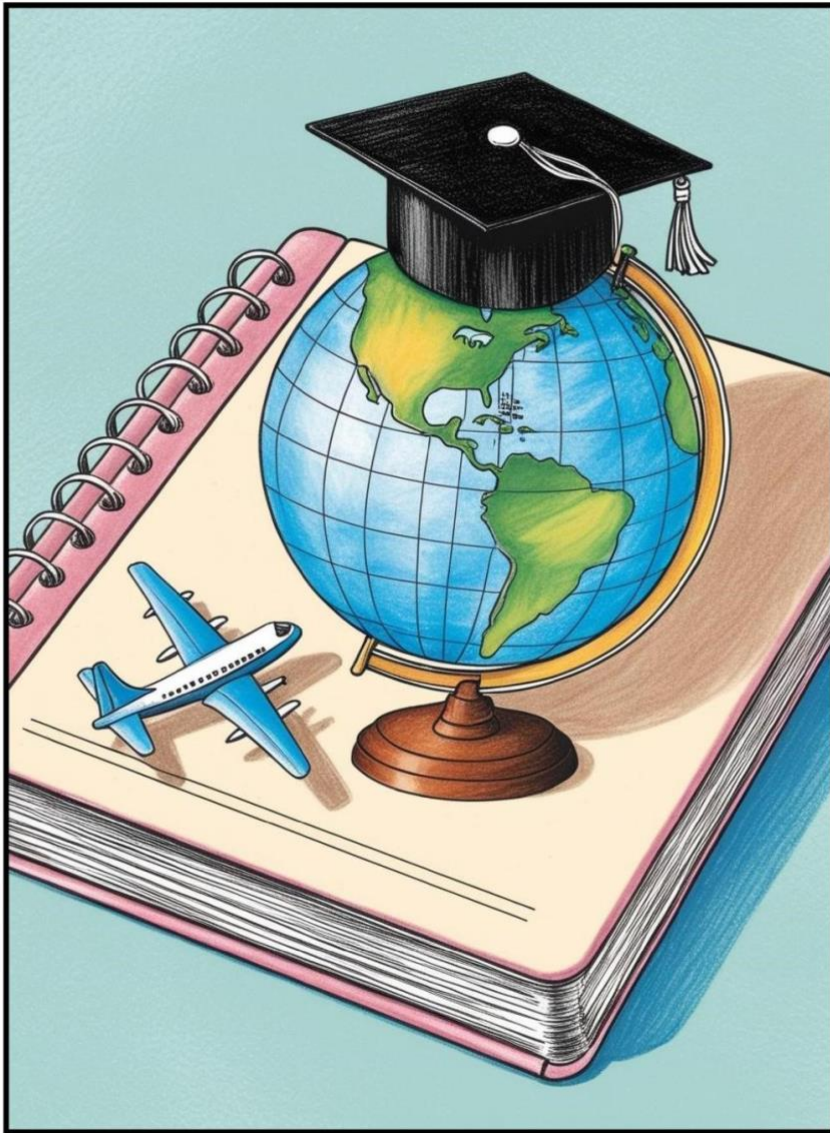


Beyond Borders: English for Study Abroad Success



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Introduction

Thank you for choosing *Beyond Borders: English for Study Abroad Success*, a textbook developed by the *Curriculum Design for Communicative Language Teaching* seminar at Kansai University, under the guidance of Professor Ramonda. This project represents the collective efforts of our seminar group—Kai Fujita, Eriko Kikuoka, Hana Muto, Riju Nagahama, Momoka Nagao, Rin Shibaura, Manami Suzuki, Riko Yamaguchi, and Sakura Yamaoka—all of whom share a common goal: to create a practical and engaging resource for students preparing to study abroad.

Target Audience and Objectives:

This textbook is designed for Japanese university students at an intermediate level of English proficiency who plan to study abroad. It aims to not only improve their English communication skills but also prepare them for real-world situations they may encounter overseas. Each chapter focuses on practical aspects of daily life and academic success in a foreign environment, helping students build both linguistic confidence and cultural awareness.

Content and Structure:

The textbook covers eight key topics relevant to study abroad life:

Surviving Daily Life

Developing Skills at University

Getting Along with Host Families & Roommates

Cultivating Independence & Self-Reliance

Dealing with Unexpected Situations

Managing Stress & Mental Health

Traveling During Study Abroad

Making Relationships While Overseas

Each chapter begins with accessible activities and gradually builds toward a culminating task that encourages students to apply their skills in realistic scenarios. This scaffolded approach ensures that learners develop confidence as they progress through each unit.

We sincerely appreciate your choice to use this textbook and hope that it serves as a valuable tool on your journey toward studying abroad. May it help you not only improve your English but also navigate the exciting and sometimes challenging experiences of living and learning in a new country.

Surviving Daily Life

Warm-Up

1. In which countries is tipping generally expected in restaurants?

2. What is the typical percentage for tipping in restaurants in the United States?

3. Describe a situation where tipping might not be appropriate, even in a culture where tipping is common.



Discussion

Check the answers for the Warm-up Quiz and discuss the topics below.

Discussion Topics

- ❁ Have you ever traveled to a country where tipping is customary?
If yes, what was your experience like? If no, do you think you would feel nervous about it?
- ❁ Share any memorable experiences you have related to tipping, whether positive or negative.
- ❁ In what situations do you think you might feel pressured to tip, and why?

Vocabulary

Match the words with the meanings.

1. fluctuate ()
2. consequently ()
3. integral ()
4. adeptly ()
5. intricacies ()
6. redundant ()
7. incorporate ()
8. exemplary ()
9. compensation ()

- A) complex details
- B) include as a whole
- C) change or vary frequently
- D) skillfully or proficiently
- E) payment for work or loss
- F) as a result
- G) essential or necessary for completeness
- H) outstanding or serving as a model example
- I) more than needed or repetitive



Reading

Read the passage below and answer the comprehension questions.

Navigating Global Tipping Etiquette

Tipping culture around the world varies greatly, and understanding its **intricacies** is important, especially when traveling or working abroad. In countries like the United States and Canada, tipping is considered **integral** to the service industry. Workers often rely on tips as part of their **compensation**, with tipping rates usually ranging from 15% to 20%. This is especially true in sit-down restaurants, where providing **exemplary** service is a key aspect of the job. Conversely, in places like coffee shops or fast-food establishments, tipping is less common and sometimes seen as **redundant**.

Tipping rates can **fluctuate** depending on the type of establishment you visit. For example, at a fine-dining restaurant, a higher tip may be expected, while in casual dining or self-service locations, tipping might be lower or optional. **Consequently**, it is important to **adeptly** navigate these differences to avoid misunderstandings. Some European countries, like France, often **incorporate** service charges into the bill, making additional tipping unnecessary, while in Japan and South Korea, tipping is not customary at all, as good service is considered a standard part of the job.

In countries where tipping is standard, it serves as a form of **compensation** for workers, who often receive lower base pay with the expectation of earning tips. This makes tipping **integral** to their income and livelihood. Being aware of these practices and incorporating them when traveling can demonstrate cultural sensitivity and appreciation for the service provided. By understanding the **intricacies** of tipping around the world, students can adeptly navigate global customs and avoid any awkward situations.



Comprehension Quiz

1. Why is tipping considered integral to the service industry in countries like the United States and Canada?

2. What is the typical tipping rate in sit-down restaurants in the United States and Canada?

3. How does tipping differ between fine-dining restaurants and casual dining or self-service locations?

4. How does the inclusion of a service charge in the bill affect tipping practices in some European countries?

5. How does tipping culture differ in Japan and South Korea compared to the United States and Canada?

6. Why is tipping important for workers in countries where it is a standard practice?

7. What is one way students can demonstrate cultural sensitivity when traveling based on the tipping customs described in the passage?

Discussion

1. How do you feel about the idea of tipping becoming a common practice in Japan? What impact do you think it would have? What would you think as a server? What would you think as a customer?

2. How would you feel as a customer if you knew the workers depended on your tips for their pay?

Vocabulary

English has many words that sound similar or have similar pronunciations but have different meanings. Understanding these differences properly can help improve language skills and facilitate communication in English.

Get in pairs or small groups.

Can you explain the difference between the words below?

e.g. Except - Accept



OR



Except = to exclude something or someone

Accept = to agree to or receive something

English Word Pairs

Same Sound; Different Meaning

1. Principle - Principal
2. Its - It's
3. Farther - Further
4. Everyday - Every day



Principle: A rule or belief

Principal: The head of a school or the most important thing

Its: Shows possession

It's: Short for "it is" or "it has"

Farther: Refers to physical distance

Further: Refers to more or deeper, not physical

Everyday: Means common or usual

Every day: Means each day

Get in pairs or small groups and discuss the following situations.

Coffee Shop Tipping

You are grabbing a take-out coffee at a cafe in the US. There is a tip jar at the counter. You ordered coffee with extra whipped cream, almond milk, caramel sauce, extra hot, extra espresso shot and cinnamon powder. The bill was \$4 (¥600).

Question: Do you leave a tip, and if so, how much? Why or why not?



Restaurant Service Charge

You are at a restaurant with your friends. The bill has arrived at your table, and you notice that a 15% service charge has already been added. The server was friendly, the food was good, and the service was okay, but not outstanding.

The bill was \$130 (¥18,000) for two people.

Question: Will you leave a tip, and if so, how much? Why or why not?



Hotel Housekeeping Tips

You are staying at a hotel in New York, and housekeeping cleans your room daily. You stayed in a two single-bed room and the room was \$550 (¥80,000) per night. You took delivery, ate in your room and made a mess.

Question: It is expected to leave a tip for housekeeping. Do you leave a tip and if yes, how much per day? Why or why not?



Restaurant Tipping Without Service Charge

You are dining out in the US and the bill arrives without a service charge. The server was friendly but brought out the wrong food several times and you had to wait for a very long time. Your bill was \$60 (¥9,000) for two people.

Question: Do you leave a tip, if yes, how much? Why or why not?



Food Delivery Tipping

You are ordering food delivery to your apartment in the US. The delivery driver arrives promptly with your order. Your location and the restaurant were quite close, but the food was for five people, so it was pretty big and heavy.

Question: Should you tip the driver, and if yes, what is a typical tip amount for food delivery? Why or why not?

Fancy Restaurant	
Shrimp Cocktail	\$32.95
Chopped Salad	\$15.95
Filet Mignon	\$80.95
Chocolate Cake	\$12.95
Tax: \$14.28	
Subtotal: \$157.08	

Payment Method:
Credit card
Card number:
XXXXXXXXXXXX321
Subtotal: \$157.08
Tip: _____
Total: _____
Signature: _____

Discussion

1. Have you ever used a taxi, or other on-demand transportation services? (e.g., Uber, Lyft, Di-Di)
2. What precautions do you think you should take for safety while using those services?
3. In foreign countries, what do you need to be mindful of for safety?
4. Are there any safety tips you recommend?



Warm-Up

Get in pairs. Rank the risk level of the following situations from highest to lowest. Explain why you ranked them in that order.

- [] The driver is speeding, weaving through traffic, and ignoring signals, making the passenger feel unsafe.
- [] The driver takes an unexpected turn or changes the route without explaining.
- [] The car smells strongly of marijuana or alcohol.
- [] The driver locks the doors and windows without explanation, making the passenger feel trapped.
- [] The car is very dirty with lots of garbage on the floor.

Vocabulary

Match the words with the meanings. Fill in the blanks with the correct letters. These words will appear in the listening activity.

1. Precaution [] 2. Verify [] 3. Suspicious []
4. Potential [] 5. Familiarize [] 6. Regulation [] 7. Identity []

- A) Feeling unsure or distrustful about someone or something
- B) To get to know or learn more about something
- C) The characteristics that define who a person is
- D) To check or confirm that something is true or not
- E) An official rule or law that controls how something is done
- F) Something that could happen or exist but is not certain yet
- G) A careful action taken to avoid danger or harm

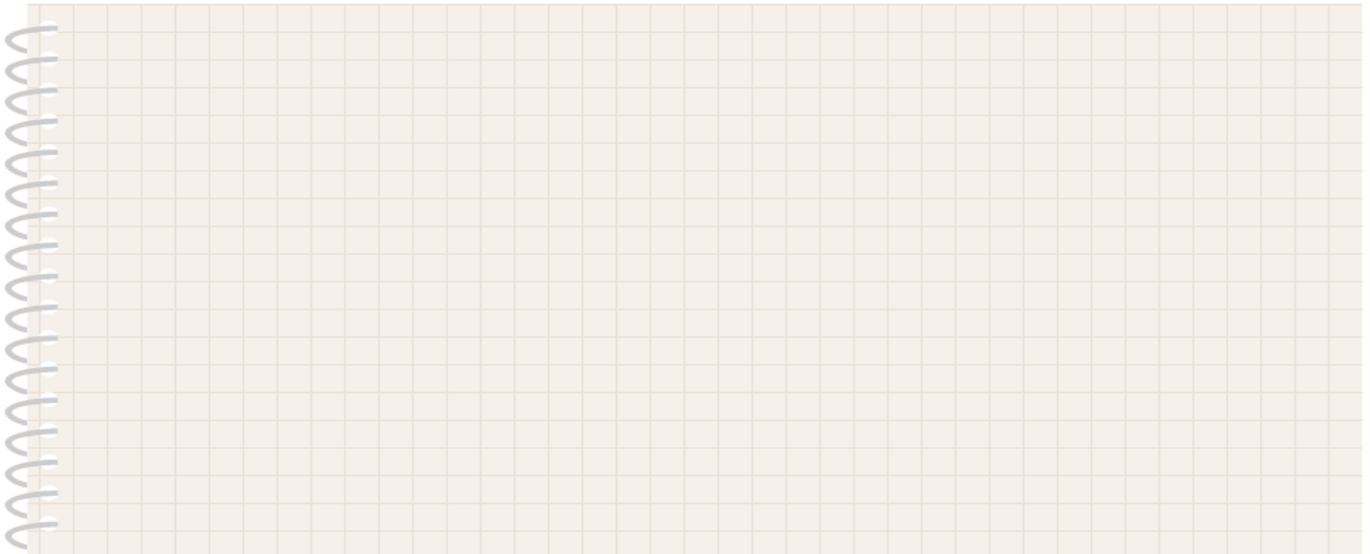


Listening

Listen to the passage and answer the questions below.

Scan the QR code on the side to listen to the audio.

Take notes if necessary.



Comprehension Quiz

1. Why might carrying a phone in your back pocket be considered risky in some countries?
- a) It can easily fall out while walking.
 - b) It makes you appear unfamiliar with the local culture.
 - c) It can attract thieves who target easily accessible items.
 - d) It violates personal space in certain cultures.

2. What does the listening suggest as the best course of action if you notice anything suspicious during a ride-sharing trip?
- a) Remain quiet and try to ignore your concerns.
 - b) End the ride immediately and notify someone about the situation.
 - c) Ask the driver to explain their actions.
 - d) Change your destination to a more familiar area.
3. How does the listening advise you to ensure your safety when using a ride-sharing app?
- a) Share your personal contact information with the driver.
 - b) Verify the car and driver's identity and share your trip details with a trusted person.
 - c) Only travel with drivers who have more than five-star ratings.
 - d) Ask the driver to take a specific route you are familiar with.
4. Why is it important to be aware of local laws and regulations regarding pepper spray in different countries?
- a) Its use may be completely banned or restricted to certain situations.
 - b) Pepper spray can only be purchased through licensed vendors.
 - c) Its effectiveness varies depending on the local climate.
 - d) Carrying pepper spray without knowing the law can result in confiscation by customs.
5. What are some habits that might feel safe in Japan but could make you a target in other countries?
-

6. What are some precautions you can take to increase your safety when using a ride-sharing service?
-

7. Explain the function of pepper spray and why knowing the local laws about its use is essential when traveling abroad.
-

8. What two items does the passage recommend carrying for emergencies?
-

Check Your Answers

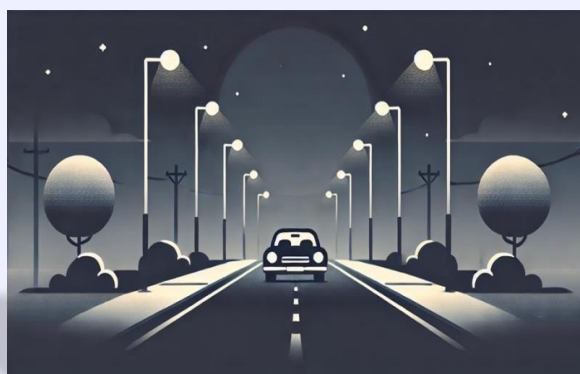
When studying abroad, it's important to focus on personal safety for a smooth and enjoyable experience. Japanese students should be aware of habits that might be risky in other countries. For example, carrying a phone in your back pocket or leaving bags open or unattended can attract thieves in many countries. These practices, which might feel safe in Japan, can make you a target elsewhere.

Always stay alert and aware of your surroundings, especially in isolated or poorly lit areas at night. When using services like Uber or other ride-sharing apps, taking extra **precautions** is essential. Before getting in the car, **verify** the driver's **identity** and make sure the car details match the information provided in the app. Sharing your trip details with a friend or family member adds an extra layer of safety, as they can monitor your journey and provide help if needed.

If you feel uncomfortable or notice anything **suspicious** during the ride, trust your instincts and end the trip quickly. Don't hesitate to speak up or take action if something feels wrong. Carry a fully charged phone and a small flashlight for emergencies. These items can help you communicate and navigate if you find yourself in an unfamiliar area.

It's also important to remember that laws about personal safety items like pepper spray can be different in each country. Pepper spray is a self-defense tool that irritates the eyes and respiratory system when sprayed, temporarily incapacitating an attacker. Make sure to **familiarize** yourself with the local rules and **regulations** to avoid any legal issues. Knowing what is allowed and what is not can save you from trouble.

By taking these steps and staying informed about **potential** safety risks, you can help ensure a safe and enjoyable study abroad experience. Always being prepared and cautious can make your time abroad both exciting and secure.



Discussion

1

Step 1.

Divide the class in half. One side will be the “agree” team and the other half will be the “disagree” team.

2

Step 2.

Get together with your team members and come up with reasons to support your statement.

3

Step 3.

Form small groups or pairs with members of the other team. **Discuss!**

1. Should university students have a curfew?

Imagine you live in a dorm at an overseas university with other students. The town you live in does not have a train, and the last bus to your dorm is at 10 pm. In light of this, should students have the freedom to come and go as they please?

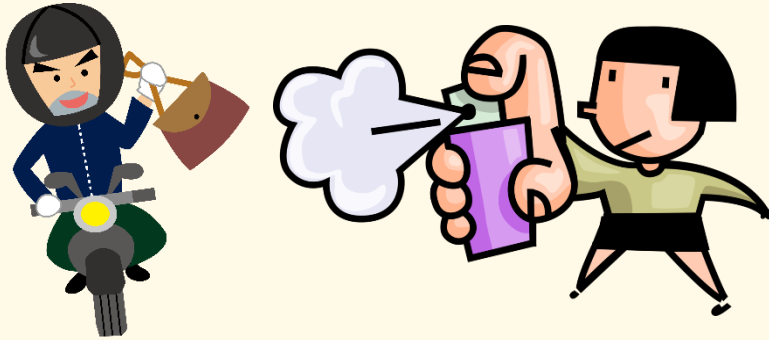
Key words: Safety, Independence, Responsibility



2. Should carrying around pepper spray be legal in Japan?

Many countries around the world permit people to carry around pepper spray for self-defense, but should this also be permitted in a country with very low crime, like Japan?

Key words: Self-defense, Misuse, Public Safety



3. Should we put more cameras in public areas to make streets safer?

Security cameras boost safety but may invade privacy.

Key words: Privacy, Crime Prevention, Cost, Evidence



4

Step 4. Check your answers

Write a summary of one of the debates. Get in pairs, and exchange your summaries. Give feedback to your partner based on the below criteria.

- Is the main idea clear?
- Is it grammatically correct?
- Does it only include relevant information?

Warm-Up

Get in pairs. Discuss which aspect of this picture is unsafe.

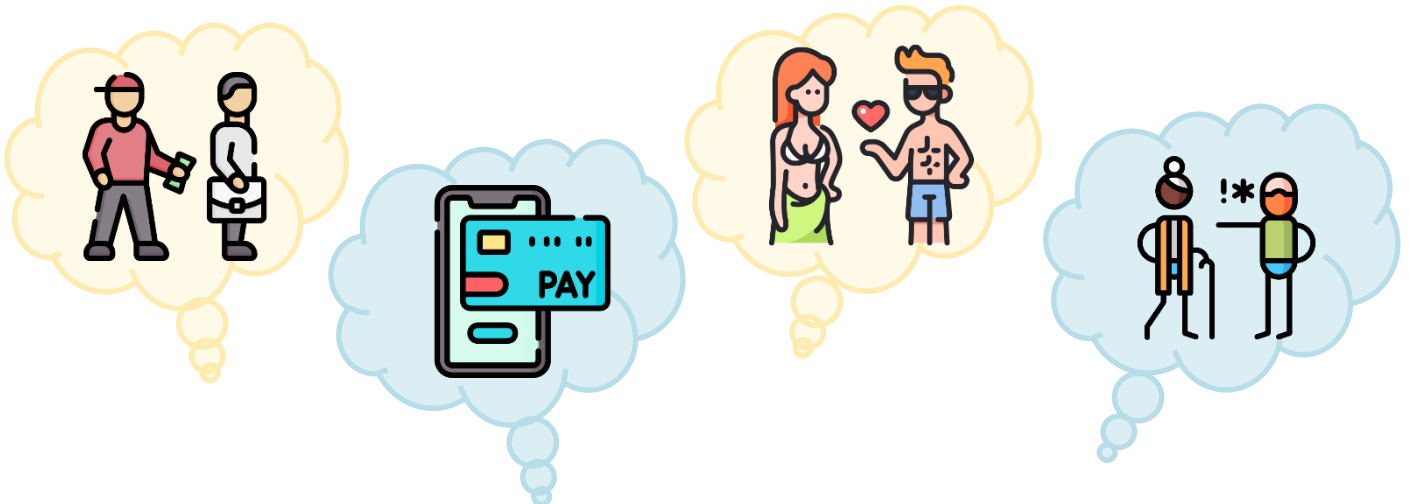


Culminating Task

Get in groups of three or four people.

1. Come up with a few problems you might encounter during your study abroad. Make a scenario about that problem. Make the scenario detailed and write it down.

Possible problems: Cashless, Pickpocket, Sanitation, Rudeness, Flirt



2. Think of a solution to your problem. Think what you would actually say.

Useful Phrases

- I'd feel better if you...
- I don't want you to get the wrong idea, but...
- I hope you don't take this the wrong way, but... maybe you should...
- How does that sound?
- I'm really sorry to have to say this, but...
- Would it be possible to...

3. Collect all the written scenarios from the other groups, shuffle them, and hand them back out.

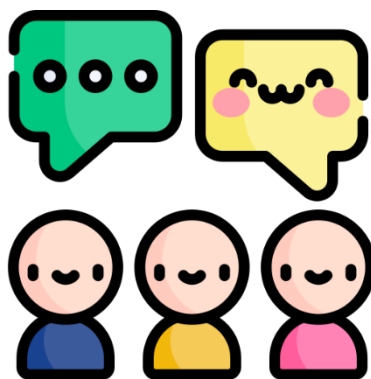
4. Think of a solution to the scenario you got. This time a new problem will be added to the scenario.

Example: phone is dead, credit card is not working, no friends near you, your phone reached the data limit, your friends are not texting back

5. Write down your solution. Make it very detailed. Think of a line you would say and make a script.

6. Role play it in front of the class.

7. Give feedback and vote for the best group.



CHAPTER 2

Developing Skills at University

Quick notes

Western countries have different education systems from Japan.

A ⁺ 90~100 %	B ⁺ 77~79 %	C ⁺ 67~69 %	D 50~59 %
A 85~89 %	B 73~76 %	C 63~66 %	F >50 %
A ⁻ 80~84 %	B ⁻ 70~72 %	C ⁻ 60~62 %	

Warm-Up

Read each student's statement and rate them on their presentation skills, note-taking skills, and study planning skills by using the following scale:

★ = Not good

★★ = Good

★★★★ = Great



Lisa

One of my unique hobbies is adding English subtitles to various videos. I like cute things, so my notes are always colorful and vivid. I'm a blogger who writes about the countries I have visited. My job is fantastic because I take tourists on tours and explain buildings and other famous places to them. School is fun! However, I often submit assignments after the deadline.

I stay at home on my days off. Everybody calls me introverted, but I tutor newly met students for my job! My friends sometimes get mad and ask, "Are you listening to me?" I guess I can't do two things at once. I'm very punctual. When it comes to assignments, I can't help but finish them as early as possible.



Ryan



I like making flyers, and everyone says I'm good at it. Whenever I travel, I bring a well-organized schedule with me. I work at a pub, where I need to do many things at once, and I've never made a mistake. I always get good scores. I don't prioritize doing homework, but I've never submitted it after the due date.

	Lisa	Ryan	Olivia
Presentation Skills	☆☆☆	☆☆☆	☆☆☆
Note-taking Skills	☆☆☆	☆☆☆	☆☆☆
Time Management Skills	☆☆☆	☆☆☆	☆☆☆

Share how you rated each student with your partner. Provide the reasons based on what Lisa, Ryan, and Olivia said to justify your rating. Find evidence from their statements.

Example:

I gave Olivia three stars for her study planning skills because she seems to be a well-organized person, considering her statement that she makes a detailed schedule when she travels.

Notes:

Rate Yourself

Now rate yourself and compare it with your partner’s rating. What specifically made you rate yourself in that way? Share your thoughts with your partner.

Presentation Skills	☆☆☆
Note-taking Skills	☆☆☆
Time Management Skills	☆☆☆

What Abilities Are Necessary?

What kind of skills, habits or characteristic do you think necessary to perform well in presentation, note-taking, and time management? Write down your ideas below and share your ideas with your partner. Take notes on your partner’s opinions as well.

YOUR IDEAS	YOUR PARTNER’S IDEAS
<p>Note-taking</p> <p>Presentation</p> <p>Time management</p>	<p>Note-taking</p> <p>Presentation</p> <p>Time management</p>

Vocabulary

Match the words from the book below with its meaning and write them in the blank.

expertise

reinforce

elaborate

cultivate

engagement

incorporate

eliminate

commitment

significantly

enhance

paraphrase

anticipate

- a. deep knowledge or skill in a specific area _____
- b. to include something as part of a whole _____
- c. a strong promise or dedication to something _____
- d. in an important or noticeable way _____
- e. to make something better _____
- f. to remove something completely _____
- g. to develop or grow something _____
- h. to add more details _____
- i. to say something in your own words _____
- j. to make something stronger _____
- k. being actively involved in something _____
- l. to expect something to happen _____



Discussion

Discuss with your partner whether you agree with each other's ideas or not.

1. **When you take notes during class, do you organize them? If so, how do you organize your notes?**
2. **When making a presentation in class, do you prepare answers for potential questions that your audience might ask? If so, how do you go about anticipating what the audience might ask?**
3. **Do you use calendars to manage your schedule? If so, which do you use: a physical paper calendar or a digital calendar? Why do you use this one over the other?**

Reading

Read the article below.

As you begin your academic journey at university, you will encounter plenty of opportunities and challenges. Mastering some academic skills can lead you to successful future accomplishment. In this reading, we will investigate three fundamental foundations of academic achievement: note-taking skills, presentation skills, and study time management. These skills are not only essential for succeeding in your assignments but also for perfecting your abilities as a lifelong learner and communicator. Let's explore each of these critical abilities in depth and discover practical strategies to elevate your academic performance and maximize your potential.

Note-taking

Many international students will have difficulty with this skill since the lecture would not be done in their native language. Mastering this skill not only aids in understanding complex subjects but also facilitates academic excellence. Here are some strategies to assist international students in improving their note-taking skills.

1. Active Listening

Cultivate active listening skill to capture key points, ideas, and understanding during lectures. Pay careful attention to what your professor emphasizes. The professor might do this by stressing a word or repeating it. Highlight what you did not understand so that you can look back at your notes and ask clear questions to your instructor during or after class.

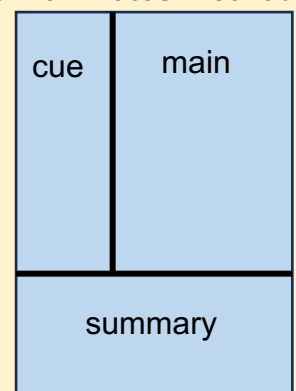
2. Design Your Notes

Well organized notes help you with not only note-taking itself but also to review the content of the lecture. Use a new page for each lecture and write dates so that you don't get confused when you want to find the right notes to review. Here is one example of an effective note-taking method you could employ:

<Cornell Note Method>

Firstly, divide your notes into three sections; the main notes on the right, a cue section on the left, and summary at the bottom. The main notes section is the space to take notes during class. Use the cue section to revise your notes after class. Write down important ideas as well as new terms or study questions. In the summary section, write your summary of your notes and highlight the main points of the subject after class.

Cornell Notes Method



3. Chose Suitable Tools

Do you take notes by hand or typing? Either way works well. If you have great typing skills and enough knowledge with digital tools, typing may be an ideal method. However, according to the Academy Resource Centre at Harvard University, when we take notes by hand, we tend to **paraphrase** more and rely less on direct transcription. In other words, instead of copying the instructor's exact word, we rephrase the concepts using our own language, which **reinforces** process of learning. Writing by hand could be a better option for learning in such classes.

Listening

Here are two different listening activities, A and B. Get in pairs and decide who will listen to Listening A and Listening B. While listening, try to take notes using the Cornell Method. Then, share your summary with your partner.



A: <https://x.gd/3bdLp>



B: <https://x.gd/wUSp9>

Cue	Main
Summary	

Reading

Read the rest of the article and revise your notes on previous page.

Presentation

The ability to deliver powerful presentations is not just a valuable skill; it's often a requirement for academic and future career success. Mastering the art of public speaking can **significantly** develop your academic performance and professional prospects. Here is a comprehensive guide to help you improve your presentation skills and excel in a university setting.

1. Know Your Audience

Understanding your audience is the foundation of a successful presentation. Adapting your material, tone, and delivery to match your audience's interests, level of understanding, and excitement is the key for effective communication.

2. Clear Structure

Organize your presentation with a clear introduction, body, and conclusion. Use bullet points, headings, and visuals to break down complex information into familiarized chunks. The opener of the presentation should grab the audience's attention and be something they can relate to or connect with. Ideally, it should inspire them to action and consider their own future in relation to your topic.

3. Practice, Practice, Practice

Rehearse your presentation multiple times to **finetune** the delivery and build your confidence. Practicing in different situations will also be helpful so that you can be relaxed in a different environment, which will lead to a better performance.

4. Prepare for the Q&A

Think of possible questions which your listeners might ask you. Common questions are “tell me again” and “tell me more” questions (Newcastle University, 2024). “Tell me again” questions are often asked when audience members need clarification about a topic, and “tell me more” questions are asked when more details on what you talked about are necessary. To answer “tell me again” questions, prepare some alternative ways of paraphrasing what you covered in the presentation. For “tell me more” questions, make sure you understand the topic deeply so that you can **elaborate** on more details as necessary.



Study Time Management

Time management is an important skill for university students to navigate a successful academic life. Here are some strategies to manage your study time efficiently.

1. Set Clear Goals

Start by establishing clear academic and personal goals. Define what you want to achieve in the short term and long term, both academically and personally. Having specific goals provides motivation and guides your time management efforts.

2. Create a Schedule

Generate a personal calendar ahead of time, **incorporating** all approaching deadlines, exams, social **engagements**, and other responsibilities. This allows you to **anticipate** and prepare for upcoming events effectively. Be realistic about the time required for each task. This calendar should be where you can see it every day. Digital calendars such as phone apps can be efficient and convenient.



3. Prioritize Tasks

Identify and prioritize tasks based on their importance and deadlines. If you have an easy assignment, do it first to **eliminate** it before working on more complicated tasks which require more time and effort.

4. Time for Your Leisure

Focusing only on academic achievements can lead to unwanted stress. To achieve your best performance on your tasks, you need to maintain a healthy mental condition. In other words, including time for yourself in your schedule supports your mental wellbeing and ensure better achievement. Thus, make sure you have time to release your stress.

By improving these skills, you will not only **enhance** your professional **expertise** but also increase your effectiveness as a communicator and decision-maker. Remember, mastery of these skills is a continuous journey of learning, so embrace opportunities for growth and improvement at every turn. With **commitment** and practice, you will soon find yourself handling these essential skills with confidence and elegance in various professional settings.

True or False

Circle T or F. Provide the reasons to justify your answer. If your answer was incorrect, find the evidence from the article and write it on the line under each false statement. Compare your answers with your partner and discuss whether you agree or disagree with each statement.

1. (T/F) Improving presentation, note taking, and study time management skills requires dedication and practice.

2. (T/F) Presentation, note taking, and study planning skills are only important for academic study.

3. (T/F) You don't need to know your audience before you are going to make presentation to them.

4. (T/F) Practicing the presentation in different situations is unnecessary as long as you practice it in one setting.

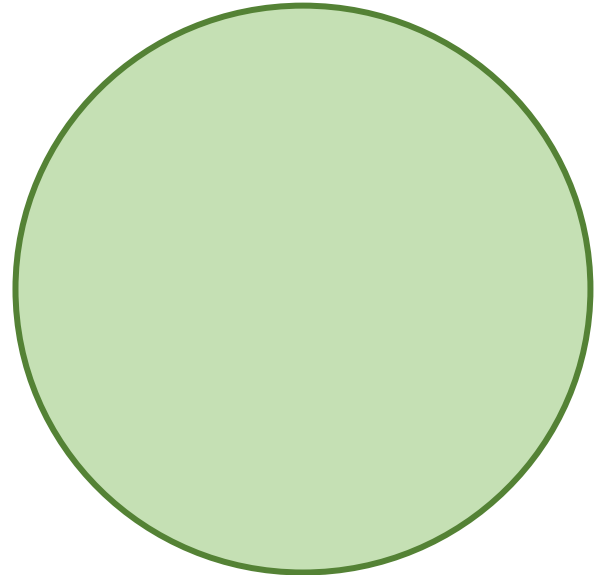
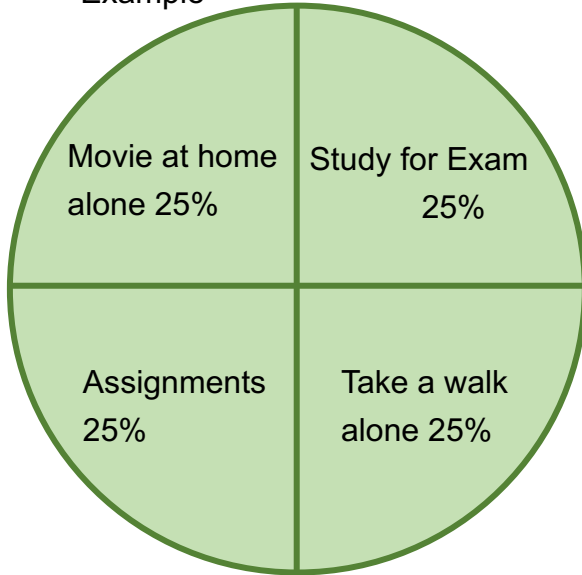
5. (T/F) Easy tasks should be done at first.



How Do You Manage Your Schedule?

Create a pie chart that shows how you spend your time throughout the day, dividing the circle into sections for different activities and allocating percentages for each. Then, share your chart with your partner. Look at their chart and help come up with a creative label for their daily routine. Afterward, switch roles.

Example



*Lone wolf

***a person who acts independently and tends to avoid social engagement**

- **Party animal:** a very outgoing person who enjoys parties
- **Bright spark:** a clever person
- **Nerd :** a person who is passionate and knowledgeable about a specific subject, etc.



Share Your Experience!

Write down your experiences related to one of the skills mentioned in the reading.

Then, share these experiences with your partner.

Example:

I had trouble creating effective PowerPoint presentations, however, it has gotten better after finding a beneficial YouTube channel which gave me some good tips!

Fill in the blanks

Match the words from the box to the correct blank below.

Change the word form as necessary.

embrace	commitment	elaborate	fine-tune	expertise
reinforce	enhance	eliminate	incorporate	engagement

1. In Finland, a relaxed learning environment is _____ to foster creativity and well-being.
2. Sweden has _____ traditional exams in favor of continuous assessment to reduce student stress.
3. The curriculum in Australia _____ Indigenous culture to teach students about local history and traditions.
4. Schools in the Netherlands seek teachers with _____ in innovative teaching methods to support student independence.
5. Vocational training programs in Germany _____ practical skills to meet industry standards.
6. After-school programs in South Korea _____ subjects taught during regular classes to enhance learning.
7. Students in Finland show strong _____ to their studies through a balanced approach that includes both individual work and collaborative learning.
8. Teachers in the U.S. _____ on the civil rights movement to provide a deeper understanding of its societal impact.
9. Technology is used in Singapore to _____ interactive learning and promote student collaboration.
10. Physical education _____ is high in Brazil, with schools integrating dance and sports into daily routines.

Is it different from Japan?

Get into pairs and discuss whether the statements from the previous activity differ in Japan. How are they different? Also, discuss whether Japan should introduce them. Take notes if necessary.

Reading

Read the article below.

True Wealth Lies in Friends

I was not naturally good at taking notes and I always felt nervous and lost during presentations. Of course, there will be many opportunities to have such activities even at my study abroad destination. The sociology class that I am taking is filled with specialized terminology, and the fast-paced delivery of the instructors makes it difficult to follow the lecture and take notes. There is a presentation coming up in that class next week, but I have not even decided on a topic yet, and presenting in a class where I do not know anyone feels like a lost cause. I came to Canada with high hopes for an enjoyable study abroad experience, but every day was leaving me feeling more and more depressed. However, there is one moment that always lifts my spirits – the bus ride to school. That is because there is this incredibly handsome guy sitting there every morning. Of course, I have never talked to him, and I do not even know his name, but just seeing him makes me happy.

Then one day, as I was walking through the dormitory hallway, I noticed a poster for the student support center. I thought this would be good resource for me to use, so I checked their SNS and found out they offered various student activities and support. With the upcoming presentation and my struggle with notetaking, I realized I should give it a try. My **engagement** with the study support group helped me feel more confident in my abilities, so I decided to **embrace** the opportunity to visit the student support center and improve my skills.

There, a senior student talked to me.



"Hi there. Welcome to our study support lab! I am Joshua. Here, you can not only meet new people but also meet or even exceed your academic expectations. Feel free to ask me anything! Uhm... what's your name?"



"I'm Manami. I'm an international student and I am having difficulty preparing for my presentation next week. So... "



"Oh okay! That's tough right? We currently have a presentation lab at the table over there, so you can join them!"

I then headed for the table. At the table, there were three girls. One of them started talking to me.



"Hi! I have seen you somewhere! Umm, oh yeah! Anthropology class! I know you because you are always wearing pretty clothes. Oh, I'm Amy, by the way!"



"Thank you for your compliment! I'm Manami! Nice to meet you!"



"Glad to meet you Manami! Have a seat!"

We spent about an hour brainstorming presentation content, discussing strategies in detail, and **elaborating** on various aspects of effective presentations. The conversation continued, and I ended up settling on a presentation topic, while making new friends at the same time. It was very beneficial.

Since I became close to Amy, we began to sit together in class **incorporating** our study sessions into our routine. Amy's **expertise** in notetaking was invaluable as she taught me how to improve my own skills. Also, we started comparing notes and reviewing together after each class. The study sessions with Amy helped **reinforce** the concepts I learned in class. Since then, I felt much happier than before and the boy on the bus looked even more radiant as my confidence began to **enhance**.

I still did not have the courage to talk to him though. After school, I went to a café with Amy.



"I can't study well alone, and I can't stay motivated. So, how about we set goals together from now on and meet for study sessions sometimes?"



"That's a great idea! Let's call it a party for relaxation!"

We decided that our goal would be to get above an A in the course, showing our **commitment** to academic excellence. Since then, we held study sessions together every day. On weekends, we went shopping as a way to relax as well.

The day of the presentation finally arrived. I spent hours practicing and **fine-tuning** my presentation to ensure it was as polished as possible. I practiced in front of my friends, recorded myself, watched TED Talks, and **eliminated** distractions to ensure effective practice. Finally, my time had come. Surprisingly, I felt very relaxed! It went smooth and, in the end, I could answer the audience's questions successfully. Yes—my presentation went extremely well!

Amy decided to throw a party at her place to celebrate. When I rang the doorbell, to my surprise, it was not Amy who came out, but the handsome guy I always saw on the bus! I was both surprised and nervous.



"Hey, you're Amy's friend, right? I'm Connor, Amy's brother. Come on in. By the way, do you take the bus from Awesome World Station every morning? I remember you because you always wear nice things!"

My successful presentation, improvement in note-taking, and increased study time were all thanks to my friends. And I even got to talk to Connor! Friends really make all the difference. And so, a new chapter of my study abroad life began.



Comprehension Quiz

With your partner, find the answers to the questions below from the story.

1

Q. What did Manami struggle with?

2

Q. What kind of useful information did Manami find in the dormitory hallway?

3

Q. How was Manami able to stay motivated to study?

4

Q. What helped Manami to relax and be well prepared while presenting?

Q. What do you think will happen between Connor and Manami?

Q. What do you want to do the most while studying abroad? What is your goal?

Course Planning

Imagine you are studying abroad and have to choose one of the three courses below as part of your study program. Read through each, noting the pros and cons (as well as comments from other students who took the course). Then decide which course you would like to take the most, and share your ideas and reasons with your partner.

#1

Comparative Sociology 102
Professor: Dr. Laura McCarthy
Course Description: This course explores social structures and cultural differences between Japan and Western societies, examining family dynamics, education systems, and social norms.
Class Structure: <ul style="list-style-type: none">- Lectures: Twice a week, 90 mins- Discussion section: Weekly, 60 mins
Examination Style: <u>*open book</u> <ul style="list-style-type: none">- Midterm: Essay-based questions (30%)- Final: Paper of analysis (40%)- Group Presentation (20%)- Participation (10%)

Sep 29, 2023

★★★★☆

She goes through lectures extremely quickly. The assignments aren't heavy but will pile up if you let it.

Nov 4, 2023

★★★★☆

Reading her notes before class was helpful. Her notes are a fantastic study tool. BUT she is a bit inconsiderate and inflexible.

#2

Cognitive Psychology 110 (online)
Professor: Dr. Michael Thompson
Course Description: This course investigates cognitive processes such as memory, perception, and problem-solving, with a focus on cross-cultural differences in cognitive strategies.
Class Structure: <ul style="list-style-type: none">- Lectures: Once a week, 2hrs- Lab sessions: Weekly, 2hrs
Examination Style: <u>*closed book</u> <ul style="list-style-type: none">- Midterm: Multiple-choice and short-answer questions (20%)- Final: Case studies and theoretical applications (60%)- Lab Reports: Weekly lab activity summaries (20%)

March 13, 2023

★★★★☆

Since this class is conducted entirely on recorded video, there is no interaction with classmates. But it was an easy class.

Nov 4, 2023

★★★★☆

He's a very nice teacher! For me, though, the final was intense. If you work hard, you can make it like I did! Overall, 4 out of 5:)

#3

East Asian Linguistic 104
Professor: Dr. Zhang Wei
Course Description: This course examines linguistic features of East Asian languages, focusing on Japanese, Chinese, and Korean, and their historical and structural differences.
Class Structure: <ul style="list-style-type: none">- Lectures: Twice a week, 3hrs
Examination Style: <u>*closed book</u> <ul style="list-style-type: none">- Midterm: Short-answer questions (30%)- Final: Research paper on linguistic phenomenon (30%)- Oral presentation: Analysis of language data (20%)- Research Participation (10%)- Participation in class (10%)

June 26, 2023

★★★★★

I strongly recommend you take this course—it's so fun! He is very considerate and entertaining. Not an easy class but anyway, it's fun! He even threw a party after the final lol

Sep 13, 2023

★★☆☆☆

His English is not so good, sometimes I couldn't understand. His exams are extremely hard. However, the content was interesting and participating in his research was super fun!

Conjunctions

Match the words in the box to the correct blank below.

Work individually and when you finish, compare with your partner.

whereby	nonetheless	likewise	thereby
despite	nevertheless	whereas	yet

1. Canadian students face long winters; _____, they engage in outdoor sports year-round.
2. Singaporean schools are very competitive, _____ students often work together in study groups.
3. Australian schools often start early, _____ American schools typically begin later in the morning.
4. _____ the relaxed atmosphere in Dutch schools, academic performance remains high.
5. Japanese schools are known for their strict rules, _____, students still find ways to express their individuality.
6. French schools focus heavily on academics, _____, British schools prioritize rigorous coursework.
7. The Swedish approach to flexible learning hours, _____, allows students more time for creative activities.
8. Germany has a dual education system _____ students can split their time between school and vocational training.

Activity

Part 1 : Listening

Plagiarism is a significant issue in the academic and literary world. Listen to the video linked below and take notes using the Cornell Note Method listed on the next page.

<https://youtu.be/PzZsButRaHs?si=stcSRsaQHjtpFhoJ>



Cue	Main
Summary	

Part 2 : Writing

Share your notes with your partner. Then write a summary of the listening.

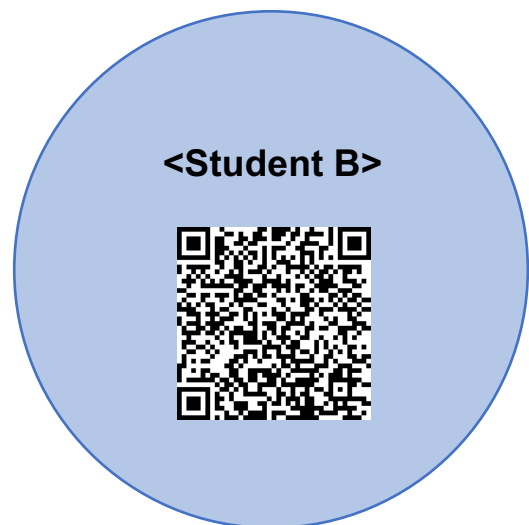
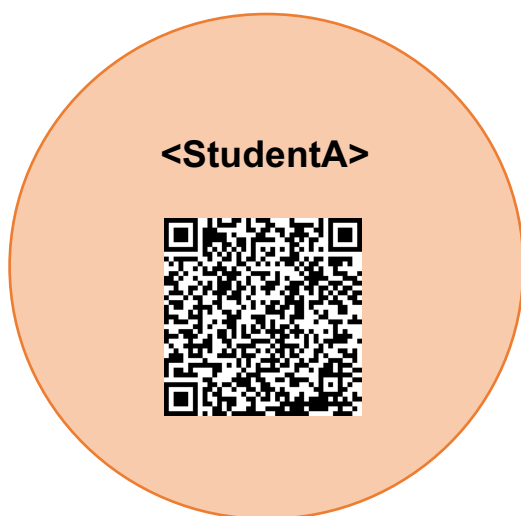
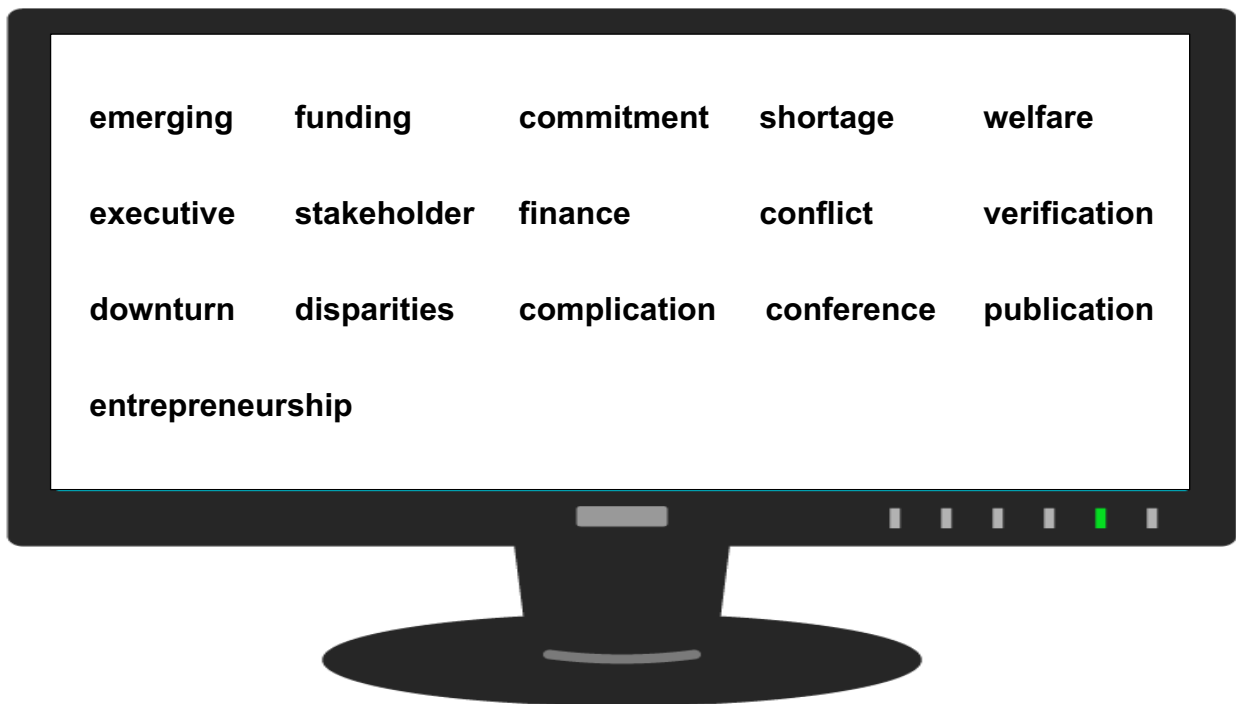
Part 3 : Discussion

Share your summary with your group members. Each member of the group should ask at least one question or share their thoughts related to the topic.

Notes:

Crossword puzzle

Here are two crossword puzzle sheets: Student A and Student B. Decide in pairs who will work on which sheet. First, the person with the Student A sheet will provide the hints from their sheet to their partner. The partner, who has the Student B sheet, will then find and fill in the appropriate answers from the vocabulary box on their own sheet and vice versa. Alternate between the sheets, filling in one answer at a time. Finally, review each other's sheets to complete any remaining blank spaces. You may also consult with each other while filling in the answers.




Who Gets the Scholarship?

Your school has decided to award one scholarship to a deserving student. Although many students applied, and all have demonstrated strong aspirations, excellent grades, and sufficient experiences, we have narrowed it down to five potential candidates. This makes the decision even more challenging. However, we still need to choose the most suitable student for the scholarship, considering their aspirations, experiences, financial situations, and other relevant factors. There is no definitive answer for this activity, but you need to provide concrete reasons for your decision in order to persuade others.

Part A

Look through the five candidates' information. Find pros and cons for each student. Use different colors to highlight the pros and cons. Then, give each information card an overall star rating, which can be found in the top-right corner.

<p>Student 1: Yuki Saito ☆☆☆☆☆</p>  <p>Reason for wanting the scholarship: Yuki wants to continue research on sustainable energy, a field he is passionate about, despite facing financial difficulties that almost made him give up on higher education.</p> <p>Aspirations: To contribute to technological innovations in sustainable energy and aid environmental protection</p> <p>Experience: Awarded gold at the Science Olympiad, interned at a prestigious research institution, and has extensive experience presenting at both internal and external events</p> <p>Family's Financial Status: Comes from a family running a small business, which has recently been struggling due to economic downturns, making their financial situation tight.</p>	<p>Positive Traits: Rich in knowledge, shows a passionate commitment to his field, and has a strong sense of responsibility toward his projects.</p> <p>Negative Traits: Tend to push his opinions without consideration for others, lacking in teamwork skills.</p> <p>Past Mistakes: Missed project deadlines, causing conflicts with team.</p> <p>Rumors: He has presented other's work as his own. (Credibility of rumor: 60%)</p>
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Student 2: Emi Kinoshita



Reason for wanting the scholarship:

Emi needs funding to continue advanced medical research, specifically in developing treatments for rare diseases.

Aspirations: To find treatments for rare diseases and improve the lives of affected patients.

Experience: Excellent academic performance in medical school, multiple research paper publications, and experience in medical volunteer work.

Family's Financial Status: Comes from a high-income family and is financially stable, though her academic passion is self-driven.

Positive Traits:

Thoughtful and empathetic, with a strong commitment to research and understanding of others' pain.

Negative Traits:

Inflexible and stubborn, often sticking rigidly to her methods.

Past Mistakes:

Published incorrect data due to overconfidence in her research without proper verification.

Rumors:

She has shown a cold attitude in volunteer activities.

(Credibility of rumor: 70%)

Student 3: Kaede Suzuki



Reason for wanting the scholarship:

Kaede seeks funding to advance her project on environmental issues and aims to contribute to building a sustainable society.

Aspirations: To provide practical solutions for environmental protection and sustainable development.

Experience: Leadership experience in an environmental protection organization, leading university research projects, and presenting at international environmental conferences

Family's Financial Status: Middle-class with stable finances, but family support is limited.

Positive Traits:

Passionate, committed to her goals, and strong leadership abilities.

Negative Traits: Perfectionist and often dismissive of other viewpoints.

Past Mistakes: Pressured team members excessively during a project, leading to internal conflicts.

Rumors:

She smokes cigarettes a lot in public.

(Credibility of rumor: 55%)

Student 4: Ren Ishida



Reason for wanting the scholarship:
Ren needs funding to further research in international economics, aiming to contribute to the economic development of developing countries.

Aspirations: To address global economic disparities and contribute to the development of emerging economies.

Experience: Published multiple papers in economic journals, presented at international economics conferences, and participated in economic research projects.

Family's Financial Status: Comes from a middle-class family with no significant financial struggles, but family support is limited.

Positive Traits:

High analytical skills, data-driven decision-making, and a serious attitude towards his academic work.

Negative Traits:

Overly theoretical and sometimes lacks practical perspective.

Past Mistakes:

Encountered minor issues with copyright in their papers, leading to some complications.

Rumors

He is posting racist comments on SNS.

(Credibility of rumor: 40%)

Student 5: Seiji Aoki



Reason for wanting the scholarship:
Seiji is aiming to expand his social entrepreneurship activities and requires funding to support his community improvement projects.

Aspirations: To provide practical solutions to social problems and enhance community welfare.

Experience: Founded multiple social entrepreneurship projects, actively engaged in community service, and won business competitions.

Family's Financial Status: Supported himself through part-time work during their studies, with no family financial assistance support is limited.

Positive Traits:

Strong leadership, passion for social contributions, and high execution capabilities.

Negative Traits:

Tends to overstate his accomplishments and lacks collaborative spirit.

Past Mistakes: Mismanaged project funds, leading to shortages and damaging trust with stakeholders.

Rumors

He has misused project funds for personal expenses.

(Credibility of rumor: 50%)

Part B

In each discussion, use the useful phrases provided. Circle the phrases you use.

1. Individually, decide on one student to receive the scholarship.
2. Form a group and discuss your chosen candidate and the reasons for your choice. Finally, in your group, select one student who will get the scholarship.
3. Share your group's decision with the entire class.

Agreeing and Disagreeing

I'm on the same page as you.

I see it differently.

Presenting an Argument

In my opinion...

From my perspective...

I would like to point out that...

The evidence suggests that...

Counter-Arguments

I see your opinion, but...

That's a good point, but...

That might be true, but...

I understand your point, but...

Getting Along with Host Families & Roommates

Vocabulary

The keywords below are useful for describing people's behavior or habits.

Think about what each word might mean and write it below the picture it corresponds to.

Early bird

Night owl

Slob

Clean freak

Introvert

Extrovert



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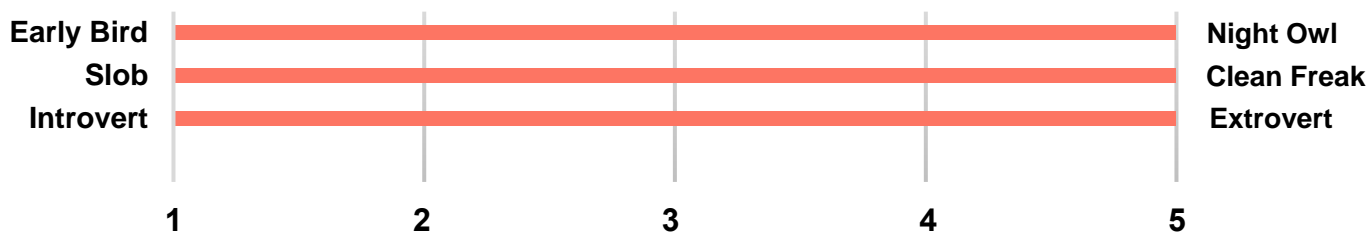


()

Warm-up

Compare your answers with your partner

Q1. How would you describe your own habits in terms of these keywords? Make a mark on the bars to indicate your personality.






Discussions - Let's take a survey in this classroom!

1. Are you an early bird or night owl?
2. Are you a slob or clean freak?
3. Are you an introvert or extrovert?

Let's think!

Read the profiles of the three people below. Decide which of the three you would be most compatible to live together with as a roommate.

Gian	Levi	Luffy
		
<ul style="list-style-type: none"> ★ likes to sing in the bathroom loudly ★ takes things without asking ★ takes baths everyday ★ calls his mom every night ★ snores loudly 	<ul style="list-style-type: none"> ★ not talkative ★ clean freak ★ early bird ★ has a short temper ★ turns on the light and opens the curtain at 7 am every morning <p>⚠If you turn on the room light after 10 pm, he gets very upset.</p>	<ul style="list-style-type: none"> ★ likes to have parties ★ invites people to his room every weekend ★ takes a shower once a week ★ doesn't share his things

1. Who did you choose?

<input type="checkbox"/> Gian <input type="checkbox"/> Levi <input type="checkbox"/> Luffy	Reasons
--	---------

2. Share with your partner who you chose as your roommate. Give reasons to support your decision.



Reading

Pre-Reading Discussion

Get in pairs or small groups. Discuss the questions below.

1. When you study abroad, would you prefer to live in a dorm with a roommate, or live in a homestay with a host family?
2. What kind of problems do you think you might encounter in each case?

Complete Opposites

A Japanese girl named Emi was getting ready to study abroad in the United States. She felt a mixture of excitement and nervousness. The idea of living with host families and roommates in a foreign country left her feeling anxious.

Upon her arrival in the busy city of New York, Emi's heart raced with anticipation. However, as she settled into her new living arrangements, her initial excitement quickly turned into apprehension. She found herself facing challenges as she tried to adapt to living with strangers in an unfamiliar environment. One of Emi's biggest challenges was her roommate, Lily. Lily, an introvert who preferred to be alone, often spent late nights working on projects in their shared room. Emi, on the other hand, was an early bird who enjoyed waking up refreshed and ready to start her day. Their conflicting schedules and personalities made it difficult for them to get along. Despite their differences, Emi was determined to make the most of her study abroad experience. She knew that effective communication and compromise would be key to resolving their differences and building a harmonious living environment.

As the days passed, Emi and Lily gradually found ways to meet each other's needs. They established a schedule for quiet study time and designated specific hours for shared activities. By talking openly and respecting each other, they forged a strong bond and overcame their initial challenges.

Emi's study abroad experience was difficult at times, but with patience and determination, she learned valuable lessons about cultural understanding and the importance of communication in building meaningful relationships. As she navigated the complexities of living with host families and roommates, Emi grew both personally and academically, embracing the opportunities for growth and learning that came her way.

Summary

Reorder the sentences and complete the summary of the passage.

A: Upon arriving in New York, her excitement turned to apprehension as she faced challenges adapting to her new environment, especially with her introverted roommate, Lily, whose late-night work habits clashed with Emi's early-bird routine.

B: Over time, they built a strong bond through mutual respect and open dialogue.

C: Determined to make the most of her experience, Emi prioritized communication and compromise, which helped them establish a schedule that accommodated both of their needs.

D: Emi, a Japanese girl, felt a mix of excitement and anxiety as she prepared to study abroad in the United States, particularly about living with host families and roommates.

E: Despite the difficulties, Emi's patience and determination led her to valuable lessons in cultural understanding and communication, fostering her personal and academic growth.

[] → [] → [] → [] → []

Discussions

Discuss with your partner or in small groups. Discuss the questions below.

Have you ever experienced living with someone who has a different personality from you, like Emi did? (Someone like your parents, sisters, brothers) What happened?

Handwritten notes area with horizontal lines for writing.



Jigsaw Reading

- 1) Get in pairs.
- 2) One person reads Article A, and the other person reads Article B.
- 3) Take notes of each reading in the boxes below.

Article A – Getting Along with Host Families & Roommates

Imagine yourself in a foreign country, trying to learn a new language and understand unfamiliar customs. As you start your study-abroad journey, you decide to live in a homestay and share a room with other students. This decision will shape not only your studies but also how you see the world.

In your homestay, learning a language becomes more than just studying textbooks. It's not just about memorizing words; it's about real conversations around the dinner table. Your host family becomes your language partner. They correct your mistakes and encourage you to speak with confidence.

Sharing a room with other students adds another dimension to your experience. You spend evenings talking with your roommates about cultural differences and the challenges of learning a new language. These conversations are less formal than a classroom lesson but just as valuable for improving your skills.

Everyday life brings many learning opportunities. Morning routines, family meals, and casual conversations show you how people live and think in different cultures. Your roommates, each with their own background, help you see how diverse the world is.

In Spain, you might experience the importance of taking time for a midday rest and enjoying meals together. In Japan, you could learn the traditions of tea ceremonies and admire the beauty of cherry blossoms. These lessons come not from lectures but from the daily experiences you share with others. A homestay is not just about learning a language; it's about understanding how people live and communicate in unique ways.

As you adapt to this new environment, you'll realize that living with others in a homestay or shared room has benefits beyond language learning. You'll make friends from around the world and learn to appreciate different perspectives. Studying abroad is not just about learning grammar and vocabulary—it's about truly experiencing a new way of life.



Article B – Getting Along with Host Families & Roommates

As you begin studying abroad, you find yourself living in a homestay and sharing a room with other students. While the idea of experiencing a new culture and sharing moments with others might seem exciting, the reality brings challenges that test your ability to adapt.

From the start, cultural differences often cause misunderstandings with your roommates and host family. Simple gestures or words that have one meaning in your home country may mean something different in theirs, leading to confusion or disagreements. Learning to communicate clearly in a new culture can be difficult and frustrating.

Sharing a room, which seems like a chance to make friends, can also become stressful. Different habits about cleanliness and personal space can lead to tension. The expectation that living together will build understanding may be replaced by the challenge of dealing with different lifestyles.

Conflicting schedules add to the difficulties. Your roommates and host family might have routines that are very different from yours, disrupting your sleep or making it hard to focus on your studies. Sharing living spaces without clear boundaries can make adjusting even harder.

All these challenges can feel overwhelming. Misunderstandings, different expectations, and the need to share space can affect your well-being. What once seemed like an exciting opportunity can feel more like a balancing act as you try to manage everything at once.

Even with these difficulties, you can still gain valuable insights into another culture through homestays and shared living. Studying abroad is not just about learning in the classroom; it is also about building the skills to adapt and grow in a new and sometimes challenging environment.

4) Compare your notes with your partner or in small groups and write a summary.

Summary

Article A:

Article B:

Part 1: Short Answer Questions

Answer the questions below about Article A and then compare and discuss your answers with your partner.

1. How does living with a host family enhance language learning?

2. What additional benefits does sharing a room with fellow learners provide?

3. Give examples of cultural lessons students might learn in different countries.

4. What are the key elements of homestay immersion beyond language learning?

5. What is the ultimate essence of studying abroad according to the reading?

Part 2: Short Answer Questions

Answer the questions below about Article B and then compare and discuss your answers with your partner.

1. What challenges do students face when living in a homestay while studying abroad?

2. How do cultural differences contribute to misunderstandings between roommates and the host family?

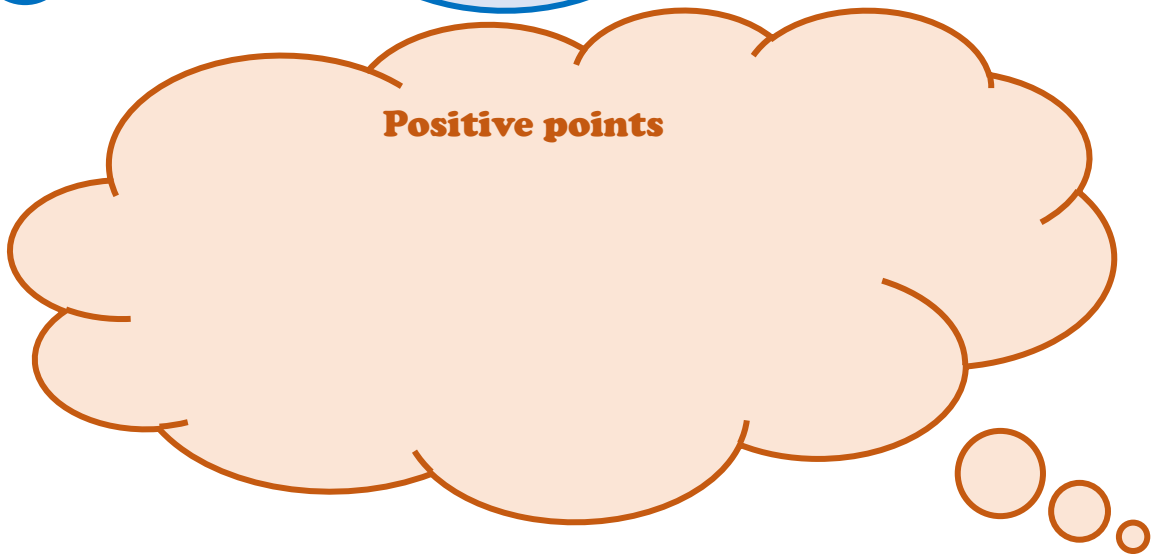
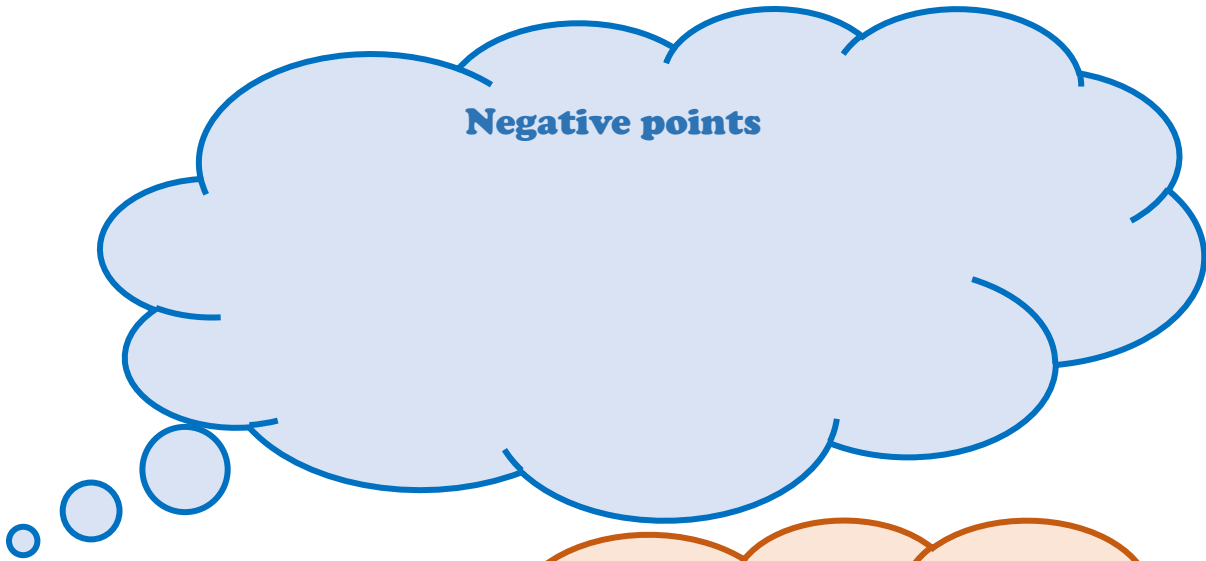
3. Why does sharing a room with fellow learners become stressful for the students in the passage?

4. How do conflicting schedules affect the students' experience of living abroad?

5. What does the passage suggest about the overall impact of studying abroad on students' resilience and adaptability?

Discussion

1. What are the positive and negative points of homestay and living with roommates?



2. How can you prepare yourself mentally and emotionally for the challenges you might face when living in a homestay or sharing a room with roommates in a foreign country.

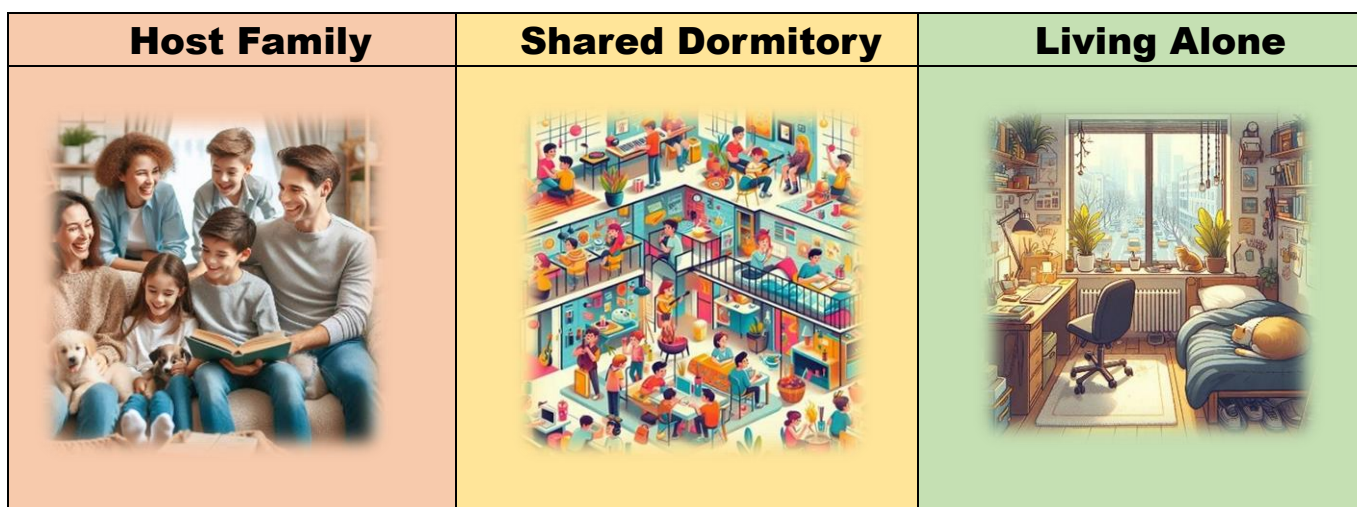
A graphic of a spiral-bound notebook. The notebook is white with a grey cover and a silver spiral binding on the left side. The pages are lined with horizontal grey lines. There are ten lines visible on the page.

Refresh Your Memory

Do you remember these key words? Check the meaning of the vocabulary with your partner. If you forgot them, go back to page 40.

Early bird Night owl Slob Clean freak Introvert Extrovert

Warm-up



1. Which of the above living situations do you prefer? Brainstorm the pros and cons of each situation. Use the mind map on the next page to organize your ideas.
2. Get in pairs or small groups and share your ideas with your partner. When your partner shares a reasonable idea, add to your own mind map if necessary.

《Keywords》

Curfew / Private Space / Friends / Freedom / Noisy / Rules / Food

Mind-Map

Host Family



Shared Dormitory



Living Alone



Listening

The way you speak to someone you have just met is different from how you talk to your friend you have known for over 10 years. The tone, expressions, and levels of formality change based on your relationships and the contexts of the conversations.

You are going to listen to two situations.

Pay attention to their tone and choice of expressions.

Situation 1

A Conflict Between Roommates

~Instruction~

You are going to listen to a conversation between two students who are studying abroad and sharing an apartment. Scan the QR code and let's listen to it.

Emily: *An exchange student from the United States.*

Maria: *An exchange student from Spain.*



They come from different cultural backgrounds, which leads to misunderstandings. Listen carefully to how they express their concerns and try to resolve their conflict.

A large yellow rectangular area with a spiral binding on the left side. It contains ten horizontal dotted lines for writing notes. In the bottom right corner of this area, there is a photograph of two young women sitting on a couch. The woman on the left is looking at her phone with a surprised expression, while the woman on the right has her arms crossed and a serious, somewhat angry expression.

Comprehension Quiz

Step 1: Answer these questions

1. What are the main issues Emily brings up to Maria?

2. How does Maria respond to Emily?

3. What cultural differences contribute to the conflict between Emily and Maria?

4. How do Emily and Maria plan to resolve their issues?

Step 2: Share your answers with your partner



Situation 2

~Instructions~

Scan the QR code and let's listen to their conversation in Situation 2 conversation.
Try to focus on their ways of speaking.



General Openers

Formal:

Thank you for taking the time to meet with me today.

Good morning/afternoon/evening.

Casual:

How's it going?

What's up?



Addressing Concerns

Formal:

I need to share something that's been on my mind lately. Is that okay?

I've been feeling a bit concerned about something. Can we talk?

There's something I'd like to address. Can we discuss it?

Casual:

I just want to mention that...

I think we should talk about...



Requesting a Favor

Formal:

I would greatly appreciate it if you could...

I would be grateful if you could...

Could you do me a favor and...

Would you mind...

Casual:

Hey, can you help me with...



Expressing General Understanding

I hear you.

I see what you mean.

I understand.

Yeah, that makes sense...

I get that...



Discussion & Role Play

Situation 1

Your roommate: **Gian**



- △ Sings in the bathroom loudly
- △ Uses other people's property without permission
- △ Calls his mom every night

You: Gian's roommate

- You cannot focus on your studies while he is taking a bath.
- He often takes your food from the fridge and eats it without your permission.
- You cannot fall asleep because he makes calls late at night.

Let's Solve the Problems!

One person plays the role of Gian and the other of his roommate.

- ① Let's have a conversation and solve these problems!
- ② When you finish, switch roles with your partner and go again.

Situation 2

Your roommate: **Levi**



- △ Not talkative
- △ Clean freak
- △ Early bird
- △ Has a short temper
- △ Turns on the light and opens the curtain at 7 am every morning

You: Levi's roommate

- You are a night owl, so you want to study at night, but he turns off the room light at 10 pm, which is too early for you.
- You are a slob.
- Your room is always messy.
- You want to have more conversations with Levi.

Let's Solve the Problems!

One person plays the role of Levi, and the other of his roommate.

- ① Try to solve these problems!
- ② Switch your role with your partner!

Situation 3

Your roommate: **Luffy**



- △ Likes to hold a party
- △ Invites people to his room every weekend
- △ Takes a shower once a week
- △ Does not like to share his stuff with anyone

You: Luffy's roommate

- You are an introvert.
- You want to focus on your homework on weekends.
- You are a clean freak, so you want Luffy to take a shower every day.

Let's Solve the Problems!

One person plays the role of Luffy, and the other of his roommate.

- ① Try to solve these problems!
- ② Switch your role with your partner!

Activity

Mai and Hiro are going to study abroad in the US from next month. They are having a conversation about greeting emails to their host family.



Our time to study abroad is almost here. I'm so excited! Before we go, why don't we send a greeting email to our host family?

I can't wait to go abroad too!! That's a good idea! Let's try to compose a nice greeting email!



Step 1

Mai and Hiro made their greeting emails to their host family, Mr. and Mrs. Williams. What do you think about their emails? Why do you think so? Can you find some ways to help them improve their greeting email? Highlight any places in the email you think can be improved.

Mai's email

To	williams0621@usa.com
From	Maichan2009@kansai.co.jp
Subject	Greetings from Japan

Dear Mr. & Mrs. Williams,

This is Mai. I'm writing to inform you of my visit. I am deeply honored and profoundly grateful for the opportunity to reside at your esteemed residence commencing next month. I extend my heartfelt thanks for your gracious hospitality. I reside in Osaka, one of the major cities in Japan. I have a passion for playing tennis and often practice with my friends on campus, which I find very refreshing.

Additionally, I enjoy cooking, especially Japanese cuisine. During my stay, I hope to host a Japanese food party for everyone. I am looking forward to meeting you all and sharing this experience together. I am aware that my stay might cause some inconvenience, but I will endeavor to minimize any disruptions and do my utmost to be considerate.

Best regards,
Mai

Hiro's email

To	williams0621@usa.com
From	Hiro2012@kansai.co.jp
Subject	

Hey Williams!!

Hey, what's up? I'm Hiro! I'll be crashing at your place next month! Super excited to see you guys! I'm from Kyoto. Kyoto's got tons of beautiful temples and shrines. If you ever come to Japan, you gotta visit, and I'll be your guide. Lately, I've been into American football, so let's catch a game together sometime. Oh, and I don't like tomatoes, so no tomato dishes, please. But I'm all about meat! 😊 Keep that in mind 😊

See you soon.

Step 2

Below is a list of problems that show up in the emails that Mai and Hiro wrote. Match the problems to the correct blanks on the next page by writing the corresponding number for each problem.



Problem List

- 1 Word and phrases are too polite so the host family may feel emotionally distant.
- 2 The words are expressed in a Japanese, not English way.
- 3 Words and phrases are too casual.
- 4 Inappropriate words are used.
- 5 The use of emojis is too casual.

- 6 Making a request casually sounds rude.
- 7 He/She calls someone by their last name.
- 8 He/She uses abbreviations.
- 9 There is no subject.

Mai's email

To	williams0621@usa.com
From	Maichan2009@kansai.co.jp
Subject	Greetings from Japan
<p>Dear Mr. & Mrs. Williams,</p> <p>This is Mai. I'm writing to inform you of my visit. I am deeply honored and profoundly grateful for the opportunity to reside at your esteemed residence commencing next month. I extend my heartfelt thanks for your gracious hospitality. I reside in Osaka, one of the major cities in Japan. I have a passion for playing tennis and often practice with my friends on campus, which I find very refreshing.</p> <p>Additionally, I enjoy cooking, especially Japanese cuisine. During my stay, I hope to host a Japanese food party for everyone. I am looking forward to meeting you all and sharing this experience together. I am aware that my stay might cause some inconvenience, but I will endeavor to minimize any disruptions and do my utmost to be considerate.</p> <p>Best regards, Mai</p>	

Hiro's email

To	williams0621@usa.com
From	Hiro2012@kansai.co.jp
Subject	
<p>Hey Williams!!</p> <p>Hey, what's up? I'm Hiro! I'll be crashing at your place next month! Super excited to see you guys! I'm from Kyoto. Kyoto's got tons of beautiful temples and shrines. If you ever come to Japan, you gotta visit, and I'll be your guide. Lately, I've been into American football, so let's catch a game together sometime. Oh, and I don't like tomatoes, so no tomato dishes, please. But I'm all about meat! 😊 Keep that in mind 😊</p> <p>See you soon.</p>	

Writing

Step 1

Now write your own greeting email to your host family or roommate.

To	
From	
Subject	

Key Points

- Write a subject in the subject heading
- Start with “Dear Mr. and Ms./Mrs.”
- Introduce yourself briefly (including your name)
- Thank them for the opportunity
- Avoid being too formal or casual
- If you make a request, be polite!
- Conclude your email with “Best regards,” “Sincerely,” etc.
- Put your name at the end of the message

Step 2

Swap your textbook with your partner. Reply to their email as their host family or roommate.

Reply:	

Writing Messages on Social Media

What are Acronyms?

Acronyms are shortened forms of phrases, created by using the first letter of each word. They are commonly used in text messaging to save time and make communication more efficient. In today's fast-paced digital world, acronyms allow us to convey ideas quickly without typing full sentences. For example, "LOL" stands for "Laugh Out Loud," and "BRB" means "Be Right Back." These abbreviations have become essential for texting because they reduce typing time.

Read the text exchanges on the right and answer the questions.

1. What are the two people talking about?
2. Do you know any of the acronyms in this text exchange? What do they mean? Share your ideas with your partner.



The Role of Emojis in Text Communication

Emojis are important as they add emotional context and clarity to digital conversations. They help convey tone, humor, and feelings that might be lost through plain text. However, while emojis are great for casual conversations and can make messages more engaging, it's best to avoid them in formal or professional contexts, where they might seem unprofessional or overly casual.

Match the words expressing emotions to their corresponding emojis.

Angry	•	• :(
Surprised	•	• :)
Very happy	•	• >:(
Laughing	•	• :-o
Sad	•	• :))
Happy	•	• xD

Acronyms for Text Messages

1. **BTW – By the way:** I'm on the way, BTW should I bring anything?
2. **OMG – Oh my God/goodness:** OMG I can't believe that happened!
3. **IDK – I don't know:** The traffic's delayed me, IDK what time I'll get there!
4. **TTYL – Talk to you later:** I've got to run, TTYL.
5. **OMW – On my way:** I've just left, OMW now!
6. **SMH/SMDH – Shaking my head/shaking my darn head:** I can't believe you just said that, SMH.
7. **LOL – Laugh out loud:** That's so funny, LOL!
8. **IMHO/IMO – In my humble opinion/in my opinion:** IMHO, coffee is way better than tea.
9. **HMU – Hit me up:** If you need anything just HMU!
10. **LMK – Let me know:** LMK if you need anything from the grocery store.
11. **NVM – Nevermind:** NVM about grabbing the chips, I found some at home!
12. **LYKYK – If you know, you know:** That deli down the street is the best lunch place around. LYKYK.
13. **BRT – Be right there:** Found the place, BRT!

- 14. **WYA – Where you at:** Just got here, WYA?
- 15. **HBU – How about you:** I'm doing great, HBU?
- 16. **ATM – At the moment:** I can't talk, I'm at work ATM.
- 17. **ASAP– As soon as possible:** Can you send me that report ASAP?

Useful Emojis

- 🐐 ...GOAT. Greatest Of All Time.
- 🔥 ...Someone is smoking hot—as in sexy.
- 😭 ...When you receive a compliment, it can mean that you are crying or sentimental.
- 💀 ...To convey you're dying from laughter or to say "I'm dead" from how funny or ironic something is.

Writing & Speaking

Now you have a lot of useful internet acronyms. Chat with ChatGPT! Ask "I'd like to chat with you, using abbreviations for texting" to it. Use these abbreviations as much as you can!!



Let's try to be a coordinator!

Role Play

~Instructions~

There are two lists below: a family list and a student list. You are a coordinator for a study abroad program and your job is to help match study abroad students with homestay families. Which family is the most suitable for each student? Think and discuss with your classmates and role play.

(You can choose up to two students per host family.)

The Rodriguez Family



David (31)

Emily (33)

Sofia (6)

Alex (2)

Three cats



- Busy family
- Urban
- Living in an urban area
- David speaks English and Spanish.
- Students have to take care of their children.
- The curfew is 9pm.
- They do not cook.

The Parker Family



David (31)

John (28)

Mary(25)

Alex (8)



- Living in a city
- Drinking protein is their daily routine.
- They wake up at 6 am and do workouts every day.
- Students have to take a shower within 5 minutes.

The Adams Family



Kevin (40)
Kim (43)
Mike (18)
Two snakes
Three bats



- It's a big house, but it looks like a haunted house.
- Mike often brings different girls to his room.
- Your room is next to Mike's room.
- Kim cooks Chinese and Japanese food very well.

The Miller Family



Andrew (68)
Sarah (65)
12 dogs
Three hens
Three goats



- Living on a farm
- Living in a rural area
- They are both retired.
- Vegetarian
- Sarah cooks delicious homemade food.
- No curfew
- No Wifi

Student Lists

Student's Name: Osamu

Hobbies: Cooking

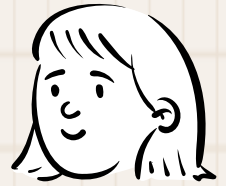
- ★ Works out everyday
- ★ Self-aware



Student's Name: Yoko

Hobbies: Studying

- ★ Wants private space and time
- ★ Allergic to cats



Student's Name: Yuki

Hobbies: Posting everything on his Instagram

- ★ Likes the urban style.
- ★ Perfectionist
- ★ Has a strict diet



Student's Name: Lisa

Hobbies: Holding parties

- ★ Very open minded
- ★ Friendly



Student's Name: Shohei

Hobbies: Playing baseball

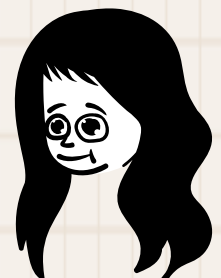
- ★ Dog lover
- ★ Sleeps 10 hours every day



Student's Name: Mai

Hobbies: Watching romance shows

- ★ Introvert
- ★ Wants to hang out with more people
- ★ Learning Spanish



Write down and organize your thoughts on the below chart. Which family is the most suitable for each student?

Students' List

- Osamu
- Yuki
- Shohei
- Yoko
- Lisa
- Mai

Rodriguez Family	Parker Family
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••
Adams Family	Miller Family
<ul style="list-style-type: none">••	<ul style="list-style-type: none">••



Cultivating Independence & Self-Reliance

“Anyone in recovery knows that isolation is the biggest enemy.”
Ivan Moody

~Situation~

Elena studies in Japan during the Covid-19 pandemic, and she only has online classes. She never has a chance to make friends and practice a second language with other students in person.

Warm-Up

If you were Elena, how would you overcome the situations below? Talk with your partner.

- Talk with your family on the phone
- Join online events
- Talk to a counselor at school
- Study hard
- Find indoor hobbies
- Watch Netflix



1. There are many ways to deal with isolation. One way is to choose the easy, comfortable way to deal with it. The other requires one to be more proactive. Which way do you think you would choose, and why? Which is the better way? Refer to the examples below and discuss your ideas with your partner.

Example A

- Stay in your room
- Watch Netflix in your mother tongue
- Talk with your friends from your home country
- Stay up late and wake up in the evening
- Use UberEATS for every meal



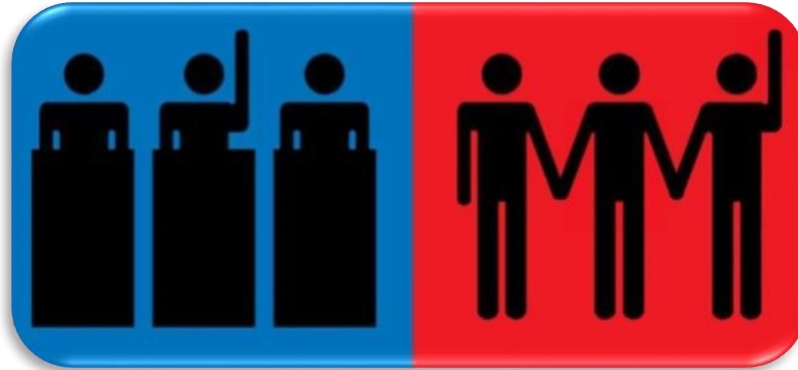
Example B

- Join online events
- Walk outside every morning
- Go to university and study at the library
- Use language apps to practice
- Talk with your neighbors at the dorm



Cross-Cultural Understanding

1. Describe the pictures related to cultural components with your partner. One is an example of Japanese culture, and the other is an example of American culture.

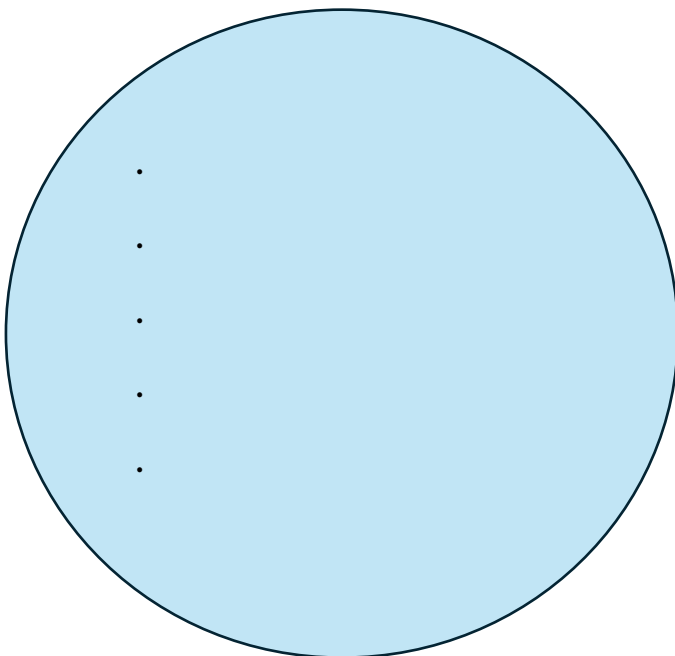


Vocabulary

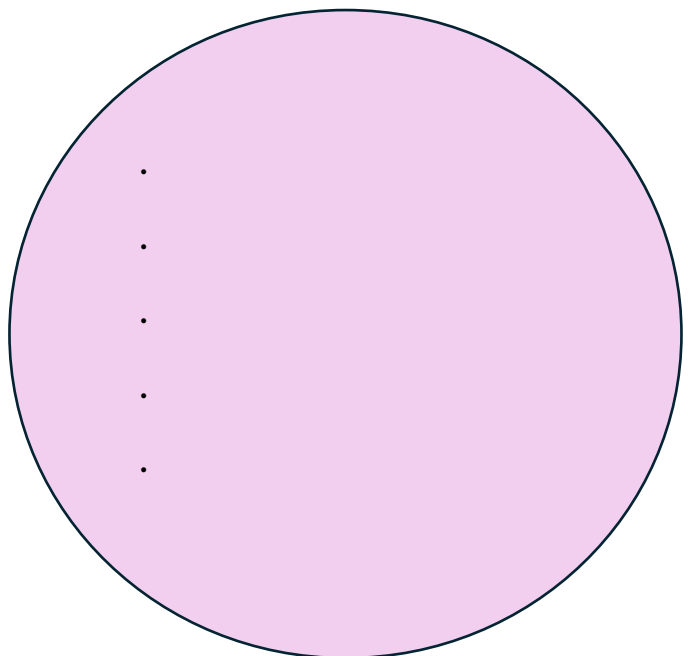
2. There are some words related to individualism and collectivism. Choose the vocabulary words and fill in the blank.

Harmony / Independence / Cohesiveness / Socialism / Self-reliance
Freethinker / Uniqueness / Connection / Being different / Cooperation

Individualism



Collectivism



3. Get in pairs. One person reads Reading A, and the other person reads Reading B. After you read, summarize the contents.

Reading A: Individualism

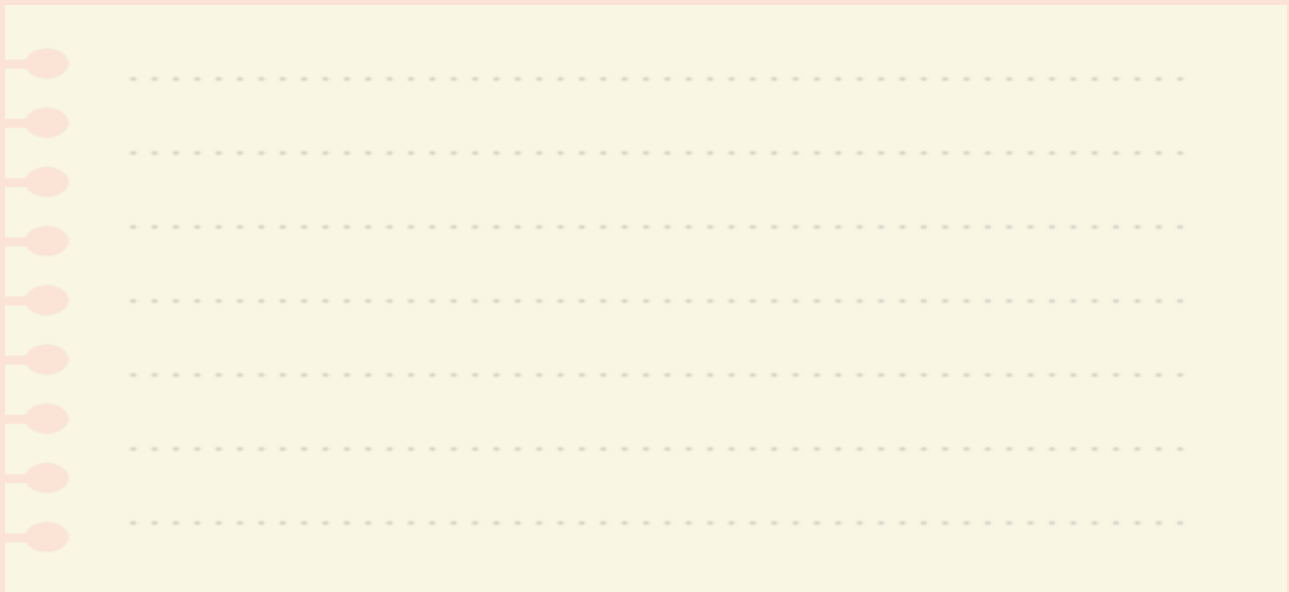
Individualism is a philosophy that values the independence and personal freedom of individuals. It emphasizes the idea that people should have the right to make their own choices, set their own goals, and be responsible for their actions. Individualism promotes self-reliance, encouraging people to trust in their own abilities and focus on personal achievement.

The roots of individualism can be found in Western cultures, especially during the Enlightenment period. Philosophers like John Locke argued for the protection of individual rights and freedoms, laying the foundation for modern democratic societies. In individualistic cultures, personal success and achievement are often seen as more important than the well-being of the group.

One of the main benefits of individualism is that it encourages innovation, creativity, and personal growth. By focusing on their own interests and talents, individuals are more likely to find new solutions to problems and push the limits of what is possible. Individualism also promotes competition, which can lead to higher standards of achievement.

However, critics argue that individualism can lead to selfishness and isolation. When people focus too much on themselves, they may neglect the needs of others and the community as a whole. This can create a society where people feel disconnected from each other, lacking strong social bonds and mutual support.

In conclusion, individualism values personal freedom and self-reliance, encouraging people to pursue their own journeys in life. While it can foster innovation and personal growth, it also has the potential to create social isolation and weaken community ties.



Reading B: Collectivism

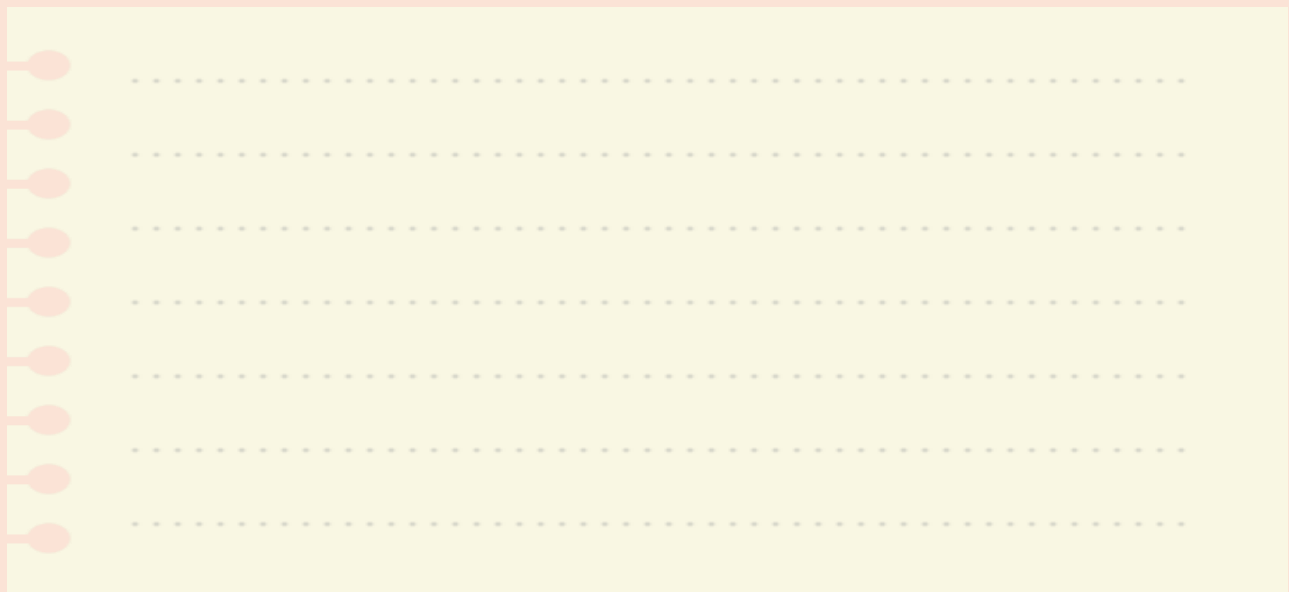
Collectivism is a philosophy that prioritizes the needs and goals of the group over those of the individual. In collectivist societies, people are expected to work together for the common good, even if it means giving up their personal desires. The focus is on social harmony, cooperation, and mutual support.

Collectivism is strongly present in many cultures, particularly in Asia, Africa, and Latin America. In these societies, individuals are often seen as part of a larger community, and their actions are judged based on how they benefit the group. The well-being of the family, community, or nation is considered more important than personal success.

One of the main strengths of collectivism is that it fosters a strong sense of belonging and cooperation. People in collectivist societies tend to feel more connected to one another, knowing they can rely on their community in times of need. This creates a stable environment where people work together to achieve shared goals, such as caring for the elderly or supporting each other during difficult times.

However, critics argue that collectivism can limit individual freedom and creativity. In some cases, people may feel pressured to conform to social norms, holding back their unique talents and desires.

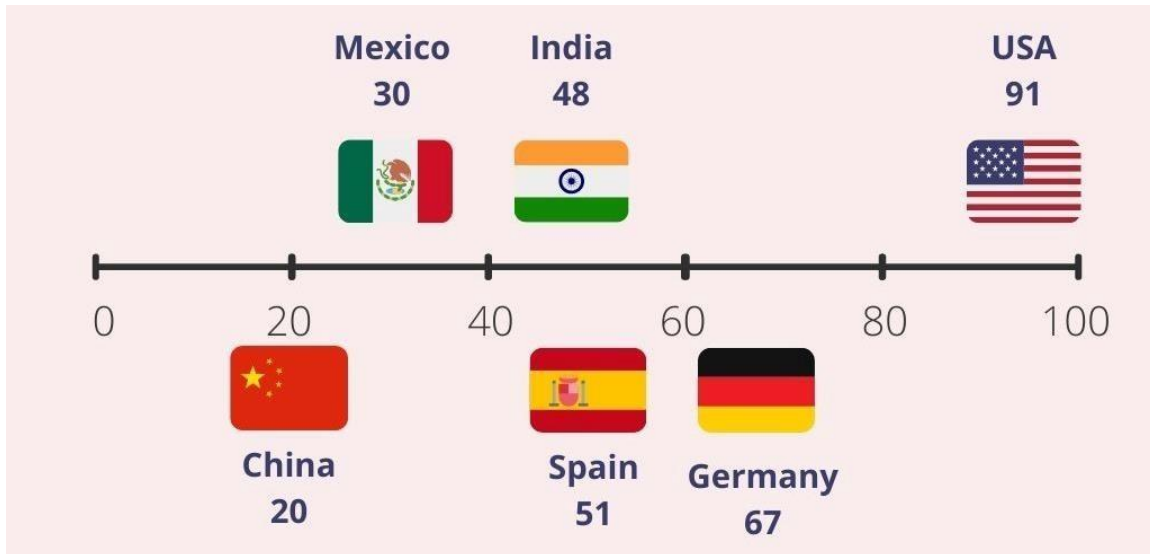
Additionally, in extreme forms of collectivism, the needs of the group may be used to limit individual rights. In conclusion, collectivism emphasizes the importance of the group and promotes social harmony, cooperation, and shared responsibility. While it can create a strong sense of community, it also risks limiting individual freedoms and personal expression. Balancing the needs of the group with individual rights is a key challenge for collectivist societies.



A large yellow rectangular area with a spiral binding on the left side, containing several horizontal dotted lines for writing.

4. The chart below shows the degree to which the listed countries are either collectivist or individualistic. Look at the chart and read the explanations.

Collectivism ----- Individualism



<https://www.markentryusa.com/en/how-to-understand-us-cultural-differences-impacting-your-business-hofstede-6-d-model/business-hofstede-6-d-model/>

(1) The United States

Individualism is often seen in the value placed on personal success and self-reliance. For example, entrepreneurship is highly encouraged, with many Americans striving to start their own businesses and achieve financial independence.

This focus on personal achievement is reflected in the "American Dream," the belief that anyone, regardless of background, can succeed through hard work and determination. In daily life, people are encouraged to make their own decisions and pursue their unique paths, prioritizing personal goals over collective expectations.

(2) China

In China, collectivism is evident in the strong emphasis on family and community over individual goals. For example, decisions, such as career choices or marriage, are often made with the family's well-being in mind, not just personal desires.

The concept of "filial piety" reflects this, as individuals are expected to honor and care for their elders. In the workplace, teamwork and group harmony are prioritized, with employees working toward the collective success of the company rather than personal advancement alone.

Discussion

1. Do you think Japan is more individualistic or collectivistic? Why or why not?
2. Do you personally feel more comfortable in an individualistic or collectivistic culture?

Activity

Here are three pictures related to difficulties during study abroad. Describe the pictures and answer the questions.



Different Manners



Different Customs



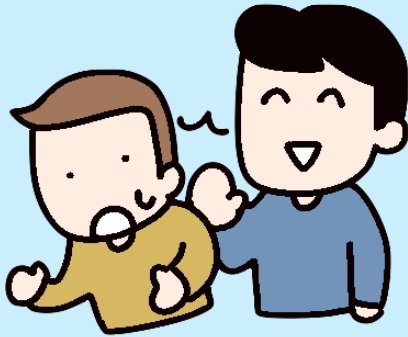
Academic Issues

1. What kinds of difficulties can make you feel frustrated while studying abroad? Use the pictures to help you if necessary.
2. How would you overcome these difficulties during study abroad? Put check marks in the boxes next to the strategies you would choose. Add your own ideas as well, then compare and discuss with your partner.

	Ask for some help from friends		Write your feelings down
	Maintain a healthy routine		Exercise
	Talk with locals		Join school events
	Go to a support center		Study hard at the library

Activity - Understanding Unexpected Situations

1. Guess the meanings of the words under each picture. Match the meaning of each to its definition.



1. **Catch off guard** ()

2. **Daunting** ()

- A. To surprise someone by doing something that they are not ready to deal with.
B. Something that feels difficult, intimidating, or overwhelming to deal with.

2. Dictation – Listen to the audio carefully and write down exactly what you hear. The text below is about an unexpected situation during study abroad.

Handling Surprises Abroad: Coping with Unexpected Situations

Studying abroad brings excitement and adventure, but it also comes with its share of unexpected challenges. Language barriers, cultural differences, and emergencies can [1].

Language barriers can make simple tasks [2] requiring patience and persistence to overcome. Cultural differences, from gestures to customs, demand sensitivity and openness to diverse perspectives. Emergencies, whether health-related or environmental, remind us of the importance of building a support network.

Despite these challenges, navigating the unexpected offers valuable lessons in [3] and [4] enhancing the study abroad experience.

Look at the text in the box above and listen to the audio again. Fill in the blanks from the word box and check with your partner.

Resilience · Daunting · Catch students off guard · Adaptability

Listen to the audio for the last time and write a summary of what you understand with your partner.

Summary of the Text

3. Check your answers in the full text below.

Handling Surprises Abroad: Coping with the Unexpected Situation

Studying abroad brings excitement and adventure, but it also comes with its share of unexpected challenges. Language barriers, cultural differences, and emergencies can **catch students off guard**.

Language barriers can make simple tasks **daunting**, requiring patience and perseverance to overcome. Cultural differences, from gestures to customs, demand sensitivity and openness to diverse perspectives. Emergencies, whether health related or environmental, underscore the importance of building a support network. Despite these challenges, navigating the unexpected offers valuable lessons in **resilience** and **adaptability**, enhancing the study abroad experience.

Reading

Navigating the Unexpected: Coping with Surprises During Study Abroad



Studying abroad is often portrayed as a thrilling adventure, filled with new experiences and cultural immersion. However, alongside the excitement, unexpected situations can arise, challenging students in ways they never anticipated. From language barriers to cultural misunderstandings, and even unforeseen emergencies, navigating the unexpected is an inevitable part of the study abroad journey.

One common challenge faced by students abroad is the language barrier. While many students may have studied the language of their host country beforehand, the reality of talking in a second language can be overwhelming. Simple tasks like ordering food or asking for directions can become overwhelming when faced with unfamiliar vocabulary and accents. Yet, it's precisely these challenges that offer opportunities for growth. Overcoming language barriers requires patience, perseverance, and a willingness to embrace mistakes as part of the learning process.

Cultural differences also present unexpected hurdles for students abroad. What may seem like harmless gestures or customs in one culture could be considered rude or offensive in another. For example, making direct eye contact might be a sign of respect in one country but seen as confrontational in another. These cultural nuances can lead to misunderstandings and awkward situations, requiring students to navigate social interactions with sensitivity and openness to cultural diversity.

Moreover, unexpected emergencies can occur at any time, testing students' resilience and adaptability. Whether it's a sudden illness, natural disaster, or political unrest, being away from familiar surroundings can increase feelings of vulnerability. In such situations, having a support network becomes crucial. Establishing connections with local peers, university staff, and fellow international students can provide invaluable assistance and reassurance during times of crisis.

True or False

Circle T or F.

1. (T/F) The writing mentions that a lot of vocabulary and accents could be fun aspect of study abroad.
2. (T/F) Direct eye contact can make people feel uncomfortable in some countries.
3. (T/F) If students want to develop their social interaction skills, they should improve their sensitivity and openness.
4. (T/F) Relying on yourself is one way to overcome unexpected emergencies such as a sudden illness, and political unrest.

Discussion

Discuss with your partner.

1. Have you ever experienced any language barriers or culture shock? What happened and how did you deal with it?

Examples:

Dialects in Japan

Foreign tourists in Japan

Characteristics of a prefecture

2. What skills or abilities do you think are most needed to deal with unexpected situations during study abroad? Rank the five abilities found below in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____

Patience

Communication skills

Adaptability

Friendliness

Caution

3. Read the situation below. How would you handle this situation? Would you ask the stranger for some help? How would you communicate your need for support without speaking their language fluently?

Situation:

Imagine you are in a new country where you don't speak the language well. You are alone, and your phone has no charge. You don't see any transportation options nearby, and you feel stuck. A stranger approaches you and starts talking in a language you don't fully understand. You begin to feel anxious and unsure of what to do.

4. What other unexpected problems do you think can happen during study abroad? Refer to the examples below.

Example:

- *Most Americans wear shoes inside the house*
- *People in Malaysia use their thumbs to point*
- *Nicaraguans point with their lips*
- *The French often kiss on the cheek*
- *Nigerians kneel or prostrate themselves when they apologize or greet others*
- *Japanese enjoy slurping certain types of food such as ramen or soba noodles*
- *Chinese leave food to show that they like it*

Reading - Cultural Differences

There are some cultural differences among the United States, the United Kingdom, and Australia such as the use of small talk, sarcasm, and a laid-back attitude.

Please DO NOT read the text at this moment and follow the instructions down below.

Unique Culture in Three Different Countries



1. United States

In the United States, “small talk” is a common part of social interaction. People often make casual conversation with strangers, like discussing the weather or asking, “How’s your day?” while waiting in a line. It may seem unusual at first, but it helps people feel more comfortable. Another important cultural aspect is personal space. Americans generally prefer a certain distance when they are talking to others, and standing too close can feel uncomfortable or awkward.

2. United Kingdom

In the United Kingdom, humor is often dry and filled with sarcasm. It can be difficult to tell if someone is joking or serious because the humor is subtle and understated. Understanding British humor takes time, but it is important for social interactions. Another key part of British culture is queuing or waiting in line. People in the UK take this very seriously, and cutting in line is considered extremely rude, as politeness and fairness are highly valued.

3. Canada

In Canada, politeness is a major part of everyday life. If you accidentally bump into someone, they will likely respond with “no problem” or “It’s all good,” even if they were inconvenienced. This easygoing attitude may feel unusual for newcomers who expect people to get upset. Canadians are known for their calm and forgiven nature, so learning to read these polite social cues will help you adapt to the culture more quickly.

1

Step 1. Listening

Listen to the audio carefully and take notes.

2

Step 2. Scanning

Read the text and compare with your own notes.

3

Step 3. Shadowing

Listen to the audio again and mimic the pronunciation, intonation, and rhythm without reading the text.

4

Step 4. Content Explanation

Explain what you have understood to your partner without using your notes. Check and compare with your partner.

Discussion

- (1) **The United States** - If a student of the same sex talks to you and makes light physical contact while commenting on your outfit, would you feel uncomfortable?

- (2) **The United Kingdom** - If you are late to your class, and the teacher says, "Class started three minutes ago, so nice of you to join us." How would you interpret the situation?

- (3) **Canada** - If you ask for help from Canadian friends, they always accept and say, "No problem." However, you found they hide their inconveniences. How would you improve the relationship with them?

Exchanging Opinions

Find a topic among those listed below for which you and your partner disagree. Debate respectfully with your partner while supporting your opinion.

1. Familiar Topics for Japanese Students

- (1) Should American military bases in Okinawa be removed?
- (2) Russia and Japan have some territorial disputes over some islands. Should Japan let go of those islands to Russia?
- (3) Most Japanese schools have school uniforms. Should it be continued or banned?
- (4) Overtourism is a major problem in Kyoto. Should the government limit tourists in Kyoto?

2. Controversial Topics in the World

- (1) Sometimes it is useful to lie.
- (2) Social media – Is social media good for society?
- (3) Olympics – Are the Olympic games an overall benefit for their host countries and cities?
- (4) Death Penalty – Should the death penalty be legal?



Activity - Situational Positioning

1. There are four main stages during study abroad. Match the study abroad stages with its associated pictures.

•	•	•	•
•	•	•	•
Frustration stage	Acceptance stage	Honeymoon stage	Adjustment stage

2. Below are definitions for the four stages of study abroad. Fill in the blanks with the stage that matches each definition.

(1) The _____ Stage

Students adapt, establish routines, and find a balance between the new and familiar aspects of their environment.

(2) The _____ Stage

Initial challenges, homesickness, and cultural shock lead to feelings of annoyance and disorientation.

(3) The _____ Stage

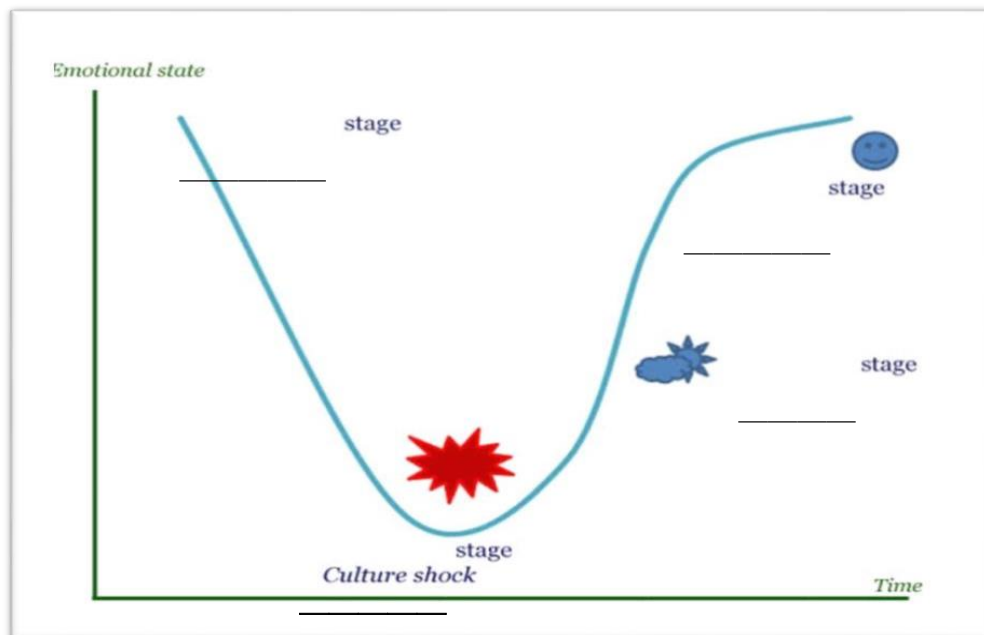
Full integration into the host culture, appreciation of differences, and development of meaningful connections mark this final phase.

(4) The _____ Stage

Excitement and fascination characterize this phase as students embrace new experiences and relationships.

3. Choose the stages in the box and fill in the blanks on the graph.

Adjustment stage / Frustration stage / Acceptance stage / Honeymoon stage



4. In the frustration stage, rate how stressed or excited you would feel about the following situations.

1 2 3 4 5

(1) Dirty Public Toilets



(2) Delay of Transportations



(3) Junk Food



(4) Making New Friends



(5) Raising Your Hand in the Class



(6) Using Unfamiliar Language



5. In the acceptance stage, rate how disapproving or accepting you would feel about the following situations.

1 2 3 4 5

(1) Seeing P.D.A. (a public display of affection – such as kissing or making out in public)



(2) Hugging as a Way of Greeting



(3) Small Personal Space



(4) Wearing Shoes in the House



(5) Being Noisy on the Train



6. In a foreign country, you may face challenging situations such as being discriminated against based on your ethnicity or nationality. How would you deal with each of the situations below?

Stranger: They pointed at you, saying “Xiè xie,” which means “thank you” in Chinese. This indicates that the stranger is assuming you are Chinese.

You: You immediately felt uncomfortable and stereotyped. You want to avoid this situation.



Question

How would you deal with this situation?

Discuss with your partner and propose the best approach.

Activity - Facing Difficulties

1. Imagine that you are facing difficulties, such as missing your family and speaking in your native language. Discuss the questions below with your partner.

- (1) How does feeling homesick make you feel? Use the emotion-based words from the box down below.

**isolated / anxious / stressed / nervous / scared / lonely / withdrawn /
overwhelmed / insecure / panicky / less connected / guilty**

- (2) What are the causes of feeling homesick? Use the words from the box down below.

**unfamiliar culture / new language / unfamiliar environment / different food /
different safety level / transportation system**

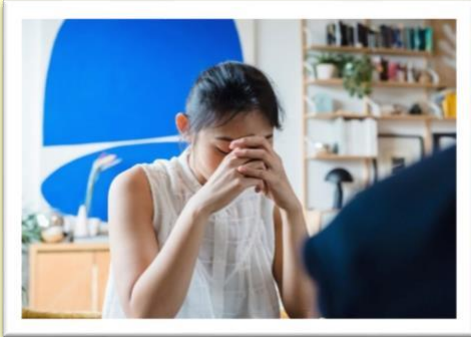
- (3) How do you think you would deal with homesickness during the frustration stage? Refer to the ideas down below.

- Talk it out with someone you trust
- Get involved in your new community
- Keep a journal to process your feelings
- Explore your surroundings
- Get back to your routine
- Stay active to boost your mood
- Personalize your space with photos
- Practice mindfulness

Discussion - Using your deep insight

There are three students who have different personalities and problems during study abroad. You are an advisor to make their study abroad a better experience. Discuss with your partner about how you can help them.

STUDENT A: SARA



- *becomes deeply homesick*
- *cannot communicate with others because of the low second-language proficiency*
- *stays in her room 24/7*

STUDENT B: RYOMA



- *narcissist*
- *lives for social media*
- *has no friends*
- *loves shopping*

STUDENT C: HINA



- *goes to party every night*
- *feels lonely and insecure*
- *has no friends*
- *does not have her own time*
- *has a lot of insincere friends*

Activity - Critical Thinking (Social media)

1. Social media can be a useful tool to make you feel more connected with others during study abroad. However, social media can also negatively impact your health and relationships with others. Answer the questions below.

Advantages



Disadvantages



- (1) Explain each picture and compare the pros and cons of using social media in general.

<p>pros</p>	<p>cons</p>
--------------------	--------------------

- (2) Have you had good or bad experiences with social media? Discuss your personal experiences with your partner.

2. There are many positive and negative aspects of social media.

Positive aspects

- Connections / Belongings
- Effective communication tool
- New information (Events, activities, and organizations)
- Expression of your thoughts
- Sharing your memories
- Offering support

Negative aspects

- Isolation
- Lack of sleep
- Lack of focus on studies
- Less opportunities in reality
- Comparing with others
- Language reliance (using your native language)

(1) How many hours per day do you spend on social media including Instagram, X, and YouTube on average? Check your screen time on your phone.

(2) Why do you use social media? Discuss with a partner and refer to the ideas below.

~Key words~

- Instant online discussion
- Relationships
- Knowledge sharing
- Connect at any time
- Low cost
- Branding
- Entertainment
- To kill time when you are bored

(3) In the frustration stage, how would you use your social media to deal with homesickness? Refer to the positive aspects of social media in the box above.

(4) Do you think there are specific benefits to using social media while studying abroad? If yes, what are they and why do you think so?

Activity - Goals for study abroad

(1) How important are the four following aspects of study abroad. Rank them in order of importance. When you finish, compare your rankings with a partner and discuss why you ranked them as you did. Write the numbers from one to four.



Studying hard



Making friendships



Bonding with a host family



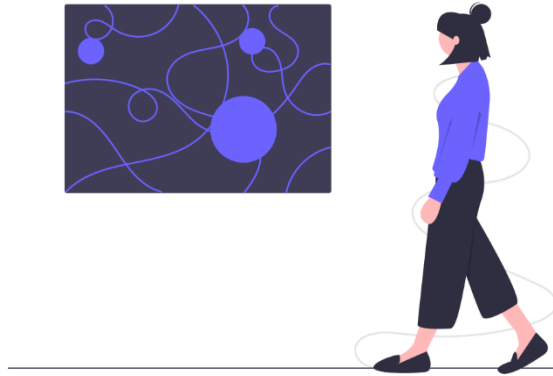
Finding a partner

(2) What are the three main goals of your study abroad? Use the ideas below and talk with your partner.

- Disciplinary knowledge
- Social & emotional development
- Global awareness
- Cultural consciousness
- Language learning
- Lifelong learning
- Life-lasting friends



Dealing with Unexpected Situations



Warm-Up

While hanging out with your newly made friend, John, from the same class, he suddenly started offering you the “good stuff.” He says that he wants to get closer to you as friends and that you will feel good if you take some.

Discuss the questions below and share your opinion in groups.

1. What do you think the “good stuff” is?

2. What would you do in this situation?

Key Points

Harmful substances can be in various forms, smells, and colors.

Here are some common, but dangerous drugs to be aware of:

Weed (marijuana)

Popular for smoking; it looks like cigarettes. It can also come in liquid and powder forms.

Fentanyl/cocaine

Even a small amount of either can be deadly. These substances are often found in powder form.

Tips

Remember that it is okay to express your opinions even if you find it uncomfortable to share.

Here are a couple useful phrases you can use to express your feelings:

**I'm trying to stay healthy,
so no thanks.**

**Thank you for the offer,
but I'm okay.**


Saying “No” to Uncomfortable Offers

Language Tip

A metaphor is a way of describing something by saying it *is* something else, even though it is not really that thing. It's a way to make your description more vivid or interesting. Understanding metaphorical expressions is important and useful for this reason. In the box below are some metaphorical expressions that come up in the next reading activity. Use the context of the article to help you understand their metaphorical meanings!


Scanning and Skimming

Find and underline the interesting use of metaphor in the language below in the text. Guess its meanings.

A ship navigating through stormy seas 

Whirlwind of new experiences 

Act as your lighthouse 

Like a tree standing firm against strong winds 

The Dilemma of Substance Abuse: Friends Offering Temptation Abroad



Imagine this scenario: You have just settled into your new life overseas, making friends and adjusting to a different culture. Amidst this whirlwind of new experiences, you find that one of your newfound friends offers you drugs or alcohol. This situation can be incredibly difficult to navigate, especially when the person tempting you is someone you trust and care about.

Saying no to these offers may seem daunting, but it's essential to prioritize your well-being and future aspirations. Picture yourself as a ship navigating through stormy seas; staying on course is vital. In Japan, the concept of *kuuki wo yomu*—reading the atmosphere or understanding social cues—is highly valued. However, it is crucial not to prioritize others' opinions over your own future and health. Harmony and being conflict averse are a part of the culture. Embrace this principle wisely to resist peer pressure and stay true to your values. Seeking support from trusted individuals, such as family, counselors, or campus resources, can act as your lighthouse, providing guidance and assistance in making healthy decisions. By staying true to yourself and making informed choices, you can navigate the challenges of substance abuse and continue to thrive in your academic journey, like a tree standing firm against strong winds.

1. Read the ideas below. Which would be the best main idea to the article?
 - (a) Helping drug-addicted friends
 - (b) Willingness to oppose friends
 - (c) Respecting your boundaries
2. Match the given definitions below with each key word, and mark each letter in the blank.

Daunting _____ **Well-being** _____
Fit in _____ **Alleviate** _____

a. to relieve or reduce the intensity of something
 b. to be socially accepted or belong to a particular group
 c. something that seems difficult to deal with
 d. the state of happiness, health, and prosperity

Reflection

Answer the following questions and discuss your ideas with a partner or in small groups.

3. How do you think cultural differences and norms in a foreign country might influence a student's response to offers of substance abuse from friends compared to their home country?

4. Reflecting on your own experiences or observations, have you ever encountered a situation where someone you know offered you substances like drugs or alcohol? How did you handle it, and what did you learn from the experience? If you have never faced such a situation, how do you think you would you handle it?



Activity - Mind Map for Social Scenarios

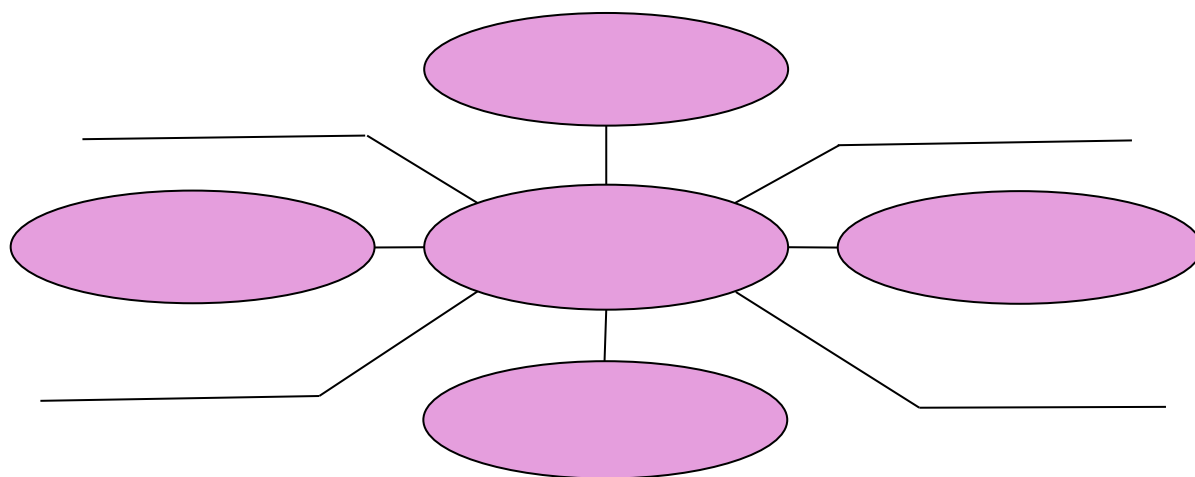
In social settings, unexpected and uncomfortable situations can arise. Work with a partner or in a small group to create an original character. Use the mind map below to brainstorm unexpected situations your character might face in a social context. What's a Mind Map? A mind map is a visual diagram used to organize ideas around a central topic. Start with the main idea (your character and their social setting) in the center and branch out with related ideas (unexpected situations).

Step 1: Choose a social setting where someone might feel uncomfortable (e.g., a party, a new school, or a work event).

Step 2: Fill in the mind map with specific situations your character could encounter.

Step 3: Share your scenarios with others, choose the most interesting one, and create a question about how to solve the problem.

Example: • Character: Emma, a shy university student. • Mind Map: ◦ Pressured to drink at a party. ◦ Got lost on campus. ◦ Misunderstood cultural customs during a group project.



Best Scenario in the group:

Question to the Best Scenario:

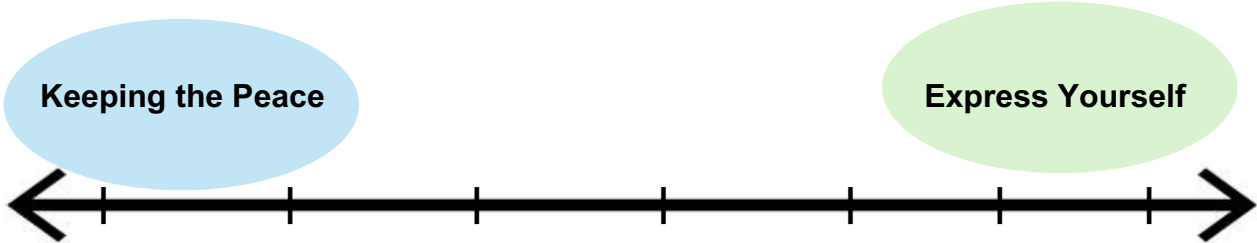
Based on the questions above, how would you answer your own question?

What caused the situation? Analyze the unexpected situations you have come across by categorizing each situation. Add additional information to the mind map.

Expressing Your Thoughts

Warm-Up

1. Place a circle on the scale below to indicate where you fall: Do you tend to prioritize keeping the peace (valuing others' opinions over your own), or do you prefer to express your own opinions when asked?



Conversations in Real Life

1. Sometimes you face a situation where your friends or teachers ask your opinion. Get in pairs and figure out the genres of topics you have discussed with your close friends in the past.



I have never...

Can you give me a specific idea of...



2. List the situations about which you would feel comfortable or uncomfortable discussing with your friends. Refer to the vocabulary in the box to help get you started and add your own ideas. When you finish, compare and discuss with a partner or in small groups.

political matters, love interests, body images, fashion, religions

Feel comfortable	Feel uncomfortable

Discussion

Part A:

Imagine you are in class, and the teacher is returning grades for a recent presentation. One student feels their grade is unfair. Role-play a discussion about the situation.

1. Decide roles: Choose who will play the teacher and who will play the student.
2. Discuss: Act out the conversation, focusing on the student's argument about the unfair grade and the teacher's response.

Teacher	Student
<ul style="list-style-type: none">• Explains that grades were assigned based on professional judgment and clear evaluation criteria• Requests specific evidence or examples to support claims of unfair grading	<ul style="list-style-type: none">• Believes the teacher made mistakes in grading, consistently assigning a "D" unfairly• Feels their effort and preparation for the presentation were not properly acknowledged

Part B:

You've been asked to act as a mediator between the teacher and the student. Your role is to listen to both sides, summarize their points, and help guide the conversation toward a fair resolution.

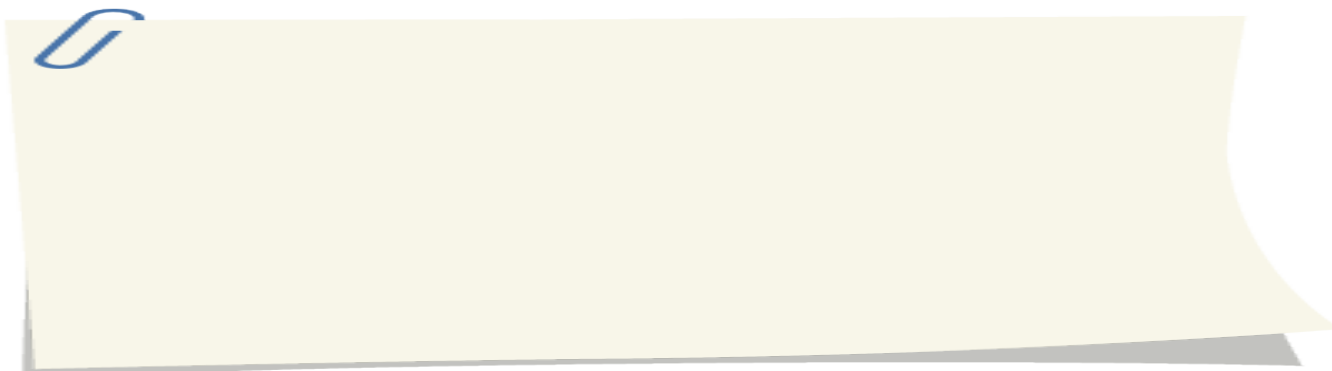
1. Listen: Hear out the teacher's and student's arguments.
2. Summarize: Restate each side's perspective to ensure understanding.
3. Guide: Suggest potential compromises or solutions that both sides can agree on. Work in groups to role-play this process and find a resolution that acknowledges both the teacher's criteria and the student's effort.

In my country, it is taught that...

I understand your point, however...

Can you elaborate that point of...?

Use the memo below as you need:



Analysis Activity

How were the role play activities? Discuss the result of the discussion and analyze how it made you feel with your partner.

1. How did you feel about being put in a situation where you had to navigate a delicate topic?

2. What skills are needed to express your opinion and to deal with such delicate topics with your close ones?

Famous Quote



Considering others' feelings is important; however, your feelings are valid.

Let the world judge me as they will. I alone know what I achieve.

世の人は我を何とも言はば言え。我が成す事は我のみぞ知る

～ Ryoma Sakamoto～

(a Japanese samurai and influential figure of the Bakumatsu)

Questions:

1. Do you think saying “no“ influences how others see you?
2. A lot of people struggle to acquire the will to say “no.” What is needed to acquire such skill?
3. What do you think is needed for others to respect your boundaries?

*Respecting boundaries: respecting the one’s decision, thoughts, and values.

Who to talk to about serious concerns?

While living in a new country, you might feel the need to share your feelings with someone about something concerning you. However, choosing who to talk to can be difficult. Choose the top three challenges you think you might face while studying abroad from the list provided. Write your choices in the blanks below.

Homesickness
Making friends
Fitting in socially

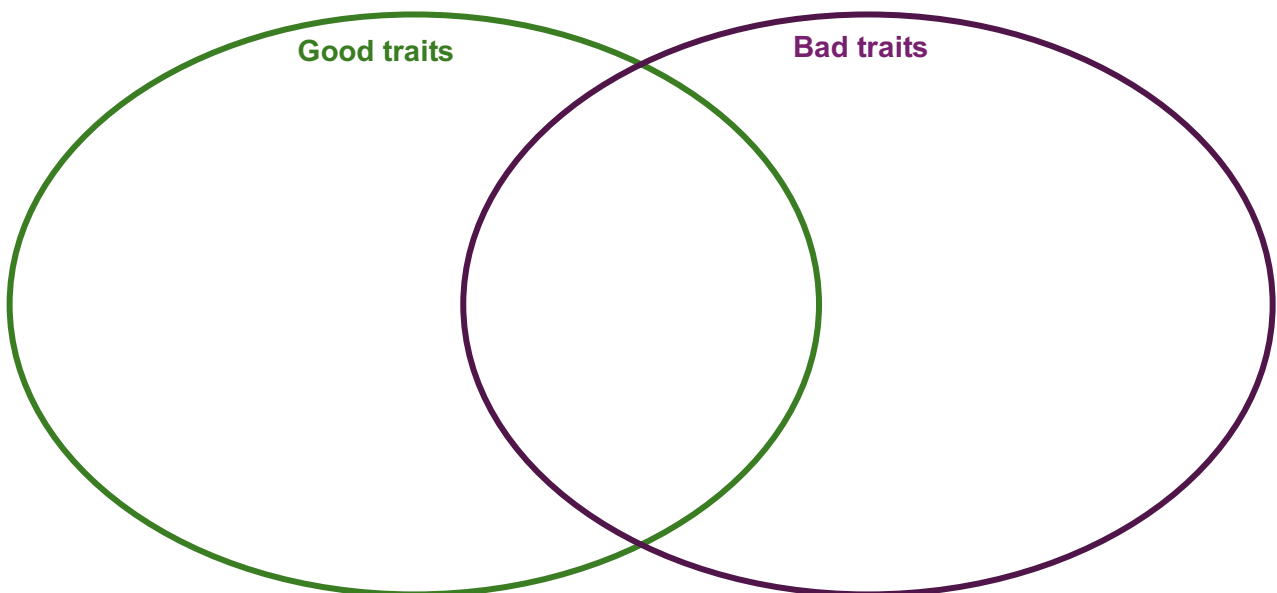
Romantic relationships
Food and dietary preferences
Traveling and exploring

Academic performance
Financial concerns

1. _____ 2. _____ 3. _____

1. Have you ever experienced any of these challenges in Japan? What do you think the three concerns you chose have in common? Discuss your thoughts with your partner.

2. When asking someone for some advice on your concerns, what good traits do you look for in the person, and what kind of bad traits do you see in the people you avoid? Fill in and share with your partner.



Key Points



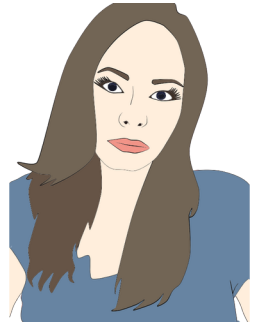



When answering an open-ended question (which asks for an explanation), start by stating your conclusion clearly, then provide your reasoning or the steps you will take.

Example: Q: What goals are you seeking to achieve in the Study Abroad program?

A: My goal is to improve my English-speaking skills. To achieve this, I plan to make many foreign friends and engage in conversations with them regularly. Additionally, I will participate in activities that require active communication.

Activity - Highlighting Your Needs

Sometimes you need to let your feelings out by talking to someone you can trust. Look at three new friends of yours together with their descriptions. Fill in the blanks while listening to each audio by scanning the QR code and highlight any keywords you think are important. Take notes on how your new friends describe themselves and on any phrases that catch your attention.

Name	<i>Jane</i>	<i>Patrick</i>	<i>Sakura</i>
Profile			
Descriptions	<ul style="list-style-type: none"> ◇ Italian ◇ Optimist ◇ _____ ◇ everything down ◇ Great listener 	<ul style="list-style-type: none"> ◇ _____ ◇ Realist ◇ Big mouth ◇ Gives you ideas of _____ 	<ul style="list-style-type: none"> ◇ Japanese American ◇ Japanese speaker ◇ Heavy _____ user ◇ Accepts new values
Quirks	<ul style="list-style-type: none"> ◇ Writes _____ everyday ◇ Obsessed with chocolate _____ 	<ul style="list-style-type: none"> ◇ Collects _____ from places he visited ◇ Dyes his eyebrows red 	<ul style="list-style-type: none"> ◇ Loves eating natto rice with bonito flakes ◇ _____ thrifting
QR code			

Notes:

Understanding Your Needs and Values

Knowing and analyzing your needs is essential to understanding what you value most. Answer the following questions to explore your values when seeking advice and overcoming challenges.

1. Do you generally prefer to solve problems on your own? Write your thoughts and discuss with your partner.

2. What qualities do you value in an advisor? Do you want someone who will just listen, someone who accepts you unconditionally, or someone who provides realistic advice?

3. Among your three new friends, who would you choose as your advisor? Why? Explain your reasoning.

Learning Red Flags and Green Flags

"Red flags" are warning signs or indicators that something might be wrong or problematic. They often suggest that a situation, person, or decision requires closer scrutiny or caution. On the other hand, green flags provide positive feelings, such as a sense of relief, comfort, being cared for, and feeling loved.

Fill in the blank below with either "RF" (Red Flag) or "GF" (Green Flag).

Example: RF You will never be enough to reach your goal.

1. "I believe you can get through this."
2. "I'm sorry if I made you feel that way. But you are too sensitive."
3. "This is completely normal here in this country. Try harder fitting in."
4. "You can protect your boundaries if you feel uncomfortable."
5. "Everyone's doing this, so you should too."

Useful Phrases

Here are useful phrases you could use while asking people for advice on serious matters. Take a look at the phrases bank below and fill in the blanks.

Keep (it) between us

Off the record

Do not share with others



1. I found out some confidential information about the project, but I will _____ for now.
2. _____ I think they are dating, but I can't say more until it's official.
3. This is sensitive information, so please _____ until we are ready to make an announcement.

Role-play

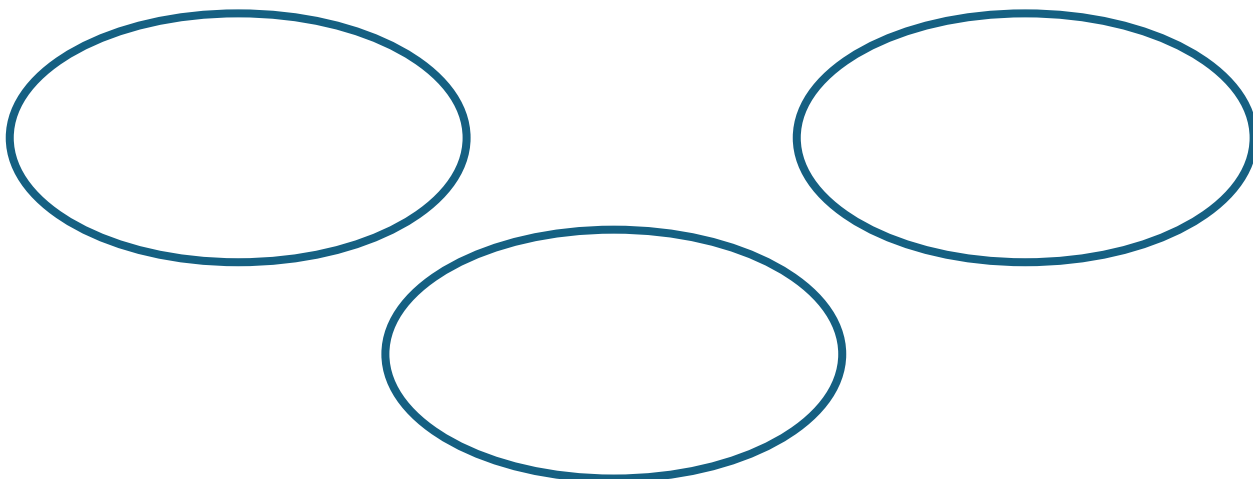
You might find yourself in a situation in which you need to provide advice to a friend. Come up with a solution to each concern your friend might ask you about. Roleplay with your partner or group members.

Q1: My close relative has suddenly gotten very sick and has now been hospitalized. This is very difficult for me to deal with. Is there anything I can do to lift their spirits?

Q2: I have been thinking about my sexual orientation lately, and I feel like I want my parents to know about it. What do you think?

Q3: I don't know the reason why, but lately I've been feeling depressed. I cannot focus on school. What should I do?

Discuss with your partner or in small groups, and fill in the circles below by putting the core values you think are important when listening to someone’s story/concern, and giving them some advice.



Key Points

Sometimes, when a friend shares a personal secret or problem, you may feel overwhelmed and unsure how to help. While it might be tempting to talk to someone else about it, sharing their information without permission is considered “outing” and can damage trust.

Instead, encourage your friend to seek help from a professional, such as a therapist, doctor, or professor, if they need support. Let them know you’re there to help and can accompany them if they feel nervous about reaching out.

This way, you respect their privacy while ensuring they get the help they need.

Discussion Activity: Addressing Concerns

Discussions are often held to explore a shared theme. In a country you haven’t visited before, you might be asked to discuss topics that feel unfamiliar.

For this activity:

1. Choose a role: ◦ Asker: Someone seeking advice. ◦ Adviser: Someone providing advice.
2. Refer to the information provided for your role, and work together to discuss the concern presented by the asker. Your goal is to come up with a thoughtful solution.
3. Use the memo section to plan and organize what you will say.

Concern 1: Being attracted to someone who is full of red flags.

<i>Asker</i>	<i>Adviser</i>
<ul style="list-style-type: none"> ● Attracted to someone who is a walking red flag ● Has been talking to this person for six months and is now in a "situationship" (more than friends but less than lovers) 	<ul style="list-style-type: none"> ● A friend of the asker who is also new to the country ● Has never experienced a situationship before

Notes:

Solution:

1. Have you ever discussed drug usage?

2. How do you feel talking about unfamiliar topics?

Concern 2: Thinking whether to break up with a person who cheated once or not

<i>Asker</i>	<i>Adviser</i>
<ul style="list-style-type: none">● Recently witnessed their partner holding hands with another person● Has been in a relationship with their partner for six years but is starting to feel tired of putting in the effort to maintain the relationship.	<ul style="list-style-type: none">● A friend of the asker trying to offer advice.● Unsure if the partner who cheated truly regrets their mistake or not

Notes:

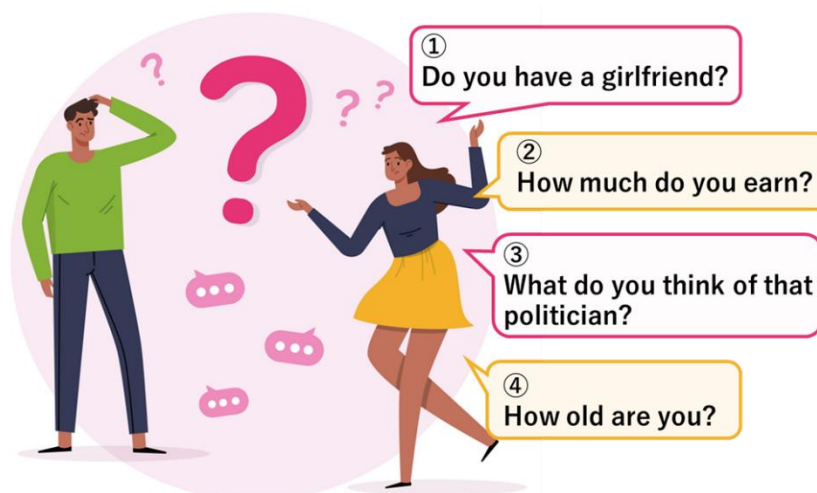
Solution:

1. How do you think people would react to being cheated on? Discuss with your partner.

2. Have you known anyone in this situation? If so, how did you help them?



Managing Stress & Mental Health



Situation: A girl is asking some questions to a boy she met for the first time.

Warm-up

Look at the picture above. Are these questions considered rude in your country? Rate how rude it is by circling a number on the scale.



Compare with your partner and discuss how rude you think each question is and why?

Role-play

Now, you are attending a school-hosted party abroad to make new friends. If you were asked any of the potentially rude questions above, how would you respond? Here are responses that can be used for all the questions above, along with a politeness scale. Please refer to the responses and examples provided and role-play the scenarios. Each pair should role-play the scenarios at least three times, using different levels of politeness or directness in their responses each time.

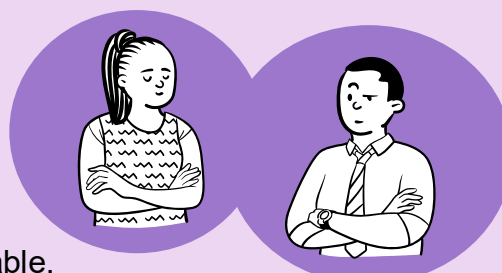
Example:

A: So, how much money do you make?

B: I'd rather not answer that.

A: Oh, I'm sorry! I didn't mean to make you uncomfortable.

B: No worries, it's a common mistake. By the way, what brought you to this party?



Polite:

1. "I'd rather not discuss that but thank you for asking."
2. "That's a bit personal. How about we talk about something else?"
3. "I prefer to keep that private. Let's change the topic."

Neutral:

1. "I'd rather not say."
2. "I don't usually talk about that with people I've just met."
3. "Can we move on to another topic?"

Direct:

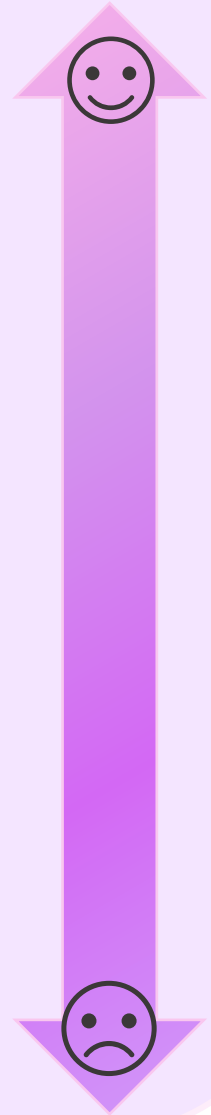
1. "I don't think that's an appropriate question."
2. "I'd rather not answer that."
3. "That's a bit too personal for me."

Blunt:

1. "Why do you want to know?"
2. "That's not something I discuss."
3. "I don't think this is the right time/place for that."

Rude:

1. "That's none of your business."
2. "That's a very intrusive question."
3. "Why are you asking me that?"



How did you feel?

After role-playing, how did you feel as a questioner or an answerer? Discuss with your partner.

Example:

Questioner: I felt uncomfortable asking the question because it seemed too personal.

Answerer: I found it difficult to stay polite while setting boundaries.

Vocabulary

Match the words with its definitions.

Fashionably
late

Face palm

Shoot down

Keep your
cool

Hang out

•

•

•

•

•

•

•

•

•

•

(a)

(b)

(c)

(d)

(e)



- (a) the gesture of placing the palm of one's hand across the face, as to express embarrassment, frustration, disbelief, etc.
- (b) to maintain a calm and controlled attitude
- (c) to spend a lot of time in a place or with someone
- (d) the habit of arriving later than the scheduled time to an event or social gathering, often done to create an impression of being trendy or stylish
- (e) to disagree with someone's ideas or suggestions, especially in a forceful or unkind way



Reading

Cultural Clocks: Yumi's Experience Navigating New Norms

In the middle of a busy foreign city, surrounded by new languages and the smell of exotic spices, lived Yumi, a shy Japanese girl studying abroad. She didn't expect her adventure to bring academic challenges and difficulties with different views of time.

Yumi was very proud of her punctuality, a habit from her Japanese background. So, when her new friends suggested meeting for coffee at 2 p.m., she arrived exactly on time, her watch ticking perfectly. But as the minutes went by, Yumi's patience started to wear thin. Thirty minutes later, her friends came in with carefree smiles, not noticing Yumi's silent frustration.



"Hey Yumi, sorry we're late!" one of them said with a cheerful tone, as if it was normal.

"Fashionably late, right?" another joked with a wink.

Yumi couldn't help but **facepalm** inwardly, wondering if she missed some memo about this strange custom. In Japan, punctuality was very important, showing respect and responsibility. But here, it seemed to be a flexible idea, open to different interpretations.

As time went on, Yumi's confusion grew. It wasn't just social events where time seemed different; even her academic deadlines felt loose. One stressful day, Yumi rushed to finish a homework assignment due at midnight. Despite her best efforts, she was late, and her teacher **shot down** her late submission.



Feeling frustrated and confused, Yumi asked her friends for help.

"You're all late every time," she said, "but why didn't the teacher accept my homework?"

Her friends looked at each other, understanding Yumi's problem. **"Keep your cool, Yumi."** one of them said.

"It's not about being late or early." they explained,

"It's about understanding the different expectations and priorities in different situations."

Another added, *"When we **hang out**, it's about enjoying each other's company. A few minutes here or there doesn't matter much. But for academic deadlines, punctuality is crucial. It's not just about you; it's about respecting everyone's time and effort."*

Yumi listened carefully, and it felt like a weight was lifting from her shoulders as she understood the different views on time in this new place.

It wasn't about right or wrong; it was about perspective. With this new understanding, Yumi felt more confident to navigate her cultural journey.



Comprehension Quiz

True or False Circle T or F.

1. (T/F) Yumi's friends knew that punctuality was important in Japanese culture but chose to be late anyway.
2. (T/F) Yumi initially believed that her social and academic experiences of time in the new city would align with those in Japan.
3. (T/F) Yumi's teacher accepted her homework submission after she explained her misunderstanding of the deadline.
4. (T/F) Yumi became less frustrated with her friends once she understood that social events in the new city were not as strict about punctuality.
5. (T/F) Yumi adapted to her new cultural environment by maintaining her strict punctuality for both social and academic situations.

Summary

Below is the summary of the passage. Fill in the blanks with the correct word.

Yumi, a Japanese student abroad, struggled with the cultural differences surrounding time. In Japan, 1. _____ was crucial, so she was confused when her friends casually arrived 30 minutes late for a coffee meeting. Her 2. _____ grew when her teacher refused to accept a late assignment, despite her friends' relaxed attitude toward time. After discussing her concerns, Yumi's friends explained that social situations allowed for more 3. _____, but there was no room for 4. _____ with academic deadlines. This conversation helped Yumi understand that diverse cultures have varying expectations of time, allowing her to approach her new experiences with more confidence and 5. _____.

responsibility

frustration

flexibility

adaptability

negotiation

punctuality

Discussion 1

Read the questions below and discuss with your partner or in small groups.

1. In today's connected world, should everyone follow the same rules about being on time, or is it better to keep and celebrate different ways of thinking about time?
2. Is it fair to expect all students to be on time with their schoolwork, or does this hurt students from cultures where time is more flexible? Should teachers change how they handle deadlines to respect different cultural views on time?
3. How might Yumi's experiences with time and different cultures affect how she deals with time and people in the future, both in the foreign city and when she goes back to Japan?
4. Do you prioritize arriving on time in certain situations? Like what? How early (or late) could you see yourself arriving in the following situations? Please choose one answer from the box below and discuss why you chose it.

Situation

- First date vs. family reunion
- A doctor's appointment vs. a friend's birthday party
- Class in university vs. class in high school

- A. I would definitely arrive early
- B. I would likely arrive early
- C. I would aim to arrive right on time
- D. I would likely arrive a little late
- E. I would likely arrive very late



Discussion 2

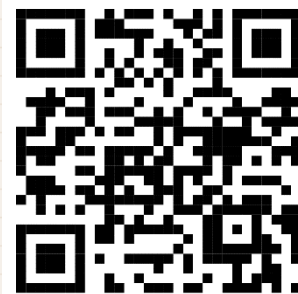
In the story, Yumi overcame culture shock with the help of her friends. If you were Yumi, how would you handle this situation? Choose at least one solution from the options below and discuss why you chose it with your partner. During the discussion, you need to explain in detail what you would do.

1. Consult with your counselor
2. Search for information about the concept of time on the internet
3. Participate in cultural exchange workshops organized by your university or local community
4. Embrace mindfulness practices (What is mindfulness practices:
<https://www.healthline.com/health/mind-body/what-is-mindfulness>)
5. Talk with your Japanese friends
6. Others



Warm-up

Listen to the audio about “The difficulties of studying abroad” and take notes on what you heard. After listening to the audio, share what you heard and learned with your partner or in small groups.



Vocabulary - Learning New Expressions

Here is the audio script.

1. Pay attention to the words **highlighted in bold** as you read it. Several idioms are used in this essay. Explain the meanings of these idioms in groups. If no one knows the meaning, use your phone or laptop to look up the expressions and discuss the definitions you found.

Overcoming Challenges While Studying Abroad



When I decided to study abroad, I knew it would be a challenging experience. However, I didn't realize just how many difficulties I would face along the way. One of the toughest situations was adjusting to the new academic environment. At first, I thought I **had the situation in hand**, but it quickly became apparent that I was mistaken.

The teaching style was completely different from what I was used to. Instead of structured lectures, professors encouraged a lot of class discussions and group work. **Off the top of my head**, I can't remember the last time I had to participate so actively in class back home. It was overwhelming, but I decided to give it a try and do my best.

A rule of thumb I quickly learned was to stay organized and manage my time effectively. Despite my efforts, there were times when I felt like I couldn't handle it. But, no matter what happened, I was determined to succeed. I knew that if I could focus on my studies, I would

eventually overcome these obstacles. Behind the scenes, I spent countless hours studying and practicing. After all, practice makes perfect.

Another major difficulty was dealing with homesickness. Being away from family and friends was tough, and there were days when I felt incredibly lonely. **To weather the storm**, I reached out to other international students who were going through the same experience. We formed a support group and helped each other navigate the challenges of living in a foreign country.

Language barriers also added to the difficulty. Although I was proficient in English, understanding different accents and slang was sometimes tricky. I often found myself nodding along without fully understanding what was being said. But with time, I improved and became more confident in my communication skills. I decided to go the extra mile by practicing with native speakers whenever I could.

Looking back, studying abroad was one of the most challenging yet rewarding experiences of my life. The difficulties I faced taught me resilience and adaptability. If anyone else is considering studying abroad, my advice would be to embrace the challenges and **hang in there**, because they ultimately lead to personal growth and a greater understanding of the world.



2. For each English expression, there are three sample conversations provided. Only one conversation uses the expression correctly. Discuss and choose the correct one from the three options with your partner or in groups.

① **Have the situation in hand**

- (1) A: "I was really worried about the team's performance on the project."
B: "Don't worry. **I had the situation in hand** and now everything is on track."
- (2) A: "How was the party last night?"
B: "**I had the situation in hand** when we were deciding what food to serve."
- (3) A: "Can you help me with this math problem? I'm stuck."
B: "Sorry, **I have the situation in hand** with my own homework right now."

② **Off the top of my head**

- (1) A: "What are your detailed plans for the new project?"
B: "**Off the top of my head**, I'm thinking about focusing on marketing strategies."
- (2) A: "What are your future career goals?"
B: "**Off the top of my head**, I might want to work in a management role eventually."
- (3) A: "What's the capital of Australia?"
B: "I don't remember the exact number, but **off the top of my head**, I think it's Canberra."

③ **A rule of thumb**

- (1) A: "Why do your parents disagree with you getting a tattoo?"
B: "Because there are a lot of places that ban people with tattoos from entering. This is **a rule of thumb** in Japan."
- (2) A: "What's **a rule of thumb** in the United States?"
B: "In the USA, we give a thumbs up to show approval of something."
- (3) A: "How should I approach a new project?"
B: "**One rule of thumb** is to start with a clear plan and set realistic goals."

④ **To weather the storm**

(1) A: "What did you think of the new movie?"

B: "I **weathered the storm** of the movie's slow start, but I still didn't enjoy it."

(2) A: "The company has been facing a lot of challenges recently."

B: "Yes, but we're confident we can **weather the storm** and come out stronger."

(3) A: "Oh my gosh, it's starting to rain!"

B: "**To weather the storm**, I brought in the laundry an hour ago."

⑤ **Hang in there**

(1) A: "I'm really stressed about this big presentation tomorrow. I'm not sure if I'm prepared enough."

B: "I know it's tough right now but **hang in there**. You've prepared well, and you'll do great."

(2) A: "Are you free this Friday night?"

B: "Yeah, I am. Do you want to **hang in there** and maybe go for dinner?"

(3) A: "I'm thinking about applying for that new job position. What do you think?"

B: "Absolutely, **hang in there!** It sounds like a great opportunity."

3. In the article above, the author says, "I often found myself nodding along without fully understanding what was being said." What does the author mean by this?

- a) The speaker was actively agreeing with the topic of discussion.
- b) The speaker acted as if they understood, even though they didn't grasp it entirely.
- c) The speaker was giving feedback but did not agree with the conversation.
- d) The speaker felt left out of the conversation.

Reading

Here are three short essays about the dark side of studying abroad. Choose one essay and write your solution. Refer to the solution bank provided to get some ideas. After writing it down, exchange your textbook with your partner and give them feedback on the solution.



RIKO

I went to Taiwan to study abroad in 2022. During my studying abroad, one of the biggest challenges that I had was a lack of self-confidence. Despite studying English in university, I was always anxious and lacked confidence anytime I had to speak with my colleagues from other parts of the world. They typically ended with me becoming frustrated and feeling even more alone. In addition, my Japanese friends at the university could seemingly speak English better than I ever could, which made me feel even more lonely.

About halfway through my study abroad, I realized I had been staying in my comfort zone and not fully enjoying my experience. I knew it was time for a change. To start, I began exploring new ways to improve my language skills and embrace new experiences.

Solutions: _____





MOMOKA

At the beginning of my study abroad experience in Canada, I naturally became close with other Japanese students at my university. Even after starting regular classes, I attended a language school where about 90% of the students were Japanese, with the other 10% being Chinese. Since most of the other students in class used Japanese, it felt easy and comfortable to use Japanese instead of English. At first, I was relieved to have friends in the same situation, but I soon realized that I was missing valuable opportunities to improve my English and connect with people from different cultures. This gradually led to frustration.

When regular classes began, I thought making friends would be easy because the locals initially seemed friendly and approachable. However, while some were indeed welcoming, others were more distant, and I found that building relationships wasn't as simple as I had expected. It became clear that if I stayed passive, I wouldn't be able to form meaningful connections. I began to worry that my time in Canada might end without taking full advantage of the chance to develop my English skills.

Solutions: _____

Solution bank for passage

- ✦ Attend language exchange meet-ups
- ✦ Participate in cultural events
- ✦ Start a blog or vlog
- ✦ Use language learning apps
- ✦ Attend workshops or seminars
- ✦ Engage in social media related to local interests
- ✦ Practice mindfulness and self-compassion
- ✦ Find a language buddy
- ✦ Practice with locals in everyday situations
- ✦ Work with a private tutor
- ✦ Seek out study groups
- ✦ Set small, manageable goals



KENTA

Studying abroad in France was supposed to be my big adventure—a chance to explore a new culture, meet people, and grow as a person. But what I didn't expect was how difficult it would be to deal with racial discrimination. It wasn't just a challenge; it shook my confidence and made me question my place in the world.

At first, it was subtle. People gave me odd looks when I spoke French, like they couldn't believe someone like me could speak their language. I told myself it wasn't a big deal. But then one day, as I walked down the street, a group of teenagers passed by and shouted, "Go back to your country!" One of them added, "You don't belong here." I froze. My stomach dropped, and all I could do was walk away, pretending I hadn't heard them. Inside, though, I felt small and humiliated.

Instead of confronting the problem head-on, I decided to change myself. I thought, maybe if I blend in more, people will treat me differently. I dyed my hair, started dressing like the locals, and worked hard on perfecting my French accent. I even changed the way I acted, trying to mirror how others around me spoke and behaved. But no matter what I did, I still felt like I didn't belong.

Solutions: _____

The original essays



RIKO

One unexpected source of inspiration came from watching movies on Netflix. I came across a comedy called *"Yes Man,"* which is about a man who decides to say "yes" to everything instead of always saying "no." The character's transformation and the positive outcomes of his new approach motivated me to try something similar in my own life.

I began to say "yes" to new opportunities as much as possible. This change helped me come out of my shell and engage more with people around me. I also started using a language exchange app, which turned out to be a great tool. Through the app, I connected with many Taiwanese and other foreign people living in Taiwan. These conversations, both through text and calls, gave me valuable insights into Taiwanese culture, like their eating habits.

You might wonder why I didn't focus on meeting people in person. While meeting in person is ideal, using the app helped me become more comfortable speaking in foreign languages and making connections. It also showed me that meeting people virtually can be a good first step before hanging out in person—though it's important to be cautious.

Overall, this new approach made my time studying abroad much more exciting and fulfilling. If you're struggling with being open-minded and confident in a foreign language like I was, I recommend giving this method a try. Embrace new opportunities, use technology to connect with others, and watch how your experience improves.

"Yes Man" in this context is the title of the movie. However, the term "yes man" in English refers to someone who agrees with everything their employer or leader says, often to please them. This term generally has a negative connotation.



MOMOKA

One afternoon, after yet another lunch with my Japanese classmates, I made up my mind. I told myself, "If I don't try now, I'll regret it later." The next day, instead of sitting with my usual group in class, I took a deep breath and sat next to a local student. My heart pounded as I greeted her with a smile. To my surprise, she responded with a warm smile, and before I knew it, we were having lunch together, chatting like old friends.

That small moment gave me a huge confidence boost. Encouraged by the experience, I started joining volunteer activities and attending social events on campus. I met people from different countries and slowly built friendships with both locals and international students. Each new connection felt like discovering a new world, filled with stories, cultures, and laughter.

These experiences not only improved my English but also reshaped the way I saw the world and myself. By the end of my time abroad, I had built lasting friendships—and even now, we stay in touch across borders. What began with a single conversation turned into a life-changing journey. Looking back, I realize that taking that first step made all the difference. Without it, I would have missed out on everything that made my study abroad experience truly unforgettable.





KENTA

One evening, while sitting alone in a café, I saw a group of tourists laughing and enjoying themselves. They weren't trying to act French or blend in—they were just being themselves. Watching them, I realized something important: I had spent so much energy trying to change who I was, hoping to be accepted, but in the process, I had lost sight of my own identity.

That moment was a turning point. I decided to stop pretending and just be myself. I wore what I liked, spoke French with my own accent, and let my true personality shine. Surprisingly, once I embraced who I was, I felt stronger. Not everyone accepted me, but I didn't care anymore. What mattered was that I accepted myself.

The biggest lesson I learned in France wasn't about culture or language—it was about self-worth. Trying to fit into someone else's idea of who you should be isn't the answer. Sometimes, the best way to stand out is to simply be yourself.

Did you find any differences between your solution and the author's solution?

Remember, seeking help and support is a sign of strength, and there are many resources available to assist you on your journey towards better mental health!



Activity

In this activity, the teacher chooses a picture describing a situation in which an international student is facing a problem. Get in pairs and guess what is depicted without looking at the answers.

A



B



C



D



E



F



G



H



I



Answer Choices:

- A: Nomikai culture: feeling peer pressure to drink alcohol even if you don't want to
- B: Always showing up late
- C: Struggling with foreign foods culture
- D: Being asked for your opinions on politics
- E: No privacy at your homestay
- F: Chewing gum during class
- G: Small personal space
- H: Confusion about greeting with a hug
- I: Feeling uncomfortable with people eating noisily



Warm-up

In this lesson, you will be required to offer solutions as a friend of other international students. Before you begin, let's learn some useful phrases that will help you provide good advice.

Useful Phrases for Giving Advice

1. Suggestions



"Have you considered...?"

- Meaning: Prompting someone to think about a potential solution or idea.
- Example: "Have you considered talking to a counselor about your stress?"

"It could be beneficial to..."

- Meaning: Suggesting that something might be useful or helpful.
- Example: "It could be beneficial to make a daily schedule to manage your time."



2. Encouragement



"It's worth giving it a shot."

- Meaning: Encouraging someone to try something because it might be valuable.
- Example: "It's worth giving it a shot if you're interested in trying a new hobby."

"Don't be afraid to..."

- Meaning: Encouraging someone to take action without fear.
- Example: "Don't be afraid to ask for help if you need it."



3. Problem-Solving



"What if you...?"

- Meaning: Suggesting an idea or solution to a problem.
- Example: "What if you tried breaking down the project into smaller tasks?"

"One approach could be to..."

- Meaning: Proposing a specific method or strategy to address a problem.
- Example: "One approach could be to set specific goals for each week."



4. Support



"I'm here to help you with this."

- Meaning: Offering assistance and support.
- Example: "I'm here to help you with this project if you need any assistance."

"Feel free to reach out if you need more assistance."

- Meaning: Inviting someone to contact you for further help.
- Example: "Feel free to reach out if you need more assistance with your application."



5. Positive Reframing



"Try to see this as an opportunity to..."

- Meaning: Encouraging someone to view a situation in a positive light.
- Example: "Try to see this as an opportunity to improve your skills."

"This could be a chance for you to..."

- Meaning: Suggesting that a situation could be a valuable opportunity.
- Example: "This could be a chance for you to learn something new and grow."



Giving Advice to Your Friend

Read the conversation between two people exchanging messages in a messenger app. As a friend's advisor, fill in the blanks by choosing the appropriate answer from the options below. There may be multiple answers. After writing the answers, practice the conversation in pairs.

It could be beneficial to...	Don't be afraid to...	What if you...
It's worth giving it a shot to...	I'm here to help you with this.	One approach could be to...
Try to see this as an opportunity to...	Feel free to reach out if you need more assistance.	This could be a chance for you to...

Conversation 1:

Your friend

I had a misunderstanding with a close friend, and now we're not talking. I'm not sure how to fix it.

1. improve your communication. Consider writing a message to your friend expressing that you want to clear things up.

Your friend

I'm worried about how they might react. What if they're still upset?

2. start by acknowledging their feelings and then explain your position? 3. keep the message calm and respectful.

Your friend

That makes sense. I'll draft a message and see how it goes.

Feel free to reach out if you need more assistance with the message. 4.

Conversation 2:

Your friend

I have a big presentation coming up, and I'm feeling really anxious about it.

5. practice a lot before the day. What if you use some relaxation techniques to manage your anxiety?

Your friend

I'll try that. I've heard deep breathing exercises can help.

Yes, those can be very effective. 6.

Your friend

I appreciate that! I'll start practicing the exercises.



Activity: Be a Counselor

Step 1:

Analyze the students' feeling and their personality. Work in pairs and exchange the information about each client. Student A and Student B will each choose two students from students 1 to 5 and read the information. After sharing the information with each other, please choose one client whose problem you want to address together in Step 2.



1. John

Nationality: The United States of America

Study Abroad Destination: Japan

I'm not really sure about the culture here and how drinking parties work. I'm worried that if I don't drink, my *senpai* will think I'm boring. Does this mean that I'll have to drink a lot at every party? But I really enjoy talking with my friends, so I don't want to stop going.

Personality:

Good-natured

John is always willing to help others and goes out of his way to be kind. He has a big heart and finds joy in making others happy.

Likes making people laugh

John has a great sense of humor and loves to lighten the mood with his jokes and funny stories. He believes that laughter is the best way to bring people together.

Indecisive

John often struggles to make decisions, especially when he feels pressured or wants to please others. He tends to go along with what others suggest to avoid conflict or disappointment.



2. Anna

Nationality: France

Study Abroad Destination: Korea

I've been feeling like my privacy has been invaded lately. My host mom just comes into my room without knocking, and it makes me uncomfortable. I'm not sure how to bring it up without causing any misunderstandings or seeming ungrateful. She might be checking on me, which I appreciate, but I also value my privacy. I usually prefer to handle things on my own, but this situation is starting to bother me.

Personality:

Introverted

Anna is the type who usually keeps her inner thoughts to herself and tends to bottle up her troubles.

Doesn't Openly Share Problems

Even when she encounters difficulties, she tries to solve them on her own and hesitates to consult with others.

Opens Up Completely in Close Relationships

With close friends and trusted individuals, she can open up and talk about anything.

Serious

She always follows the rules and regulations and acts sincerely and honestly.



3. Akira

Nationality: Japan

Study Abroad Destination: China

Since I arrived in China, I've often been asked about both domestic and international politics. The thing is, I haven't really studied politics in depth, and I'm wary of giving out the wrong information. Plus, I'm afraid discussing politics could strain my relationships with friends. However, my classmates argue that discussing politics is informative and crucial. I see their point, but I'm unsure how to approach these conversations.

Personality:

Easygoing and Lightens the Mood

Akira naturally lightens the mood and makes social situations more relaxed and enjoyable.

Acts as a Bridge

He often serves as a mediator or facilitator, especially when his friends are arguing and need someone to help resolve the conflict or handle sensitive situations.

Difficulty in Refusal

Akira struggles with saying no to unpleasant requests or situations, preferring to avoid conflict whenever possible.

Tendency to Agree

He tends to go along with others' opinions rather than assert his own, especially in discussions involving topics like politics where he may feel uncomfortable or pressured.

4. Mason

Nationality: Thailand

Study Abroad Destination: England



I never thought I'd miss Thai food this much. Everything here is so different, especially the cuisine. I find myself craving the flavors and dishes from back home every day. Being with friends helps take my mind off it, but sometimes I just wish I could have a taste of home again. I really want to cook Thai food myself, but living in the countryside makes it hard to find the ingredients I need. Still, I'm also eager to embrace and enjoy the cuisine and culture of this country.

Personality:

Detail-Oriented

Mason pays attention to small details, especially when it comes to food and cultural differences.

Reluctant to Try New Things

He prefers sticking to what he knows and feels comfortable with, especially when it comes to trying new foods or experiences.

Loves Being with Friends

Mason thrives in social settings and enjoys the company of his friends. He finds solace and enjoyment in shared experiences.

Dislikes Being Alone

He struggles with spending time by himself and prefers to be around others for companionship and interaction.



5. Kanon

Nationality: Japan

Study Abroad Destination: Peru

I'm still getting used to how close everyone gets here. In Japan, we have more personal space, so it's a bit overwhelming for me. I appreciate the friendliness, but sometimes I find it hard to adjust. Like when a friend tried to hug me before, I was so surprised I instinctively dodged it. I guess I'll get used to it eventually, but right now, it's a big change for me. Also, I'm not really comfortable with physical contact, so that's been challenging too.

Personality:

Slightly Germophobic

Kanon is cautious about cleanliness and hygiene, especially in new environments, ensuring she stays healthy.

Sensitive to Her Environment

She's observant of her surroundings, noticing subtle changes like natural sounds, city noises, and people's expressions.

Adventurous

Despite initial challenges, Kanon eagerly explores Peru's culture and cuisine, embracing new experiences.

Appreciation for Art

She deeply enjoys various artistic expressions, finding inspiration in Peru's vibrant art scene.

Step 2:

Write solutions for the student you chose in Step 1. Your solutions must be practical and detailed in the solution template sheet below.

Solution template sheet:



Client Name:

Background [Provide context about the client's situation]:

Personality Traits [List key personality traits influencing the issue]:

Solution:

1. Problem Statement [Clearly define the problem the client is experiencing]:

2. Analysis [Break down the issue, considering all relevant factors such as cultural differences, personal preferences, and specific challenges]:

3. Recommendations:

- Immediate Steps:
- Long-term Strategies:

4. Implementation Plan [Detail how the client can implement the recommendations effectively]:

5. Support Needed [Identify any additional support or resources the client may require to successfully implement the solution]:

Step 3:

Now it's time to put what you have learned into practice! Each of you role-play as either a counselor or an international student facing a challenge with your partner. Use the useful expressions you learned in the Warm-up to guide your conversation.

Step 4:

Follow the steps below to reflect and improve your solution.

- 1. Share your feelings:** Discuss with your partner how you felt in your roles as client and counselor.
- 2. Evaluate:** Identify areas for improvement in your solution.
- 3. Refine:** Adjust your solution to make it more practical and effective.

Step 5:

Role-play in front of another pair by reflecting on the improved solution. Focus on precisely demonstrating the challenge and the approach you took to solve it.

Once you have presented, exchange feedback with the pair who observed you. Discuss what went well, what could be improved, and any additional strategies that could be useful in addressing the challenge.



Traveling During Study Abroad



Purposes of Travel:

Experiencing cultures, learning languages, enjoying its history, food, people etc.

Warm-Up

1. Traveling can cause both excitement and anxiety. Choose the top three factors from the lists below in terms of how exciting or anxiety-causing they are for you and rank them by indicating 1st, 2nd, and 3rd in the corresponding checkbox.

Excitement

- Exploring of New Cultures
- Meeting New People
- Traditional Food
- History and Heritages
- Personal Growth
- Taking Photos
- Learning New Languages
- Souvenirs and Unique Items

Anxiety

- Safety Concerns
- Health (Diseases, Food Poisoning)
- Language Barriers
- Getting Lost
- Cultural Misunderstanding
- Lost or Stolen Belongings
- Transportation Delays
- Jet Lag

2. Share the results with your partner and reach an agreement about the top three factors causing excitement or anxiety when traveling.

EXCITEMENT	ANXIETY
RANK	RANK
No.1 <input type="text"/>	No.1 <input type="text"/>
No.2 <input type="text"/>	No.2 <input type="text"/>
No.3 <input type="text"/>	No.3 <input type="text"/>



I love traveling because I can experience many things that I can't in Japan. In particular, I can feel personal growth when I overcome challenges while overseas.

Searching about destinations

Haruto and Emma are studying abroad in Germany. In the cafe, they are thinking of traveling around together.

Haruto: Hey Emma, why don't we travel somewhere in Europe?

Emma: I was thinking the same thing. We are in Germany, and it is much easier to visit the countries in Europe while we are here, so why not take advantage of that?

Haruto: Yeah! Why don't we travel around for about a week or something?

Emma: Great! Let's discuss where we would visit.

Haruto: Perfect! Ooh, I am so excited.

Emma: So am I, I can't wait!



Warm-Up

Haruto and Emma discussed where they would go, and they found three cities, Prague, Vienna, and Budapest as possible destinations.

1. Let's choose the city you want to visit.

Based on the following information about each country, choose one country you want to visit with your partner. With a partner, compare the results and explain the reasons you want to go there.

PRAGUE



Prague is a beautiful city that feels like a fairy tale, with old streets and a big castle by the Vltava River.

The Old Town Square is full of life, with colorful buildings and the famous Astronomical Clock.

Small streets take you to hidden spots, like nice cafes and old churches. The Charles Bridge has statues and amazing views.

Prague mixes old buildings and lively culture, making it a wonderful place to visit.

VIENNA



Vienna is a city full of beauty, where old history and modern culture come together.

The streets have amazing buildings, from big palaces to cute cafes.

You can listen to music and see art everywhere, in the many museums and concert halls.

The parks and gardens are peaceful, and the busy markets are full of life and taste.

Vienna mixes old charm with new energy, making it a wonderful place to visit.

BUDAPEST



Budapest is an exciting city where old history and modern life come together along the Danube River.

The skyline has beautiful buildings, like the big Parliament and the old Buda Castle.

You can relax in thermal baths, and the lively ruin bars are full of energy and creativity.

The city has bridges that connect two parts, Buda and Pest, each with its special charm.

Budapest has a lot of culture, busy markets, beautiful views, and a friendly atmosphere.

2. Let's convince the mysterious gentleman.

A mysterious gentleman



In a cafe, you and your partner are discussing where you would like to visit when a mysterious elderly person approaches you. He speaks to you and gives you a remarking offer. He says, "If you can convince me that your destination choice is a worthy one, I will pay for half of your travel expenses."

You should include some of the following information in your statement: food, place, costs of expenses and transportation, souvenirs, history, and culture.

Step 1: Choose Prague, Vienna, or Budapest.

Step 2: On the Internet, collect the information to convince the mysterious gentleman.
You have 5 minutes to collect information.

Step 3: With the information you have collected, write your statement down.
You have 5 minutes to write it down.

Your statement:

A mysterious gentleman:

Hmm, that's reasonable and interesting. I will support you guys financially.

Reading 1

*Emma speaking – Orange, Haruto speaking - Blue

Emma and Haruto were sitting in a cozy cafe in Hamburg, sipping their coffee. As freshmen studying abroad, they were excited about the idea of taking a short trip during their summer vacation.

"I have always wanted to visit central Europe, such as Vienna, Prague, and Budapest." Emma said, looking at the map on her phone.

"I've heard it's really beautiful, with all those castles and cobblestone streets."

"These three cities sounds great." Haruto agreed.

"Each place is culturally distinct, and we can enjoy the unique music, art, and architectures."

"As I am a music lover, I really want to see the graveyard of Mozart."

Emma said while showing the picture of the graveyard to Haruto. Haruto is not really into Classical music, but he thought it would be good opportunity to experience it while there.

"Hey Emma, it's really difficult to decide because all three cities are attractive, but if we go to Vienna, why don't we go to Hallstaetter See. It takes long time to get there from Vienna though?"

Emma could feel some hesitation from Haruto.

Haruto has wanted to visit there since he saw the picture of Hallstaetter See which is regarded as one of the most beautiful lakes in the world and famous for its crystal-clear waters surrounded by Austrian Alps in his calendar when he was a kid. He had more or less given up ever seeing it in person because it is difficult access and take much time to get there, even from Vienna. He had decided that he ended up telling Emma that He wanted to go there. He showed some pictures of Hallstaetter See, "Pearl of Austria." Emma agreed to go there, and she said,

"It takes eight hours to get there, but it's definitely worth the visit."

Haruto smiled. They decided to stay in Vienna for two days and one day in Hallstaetter See. As they looked for the flights to Vienna with their budget in mind, they found the cheapest flight to Vienna which has a transit in Rome. They will have 6 hours to wait in Rome. Therefore, they have decided to visit Colosseum in Rome too!

"We booked everything, and we are ready for the trip!"

Comprehension Quiz



1. Why did Emma really want to visit Vienna during their trip?
 - a. She was interested in seeing the famous palaces there.
 - b. She wanted to visit Mozart's graveyard.
 - c. She was a huge fan of Vienna's modern architecture.

2. What was Haruto's initial hesitation about visiting Hallstatter See?
 - a. He was unsure if Emma would enjoy the visit.
 - b. He thought it took much time to get there from Vienna.
 - c. He was concerned about the high cost of traveling there.

3. What did Haruto feel after deciding to visit Hallstatter See?
 - a. Disappointed that they would have less time in Vienna
 - b. Excited because it had been a childhood dream
 - c. Relieved because the travel time was shorter than expected

4. Why did Emma and Haruto decide to visit the Colosseum in Rome?
 - a. They were inspired by a documentary they watched.
 - b. It was on their list of must-see attractions.
 - c. They had a six-hour layover in Rome.

Listening 1

Part 1 Listening and questions

Scan the QR cord to listen to (Audio 1)



Notes:

1. With the ticket for the colosseum, which places can people visit? Choose two places.
 - a. Roman Forum
 - b. Trevi Fountain
 - c. Piazza Navona
 - d. Pantheon
 - e. St. Peter's Basilica
 - f. Palatine Hill

2. Eventually, how much time do they have in the places that include the Colosseum, Roman Forum, and Palatine Hill?
 - a. 1 hour
 - b. 2 hours
 - c. 3 hours and 30 minutes

Part 2 Discussion

Scan the QR cord to listen to (Audio 2)



The average duration of visits to Rome's famous landmarks:

- ▶Colosseum: 1 hour
- ▶Roman Forum: 1 hour
- ▶Palatine Hill: 1 hour

Haruto wants to visit only the Collosseum, whereas Emma wants to visit all three places.

1. Whose plan do you agree with the most and why? Discuss with a partner.
2. In pairs, role play Haruto and Emma. Try to continue their discussion by adding your own unique arguments in support of your plan.

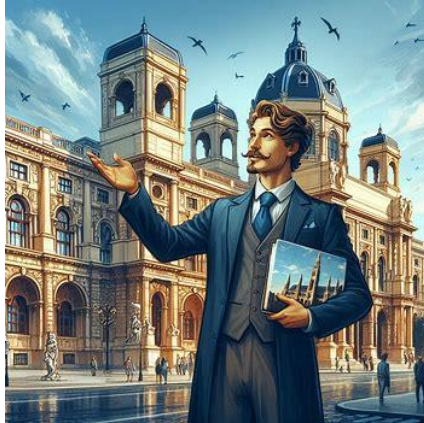
Now Let's listen to see what happens!

Scan the QR cord to listen to (Audio 3)



Activity

Which tour would you like to participate in?



You are thinking about participating in a tour to explore Vienna. Read the information profiles on the following pages about each recommended tour package.

1. Circle the tour you want to participate in from these two choices based on the descriptions of the tours below.

A

B

2. In the following box, write the reasons why you want to participate in the tour package you chose.

Reasons

A. Historic Center of Vienna Walking Tour



628 reviews, recommended by 98% of travelers

Price: €75 per adult

Group size: Maximum of 15 participants per group

Duration: 2 hours and 30 minutes

About the tour

Take a walking tour of Vienna, great for first-time visitors. As you walk, you'll see famous places like St. Stephen's Cathedral and learn about their history. A local guide will share information, and you can ask any questions you have. The group is small, with only 15 people, so the tour is relaxed and easy to enjoy.

Highlights

- Find Vienna's landmarks without losing your way on the bustling streets
- Discover the best photo spots by landmarks, such as Hofburg Palace
- Learn about the architecture and history of Vienna and its beloved sights
- Enjoy a small-group experience with more interaction between guide and group

What's included

- Local certified tour guide
- Vienna's historic center walking tour

B. Vienna's Highlights: Food, Coffee, and Market Walking Experience



503 reviews, recommended by 99% of travelers

Price: €130 per adult

Group size: Maximum of 15 participants per group

Duration: 6 hours

About the tour

Do you love food and new cities but want to avoid touristy restaurants? In Vienna, spend your time finding the best coffee shops, chocolate shops, and markets for delicious food. This food tour gives you tips on where to eat and what to try, plus a chance to explore cool neighborhoods with a local guide. With a small group, you can enjoy a relaxed and easy way to see the city.

Highlights

- Explore Vienna with a local guide to avoid the tourist traps
- Discover the best places to snack, sip, and savor authentic Viennese food
- Enjoy a more local experience on this small-group tour

What's included

- Join the "Friendly local English-speaking guide" and learn some local secrets
- Taste traditional Viennese breakfast: tea or coffee, strudel of the season
- Indulge into typical Austrian lunch (wiener Schnitzel and chef's best dessert)
- Drink a glass of locally produced wine, beer, or soft drink
- Try Austrian street food (small goulash, pork roast or vegetarian option)
- Taste Viennese coffee, tea or hot chocolate

Troubles while traveling

Travel insurance is important because it helps protect you in case something goes wrong during your trip. Here are some simple reasons why you should have it:

1. **Medical Help:** If you get sick or hurt while traveling, insurance helps pay for doctor visits or hospital care.
2. **Trip Cancellations:** If you have to cancel or cut short your trip because of an emergency, insurance can help you get some of your money back.
3. **Lost Baggage:** If your luggage is lost or damaged, insurance can help you replace your things.
4. **Flight Delays or Cancellations:** If your flight is delayed or canceled, insurance can help you with extra costs, like a hotel or meals.
5. **Unexpected Situations:** If there are emergencies like bad weather or political problems, insurance can help you find new travel plans or get home safely.

In short, travel insurance gives you peace of mind and helps protect you from unexpected problems during your trip.

There are a few reasons why some people may choose **not to get** travel insurance:

1. **Low Risk:** If you are traveling to a safe place and don't expect any problems, you might feel that insurance is not needed.
2. **Already Covered:** Some people already have health insurance or credit cards that cover some travel problems, like medical emergencies or lost luggage.
3. **Cost:** Travel insurance can be expensive, and some people feel it's not worth the price if they think nothing will go wrong.
4. **Short Trips:** For very short trips, some travelers may think the chances of needing insurance are low, so they decide to skip it.
5. **Confidence in Plans:** If your trip is well-planned and unlikely to change, you might feel that insurance is unnecessary.

However, not having travel insurance means you risk having to pay for unexpected problems out of your own pocket.

1. Do you think you should have travel insurance when you travel? Discuss with a pair.



The best brothers restaurant



You've discovered a famous restaurant known for its incredible food.

The restaurant is run by three brothers, each an expert chef specializing in a different type of traditional cuisine.

- The eldest brother specializes in Austrian cuisine.
- The middle brother focuses on Hungarian dishes.
- The youngest brother is a master of Czech cooking.

Step 1: Choose from their recommendations.

Based on the following information, choose the food you want to try and compare it with your partner.

1. Wiener Schnitzel (Austrian) 9 euros



Wiener Schnitzel is a golden, crispy delight with a tender, juicy center. Each bite offers a perfect balance of delicious flavors and a satisfying crunch. The lemon's tang adds a refreshing zing, enhancing the rich, buttery taste. It's simple yet incredibly flavorful, leaving you craving for more.

2. Goulash (Hungarian) 10 euros



Goulash is a hearty and flavorful dish, rich with tender, slow-cooked meat that melts in your mouth. The sauce is a blend of spices and paprika, creating a deep, comforting warmth with every bite. The vegetables add a subtle sweetness, perfectly balancing the robust, meaty flavors. It's a soul-satisfying meal that's both comforting and full of depth.

3. Tatarak (Czech) 11 euros



Tatarak is a bold and flavorful dish, with finely chopped raw beef that's very tender. The mix of spices, onions, and capers adds a sour flavor and complements the meat's rich taste. The egg yolk adds a creamy texture that ties everything together. Each bite is a unique blend of freshness and robust flavor, making it an irresistible delicacy.

Step 2: Convince them and order what you want.

You have to tell them gently what you would have from their recommendation. In the following box, write your sentences as if you tell the three chefs. You should tell the reasons why you chose the dish while being polite and humble.

Example: Thanks for explaining. The other two seemed really good too! But I will go with this because...

You:

Chefs: All right! Just a second!

Reading 2

Trip to Vienna and Hallstaetter See

After their trip to Rome, Haruto and Emma finally arrive in Vienna. On their first day, they plan to visit Vienna City Hall and Stephansdom, two of Vienna's most iconic landmarks. The following day, they'll explore Schonbrunn Palace, the Kunsthistorisches Museum Wien, and the Austrian National Library, traveling around the city by metro.

Day 1



At Vienna City Hall, the lively atmosphere was filled with the aroma of street food and the sounds of live music. Haruto and Emma decided to try kebab and Ayran, a traditional Turkish yogurt drink.

“Wow, Ayran tastes totally different from what I expected—it’s salty!” Haruto exclaimed in surprise.

“Just wait, Haruto. The more you drink it, the more addicted you’ll become,” Emma teased, already unable to stop drinking Ayran and eating her kebab.

The kebab’s spiciness paired perfectly with the creamy, slightly tangy taste of Ayran. It was a delightful combination.

“Look, Haruto! On the way to Stephansdom, there are so many souvenir shops. Let’s check them out!” Emma said with excitement as they strolled toward their next destination.

Day 2



“We visited Schonbrunn Palace, the Kunsthistorisches Museum Wien, and the Austrian National Library today! I think we walked the most at Schonbrunn Palace—the garden was enormous!” Haruto said, rubbing his sore legs.

“But Schonbrunn Palace was definitely my favorite place today. What about you, Emma?” he asked.

“The Austrian National Library was amazing! There were so many books—it felt like a magical library from a storybook!” Emma said with excitement.

After visiting the library, they went to the bus station to take a bus to Hallstatter See. But on the bus, there was a problem. A man was sitting in the seats that Haruto and Emma had reserved, and his things were on their seats too.

“Excuse me, these are our seats,” Haruto said politely, showing their tickets to the man.

“Be quiet! Can’t you see? There are other seats. Go sit somewhere else!” the man said angrily.

“No, these are our seats. You need to move,” Emma said, trying to stay calm.

“Why should I?” The man said, staring at them with wide eyes. Haruto and Emma thought the man was being very rude, but they decided to keep asking him to move. Soon, the bus driver came and asked the man to show his ticket. The man’s ticket was not valid—it was for a different bus. Finally, the man left the bus, and Haruto and Emma sat in their seats.

After a long trip, they arrived at Hallstatter See.

“Wow, it’s so beautiful!” Haruto said, looking around with wide eyes.

“It wasn’t easy to get here from Vienna,” Emma said, “but I’m so happy we came. This view is amazing.”



Comprehension Quiz

1. What did Haruto and Emma do at the Vienna city hall before heading to Stephansdom?
 - a. Attended a classical concert
 - b. Bought souvenirs from street vendors
 - c. Ate street food and enjoyed a live concert
2. What surprised Haruto about the Ayran drink at the Vienna city hall?
 - a. It was sweeter than expected.
 - b. It had a salty taste.
 - c. It was served hot.
3. Why did Haruto and Emma think the man on the bus was rude?
 - a. He refused to leave their reserved seats.
 - b. He claimed to be the bus driver.
 - c. He offered them other seats in a different section.



4. Which location did Emma find the most exciting on their second day in Vienna?

- a. Schonbrunn Palace
- b. Kunsthistorisches Museum Wien
- c. Austrian National Library

Listening 2

Part 1 Listening and questions

Scan the QR cord to listen to (Audio 4)



Notes:

1. Which is the chef's recommendation?

- a. Shrimp and avocado grilled sandwich, and Sachertorte
- b. Shrimp and avocado salad, and Imperial Torte
- c. Shrimp and avocado grilled sandwich, and Imperial Torte
- d. Shrimp and avocado salad, and Sachertorte

2. How much would the total amount be if each of them ordered one food, one dessert, and one alcohol drink?

- a. 52 euros
- b. 70 euros
- c. 88 euros

Part 2 Discussion

Scan the QR cord to listen to (Audio 5)



Haruto wants to save money by buying sandwiches from the supermarket but Emma wants to make the most of their visit here and go out to eat.

1. Whose idea do you agree with the most and why? Discuss with a partner.
2. In pairs, role play Haruto and Emma. Try to continue their discussion by adding your own unique arguments in support of your plan. Aim to find a compromise that you can both be satisfied with!

Now let's listen to see what happens next!

Scan the QR cord to listen to (Audio 6)



1. Your Preferences in Traveling

(1) What do you care about most when you travel? Circle the factor you care about from two choices.

Saving Money	or	Saving Time
Saving Money	or	Comfort Level
Learning Culture	or	Leisure time
Going to many cities	or	Going to a particular city
Visiting world heritages	or	Visiting amusement parks
Not enjoying making plans	or	Enjoying making plans
Caring about safety level	or	Caring about leisure

(2) Talk about the preferences with your partners and explain why you feel that way.

Group Activity ***“Create the ultimate traveling plan!”***

2. Creative Brainstorming

You and your friends are visiting a Sci-Fi country where advanced technology makes anything possible. In this country, there are three amazing attractions:

- 1 World of Dinosaurs
- 2 World of Space
- 3 World of Beauty

On the following pages, you will find more information about each attraction. After reading, write down your ideas about the kinds of activities people can enjoy in the provided spaces for each attraction.

World of Dinosaurs: Dinosaur Park and Ancient Aquarium



Thanks to time machines and cloning technology, researchers have brought extinct species back to life! They've even captured creatures from the past.

This world has two famous attractions:

1. Dinosaur Park

- Home to many species of dinosaurs, it's a place where visitors can see these incredible creatures up close.

2. Ancient Aquarium

- Filled with extinct sea creatures, this aquarium gives a glimpse into the ancient underwater world.

Task:

Based on this information, imagine what kinds of fun and exciting activities people could do in the Dinosaur Park and Ancient Aquarium. Be creative and write down your ideas!

Dinosaur Park

Ancient Aquarium

World of Space: Space Center



Astronauts have made incredible discoveries, and now the World of Space offers space tourism for the first time!

In this futuristic attraction, visitors can:

- Travel to any planet without needing special training, thanks to advanced space suits and expert instructors.
- Buy unique souvenirs, such as moon stones, to remember their journey.

Task:

Imagine what other exciting things people could do in the World of Space. Write down your ideas and think creatively about activities that might be possible with advanced space technology!

Space Center

World of Beauty: Beauty Capital



Biotechnology has advanced dramatically, allowing people to do amazing things to maintain and improve their bodies.

In the World of Beauty, you can experience treatments from around the globe, including:

- Special foods for health and beauty
- Advanced body care and relaxation techniques
- Anti-aging treatments
- Height enhancement

Task:

Based on this information, imagine what other incredible things people might be able to do in the World of Beauty. Write down your ideas and think about how biotechnology could be used in new and exciting ways!

Beauty Capital

3. Trip you have traveled

Suppose you and your friends are thinking of a trip for three days. There is a place to stay and three different worlds. Thanks to teleporting technology, you can visit the places without taking time. You will be assigned 60 points for the traveling per person. In each place, there are many activities which cost several points. With the points, make the best traveling plan ever!!

Based on the traveling plan, make a scenario as if you have traveled and talk about the travel in detail.



Basic things

- Teleporting: 1pt/day, 2pt/3 days
- Sleeping: 1pt/day
- Food: 1pt

World of Dinosaurs



Price List for the Ancient Zoo and Aquarium

Entrance Fees

- Ancient Zoo: 4pt/day
- Ancient Aquarium: 4pt/day
- Combined Ticket : 6pt/day, 8pt/2 days, 10pt/3 days

Activities and Experiences:

- Dinosaur Meat: 3pt
- Ancient Seafood: 3pt
- Feeding Dinosaurs: 3pt per dinosaur
- Riding on Dinosaurs: 5pt/30 minutes
- Flying with Dinosaurs: 8pt/1 hour
- Special Performance: 1pt/30 minutes
- Buying a Rare Fossil: 3pt

World of Space



Price List for the World of Space

Souvenirs and Food:

- Buying a Moon Stone: 1~3pt
- Space Food Buffet: 3pt/1.5 hours
- Traditional Alien Food: 15pt/1 hour

Tours and Experiences:

- Moon Tour: 9pt/5 hours
- Planet Tour: 12pt/8 hours
- Zero Gravity Experience: 3pt/30 minutes, 5pt/ 1 hour
- Skydiving in Space: 2pt/2 hours
- Tour to the Planet Where Aliens Live: 30pt/8 hours

Alien Interaction and Learning:

- Video Chat with an Alien: 15pt/1 hour
- Learning Alien History: 20pt/4 hours

World of Beauty



Price List for the World of Beauty

Relaxation Services

- Relaxing Onsen: 2pt/2 hours
- Relaxing Massage: 2pt/1 hour

Delicious Meals

- Special Course Meal: 3pt/3 hours

Maintenance Services

- Best Hair Maintenance: 3pt/2 hours
- Best Mouth Maintenance: 4pt/2 hours
- Best Skin Maintenance: 6pt/2 hours
- Best Eye Maintenance: 6pt/1 hour

Weight Reduction

- (1~5 kg): 2pt/1 hour
- (6~10 kg): 4pt/1 hour
- (11~20 kg): 5pt/1 hour

Anti-Aging Treatments

- (~5 years): 20pt/3 hours
- (~10 years): 25pt/4hours
- (~15 years): 30pt/5hours

Height Increase

- (+1~3 cm): 2pt/1 hour
- (+4~6 cm): 4pt/2 hours
- (+7~10 cm): 6pt/3 hours

Making Relationships While Overseas



Warm-up

Find a partner from a different country than your own and research their culture. At the end of this chapter, you will present information about this person in class for three to five minutes during the Presentation section.*

- ☞ Start by finding a partner. You can choose from your current friends or online friends.
- ☞ You are expected to communicate with your partner in person or via your device at least twice and for a total of more than three hours before presenting about them.
- ☞ If you meet your partner in person, choose a public place where you feel safe.

*Go to page 174-175 for more presentation details and guidelines under the Presentation section.

●Key Points for Finding Your Partner●

- Ask your foreign friends to be your partner.
- Visit the international center at your school.
- Ask foreign teachers to be your partner or to introduce you to one.
- Look for international events online and join them.
- Try using apps like "Hello Talk" or "Meetup."
- Ask your friends if they have studied abroad before.

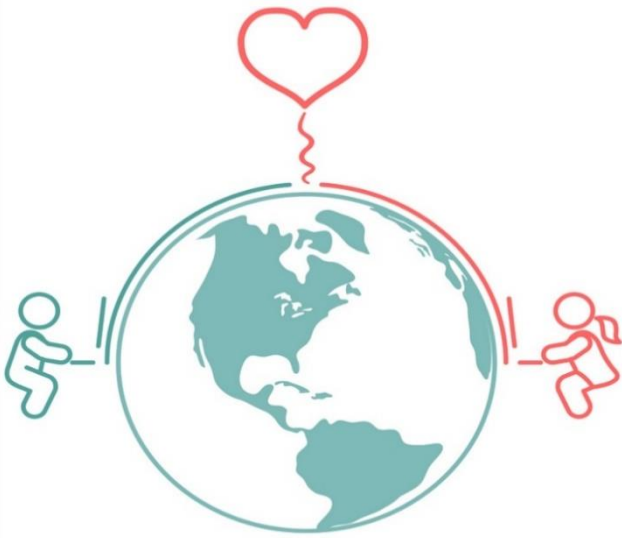
*If you cannot find a partner, a foreign celebrity to research for a presentation may be approved.

*The presentation time may vary depending on the number of classmates.

Dating Abroad

Vocabulary

Match the words in the box with their definitions.



[Words]

- 1) Netflix and chill
- 2) to swipe right
- 3) pick up line
- 4) fwb
(friends with benefits)
- 5) ex
- 6) to ghost someone

[Definitions]

(a) to show interest in someone in a dating app

(b) leaving a relationship of some kind by abruptly ending all contact with the other person

(c) a former spouse or a former partner in a long-term romantic relationship

(d) a metaphor for sexual activity


(e) a planned effort to start a conversation with a stranger in romantic or sexual pursuit of them

(f) people who may know each other engage in intimate/sexual activity without actually dating each other

Find the ideal romantic partner

Your friend recommends trying an online dating app to find a romantic partner.

1. Compare which profile you would swipe right on for a potential date. Discuss your choices with your partner.




Matt
Heyyy

Profile Details
Personality
-Positive, fun, and lazy

Hobbies
-Hanging out with friends
-Partying

Looking for...
A friendly person




Josh
Howdy doody :)I can't wait to see you!

Profile Details
Personality
-Kind, faithful, and serious

Hobbies
-Walking his dog
-Playing video games

Looking for...
A kind person who likes animals



Ethan
Let's Netflix and chill.

Profile Details
Personality
-Hardworking, independent, and unemotional

Hobbies
-Working & trading stocks
-Playing golf

Looking for...
Whoever is easy going



2. What characteristics can be considered red flags and green flags in each of the above profiles if you are looking for a serious relationship? Discuss with your partner.

Red flag: A warning or a cause for concern that there is a problem with a certain situation. In the context of a relationship, it is an indicator of the probability of an emotionally unhealthy or problematic partner.

Green flag: A positive indicator or sign. It is the opposite of a red flag. In the context of a relationship, it is an indicator of the probability that the partner is emotionally healthy and mature.

Matt	John	Ethan
Green flag:	Green flag:	Green flag:
Red flag:	Red flag:	Red flag:

3. Rate these habits as either a red flag or a green flag by circling your choice on the scale, and then discuss your ratings with your partner.

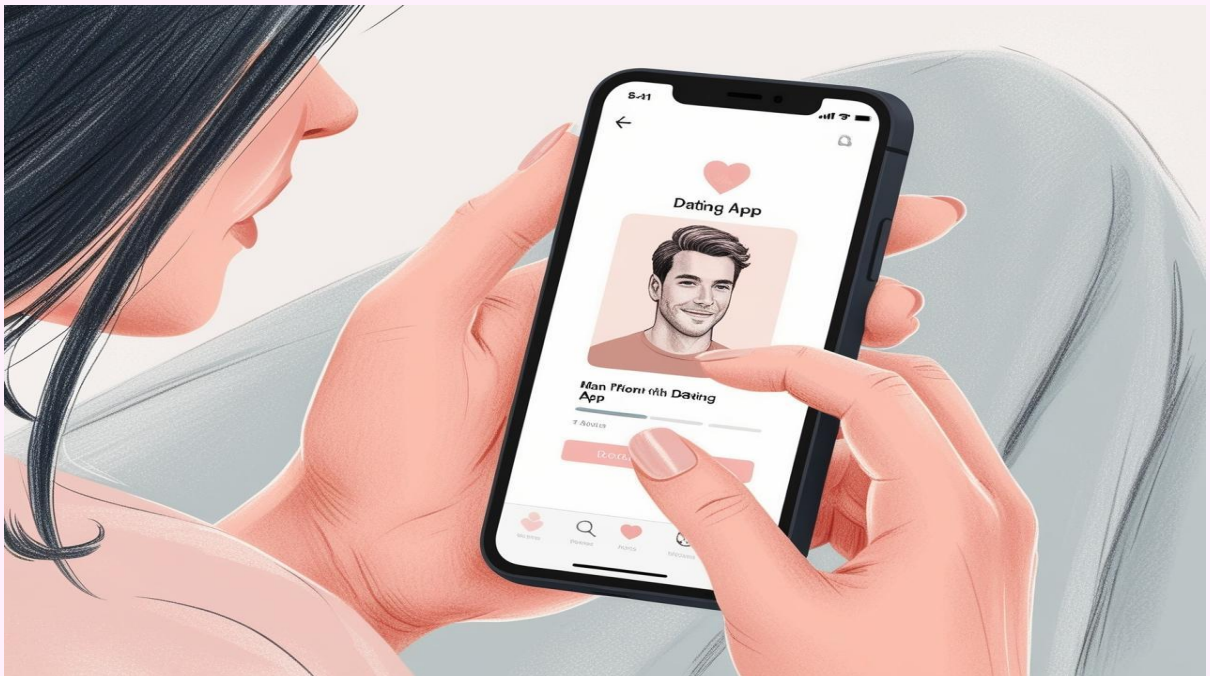
(1) Not having social media (SNS)	
(2) Hiding a romantic partner's face in their post	
(3) Having many friends of the opposite sex	
(4) Still keeping items that their ex gave them	
(5) Constantly needing attention	

Reading

Read the article below.

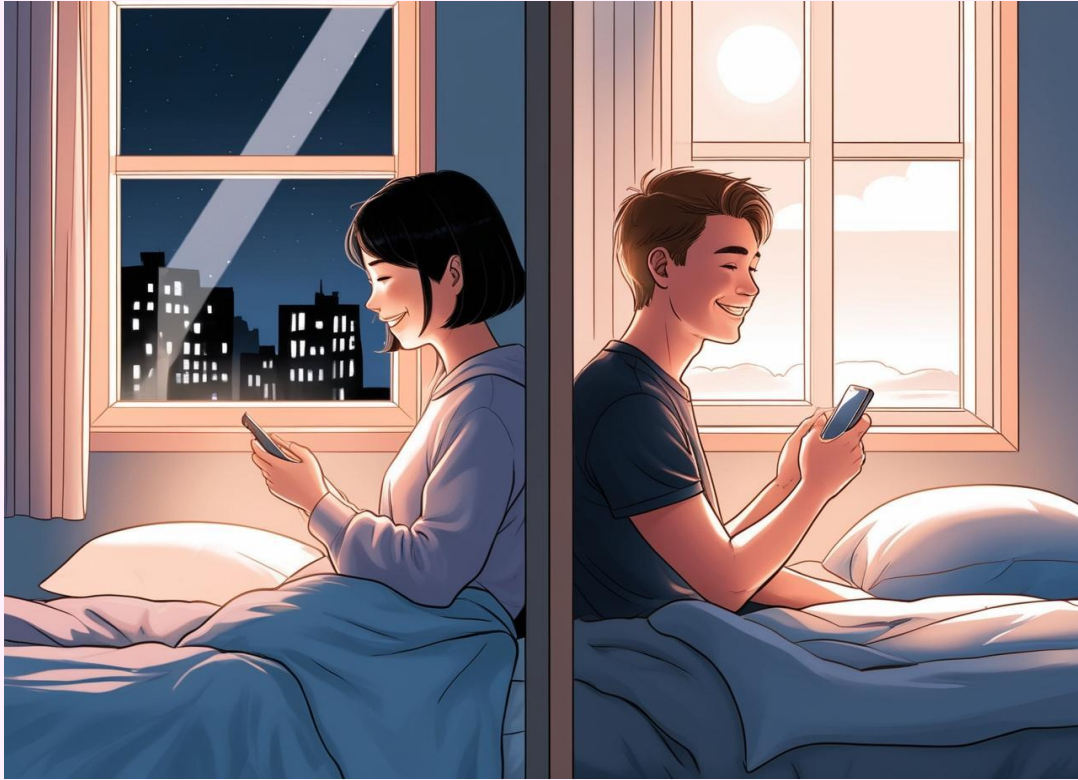
Navigating Love in the Digital Age

As you swiped through profiles on the online dating app, you came across a charming message that caught your attention. It read, "Are you a magician? Because whenever I look at your profile, everyone else disappears. **Swipe right** if you believe in magic too!" Curious and entertained, you decided to **swipe right** and struck up a conversation with the American guy who had a penchant for witty **pick-up lines**. Little did you know, this interaction would lead you into the *uncharted territory of cultural differences and unexpected twists.



As you chatted with your new match, he suggested meeting up for a casual evening of "**Netflix and chill**." Naïvely, you agreed, thinking it was a friendly gesture to watch movies together and chill literally. However, when you arrived at his place, you realized that the atmosphere was not what you expected. He was getting very touchy! You decided to leave and told him that this was not what you had in mind. At that moment, you discovered the real meaning behind the phrase and realized that you had almost unwittingly stepped into a casual relationship or "**friends with benefits**."

Surprised by the dating culture differences, you decided to navigate this dating app more cautiously. Undeterred, you continued your search and, to your surprise, found a German guy who is looking for a serious relationship and studies Japanese. At first, it felt like you were mostly teaching him Japanese during your dates. However, after dating him for a couple of months, your connection deepened, and you realized that he genuinely liked you. He had been putting in effort to learn Japanese to communicate with you better.



You were amazed to find someone so dedicated to you. However, as life would have it, your German partner had to return to his homeland. Rather than despairing, you both decided to embrace a long-distance relationship, confident that the foundation you built was strong enough to withstand the miles between you.

In the end, the twists and turns of online dating led you to a happy and fulfilling relationship, proving that even in the digital age, genuine connections can be made, transcending borders and cultures.

* uncharted territory: an unfamiliar area or situation

Vocabulary

Choose a synonym of each underlined word in the article from the box below.

persistent
involuntarily

taste
begin

surpassing



strike up: ()
 penchant: ()
 transcending: ()

unwittingly: ()
 undeterred: ()

Comprehension Quiz

Circle the correct choice.

1. What initially attracted the main character to engage with the American guy?
 - a. His proficiency in multiple languages
 - b. His invitation for a casual evening of "Netflix and chill"
 - c. His witty pick-up line and mention of magic
 - d. His interest in Japanese culture
2. The main character initially interpreted the invitation for "Netflix and chill" as
 - a. a romantic gesture
 - b. a friendly movie night
 - c. a serious date
 - d. a casual hangout
3. What did the main character later discover about its actual meaning?
 - a. It meant a cultural exchange.
 - b. It meant a casual relationship.
 - c. It meant friendship.
 - d. It meant a serious relationship.
4. How did the German partner demonstrate genuine interest in building a meaningful connection with the reader?
 - a. Learning Japanese to communicate better
 - b. Studying culture
 - c. Sharing witty pick-up lines
 - d. Asking out on a serious date
5. What was the ultimate outcome of the main character's experience with online dating in the digital age, as highlighted in the article?
 - a. Disappointment and frustration with cultural differences
 - b. A happy and fulfilling long-distance relationship
 - c. Difficulty in finding a partner interested in serious commitment
 - d. Abandoning online dating for traditional methods
6. Get in pairs and find and underline the pick-up line used in the first paragraph of the article. Explain the twist in the pick-up line.



Reading Discussion

1. In the article, the main character matched with an American guy and a German guy on the dating app. How does the story highlight the challenges and opportunities of managing romantic relationships on online?
2. What lessons can be drawn for individuals engaging in online dating? Share your thoughts about online dating in a group.
3. Do you agree or disagree with using a dating app to find a romantic partner? Discuss with your partner by considering the pros and cons of the usage of a dating app.

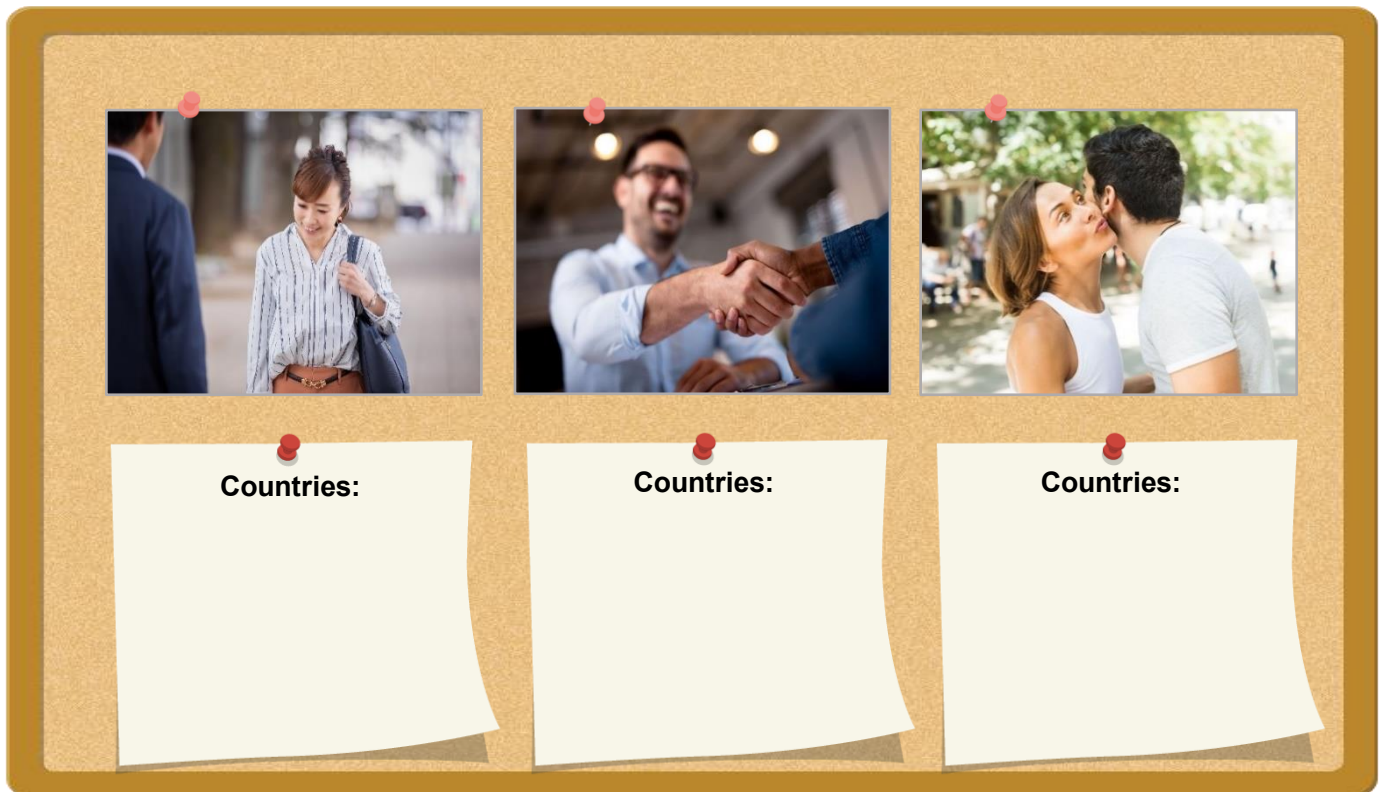
The image shows a spiral-bound notebook with two pages. The left page is labeled 'Pros' with a green checkmark icon. The right page is labeled 'Cons' with an orange 'X' icon. Both pages have horizontal lines for writing.

4. If you find a foreign romantic partner while studying abroad and then have to return to your country, would you prefer to continue a long-distance relationship? What should you be mindful of to maintain the relationship?

Cultural Differences in Communication

How greetings differ from country to country

Get in pairs and role play Student A or Student B. Student A will choose a country from the green box at the bottom of the page, and Student B will guess the greeting gesture based on the three pictures below and act it out. Student A will then match the country to the greeting style shown by Student B in each box below the picture. Take turns switching roles regularly.

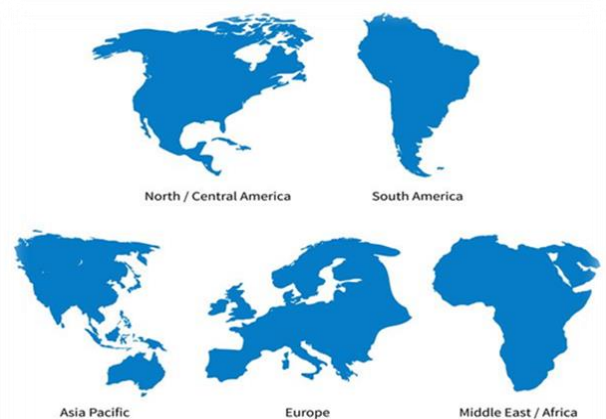


The corkboard displays three photographs of people greeting each other. Below each photo is a yellow sticky note with the word 'Countries:' written on it. The first photo shows a woman bowing slightly towards a man. The second photo shows two men shaking hands. The third photo shows a man and a woman kissing on the cheek.

♥ The United States ♥ Korea ♥ Italy ♥ Mexico
♥ Australia ♥ Japan

Did You Know?

- In the United States and Australia, a firm handshake is an appropriate form of greeting.
- Italians, usually kiss twice in a greeting and in Mexico only one kiss is necessary.
- Bows are the traditional greeting in Japan and Korea.



Regions

Talk about communication styles

1. This is a picture of *direct and *indirect communication.

Do you prefer talking directly or indirectly? Discuss with your partner.

***Direct communication:** saying explicitly and plainly what the person is thinking.

***Indirect communication:** not saying what a person is thinking. Instead, they use gestures, tone of body language to communicate their true meaning.



2. What are the pros and cons of direct and indirect communication styles? Write down at least three points for each section.

Communication Style	Pros	Cons
Direct Communication Style		
Indirect Communication Style		

3. Direct and indirect communication styles are related to high-context culture and low-context culture. Read the explanations below. Discuss with your partner which culture you lean towards and share any related experiences.

★**High context culture:** Cultures where communication is often implicit and relies heavily on context.

★**Low context culture:** Cultures where communication is direct, explicit, and precise.

High context culture	Low context culture
Implicit, nuanced language <ul style="list-style-type: none">• indirect communication• prioritizes collectivism• relations and emotions shape communication	Explicit language <ul style="list-style-type: none">• direct communication• values individualism• rational and formal

Reading

Read the article below and answer the related questions on the following page.

Cultural Behavior in Daily Communication

In today's connected world, daily communication often crosses cultural boundaries, and while English might serve as a common language, the nuances and expectations of communication can vary significantly from one culture to another. Misunderstandings and breakdowns in communication can occur if we do not appreciate these cultural differences. Here are two basic areas of differences in everyday etiquette around the world that can help improve your interactions with people from different cultures.

Smiling

When you talk or your eyes meet, do you make a smile at the person? The interpretation of a smile can vary widely between cultures. In the United States, Australia, and Britain, smiling is often seen as a sign of openness, friendliness, and respect, and is frequently used to start a conversation. However, in Russia, a 'smile of respect' is often viewed with suspicion and seen as insincere. A Russian proverb even suggests that 'laughing without reason is a sign of idiocy.' Research on smiles across cultures found that in countries like Germany and China, smiling individuals were perceived as more intelligent while in countries such as Russia, Japan, and South Korea smiling faces were rated as less intelligent.



Eye contact

Eye contact is another area where cultural norms differ. How do you feel if your host family always looks into your eyes when you talk? In the United States and Britain, maintaining eye contact is a way to show that one is paying attention and is engaged in the conversation. On the other hand, in Japan and Korea, direct eye contact can be seen as uncomfortable or even disrespectful. In the Middle East, related to religion, eye contact between genders is often considered inappropriate, whereas eye contact within the same gender can signify honesty and truthfulness.

By understanding these cultural differences, we can avoid miscommunication. However, it is also important to recognize that cultural stereotypes can be harmful. While national cultures influence behavior, factors such as regional background, community, age, gender, corporate culture, and individual experiences also play significant roles. Awareness of potential differences should inform our interactions without leading us to stereotype entire groups of people.

*<Reference: *British Council*, [Cultural behaviour in business | LearnEnglish](#)>

Comprehension Quiz



1. Circle T(True) or F(False)

(T/F) When communicating internationally, there is a possibility that we might misinterpret what each other is saying even though we are speaking the same language.

(T/F) In the research done on the perceptions of smiles, people from different countries were asked to rate photos of smiling faces and non-smiling ones.

(T/F) Making eye contact can be interpreted in different ways in different cultures but is almost always a positive thing.

2. Choose the correct answer and circle it.

(1) According to the article, how is a 'smile of respect' perceived in Russia?

- a) As a sign of intelligence
- b) As a sign of openness and friendship
- c) As insincere and suspicious
- d) As a cultural norm

(2) What is one cultural difference highlighted in the article regarding smiling?

- a) In Russia, smiling is generally seen as a sign of intelligence.
- b) In the United States, smiling is viewed with suspicion.
- c) In Japan, smiling is considered a sign of insincerity.
- d) In Australia, smiling is used to initiate conversation.

(3) Which cultural context considers direct eye contact between genders as inappropriate?

- a) Japan
- b) The United States
- c) The Middle East
- d) Germany

(4) How does the article emphasize the importance of being culturally aware without relying on stereotypes?

- a) Stereotypes are essential for understanding cultural differences.
- b) Cultural awareness is irrelevant in communication in English.
- c) National cultures play the sole role in shaping behavior.
- d) Be aware of potential differences but avoid using stereotypes.



Situational Activity

What possible problems might you encounter in the following situation? Discuss these problems and possible solutions in groups, considering the communication styles and cultural differences you have learned about in this lesson. You may use the Internet for this activity.

Situation

You arrive at your new apartment overseas for your study abroad, and find you have two other roommates. One of them is from a high-context country, and the other is from low-context country. They share the living room and bathroom. The living room and bathroom are untidy and smell unpleasant.



The roommate from a high-context country:

It's better to make it more comfortable for everyone by keeping it tidy.

The roommate from a low-context country:

We should be able to use the living room as we like.



Step 1: What are the problems and possible solutions? Brainstorm ideas with your partner in the notes below.



Step 2 : Join with another group and share your ideas.



Making Connections and Relationships

1. What do you know about the major religions of the world? Look at the map below and use the symbols key to identify which parts of the world these religions are mainly practiced. A few examples have already been done for you.

○ - Christianity △ - Islam □ - Hinduism ◇ - Buddhism
★ - Other religions



2. How much do you know about the customs, manners, and taboos of the religions mentioned above? Brainstorm as many ideas as you can think of and then share them with your partner. After discussing, put check marks next to the ideas you noted or discussed with your partner.

Notes:

Customs, Manners, and Taboos of Major Religions *Depends on areas

Christianity	Islam	Hinduism	Buddhism
<input type="checkbox"/> Respect prayer before meals (common but varies) <input type="checkbox"/> Avoid using "God" or "Jesus" casually (traditional belief) <input type="checkbox"/> Refrain from cursing (varies widely) <input type="checkbox"/> Avoid sexual activity before marriage (traditional view; less adhered today) <input type="checkbox"/> Refrain from wearing revealing clothes when you go to church (context-dependent) <input type="checkbox"/> Be quiet in the church (still widely practiced) Mormon: <input type="checkbox"/> No caffeine / No alcohol (modern adherence strong)	<input type="checkbox"/> Refrain from wearing revealing clothes when you go to the mosque or in Islamic countries <input type="checkbox"/> No pork <input type="checkbox"/> Only Halal meat <input type="checkbox"/> No sexual activity before marriage <input type="checkbox"/> No alcohol <input type="checkbox"/> Do not point at with your index finger <input type="checkbox"/> Do not use your left hand to pass things or shake hands (widely practiced) <input type="checkbox"/> Respect personal distance from Muslim female <input type="checkbox"/> Refrain from eating outside during Ramadan	<input type="checkbox"/> No beef or pork especially (Many Hindu people are vegetarian.) <input type="checkbox"/> Do not drink in front of relatives or seniors <input type="checkbox"/> No shoes in the temples <input type="checkbox"/> Do not use your left hand to pass things or shake hands	<input type="checkbox"/> Do not pat on head <input type="checkbox"/> Remove your hat/shoes when you enter the temple <input type="checkbox"/> Refrain from cursing <input type="checkbox"/> Be quiet in the temple



Audio Clip 1



Audio Clip 2



Audio Clip 3

Listening

Communicate with Friends Globally

Part 1: Listening for Details: Listen to a series of pre-recorded audio clips. After listening to each clip, take brief notes on key details: who, what, where, when, and why in the notes below.

Audio Clip 1: Cultural Exchange Conversation

Situation: *Two friends, Ahmed from Saudi Arabia and Emily from Canada, meet at a multicultural event and discuss their experiences with making friends from different countries, focusing on religious differences.*

Notes:

Audio Clip 2: Seeking Advice

Situation: *Priya, an Indian student studying in Japan, leaves a voice message for her friend asking for advice on how to manage cultural differences, particularly regarding body gestures, in her new environment.*

Notes:

Audio Clip 3: Study Abroad Experience

Situation: *A Chinese student, Mei, is interviewed about her experience studying for a semester abroad in Italy. Mei shares her experiences of making friends and adapting to a high-context culture.*

Notes:

Part 2: Speaking and Responding:

Get in pairs and take turns asking and answering a set of follow-up questions related to the audio clips you've just heard. Answer each question one by one.

1st Clip Follow Up Questions: Cultural Exchange Conversation

1. How did Emily demonstrate cultural sensitivity when she attended Ali's iftar celebration?
2. Reflecting on Emily and Ahmed's conversation, why is it important to learn about religious customs and practices when making friends from different cultural backgrounds?
3. Have you ever participated in a cultural celebration or event from a different religious tradition? How did it influence your understanding of that culture?
4. Discuss a time when you had to navigate a situation involving religious differences while interacting with friends or acquaintances. How did you handle it?
5. What strategies would you suggest for promoting interfaith understanding and respect within multicultural communities?

2nd Clip Follow Up Questions: Seeking Advice

1. How do cultural differences in body language and gestures influence social interactions, according to Priya's message?
2. What advice would you give Priya to help her adjust to the cultural differences in nonverbal communication in Japan?
3. Have you ever experienced challenges in adapting to nonverbal communication norms in a different cultural setting? How did you overcome them?
4. In your opinion, how can awareness of cultural differences in body language and gestures contribute to effective cross-cultural communication?
5. Share an example of a cultural misunderstanding or misinterpretation you've encountered related to nonverbal communication. How was it resolved?

3rd Clip Follow Up Questions: Study Abroad Experience

1. How did Mei describe the differences between high-context and low-context cultures?
2. What strategies did Mei employ to adapt to the communication style in Italy?
3. Reflecting on Mei's experiences, how might cultural differences in communication styles impact the formation and maintenance of friendships in a multicultural environment?
4. Have you ever encountered challenges in understanding implicit communication cues in a different cultural context? How did you navigate them?
5. How can individuals develop cultural empathy and sensitivity to enhance cross-cultural communication and relationship-building efforts?



Presentation



Find a discussion partner who is from a different country than you and research their culture. Present information about your partner in class for 3-5 minutes. (Notes: Friends you know online, or current friends are acceptable as partners. If you are unable to find a partner, then it may be acceptable to present about a foreign celebrity with teacher approval.)

- ★ Present information about your partner's culture.
- ★ You can choose any platform for your presentation.
- ★ Follow the "Presentation Criteria" below for your presentation.

*The presentation time may vary depending on the number of classmates.

Guidelines for Making Your Presentation

Present About a Discussion Partner Who You Meet in Person

1. Find a partner:

- Look for a partner by visiting the international center at your school.
- Ask foreign teachers to help you find a partner or make introductions.
- Attend international events at your school or search for them online.

Recommended website to look for international events

Meetup: <https://www.meetup.com/>



2. Communicate with your partner:

- Meet with your partner in person or use a device (e.g., Zoom, Google Meet, LINE, or WhatsApp) at least twice.
- Ensure that you communicate for a total of at least three hours before your presentation day.

Presenting About a Partner You Meet Online

1. Find a partner:

- Use online apps like "Hello Talk" or subscribe to free online English lessons to find a partner.

Recommended websites to find a partner

Hello Talk: <https://www.hellotalk.com/?lang=en>

Meetup: <https://www.meetup.com/>

Native Camp: <https://nativecamp.net/>

Kimini: <https://kimini.online/>

2. Communicate with your partner:

- Use a device (e.g. Zoom, Google Meet, LINE, or WhatsApp) at least twice.

Ensure that you communicate for a total of at least three hours before your presentation day.

***If you cannot find a partner: Presenting about a foreign celebrity**

1. Try to find a partner:

- In the first week, look for a partner in person or online.
- Ask friends or your professor for help in finding a partner.
- Reach out to foreign friends to see if they can be your partner.

If You Still Cannot Find a Partner:

2. Inform your professor.

- Choose a foreign celebrity from the Internet who is from a different country than you.
- Research the celebrity's culture for your presentation.

PRESENTATION CRITERIA



● Time

● Cultural Research

- Demonstrates thorough research on the friend's culture, including key customs, traditions, values, and practices.
- Provides accurate and detailed information about significant aspects of the friend's cultural background.

● Presentation Structure and Organization

- Presents information in a clear, logical, and organized manner.

● Engagement and Delivery

- Engages the audience effectively through eye contact, body language, and vocal expression.

● Personal Connection

- Describes interactions with your partner that highlight cultural differences and similarities. (If you research about one celebrity, describe and highlight cultural differences and similarities between you and the celebrity.)

● Overall Impression

- Leaves a lasting impression on the audience by conveying enthusiasm, authenticity, and passion for learning about the friend's culture.
- Inspires curiosity and interest in exploring cultural diversity across borders.
- Demonstrates the presenter's commitment to fostering cross-cultural understanding and appreciation.

Glossary

Chapter 1 - Surviving Daily Life

Adeptly (adv.): in a skilful way that shows natural ability

Compensation (n.): money that is paid to someone in exchange for something that has been lost or damaged or for some problem

Consequently (adv.): as a result

Cost (n.): the amount of money needed to buy, do, or make something

Crime prevention (collocation): the act of stopping illegal acts from happening

Curfew (n.): a rule that everyone must stay at home between particular times, usually at night, especially during a war or a period of political trouble

Customary (adj.): usual

Evidence (n.): facts, information, documents, etc. that give reason to believe that something is true

Exemplary (adj.): very good and suitable to be copied by other people

Familiarize (v.): to learn about something

Fluctuate (v.): to change, especially continuously and between one level or thing and another

Identity (n.): a person's name and other facts about who they are

Incorporate (v.): to include something as part of something larger

Independence (n.): freedom from being governed or ruled by another country

Integral (adj.): necessary and important as a part of a whole

Intricacies (n.): complicated details

Misuse (v.): to use something in an unsuitable way or in a way that was not intended

Potential (adj.): possible when the necessary conditions exist

Precaution (n.): an action that is done to prevent something unpleasant or dangerous from happening

Privacy (n.): someone's right to keep their personal matters and relationships secret

Public safety (collocation): the well-being and protection of everyone in the community

Redundant (adj.): (especially of a word, phrase, etc.) unnecessary because it is more than is needed

Regulation (n.): an official rule or the act of controlling something

Responsibility (n.): something that is your job or duty to deal with

Safety (n.): a state in which or a place where you are safe and not in danger or at risk

Self-defense (n.): protection of yourself, either by fighting or discussion

Suspicious (adj.): making you feel that something illegal is happening or that something is

wrong

Verify (v.): to prove that something exists or is true, or to make certain that something is correct

Chapter 2 - Developing Skills at University

Anticipate (v.): to imagine or expect that something will happen

Bright spark (n.): a person who is intelligent, and full of energy and enthusiasm

Commitment (n.): a promise or firm decision to do something

Complication (n.): something that makes a situation more difficult, or the act of doing this

Conference (n.): an event, sometimes lasting a few days, at which there is a group of talks on a particular subject, or a meeting in which especially business matters are discussed formally

Cultivate (v.): to try to develop and improve something

Downturn (n.): a reduction in the amount or success of something, such as a country's economic activity

Disparities (n.): a lack of equality or similarity, especially in a way that is not fair

Despite (preposition): without taking any notice of or being influenced by; not prevented by

Elaboration (n.): the addition of more information to or an explanation of something that you have said

Eliminate (v.): to remove or take away someone or something

Embrace (v.): to accept something enthusiastically

Emerging (adj.): starting to exist

Engagement (n.): an arrangement to meet someone or do something at a particular time

Enhance (v.): to improve the quality, amount, or strength of something

Entrepreneur (n.): someone who starts their own business, especially when this involves seeing a new opportunity

Executive (n.): someone in a high position, especially in business, who makes decisions and puts them into action

Expertise (n.): a high level of knowledge or skill

Finance (n.): (the management of) a supply of money

Fine-tune (v.): to make very small changes to something in order to make it work as well as possible

Funding (n.): money given by a government or organization for an event or activity

Incorporate (v.): to include something as part of something larger

Likewise (adv.): in the same way

Nerd (n.): a person who is extremely interested in one subject, and knows a lot of facts about it

Nevertheless (adv.): despite what has been said or referred to

Nonetheless (adv.): despite what has just been said or done

Paraphrase (v.): to repeat something written or spoken using different words, often in a humorous form or in a simpler and shorter form that makes the original meaning clearer

Party animal (n.): someone who enjoys parties and party activities very much and goes to as many as possible

Publication (n.): the act of making information or stories available to people in a printed or electronic form

Reinforce (v.): to make something stronger

Rumors (n.): an unofficial interesting story or piece of news that might be true or invented, and quickly spreads from person to person

Shortage (n.): a situation in which there is not enough of something

Stakeholder (n.): a person such as an employee, customer, or citizen who is involved with an organization, society, etc., and therefore has responsibilities towards it and an interest in its success

Thereby (adv.): as a result of this action

Verification (n.): the act of verifying something (= proving or checking that it exists, or is true or correct)

Welfare (n.): help given, especially by the state or an organization, to people who need it, especially because they do not have enough money

Whereas (conjunction.): compared with the fact that; but

Whereby (adv. conj.): by which way or method

Yet (adv.): still; until the present time

Chapter 3 - Getting Along with Host Families & Roommates

Accommodate (v.): to provide with a place to live or to be stored in

Accumulate (v.): to collect a large number of things over a long period of time

Adhering (v.): to stick firmly

Anxious (adj.): worried and nervous

Anticipation (n.): a feeling of excitement about something that is going to happen in the near future

Apprehension (n.): worry about the future, or a fear that something unpleasant is going to happen

Art (n.): the making of objects, images, music, etc. that are beautiful or that express feelings

Asap (abbreviation): as soon as possible

Atm (abbreviation): at the moment

Banter (n.): conversation that is funny and not serious

Blurs (n.): something that you cannot see clearly

Breeding ground (n.): a place where animals breed and produce their babies

Bustling (adj.): full of activity

Camaraderie (n.): a feeling of friendliness towards people that you work or share an experience with

Clean freak (n.): someone who likes things, especially their home, to be extremely clean and tidy and who spends a lot of time cleaning

Common ground (n.): shared interests, beliefs, or opinions between two people or groups of people who disagree about most other subjects

Commencing (v.): to begin something

Comprehension (n.): the ability to understand completely and be familiar with a situation, facts, etc.

Complexities (n.): the features of something that make it difficult to understand or find an answer to

Compromise (n.): an agreement in an argument in which the people involved reduce their demands or change their opinion to agree

Confines (n.): limits or boundaries

Convey (v.): to express a thought, feeling, or idea so that it is understood by other people

Cozy (adj.): comfortable and pleasant, especially (of a building) because of being small and warm

Customs (n.): a way of behaving or a belief that has been established for a long time

Diversity (n.): the fact of many different types of things or people being included in something; a range of different things or people

Dissect (v.): to examine or consider something in detail

Early bird (n.): a person who gets up or arrives early, or who does something before other people do

Embracing (v.): to accept something enthusiastically

Embark (v.): to go onto a ship, aircraft, or train

Endeavor (v.): to try to do something

Envisioned (v.): to imagine or expect something to happen, appear, etc. in a particular way

Esteemed (adj.): highly respected

Exacerbates (v.): to make something that is already bad even worse

Extrovert (n.): an energetic person who enjoys being with other people

Fellow (adj.): used to refer to someone who has the same job or interests as you or is in the same situation as you

Glimpse (v.): to see something or someone for a very short time or only partly

GOAT (abbreviation): Greatest Of All Time; used to describe the person who has performed better than anyone else ever, especially in a sport

Grapple (v.): to fight, especially in order to win something

Hbu (abbreviation): How About You; a text message phrase to ask a question in return

HMU (abbreviation): Hit Me Up; a casual phrase meaning to contact a person if you are interested in the topic at hand

IDK (abbreviation): I Don't Know; used when you do not know what to say to the other person you are texting

Immersion (n.): the fact of becoming completely involved in something

Initial (adj.): of or at the beginning

Integrate (v.): to mix with and join society or a group of people, often changing their way of life, habits, and customs

Intricacies (phrase): complicated details

Intricate (adj.): having a lot of small parts that are arranged in a complicated or delicate way

Introvert (n.): someone who is shy, quiet, and prefers to spend time alone rather than often being with other people

iykyk (abbreviation): If You Know You Know; if you were there, you would know, but if not, you would not

LMK (abbreviation): Let Me Know; used in text messages and social media when asking for an answer or decision

LOL (abbreviation): Laughing Out Loud; used as a brief acronym to denote great amusement in chat conversations

Maze (n.): a complicated and confusing network of passages

Morning rituals (collocation): a meaningful activity that helps you start your day

Mundane (adj.): very ordinary and therefore not interesting

Night owl (n.): a person who prefers to be awake and active at night

Notion (n.): a belief or idea

Occurrence (n.): something that happens

OMG (abbreviation): Oh My God; an expression of surprise, anger, or disbelief

Open dialogue (phrase): a communication approach where all participants feel free to

express their thoughts and feelings openly and honestly

Outset (n.): the beginning

Perseverance (n.): continued effort to do or achieve something, even when it is difficult or takes a long time

Repercussions (n.): the effect that an action or decision has on something, especially a bad effect

Resolving (v.): to solve or end a problem or difficulty

Ripe (adj.): wholly developed, especially of fruit ready to be collected or eaten

Savoring (v.): to enjoy food or an experience slowly, to enjoy it as much as possible

Siestas (n.): a rest or sleep taken after lunch, especially in hot countries

Slob (n.): a lazy, untidy, and often rude person

SMH/SMDH (abbreviation): Shaking My Head; Shaking My Damn Head; used, for example, on social media when you do not believe something or do not approve of it

Solitude (n.): the situation of being alone without other people

Stumbling blocks (n.): a circumstance that causes difficulty or hesitation

Takes a toll on (idiom): to cause harm, damage, or suffering to someone or something

Terrain (n.): an area of land, especially when considering its natural features

Transcend (v.): to go further, rise above, or be more important or better than something, especially a limit

TTYL (abbreviation): Talk To You Later; used in text messages when telling someone to message or meet later

Unintentional (adj.): not planned or intended

Utmost (adj.): used to emphasize how important or serious something is

Variance (n.): the fact that two or more things are different, or the amount or number by which they are different

Wya (abbreviation): Where You At?; asking someone for their location

Chapter 4 - Cultivating Independence & Self-Reliance

24/7 (adv., adj.): 24 hours a day, seven days a week: all the time

Adaptability (n.): an ability or willingness to change in order to suit different conditions

Associated (adj.): connected

Branding (n.): the act of making a product, organization, person, or place easy to recognize as different from others by connecting it with a particular name, design, symbol, set of qualities, etc.

Catch off guard (idiom, v.): to surprise someone by doing something that they are not expecting or ready for

Caution (n.): great care and attention

Cohesiveness (n.): the situation when the members of a group or society are united

Collectivism (n.): the practice or principle of giving a group priority over each individual in it

Connection (n.): the state of being related to someone or something else

Corporation (n.): a large company or group of companies that is controlled together as a single organization

Cultural consciousness (n.): the ability to be aware of and understand one's own culture and the cultures of others, and to use that knowledge to make respectful and reasoned choices

Daunting (adj.): making you feel slightly frightened or worried about your ability to achieve something

Dialects (n.): a form of a language that people speak in a particular part of a country, containing some different words and grammar, etc.

Different (adj.): not the same

Disciplinary knowledge (n.): the specialization and in-depth content knowledge of a certain type of curriculum or subject

Filial piety (n.): the idea that parents, grandparents, and older people should be treated with honor and respect

Freethinker (n.): someone who forms their own opinions and beliefs, especially about religion or politics, rather than just accepting what is officially or commonly believed and taught

Friendliness (n.): the quality of behaving in a pleasant, kind way towards someone

Guilt (n.): a feeling of worry or unhappiness that you have because you have done something wrong, such as causing harm to another person

Harmony (n.): a situation in which people are peaceful and agree with each other, or when things seem right or suitable together

Independent (adj.): not influenced or controlled in any way by other people, events, or things

Individualism (n.): the habit or principle of being independent and self-reliant

Insecure (adj.): (of people) lacking confidence and doubting their own abilities

Isolated (adj.): not near other things or people of the same kind

Loneliness (n.): the state of being unhappy because you are not with other people

Nervous (adj.): worried and anxious

Overwhelmed (adj.): feeling sudden strong emotion

Panicky (adj.): feeling suddenly very worried or frightened

Queuing (v.): the act of waiting in a line of people, often to buy something

Resilience (n.): the quality of being able to return quickly to a previous good condition after problems

Scared (adj.): frightened or worried

Self-reliance (n.): the quality of not needing help or support from other people

Socialism (n.): the set of beliefs that states that all people are equal and should share equally in a country's money, or the political systems based on these beliefs

Stressed (adj.): in a state of great worry caused by a difficult situation, or something that causes this condition

Uniqueness (n.): the quality of being unique (unusual or special in some way)

Withdrawn (adj.): shy and quiet and preferring to be alone rather than with other people

Chapter 5 - Dealing with Unexpected Situation

Academic performance (n.): the measurement of student achievement across various academic subjects

Alleviate (v.): to make something bad, such as pain or problems, less severe

Daunting (adj.): making you feel slightly frightened or worried about your ability to achieve something

Fentanyl (n.): a drug whose primary use is to reduce severe pain

Fit in (phrasal v.): to feel that you belong to a particular group and are accepted by that group

Food (n.): something that people and animals eat, or plants absorb, to keep them alive

Friends (n.): a person who you know well and who you like a lot, but who is usually not a member of your family

Green flag (n.): (in relationships or friendships): a positive trait or action that indicates a healthy and fulfilling connection

Homesick (adj.): unhappy because of being away from home for a long period

Love interest (n.): a character or person who plays a significant romantic role in a story or real-life scenario

Money (n.): coins or notes (=special pieces of paper) that are used to buy things, or an amount of these that a person has

Metaphor (n.): an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object

Optimist (n.): someone who always believes that good things will happen

Realist (n.): someone who hopes for or accepts only what seems possible or likely, and does not hope for or expect more

Red flag (n.): (in relationships or friendships) warning signs that indicate unhealthy or manipulative behavior

Sexual orientation (n.): the fact of someone being sexually or romantically attracted to people of a particular gender, or more than one gender

Toxic (adj.): causing you a lot of harm and unhappiness over a long period of time

Travel (v.): to make a journey, usually over a long distance

Whirlwind of new experiences (metaphor): a situation where many new events or experiences happen very quickly and are difficult to control

Well-being (n.): the state of feeling healthy and happy

Withdrawn (adj.): shy and quiet and preferring to be alone rather than with other people

Big mouth (n.): a person who often says things that are meant to be kept secret

Keep (it) between us (idiom): used to tell someone what you are about to say should be kept secret

Off the record (idiom): if someone says something off the record, they do not want it to be publicly reported

A ship navigating through stormy seas (metaphor): to navigate or deal with difficult or challenging times

Act as your lighthouse (metaphor): navigation through life's challenges and difficult times

Like a tree standing firm against strong winds (metaphor): a situation where you are positioning yourself against obstacles and being strong with yourself

Chapter 6 - Managing Stress and Mental Health

A rule of thumb (idiom): a practical and approximate way of doing or measuring something

Adaptability (n.): an ability or willingness to change in order to suit different conditions

Connotation (n.): a feeling or idea that is suggested by a particular word although it need not be a part of the word's meaning, or something suggested by an object or situation

Facepalm (n.): the act of covering your face with your hand because you are embarrassed, annoyed, or disappointed about something

Flexibility (n.): the ability to change or be changed easily according to the situation

Frustration (n.): the feeling of being annoyed or less confident because you cannot achieve what you want, or something

Hang in there (idiom): said as a way of telling someone to not give up, despite difficulties

Hang out (phrasal verb): to spend a lot of time in a place or with someone

Have (had) the situation in hand (idiom): to have something well organized or under control

Homestay (n.): a type of holiday or visit in which you stay in the home of a person you do not know

Inwardly (adv.): inside your mind and not expressed to other people

Keep your cool (idiom): maintain a calm and controlled attitude

Negotiation (n.): the process of discussing something with someone in order to reach an agreement with them, or the discussions themselves

Off the top of one's head (idiom): without careful thought or investigation

Punctuality (n.): the fact of arriving, doing something, or happening at the expected or correct time and not late

Refusal (n.): the act of refusing to do or accept something

Responsibility (n.): something that it is your job or duty to deal with

Shot down (v.): dismiss someone by forcefully criticizing or arguing with them

Weather the storm (idiom): to be able to continue doing something despite serious problems

Fashionably late (phrase): deliberately arriving after an event has started, especially in order to prove one's special status

Chapter 7 - Traveling While Studying Abroad

Astronaut (n.): a person who has been trained for traveling in space

Biotechnology (n.): the use of living things, especially cells and bacteria, in industrial processes

Buzzes (v.): (of a place) to be full of people or activity

Captivating (adj.): holding your attention by being extremely interesting, exciting, pleasant, or attractive

Colosseum (n.): a large amphitheatre (=a circular or oval area with seats around it for watching sports and entertainments), especially one built by the ancient Romans

Compromise (n.): an agreement in an argument in which the people involved reduce their demands or change their opinion in order to agree

Contemporary (adj.): existing or happening now, and therefore seeming modern

Cultural misunderstanding (n.): a failure to interpret or understand actions, words, or gestures when people from different cultural backgrounds communicate, leading to confusion, offense, or miscommunication

Convince (v.): to persuade someone or make someone certain

Distinct (adj.): clearly noticeable; that certainly exists

Enchanting (adj.): very pleasant

Extinct (adj.): not now existing

Gems (n.): a jewel (=precious stone), especially when cut into a particular regular shape

Grand palace (n.): a large, impressive building that is, or was, the official home of a king, queen, or other important person

Heritage (n.): features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance

Humble (adj.): tending to consider yourself as having no special importance that makes you better than others; not proud

Jet lag (n.): the feeling of tiredness and confusion that people experience after making a long journey by plane to a place where the time is different from the place they left

Language barrier (n.): a barrier to communication between people who are unable to speak a common language

Lost (adj.): not knowing where you are and how to get to a place

Lush (adj.): an area with lots of green, healthy plants, grass, and trees

Medieval (adj.): related to the Middle Ages (=the period in European history from about AD 600 to AD 1500)

Parliament (n.): the group of people who make the laws in some countries

Preference (n.): the fact that you like something or someone more than another thing or person

Persuade (v.): to make someone do or believe something by giving them a good reason to do it or by talking to that person and making them believe it

Retreats (v.): to go away from a place or person in order to escape from fighting or danger

Ruin bars (n.): bars that are located in abandoned buildings, stores, factories, and parking lots

Souvenir (n.): something you buy or keep to help you remember a holiday or special event

Skyline (n.): a shape or pattern made against the sky, especially by buildings

Thermal baths (plural n.): baths using water from hot springs

Travel (v.): to make a journey, usually over a long distance

Chapter 8 - Making Relationships While Overseas

Bow (v.): to bend your head or body forward, especially as a way of showing someone respect or expressing thanks to people who have watched you perform

Collectivism (n.): the practice or principle of giving a group priority over each individual in it

Cultural difference (n.): the variations in beliefs, values, customs, and behaviors between people from different cultural backgrounds

Custom (n.): a way of behaving or a belief that has been established for a long time

Direct communication (n.): a way of conveying clear messages or instructions

Ex (n.): (in relationships) a person who was their wife, husband, or partner in the past

Explicit (adj.): clear and exact

FWB (abbreviation): Friends With Benefits: people who know each other engage in intimate/sexual activity without really dating each other

Green flag (n.): (in relationships or friendships): a positive trait or action that indicates a healthy and fulfilling connection

Handshake (n.): a greeting, or an act showing that you have made an agreement, in which two people who are facing each other take hold of and shake each other's right hand

High-context (adj.): used to describe communication in which the situation and the speakers' relationships, as well as other things such as a speaker's voice and movements, are very important in understanding the meaning of what is said, rather than just the words that are used

Implicit (adj.): suggested but not communicated directly

Individualism (n.): the habit or principle of being independent and self-reliant

Indirect communication (n.): a communication style where the speaker implies their intentions or feelings instead of explicitly stating them

Low-context (adj.): used to describe communication in which the words that are used are most important in understanding the meaning of what is said, rather than the situation, the speakers' relationships, or other things such as a speaker's voice and movements

Manners (plural noun): ways of behaving towards people, especially ways that are socially correct and show respect for their comfort and their feelings

Netflix and chill (v.): a slang euphemism for romantic or sexual activity

Penchant (n.): a liking for, an enjoyment of, or a habit of doing something, especially something that other people might not like

Pick up line (n.): a prepared remark used by a person to start a conversation with a stranger they are interested in having a romantic relationship with

Rational (adj.): based on clear thought and reason

Red flag (n.): (in relationships or friendships) warning signs that indicate unhealthy or manipulative behavior

Struck up (phrasal v.): to create or establish a relationship or conversation with someone

Taboo (n.): a subject, word, or action that is avoided for religious or social reasons

Ghosting (n.): (in a relationship) a way of ending a relationship with someone suddenly by stopping all communication with them

Swipe right (phrasal v.): (on the online dating app) indicate that one finds someone attractive by moving one's finger to the right across an image of them on a touchscreen

Transcend (v.): to go further, rise above, or be more important or better than something, especially a limit

Uncharted (adj.): completely new and not previously described or experienced, and therefore possibly difficult to deal with

Undeterred (adj.): still continuing to do something or enthusiastic about doing it despite a bad situation

Unwittingly (adv.): in a way that is done without knowing or planning

Answer Key

Chapter 1: Surviving Daily Life

Vocabulary (p. 4)

1. fluctuate - C)
2. consequently - F)
3. integral - G)
4. adeptly - D)
5. intricacies - A)
6. redundant - I)
7. incorporate - B)
8. exemplary - H)
9. compensation - E)

Reading Comprehension Quiz (p. 5)

1. Because workers rely on tips as part of their compensation.
2. 15% to 20%
3. Higher tips are expected at fine-dining restaurants, while tipping is lower or optional at casual or self-service places.
4. It makes additional tipping unnecessary.
5. Tipping is not customary in Japan and South Korea.
6. It is a major part of their income.
7. By understanding and following local tipping customs

Vocabulary (p. 11)

1. precaution - G
2. verify – D
3. suspicious – A
4. potential – F
5. familiarize – B
6. regulation - E
7. identity - C

Comprehension Quiz (pp. 11-12)

1. C
2. B
3. B

4. A
5. Carrying a phone in your back pocket or leaving bags open or unattended.
6. Verify the driver's identity, check the car details, and share your trip details with a friend or family member.
7. Pepper spray irritates the eyes and breathing to stop an attacker. Knowing the laws helps you avoid legal issues.
8. A fully charged phone and a small flashlight.

Chapter 2: Developing Skills at University

Vocabulary (p. 20)

- a. Expertise
- b. Incorporate
- c. Commitment
- d. Significantly
- e. Enhance
- f. Eliminate
- g. Cultivate
- h. Elaborate
- i. Paraphrase
- j. Reinforce
- k. Engagement
- l. Anticipate

True or False (p. 25)

1. T
2. F (By improving these skills,..... and decision-maker)
3. F (Understanding your audience ... successful presentation)
4. F (Practicing in different situations will also be helpful)
5. T

Filling the blanks (p. 27)

1. embraced
2. eliminated
3. incorporates
4. expertise
5. fine-tune

6. reinforce
7. commitment
8. elaborate
9. enhance
10. engagement

Comprehension Quiz (p. 30)

1. Up coming presentation and note-taking
2. The poster of student support center
3. By setting a goal with friends
4. Practice many times

Conjunction (p. 32)

1. nonetheless
2. likewise
3. whereas
4. Despite
5. yet
6. nevertheless
7. thereby
8. whereby

Chapter 3: Getting Along with Host Families & Roommates

Vocabulary (p. 40)

(Early bird) (Extrovert) (Night owl)
(Slob) (Clean freak) (introvert)

Summary (p. 43)

[D] → [A] → [C] → [B] → [E]

Completed Summary

Emi, a Japanese girl, felt a mix of excitement and anxiety as she prepared to study abroad in the United States, particularly about living with host families and roommates. Upon arriving in New York, her excitement turned to apprehension as she faced challenges adapting to her new environment, especially with her introverted roommate, Lily, whose late-night work habits clashed with Emi's early-bird routine. Determined to make the most of her experience, Emi prioritized communication and compromise,

which helped them establish a schedule that accommodated both of their needs. Over time, they built a strong bond through mutual respect and open dialogue. Despite the difficulties, Emi's patience and determination led her to valuable lessons in cultural understanding and communication, fostering her personal and academic growth.

Jigsaw Reading- Summary (pp. 44-46)

Article A (Example)

Studying abroad in a homestay and sharing a room with other students offers more than just language learning—it's a cultural immersion. Conversations with host families and roommates provide real-life practice, while daily routines reveal unique customs and traditions. From shared meals to exploring cultural differences, these experiences teach valuable lessons about how people live and communicate worldwide. Beyond improving language skills, this journey fosters friendships, broadens perspectives, and offers a deeper understanding of diverse ways of life.

Article B (Example)

Studying abroad in a homestay and sharing a room brings both excitement and challenges, such as cultural misunderstandings, differing habits, and conflicting schedules. While these difficulties can feel overwhelming, they offer valuable lessons in adaptability, communication, and cultural understanding, making the experience rewarding beyond the classroom.

Part 1: Short Answer Questions (p. 47)

1. Living with a host family enhances language learning through lively exchanges around the dinner table, where the host family acts as language partners, correcting mistakes and encouraging self-expression with confidence.
2. Sharing a room with fellow learners provides additional benefits through late-night discussions about cultural nuances and language intricacies, offering a practical and dynamic way to enhance language skills.
3. In Spain, students might learn the art of siestas and the importance of savoring each meal. In Japan, they might experience the precision of tea ceremonies and the beauty of cherry blossoms.
4. The key elements of homestay immersion beyond language learning include navigating unspoken rules of politeness, understanding subtle cues of communication, and embracing the unique idiosyncrasies of each culture.

5. The ultimate essence of studying abroad is not just mastering a language but truly living it, building friendships that transcend borders, and gaining a deep understanding of different cultures through shared experiences.

Part 2: Short Answer Questions (p. 47)

1. Students face challenges such as cultural differences, conflicts over cleanliness and personal space, and the stress of adapting to unfamiliar living arrangements.
2. Cultural differences lead to misunderstandings because simple gestures or expressions may carry different meanings in the students' home countries, resulting in unintentional conflicts.
3. Sharing a room becomes stressful due to conflicting expectations regarding cleanliness and personal space, which create an environment ripe for conflict.
4. Conflicting schedules exacerbate the situation by disrupting the students' rest and adding an extra layer of stress to an already demanding academic experience.
5. The passage suggests that studying abroad tests students' resilience and adaptability as they navigate the complexities of cultural immersion, conflicting expectations, and the constant negotiation of shared spaces.

Listening: Comprehension Quiz Step 1 (p. 52)

1. Emily feels uncomfortable with the loud music Maria plays late at night, as it disrupts her ability to study and get enough sleep.
2. Maria apologizes and explains that playing music late at night is a common way to unwind and socialize in her culture. She expresses understanding and offers to use headphones to avoid disturbing Emily.
3. Maria's culture encourages playing music late at night as a way to relax and socialize.
(In Emily's culture, people usually maintain quiet at night in shared spaces to respect others' need for rest and focus.)
(Emily also casually invites friends over without prior notice, which is acceptable in her culture but can feel disruptive to Maria.)

4. Maria agrees to use headphones for her music at night.
 (Emily agrees to inform Maria in advance when inviting friends over and offers to accommodate Maria's need for quiet time.)
 (Both commit to open communication and understanding each other's habits to create a harmonious living environment.)

Activity (pp. 55-57)

Step 2

Mai's email

To	williams0621@xxx.com
From	Maichan2009@xxx.co.jp
Subject	Greetings from Japan

Dear Mr. & Mrs. Williams,

This is Mai. I'm writing to inform you of my visit. I am deeply honored and profoundly grateful for the opportunity to reside at your esteemed residence commencing next month. 1 I extend my heartfelt thanks for your gracious hospitality. 1 I reside in Osaka, one of the major cities in Japan. I have a passion for playing tennis and often practice with my friends on campus, which I find very refreshing. Additionally, I enjoy cooking, especially Japanese cuisine. During my stay, I hope to host a Japanese food party for everyone. I am looking forward to meeting you all and sharing this experience together.

I am aware that my stay might cause some inconvenience, but I will endeavor to minimize any disruptions and do my utmost to be considerate. 2

Best regards,
 Mai

Hiro's email

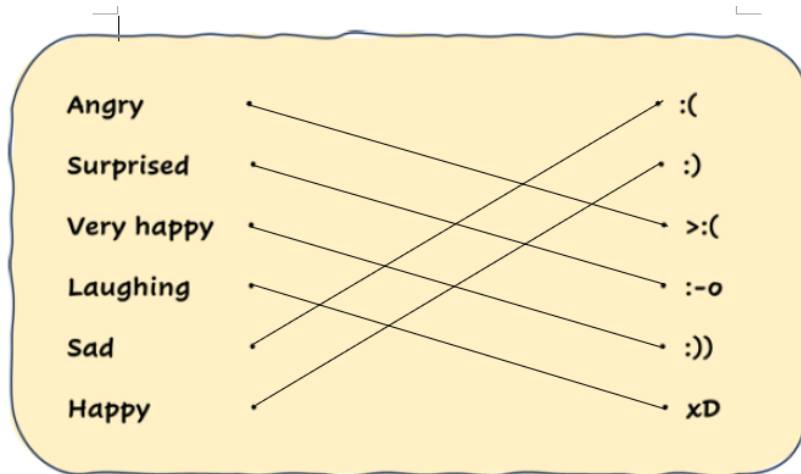
To	williams0621@xxx.com
From	Maichan2009@xxx.co.jp
Subject	<u>9</u>

Hey Williams!! 7

Hey, what's up? 3 I'm Hiro! I'll be crashing at your place next month! Super excited to see you guys! 3 I'm from Kyoto. Kyoto's got tons of beautiful temples and shrines. If you ever come to Japan, you gotta visit, and I'll be your guide. 8 Lately, I've been into American football, so let's catch a game together sometime. Oh, and I don't like tomatoes, so no tomato dishes, please. 6 But I'm all about meat! 😊 5 Keep that in mind 😊 3

See you soon. 3

Writing Messages on Social Media (pp. 59-61)



Chapter 4: Cultivating Independence & Self-Reliance

Vocabulary (p. 67)

Individualism

- Independent
- Self-reliance
- Freethinker
- Uniqueness
- Being different

Collectivism

- Harmony
- Socialism
- Cohesiveness
- Corporation
- Connection
- Being same

Activity- Understanding Unexpected Situations (p. 72)

1. A
2. B

Handling Surprises Abroad: Coping with the Unexpected Situation (p. 72)

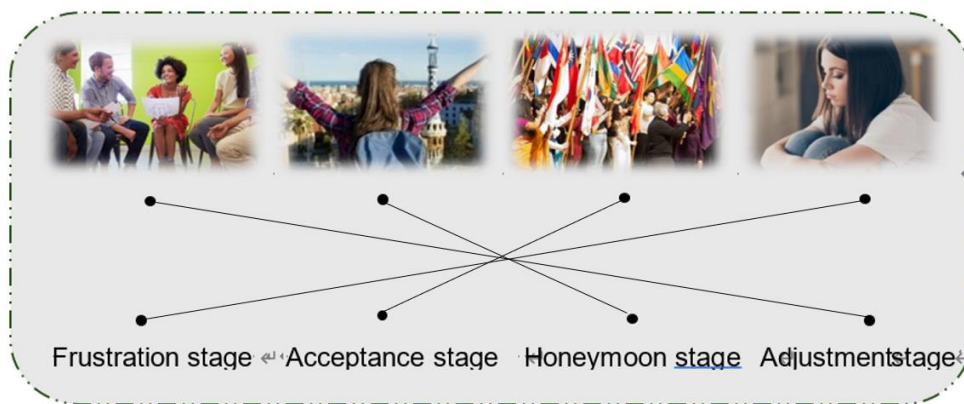
1. catch students off guard
2. daunting
3. (or 4) Resilience
4. (or 3) adaptability

Reading- True or False (p. 75)

1. F
2. T
3. T
4. F

Activity- Situational Positioning (pp. 79-80)

1.



2.

- (1) adjustment stage
- (2) frustration stage
- (3) acceptance stage
- (4) honeymoon stage

3.

honeymoon → frustration → adjustment → acceptance

Chapter 5: Dealing with Unexpected Situations

Warm-up (p. 87)

1. Assumably, the good stuff sounds like some kind of illegal substances.
2. I would firmly decline his offer, yet politely to not aggravate him.

Scan and Skimming (pp. 88-89)

1. C
2. Daunting: c
Well-being: d
Fit in: b
Alleviate: a

Activity – Highlighting Your Needs (p. 95)

Jane:

Descriptions

- ✧ Writes everything down

Quirk

- ✧ Writes journals every day
- ✧ Obsessed with chocolate cereal

Patrick:

Descriptions

- ✧ realist
- ✧ Give you ideas of solutions

Quirk

- ✧ Collects ties from places he visited

Sakura:

Descriptions

- ✧ Heavy SNS user

Quirk

- ✧ Adores thrifting

Learning Red Flags and Green Flags (p. 96)

1. GF
2. RF
3. RF
4. GF
5. RF

Useful Phrases (p. 97)

1. keep it between us
2. off the record
3. do not share with others

Chapter 6: Managing Stress & Mental Health

Vocabulary (p. 103)

- (a) - Face palm
- (b) - Keep your cool
- (c) - Hang out

(d) - Fashionably late

(e) – Shoot down

Comprehension Quiz (p. 106)

True or False

1. F
2. T
3. F
4. T
5. F

Summary (p. 106)

1. punctuality
2. frustration
3. flexibility
4. negotiation
5. adaptability

Vocabulary- Learning New Expressions (pp. 109-112)

2.

① - (1)

② - (3)

③ - (3)

④ - (2)

⑤ - (1)

3. b)

Giving Advice to Your Friend (pp. 123-124)

1. Don't be afraid to, One approach could be to
2. What if you
3. It could be beneficial to
4. It's worth giving it a shot to, Don't be afraid to, Try to see this as an opportunity to,
This could be a chance for you to
5. One approach could be to, It could be beneficial to, Don't be afraid to
6. Feel free to reach out if you need more assistance., I'm here to help you with this.

Chapter 7: Traveling During Study Abroad

Lesson 1: Reading 1- Comprehension Quiz (p. 137)

1. b
2. b
3. b
4. c

Listening 1 – Part 1 (p. 138)

1. a,f
2. a

Lesson 2: Reading 2 - Comprehension Quiz (pp. 147-148)

1. c
2. b
3. a
4. c

Listening 2 – Part 1 (p. 148)

1. d
2. c

Chapter 8: Making Relationships While Overseas

Dating Abroad – Vocabulary (p. 157)

- (a). 2
- (b). 6
- (c). 5
- (d). 1
- (e). 3
- (f). 4

Reading – Vocabulary (p. 161)

strike up (begin)

unwittingly (involuntarily)

penchant (taste)

undeterred (persistent)
transcending (surpassing)

Comprehension Quiz (p. 162)

1. c
2. b
3. b
4. a
5. b
6. Underline " Are you a magician~too! " The pick-up line compliments someone by saying their profile is so captivating, it makes everyone else disappear, as if by magic. It invites the person to engage playfully and flirtily by swiping right.

Cultural Differences in Communication - How greetings differ from country to country (p. 164)

Right picture: Korea, Japan

Middle picture: The United States, Australia

Left picture: Italy, Mexico

Talk about communication styles (p. 165)

2. examples

Direct Communication Styles

Pros: Clarity, Efficiency, Transparency, Assertiveness

Cons: Perceived Harshness, Conflict Risk, Over-Simplicity

Indirect Communication Styles

Pros: Politeness, Cultural Sensitivity, Flexibility, Relationship Building

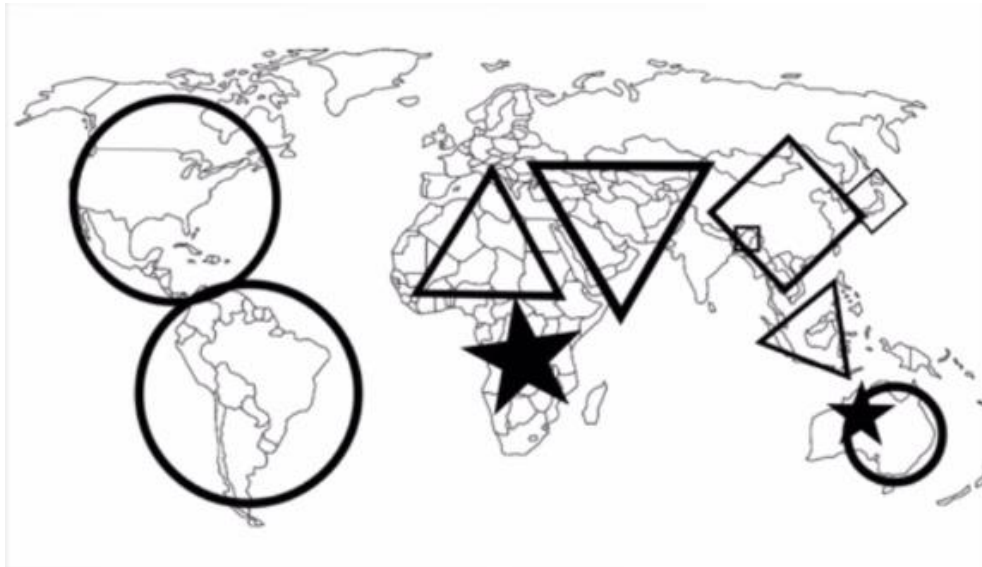
Cons: Ambiguity, Time-Consuming, Avoidance of issues, Frustration

Reading - Comprehension Quiz (pp. 168-169)

1. (T) (F) (T)
2. (1) c
(2) d
(3) c
(4) d

Making Connections and Relationships (p. 170)

1.



Listening - Part 2: Speaking and Responding (p. 173)

1st Clip Follow Up Questions: Cultural Exchange Conversation

1. Emily showed sensitivity by learning the etiquette and customs of iftar to respect Ali's religious practices.
2. (Example) Learning about religious customs helps show respect, avoid misunderstandings, and build stronger, more respectful connections.

2nd Clip Follow Up Questions: Seeking Advice

1. They can cause misunderstandings and make connecting difficult, as Priya struggles with Japan's more reserved gestures compared to India's expressiveness.
2. (Examples) Priya should follow local customs like bowing and maintain personal space to adjust and connect better.

3rd Clip Follow Up Questions: Study Abroad Experience

1. Mei described high-context cultures, like Italy, as relying on nonverbal cues and shared experiences, while low-context culture, like China, focus on direct and explicit communication.
2. Mei paid attention to subtle cues like body language and tone, engaged in small talk, attended social gatherings, and showed genuine interest in her peers' lives.