

## Preface

For as long as I can remember, I have been interested in world cultures. I was privileged to grow up in a household with two teachers as parents who helped to foster mobility at their schools, and who often hosted their international colleagues and students at our home. When I graduated from high school, I took a year off to study abroad, an experience that would broaden my interest in intercultural matters and, eventually, shape my career.

For most students worldwide, however, mobility is not a reality. Due to a variety of financial, social, political, and personal constraints, global student mobility at the higher education level remained around 2.7% in 2022, the latest available statistics at the time of writing. But as our lives become more interconnected both online and offline, it is necessary for us to become more aware and understanding of diversity.

Foreign languages are tools with great potential to foster intercultural education. By learning foreign languages, students are exposed to different concepts, values, and ways of thinking. By using foreign languages, they are able to access a vast amount of information and entertainment, communicate with culturally different others, and open themselves up to a broader range of personal and professional experiences.

Still, despite the intimate link between language and culture, the latter remains on the fringe of foreign language education textbooks, particularly those aimed at students of English. Through my own experiences, first as a learner of English, and later as a teacher, I have felt that culture in textbooks is often presented at a surface level. We may learn about greetings, food, specific holidays or festivals; and while these are important, they do not necessarily deepen our understanding of the values and traditions that inform our practices and behaviors.

With this textbook, I wanted to provide students with the opportunity to make use of their foreign language education not only to explore other cultures, but also to reflect on the ways in which their own cultural upbringing has shaped their worldviews. Each unit focuses on a social topic, encouraging students to examine their own experiences and perspectives first, and then look outside their circle to find similarities and differences with others from around the globe.

Each unit is designed to expand students' language skills by providing them with vocabulary, discussion, and presentation language they may need in academic, social, and professional contexts. Reading and listening passages allow students to explore perspectives on the topic and help to build note-taking and critical thinking skills. In addition, as access to both information and disinformation increase, research skills have been included to help students navigate and be more critical of the information they come across.

This textbook has been built on a love for English and a fascination for cultural diversity. I sincerely hope that through this textbook both teachers and students alike enjoy exploring these social topics from intercultural perspectives and that they find opportunities to reflect on their cultural experiences.

Ana Sofia Hofmeyr

## Acknowledgements

Creating this textbook has been an intercultural journey in itself, filled with learning and support from family, friends, and co-workers without whom this project would not have been possible.

First, I would like to thank my friends and co-workers Andrew Decker, Patricia Decker, David Heywood, and Kevin Garvey for their willingness to listen to my rumblings and to brainstorm ideas as well as their encouragement, honest feedback, and occasional reality checks.

I would also like to thank Aashlesha Marathe and Seana Magee for content checking and providing feedback on units in their fields of expertise, Alex Burke for her valuable ideas on how to design inclusive textbooks, and Alastair Lamond, Diane Hawley Nagatomo, Dorothy Zemach, and Fiona Wall Minami for their initial advice on how to jump into textbook writing and publishing.

This textbook was developed out of love for the English language and for interculturality, but it would not have been possible without the support of my publisher, Kinseido, who believed in this project and helped bring it to life.

A very special thanks to my editor, Takahiro Imakado, whose steady guidance, sharp eye, patience, and commitment to this textbook helped to turn a rough manuscript into a much more polished resource.

Last but not least, a special thanks to my friends Elena Krayukhina, Fern Sakamoto, Thomas Fast, and my two amazing children, Adeline and Henry, who inspired me and supported me with their patience, curiosity, and reminders to take breaks (even when I felt I didn't need to).

This textbook would not have been possible without all of you.

Thank you.

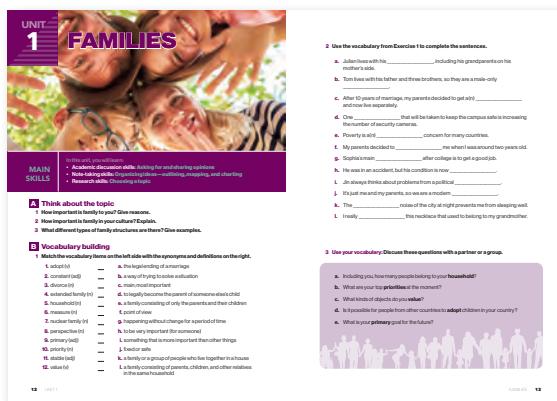
## Unit Overview

*Intercultural Perspectives* provides a culture-integrated approach to developing English skills for academic purposes. Through this textbook, students have the opportunity to build on their overall academic vocabulary, reading, listening, and speaking skills while increasing their awareness and understanding of cultural diversity. Students are also introduced to a variety of note-taking and research skills to practice gathering, organizing, and evaluating information.

Language and culture are intimately connected. The activities in this textbook encourage students to explore intercultural values and traditions while helping them to develop greater self-awareness of their own perspectives. Teachers are invited to contribute with their own experiences and perspectives to add depth to the discussions. There are a total of 12 units, and each one is divided into seven sections, all of which provide students with the opportunity to think critically about social and global issues, and to share their opinions and views using the target language.

### A Think about the topic

This section invites students to consider the topic based on their personal experiences and points of view. Students can activate the vocabulary and knowledge they have related to the topic and reflect on their own cultural values. Students typically discuss these questions in groups, and the teacher then acts as a facilitator for students to share their ideas with the class. The teacher can also help guide students to make connections between their answers and their cultural backgrounds.



The image shows a worksheet for Unit 1, titled "FAMILIES". It includes a main skills section with a list of skills: Academic discussion skills, Reading and listening skills, Writing and speaking skills, and Research skills. Below this is a "Think about the topic" section with three questions: 1. How important is family to you? Give reasons. 2. How important is family to your culture? Explain. 3. What different types of family structures are there? Give examples. The "Vocabulary building" section has two parts: 1. Match the vocabulary items on the left with the synonyms and definitions on the right. 2. Use the vocabulary from Exercise 1 to complete the sentences. The "Use your vocabulary" section has three questions: 1. Including you, how many people belong to your household? 2. What are your preferences for the weekend? 3. What kinds of sports do you watch? 4. Is it possible for people from other countries to adopt children in your country? 5. What is your primary goal for the future?

### B Vocabulary building

This section helps students to recall and learn relevant vocabulary that will be used throughout the unit. Each unit targets 12 vocabulary items that will be used in the reading and listening passages as well as in the discussions.

Students begin by matching the vocabulary with definitions and synonyms, and can then use the vocabulary items in context by completing the sentences. Finally, students are invited to discuss questions that include the target vocabulary, to help with retention. Teachers can help to clarify meaning, pronunciation, and expand the context of use. The vocabulary items learned are repeated in other units to increase retention rates.

## C Reading

In this section, students are invited to read a short introductory passage related to the main unit theme. Following the passage, a matrix table with statements on a Likert scale is provided for students to consider how the topic relates to their own experiences, culture(s), and the country they live in. Teachers can help to facilitate the exchange of ideas, and are encouraged to share their own perspectives and experiences to add to the depth and complexity of the discussion.



## Reading





### What is a family?

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Institutions suggest that there are various types of families, including nuclear families, extended families, and single-parent families. Families can be composed by blood-related members, people who are connected by legal-duty relations, couples who share a common life, people who share a common ancestor, or friends, or to adopt children. In the US, research has shown that the majority of children are born to a mother and a father, but the number of children families could increase from 1.75 in 1970 to 4.4 in 2010. This suggests that even if they still probably are not children conceived from IVF, in 2010 it was 4.4% to 10% likely to be known. The government estimated that up to 4.4% of their children were in IVF, and that a total almost equal to a fifth of other first-time women.

**1 Consider the passage about family. To what extent do you agree with the following statements?**

|                                                                             | I completely agree       | I agree                  | I disagree               | I completely disagree    |
|-----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A. Nuclear families are becoming less stable                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B. Extended families are becoming less stable                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C. One-parent families are increasingly becoming more stable                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D. A nuclear family is the best environment for a young child to develop in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E. A nuclear family is the best environment for a young adult to develop in | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**2 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples wherever possible.**

### Listening

**3 What are the main points of the audio? Do you agree or disagree with the speaker's opinion? Give reasons and examples wherever possible.**

### Speaking

**4 Consider the expression below and think of a word or phrase which is related to the topic. Write down the word or phrase and explain its meaning.**

|                                                                                                                                                                                                                 |                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Family</b></p> <p>Family is a group of people who are related to each other by blood, marriage, or adoption. It is the basic unit of society and is responsible for the socialization of its members.</p> | <p><b>Family structure</b></p> <p>Family structure refers to the organization of the family, including the roles and responsibilities of its members. It can be nuclear, extended, or single-parent.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Writing

**5 Write a short paragraph (100-150 words) about the importance of family. Use the ideas from the audio and your own experiences.**

### Reading

**6 Read the text and answer the questions. Write your answers in the spaces provided.**

**What is a family?**

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Institutions suggest that there are various types of families, including nuclear families, extended families, and single-parent families. Families can be composed by blood-related members, people who are connected by legal-duty relations, couples who share a common life, people who share a common ancestor, or friends, or to adopt children. In the US, research has shown that the majority of children are born to a mother and a father, but the number of children families could increase from 1.75 in 1970 to 4.4 in 2010. This suggests that even if they still probably are not children conceived from IVF, in 2010 it was 4.4% to 10% likely to be known. The government estimated that up to 4.4% of their children were in IVF, and that a total almost equal to a fifth of other first-time women.

### Listening

**7 Listen to the audio and answer the questions. Write your answers in the spaces provided.**

**What is the main point of the audio? Do you agree or disagree with the speaker's opinion? Give reasons and examples wherever possible.**

### Speaking

**8 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples wherever possible.**

### Writing

**9 Write a short paragraph (100-150 words) about the importance of family. Use the ideas from the audio and your own experiences.**

### Reading

**10 Read the text and answer the questions. Write your answers in the spaces provided.**

**What is a family?**

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Institutions suggest that there are various types of families, including nuclear families, extended families, and single-parent families. Families can be composed by blood-related members, people who are connected by legal-duty relations, couples who share a common life, people who share a common ancestor, or friends, or to adopt children. In the US, research has shown that the majority of children are born to a mother and a father, but the number of children families could increase from 1.75 in 1970 to 4.4 in 2010. This suggests that even if they still probably are not children conceived from IVF, in 2010 it was 4.4% to 10% likely to be known. The government estimated that up to 4.4% of their children were in IVF, and that a total almost equal to a fifth of other first-time women.

### Listening

**11 Listen to the audio and answer the questions. Write your answers in the spaces provided.**

**What is the main point of the audio? Do you agree or disagree with the speaker's opinion? Give reasons and examples wherever possible.**

### Speaking

**12 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples wherever possible.**

### Writing

**13 Write a short paragraph (100-150 words) about the importance of family. Use the ideas from the audio and your own experiences.**

### Reading

**14 Read the text and answer the questions. Write your answers in the spaces provided.**

**What is a family?**

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Institutions suggest that there are various types of families, including nuclear families, extended families, and single-parent families. Families can be composed by blood-related members, people who are connected by legal-duty relations, couples who share a common life, people who share a common ancestor, or friends, or to adopt children. In the US, research has shown that the majority of children are born to a mother and a father, but the number of children families could increase from 1.75 in 1970 to 4.4 in 2010. This suggests that even if they still probably are not children conceived from IVF, in 2010 it was 4.4% to 10% likely to be known. The government estimated that up to 4.4% of their children were in IVF, and that a total almost equal to a fifth of other first-time women.

### Listening

**15 Listen to the audio and answer the questions. Write your answers in the spaces provided.**

**What is the main point of the audio? Do you agree or disagree with the speaker's opinion? Give reasons and examples wherever possible.**

### Speaking

**16 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples wherever possible.**

### Writing

**17 Write a short paragraph (100-150 words) about the importance of family. Use the ideas from the audio and your own experiences.**

### Reading

**18 Read the text and answer the questions. Write your answers in the spaces provided.**

**What is a family?**

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Institutions suggest that there are various types of families, including nuclear families, extended families, and single-parent families. Families can be composed by blood-related members, people who are connected by legal-duty relations, couples who share a common life, people who share a common ancestor, or friends, or to adopt children. In the US, research has shown that the majority of children are born to a mother and a father, but the number of children families could increase from 1.75 in 1970 to 4.4 in 2010. This suggests that even if they still probably are not children conceived from IVF, in 2010 it was 4.4% to 10% likely to be known. The government estimated that up to 4.4% of their children were in IVF, and that a total almost equal to a fifth of other first-time women.

### Listening

**19 Listen to the audio and answer the questions. Write your answers in the spaces provided.**

**What is the main point of the audio? Do you agree or disagree with the speaker's opinion? Give reasons and examples wherever possible.**

### Speaking

**20 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples wherever possible.**

### Writing

**21 Write a short paragraph (100-150 words) about the importance of family. Use the ideas from the audio and your own experiences.**

### Reading

**22 Read the text and answer the questions. Write your answers in the spaces provided.**

**What is a family?**

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Institutions suggest that there are various types of families, including nuclear families, extended families, and single-parent families. Families can be composed by blood-related members, people who are connected by legal-duty relations, couples who share a common life, people who share a common ancestor, or friends, or to adopt children. In the US, research has shown that the majority of children are born to a mother and a father, but the number of children families could increase from 1.75 in 1970 to 4.4 in 2010. This suggests that even if they still probably are not children conceived from IVF, in 2010 it was 4.4% to 10% likely to be known. The government estimated that up to 4.4% of their children were in IVF, and that a total almost equal to a fifth of other first-time women.

### Listening

**23 Listen to the audio and answer the questions. Write your answers in the spaces provided.**

**What is the main point of the audio? Do you agree or disagree with the speaker's opinion? Give reasons and examples wherever possible.**

### Speaking

**24 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples wherever possible.**

### Writing

**25 Write a short paragraph (100-150 words) about the importance of family. Use the**

## D Academic discussion / presentation skills

This section focuses on developing students' academic discussion (Units 1–6) and presentation (Units 7–12) skills. Students are encouraged to think about the contexts and ways in which discussion and presentation language are used, for instance in terms of formality, confidence level, politeness, and appropriateness. Teachers can support students by providing specific, nuanced examples using the target phrases.

A speaking activity with either intercultural discussion questions or presentation prompts is provided to allow students to use the target language while exploring the topic across cultures. Teachers can guide students as they conduct research, and should encourage students to use the target language during the discussion or presentation.

## E Listening

In this section, students are introduced to a specific note-taking skill before they listen to a talk, presentation, lecture, or discussion on the topic. Listening activities are divided into pre-listening questions (to elicit students' knowledge about the topic), main topics or ideas, and details. After listening, students are encouraged to think about the content of the listening passage critically and apply the knowledge they have acquired to their own cultural contexts.

The sections to summarize and analyze information provide students with the opportunity to connect the topic to their own experiences and views, and to practice drafting analytical summaries. Teachers can guide students through techniques to summarize and analyze information effectively.

## 4 Listening

### Task: Being a single parent

**1** *Colin's talking. Which of the challenges from the talk about single parents were you aware of? Which of those challenges are known or discussed? Which of those are difficult? Explain why, and discuss your opinion with your partner or group.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Note-taking skills: Organizing ideas, outlining, mapping, and clustering

When listening to a talk, lecture, or presentation, organize your notes by the main ideas, details, and examples. Use the following strategies to help you organize your notes.

Choose the style that works best for taking notes on the content of the lecture.

#### Outlining

- 1. Main idea
- 2. Subtopic
- 3. Detail
- 4. Example
- 5. Conclusion

#### Mapping

| Central idea | Subtopic | Detail | Example |
|--------------|----------|--------|---------|
|              |          |        |         |
|              |          |        |         |
|              |          |        |         |

#### Clustering

| Main idea | Subtopic | Detail | Example |
|-----------|----------|--------|---------|
|           |          |        |         |
|           |          |        |         |
|           |          |        |         |

**2** Before listening to the talk, discuss with a partner or a group: *What is a single-parent family? What are some of the challenges these families face?*

**3** Listen to the talk about single-parent and take notes. What are the main points of the talk? Select all that apply.

- ☐ Statistics about single-parent households
- ☐ Factors that lead to single-parent households
- ☐ Challenges faced by single-parent households
- ☐ Effects of single-parent households on children
- ☐ Measures that can help to provide support for single parents

**4** Listen to the talk one more time and complete the sentences with information from your notes.

1. The \_\_\_\_\_ of the single-parent family is increasing.

2. One of the \_\_\_\_\_ reasons for the increase of single-parent households is the \_\_\_\_\_ of the world.

3. One challenge is to balance \_\_\_\_\_ and \_\_\_\_\_ responsibilities.

4. In Japan, 55% of \_\_\_\_\_ households face the problem of \_\_\_\_\_.

5. Many single mothers live on \_\_\_\_\_ which is not a stable financial \_\_\_\_\_.

6. One way to help single parents live positively \_\_\_\_\_ is \_\_\_\_\_.

7. Single parents and their children can benefit from \_\_\_\_\_ programs.

8. Finally, the importance to research how different \_\_\_\_\_ can help \_\_\_\_\_.

**5** Apply your knowledge. Reflect on the talk you heard about single-parent families and complete the talk with your notes. What trends do you notice in your country?

#### a. Number or percentage of single-parent families in your country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### b. Reasons for an increase or decline in single-parent families in your country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### c. Challenges faced by single-parent families in your country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

#### d. Support measures for single-parent families in your country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Summary of single-parent trends in my country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Analysis of single-parent trends in my country

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Unit 1

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## F Research skills

The research skills section aims to prepare students to research, analyze, connect, and present information related to the main topic of each unit. In this section, students are introduced to various research skills, which can then be applied to a larger research project.

The research project also encourages students to apply the intercultural knowledge they have acquired throughout the unit and can be used in class, as homework, or as an assessment tool. Students should reflect on their own culture(s) and then connect them to others they are interested in. Despite being an EAP textbook, teachers can and should encourage students to use English as an international language and as a tool to access information about a variety of cultures, including those from countries where English is not spoken as a first language.

### Research skills

**Choosing a topic**  
When choosing a research topic, consider the following Venn diagram.

- What are your interests? Being interested in a topic will help you stay motivated when conducting research.
- What is the need? Research or topics you are curious about research.
- Make sure to stay focused.
- Research ideas and resources are available at your library.
- Narrow your ideas to a manageable topic.

### Research Project 1

**Step 1:** Choose an issue related to family that is important to your country or culture. Research to balance the broad topic (family) with your personal interests, and the time and resources you have available.

**Research topic:** \_\_\_\_\_

**Step 2:** Research and make notes about the following points:

- Key characteristics about the issue in your country or culture
- Causes and effects of the issue in your country or culture
- Other countries or cultures facing a similar issue
- Key characteristics about the issue in other countries or cultures
- Causes and effects of the issue in other countries or cultures

**Step 3:** Share your research with a partner or a group.

### Reflect on your progress

|                                                   | Progress | Progress | Progress | Progress |
|---------------------------------------------------|----------|----------|----------|----------|
| 1. You understand how to choose a research topic. |          |          |          |          |
| 2. You are able to find research resources.       |          |          |          |          |
| 3. You are able to find research resources.       |          |          |          |          |
| 4. You are able to find research resources.       |          |          |          |          |
| 5. You are able to find research resources.       |          |          |          |          |
| 6. You are able to find research resources.       |          |          |          |          |
| 7. You are able to find research resources.       |          |          |          |          |
| 8. You are able to find research resources.       |          |          |          |          |
| 9. You are able to find research resources.       |          |          |          |          |
| 10. You are able to find research resources.      |          |          |          |          |

## G Reflect on your progress

In this section, students can reflect on how much they learned through the activities in each unit. This section can also be used by teachers as a check point for clarification before moving on to the following unit.

| Intercultural Perspectives into...                | Reading                      | Listening                            |
|---------------------------------------------------|------------------------------|--------------------------------------|
| <b>UNIT 1</b><br><b>Families</b><br>pp.12–19      | What is a family?            | Talk: Being a single parent          |
| <b>UNIT 2</b><br><b>Relationships</b><br>pp.20–27 | Marriage vs. Cohabitation    | Presentation: Personal space bubbles |
| <b>UNIT 3</b><br><b>Education</b><br>pp.28–35     | Parent and teacher roles     | Lecture: The education gap           |
| <b>UNIT 4</b><br><b>Mental Health</b><br>pp.36–43 | Educating for neurodiversity | Discussion: Under pressure           |
| <b>UNIT 5</b><br><b>Aging</b><br>pp.44–51         | Respect for the elderly      | Lecture: Agism                       |
| <b>UNIT 6</b><br><b>Welfare</b><br>pp.52–59       | Atypical employment          | Talk: What's in a pension?           |

| <b>Academic speaking skills</b>                           | <b>Note-taking skills</b>                                | <b>Research skills</b>                      |
|-----------------------------------------------------------|----------------------------------------------------------|---------------------------------------------|
| Discussion skills:<br>Asking for and sharing opinions     | Organizing ideas—<br>outlining, mapping,<br>and charting | Choosing a topic                            |
| Discussion skills:<br>Agreeing and disagreeing            | Following main ideas,<br>details, and examples           | Brainstorming<br>information                |
| Discussion skills:<br>Presenting reasons<br>with evidence | Using keywords and<br>short sentences                    | Identifying<br>reliable sources             |
| Discussion skills:<br>Clarifying information              | Using abbreviations                                      | Gathering<br>information                    |
| Discussion skills:<br>Interrupting politely               | Using numbers and<br>symbols                             | Extracting<br>relevant<br>information       |
| Discussion skills:<br>Concluding a<br>discussion          | Connecting for<br>understanding                          | Comparing<br>and contrasting<br>information |

| Intercultural Perspectives into...                             | Reading               | Listening                                            |
|----------------------------------------------------------------|-----------------------|------------------------------------------------------|
| <b>UNIT 7</b><br><b>Migration</b><br>pp.60–67                  | Refugees              | Presentation: Brain drain                            |
| <b>UNIT 8</b><br><b>Work-life Balance</b><br>pp.68–75          | After hours           | Discussion: How important is your mental well-being? |
| <b>UNIT 9</b><br><b>Media</b><br>pp.76–83                      | Gender roles          | Lecture: Freedom of expression and censorship        |
| <b>UNIT 10</b><br><b>Privacy</b><br>pp.84–91                   | Public vs. Private    | Talk: The world of social media                      |
| <b>UNIT 11</b><br><b>Cyberbullying</b><br>pp.92–99             | Living online         | Discussion: Cyberbullying laws                       |
| <b>UNIT 12</b><br><b>Artificial Intelligence</b><br>pp.100–107 | Chatbot companionship | Presentation: Should we be regulating AI?            |

| <b>Academic speaking skills</b>                                                   | <b>Note-taking skills</b>             | <b>Research skills</b>          |
|-----------------------------------------------------------------------------------|---------------------------------------|---------------------------------|
| Presentation skills:<br>Introducing the topic                                     | Using colors to highlight information | Collecting data through surveys |
| Presentation skills:<br>Signposting main ideas, details, and examples             | Making a note of unclear points       | Using graphs and diagrams       |
| Presentation skills:<br>Presenting visual information                             | Reviewing your notes                  | Summarizing                     |
| Presentation skills:<br>Concluding a presentation                                 | Supplementing information             | Referencing sources             |
| Presentation skills:<br>Answering questions from the audience                     | Reflecting on your notes              | Drawing conclusions             |
| Presentation skills:<br>Body posture, gestures, eye contact, and voice projection | Digital notetaking                    | Understanding limitations       |

## FAMILIES

MAIN  
SKILLS

In this unit, you will learn:

- Academic discussion skills: **Asking for and sharing opinions**
- Note-taking skills: **Organizing ideas — outlining, mapping, and charting**
- Research skills: **Choosing a topic**

**A** Think about the topic

- 1 How important is family to you? Give reasons.
- 2 How important is family in your culture? Explain.
- 3 What different types of family structures are there? Give examples.

**B** Vocabulary building

1 Match the vocabulary items on the left side with the synonyms and definitions on the right.

- |                        |     |                                                                                        |
|------------------------|-----|----------------------------------------------------------------------------------------|
| 1. adopt (v)           | ___ | a. the legal ending of a marriage                                                      |
| 2. constant (adj)      | ___ | b. a way of trying to solve a situation                                                |
| 3. divorce (n)         | ___ | c. main; most important                                                                |
| 4. extended family (n) | ___ | d. to legally become the parent of someone else's child                                |
| 5. household (n)       | ___ | e. a family consisting of only the parents and their children                          |
| 6. measure (n)         | ___ | f. point of view                                                                       |
| 7. nuclear family (n)  | ___ | g. happening without change for a period of time                                       |
| 8. perspective (n)     | ___ | h. to be very important (for someone)                                                  |
| 9. primary (adj)       | ___ | i. something that is more important than other things                                  |
| 10. priority (n)       | ___ | j. fixed or safe                                                                       |
| 11. stable (adj)       | ___ | k. a family or a group of people who live together in a house                          |
| 12. value (v)          | ___ | l. a family consisting of parents, children, and other relatives in the same household |

## 2 Use the vocabulary from Exercise 1 to complete the sentences.

- a. Julian lives with his \_\_\_\_\_, including his grandparents on his mother's side.
- b. Tom lives with his father and three brothers, so they are a male-only \_\_\_\_\_.
- c. After 10 years of marriage, my parents decided to get a(n) \_\_\_\_\_ and now live separately.
- d. One \_\_\_\_\_ that will be taken to keep the campus safe is increasing the number of security cameras.
- e. Poverty is a(n) \_\_\_\_\_ concern for many countries.
- f. My parents decided to \_\_\_\_\_ me when I was around two years old.
- g. Sophia's main \_\_\_\_\_ after college is to get a good job.
- h. He was in an accident, but his condition is now \_\_\_\_\_.
- i. Jin always thinks about problems from a political \_\_\_\_\_.
- j. It's just me and my parents, so we are a modern \_\_\_\_\_.
- k. The \_\_\_\_\_ noise of the city at night prevents me from sleeping well.
- l. I really \_\_\_\_\_ this necklace that used to belong to my grandmother.

## 3 Use your vocabulary: Discuss these questions with a partner or a group.

- a. Including you, how many people belong to your **household**?
- b. What are your top **priorities** at the moment?
- c. What kinds of objects do you **value**?
- d. Is it possible for people from other countries to **adopt** children in your country?
- e. What is your **primary** goal for the future?





## What is a family?

Family is usually regarded as a primary institution, fundamental to society, but what is a family? Sociologists agree that there are various types of families, including nuclear families, extended families, and single-parent families. Families may not be connected by blood—for instance, couples may choose to get a divorce and remarry, building blended families, or to adopt children. In the U.S., research by the PEW Research Center (2021) showed that the number of childless families could continue to increase as the percentage of non-parents who say they will probably not have children increased from 37% in 2018 to 44% in 2021. Similarly, in Japan, the government estimated that up to 42% of women born in 2005 might not have children (Nikkei, 2023), a trend also present in various other East Asian countries.

**1 Consider the passage about family. To what extent do you agree with the following statements?**

|                                                                                            | Completely agree | Somewhat agree | Somewhat disagree | Completely disagree |
|--------------------------------------------------------------------------------------------|------------------|----------------|-------------------|---------------------|
| a. Nuclear families are common in my culture.                                              |                  |                |                   |                     |
| b. Parents are expected to be married in my culture.                                       |                  |                |                   |                     |
| c. Close friends can be considered family despite not being related by blood.              |                  |                |                   |                     |
| d. In the country where I live, it is common for people to adopt children.                 |                  |                |                   |                     |
| e. In the country where I live, more and more young people would rather not have children. |                  |                |                   |                     |

**2 Discuss your answers to the table above with a partner or a group. Provide reasons and concrete examples whenever possible.**

## D Academic discussion skills

### Asking for and sharing opinions

Asking for and sharing opinions is fundamental to any discussion and should be supported by reasons and evidence whenever possible. The language we use to ask for and share our opinions will vary depending on the context of the discussion and on the participating members.

- 1 Consider the expressions below, used for asking for and sharing opinions. Which of the following expressions are used in more formal (F) or informal (IF) contexts?**

#### Asking for opinions

- ☐ Do you have any views on ...?
- ☐ How do you feel about ...?
- ☐ Your thoughts?
- ☐ Have you got any comments on ...?
- ☐ Do you believe that ...?
- ☐ What do you think about ...?
- ☐ What's your opinion on ...?

#### Sharing opinions

- ☐ If you ask me, ...
- ☐ I tend to think that ...
- ☐ It seems to me that ...
- ☐ I'd say that ...
- ☐ For me, ...
- ☐ Personally, I feel that ...
- ☐ Well, if you ask me ...

- 2 What other expressions to ask for and share opinions can you think of? Make a note as to whether they are used in formal (F) or informal (IF) contexts.**

#### Asking for opinions

#### Sharing opinions

- 3 Intercultural discussion: Consider the questions from an intercultural perspective, prepare notes, and discuss your ideas with your partner or group.**

- a. What kinds of families are more common in your country? Why do you think that is? Consider various social, economic, and political factors.
- b. Have there been any big changes to family structures in your country in the past 50 years? Give examples.
- c. Research one other country or culture that you are interested in. What kinds of families are popular? How is it similar to and/or different from your own country or culture? Give reasons and examples.



## Note-taking skills: Organizing ideas—outlining, mapping, and charting

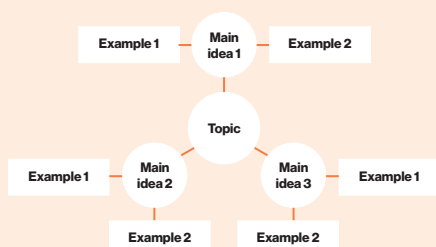
When listening to a talk, lecture, or presentation, organize your notes into main ideas, details, and examples. You can do this by outlining, mapping, or charting. You should choose the style that works the best for helping you to remember the content of the lectures.

### Outlining

#### Topic

1. **Main idea 1**
  - a. Example 1
  - b. Example 2
2. **Main idea 2**
  - a. Example 1
  - b. Example 2
3. **Main idea 3**
  - a. Example 1
  - b. Example 2

### Mapping



### Charting

|             | Description | Pros | Cons |
|-------------|-------------|------|------|
| Main idea 1 |             |      |      |
| Main idea 2 |             |      |      |
| Main idea 3 |             |      |      |

**1 Before listening to the talk, discuss with a partner or a group: What is a single-parent family? What are some of the challenges these families may face?**

**2 Listen to the talk about being a single-parent and take notes. What are the main topics of the talk? Select all that apply.**

- ☐ Statistics about single-parent households
- ☐ Factors contributing to single-parent households
- ☐ Challenges faced by single-parent households
- ☐ Effects of single-parent households on children
- ☐ Measures that can help to provide support for single parents

**3 Listen to the talk one more time and complete the sentences with information from your notes.**

- a. \_\_\_\_\_ % of children worldwide live in single-parent households.
- b. The \_\_\_\_\_ has the second largest number of single-parent households in the world.
- c. One challenge is to balance home and parenting responsibilities with \_\_\_\_\_.
- d. In Japan, 56% of \_\_\_\_\_ households live below the poverty line.
- e. Many single mothers take on \_\_\_\_\_, which is less stable financially.
- f. One way to help single parents is by providing \_\_\_\_\_ work conditions.
- g. Single parents would also benefit from \_\_\_\_\_ childcare.
- h. Finally, it is important to ensure that all children can receive \_\_\_\_\_ education.

**4 Critical thinking:** Which of the challenges from the talk about single parents were you aware of? Which of those challenges are less known or discussed? Can you think of others? Prepare notes, and discuss your ideas with your partner or group.

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**5 Apply your knowledge:** Reflect on the talk you heard about single-parent families and complete the table with your notes. What trends do you notice in your country?

|                                                                     |  |
|---------------------------------------------------------------------|--|
| <b>a.</b> Number or percentage of single mothers in my country      |  |
| <b>b.</b> Number or percentage of single fathers in my country      |  |
| <b>c.</b> Poverty rate among single parents in my country           |  |
| <b>d.</b> Challenges faced by single parents in my country          |  |
| <b>e.</b> Support measures for single-parent families in my country |  |

**Summary of single-parenting trends in my country:**

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**Analysis of single-parenting trends in my country:**

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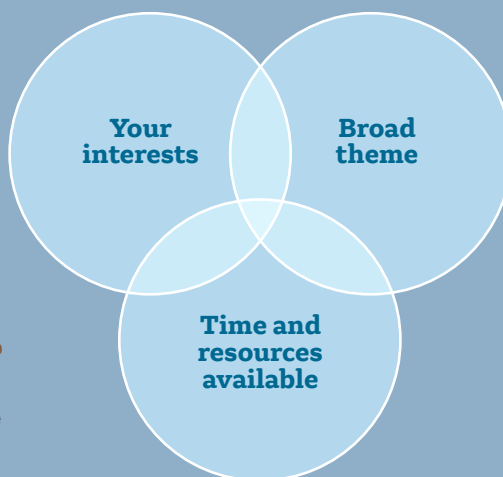
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## Choosing a topic

When choosing a research topic, consider the following Venn diagram:

- **What are you interested in?**  
Being interested in a topic will help you stay motivated when conducting research.
- **What is the broad theme or topic you are expected to research?**  
Make sure to stay focused.
- **How much time and resources do you have at your disposal?**  
Narrow your ideas to a manageable topic.



## Research Project 1

**Step 1:** Choose an issue related to family that is important in your country or culture. Remember to balance the broad topic (family) with your personal interests, and the time and resources you have available.

**Research topic:** \_\_\_\_\_

**Step 2:** Research and make notes about the following points:

- a. Key data/statistics about this issue in your country or culture
- b. Causes and effects of the issue in your country or culture
- c. Other countries or cultures facing a similar issue
- d. Key data/statistics about this issue in other countries or cultures
- e. Causes and effects of the issue in other countries or cultures

**Step 3:** Share your research with a partner or a group.

## **G** Reflect on your progress

|                                                                                                                          | Completely agree | Somewhat agree | Somewhat disagree | Completely disagree |
|--------------------------------------------------------------------------------------------------------------------------|------------------|----------------|-------------------|---------------------|
| <b>a.</b> I can understand and use the vocabulary introduced in this unit.                                               |                  |                |                   |                     |
| <b>b.</b> I can ask for and share opinions in formal and informal contexts.                                              |                  |                |                   |                     |
| <b>c.</b> I can organize notes visually into main ideas, details, and examples.                                          |                  |                |                   |                     |
| <b>d.</b> I can choose an appropriate research topic based on the assignment, my interests, and the resources available. |                  |                |                   |                     |
| <b>e.</b> I can think critically about social issues related to families.                                                |                  |                |                   |                     |

