letter to a Chilean organization recommending involvement in world needs.
- Write a letter to a foreign organization, requesting some kind of involvement or assistance in Chile.

☐ **Vocabulary:** I know words to describe world needs and problems.

- Ask students to review literature in this unit and come up with a list of words. They can create a *wordle* such as the one below. You can either create it online or on paper. All students have to do is decide what design they would like to create, then write a list of words and decide 4-5 words that are very important. Those words will be the largest words in the wordle. The rest of their words selected will be used to form their design and will be written in different colors and sizes.



- Possibilities of Words:

earthquake	disaster	need/needy	volunteer
flood	famine	drought	starvation
civil war	poor nutrition	medical needs	orphan

8. Reaching out to others / Missions Materials

Dictation about Earthquakes

Most earthquakes are very small and gentle that no one even feels them. The biggest earthquakes are sparked by the movement of the tectonic plates. At the borders where the plates meet, the edges of the plates rub against each other. Some of those tectonic plates slide past each other gradually, others may get stuck, causing the plates to push and build up. Eventually, the stress on the rocks make them crack and shake, sending out vibrations or shock waves through the ground. These vibrations are called seismic waves and they are what causes earthquakes.

Before an earthquake occurs it is really important to conduct earthquake drills. Earthquake drills are an excellent way to help families plan and remember what to do in the event of an intense earthquake. Families should learn where to find shelter and how to protect themselves during the disaster. Since earthquakes are so unpredictable, a practical earthquake response can be useful. Earthquakes strike unexpectedly, without any warning, but if you are prepared you can have more of a probability of surviving. They may vary in intensity from insignificant tremors to great shocks. Earthquakes can last from a few seconds up to five minutes. You simply won't have time to think about where to go. You will only have time to react, so now is the time to be ready.