

Countries and Families of the World

Study Guide



Introduction

What is life like in France? Do people still use matchmakers to find a husband or wife in Japan? How do farmers make black tea in China? How is life in South Korea similar and different from life in Japan? What is life like for children in Ghana, Africa? To answer these questions, we will research, do short oral presentations, discuss, and watch videos of the lives of many different families from around the world.

The purpose of this project is to expand and deepen your knowledge of other countries and cultures as well as enable you to talk about them and your own ideas, in English.

If the World Were a Village



To help give us some perspective on the countries we are about to study, let's first imagine that we all live in a village of 100 people. That is, the 6,400,000,000 (6 billion, 400 million) people who now live on the planet = 100 people. For example, if the world were a village of 100 people, 12 people (or 12% of the world's population) would live in Europe.

Directions: Before we read, guess the answers to the questions. (Check your dictionaries for any unknown words.)

A. Nations (or areas): Out of 100 people, how many people live in:

(Note: Not all of the countries and areas are listed here.)

_____ China

_____ Africa

_____ India

_____ Japan

 12 Europe (12 people, or 12% of the world's population, live here)

_____ The U.S and Canada

B. Languages: Number these languages from most spoken to least.

___ English

___ Spanish

___ Hindi

 1 Chinese

___ Arabic

___ Bengali (in India)

___ Japanese

C. Age: Out of 100 people, how many people are less than 19 years old? _____

D. Religion: What are the 3 most popular religions?

1.

2.

3.

E. Food: Out of 100 people, how many people **don't** have enough food? _____

F. Air and Water: Out of 100 people, how many people **don't**:

1. _____ have access to clean water? (Access means it is in their home or nearby.)

2. _____ have access to good sanitation?

3. _____ breathe clean air?

G. Schooling and Literacy:

1. Out of the 88 people old enough to read, how many can read a little? _____

2. How many can't read at all? _____

H. Money and Possessions:

1. How much do you think it costs to pay for food and shelter in the village for one year (in dollars)? _____

2. How much do you think the poorest 20 people earn a year? _____

I. Electricity: Out of 100 people, how many people don't have electricity? _____

J. The Past: How many people lived in the village 3000 years ago? _____

K. The Future: In the year 2005, there were 100 people.

1. Around how many people do you think there are in 2007? _____

2. Around how many people do you think there will be in the year 2100? _____

★Now let's read *If the World Were a Village* together. Check your answers. 🌍

Question: What surprises you? Or what do you think is interesting?

Introduction

The first semester we will research and do presentations on the countries with a **1**. The second semester we will research the countries with a **2**. We may watch some other videos as well.

Countries

<p><u>Africa:</u> Ghana 1</p> <p><u>Asia:</u> China 1 India 2 Japan 1 South Korea 1 Thailand 2 Vietnam</p> <p><u>Europe:</u> France 1 Russia 2 Sweden</p>	<p style="text-align: center;">UK</p> <p><u>Latin America:</u> Brazil Mexico Puerto Rico</p> <p><u>Middle East:</u> Egypt 2 Israel</p> <p><u>North America:</u> Canada USA</p> <p><u>Oceania:</u> Australia</p>
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“Families of the World” is a video series that takes you through a typical day in the lives of two families in one country. Narrated by children, each video introduces you to each family’s housing styles, foods, clothing, religion, schools and places of business. The series has won many awards for excellence in filmmaking. It was produced for young adults, so the English is not too difficult.

Schedule

The Week Before:

1. Do a little research on a country.
2. Study the vocabulary and read the questions on the Country Handout I will give you.
3. Enjoy some music from the country we are studying.

Before Watching (the video): (Day 1)

1. Give an oral mini-report on a different aspect of the country to your groupmates. (About 4 or 5 minutes each.)
2. Groupmates: take notes and ask questions.

While Watching (the video): (Day 1)

1. Watch the video, enjoy, and answer the Part 1 Questions from the Country Handout.
2. With your groupmates, compare your Part 1 answers.

After Watching (the video): (Days 1 and 2)

1. Homework: Answer the Part 2 Questions from the Country Handout.
2. Day 2: Discuss the Part 2 Questions. Have a conversation!
3. Day 2 or 3: Take a short quiz.

Mini-Report Areas of Research

1. Each student will research one area such as *Geography/Population*, and then give an oral mini-report to their groupmates.
2. For the next country we study, you will research and present on the next area. For example, if for Country # 2, Student A researches *Geography/Population*, and Student B researches *Economy*, then for Country # 3, Student A will research *Economy*, and Student B will research *Education/Politics*.

Group 1

1. Geography/Population	2. Economy	3. Education/Politics	4. Culture
<i>Student A</i> →	<i>Student B</i> →	<i>Student C</i> →	<i>Student D</i> →

Group 2

1. Geography/Population	2. Economy	3. Education/Politics	4. Culture
→	→	→	→

Group 3

1. Geography/Population	2. Economy	3. Education/Politics	4. Culture
→	→	→	→

Group 4

1. Geography/Population	2. Economy	3. Education/Politics	4. Culture
→	→	→	→

Group 5

1. Geography/Population	2. Economy	3. Education/Politics	4. Culture
→	→	→	→

Group 6

1. Geography/Population	2. Economy	3. Education/Politics	4. Culture
→	→	→	→

Mini Report Research Questions

Directions: Answer all of the questions with a ★star★. Only answer the questions in *italics*, (for example, questions # 8 and # 9) if **you** think they give interesting or important information. Where are the answers? See pages 5 and 6.

1. Geography and Population:

1. About how many people live there? (Round off the number. For example, 128,485,000 people = 128,000,000 people) ★
2. What is the capital? How many people live there? ★
3. What is the largest city? How many people live there? ★
4. What percentage of the population is urban? What percentage of the population is rural? ★
5. Who are the country's neighbors? List a few of the big ones. ★
6. How big is the country in relation to Japan? ★ **1)** The US is 25 times bigger than Japan. (Formula: The US is 9,161,923 square kilometers (sq. km). Japan is 374,000 sq. km. $9,161,923 \div 374,000 = 25$). **2)** Ghana is 64% the size of Japan. $239,460 \text{ (Ghana)} \div 374,000 \text{ (Japan)} = 0.64$ ★
7. ★ **Choose one or two more things you think are interesting or important. You decide!** ★
8. (*What is the land like? Does it have many mountains, deserts, forests, plains, jungles, etc? What percentage?*)
9. (*What is the highest mountain, longest river, biggest lake?*)

2. Economy:

1. What do people do? (Or, what are the biggest parts of the economy?) ★
2. What is the average (median) income? Sometimes this is called the *per capita* income. (In dollars and in yen). ★
3. What percentage of the population is poor, (or below the poverty line)? ★
4. What is the unemployment rate? ★
5. What are the major exports? (No more than three.) ★
6. What are the major imports? (No more than three.) ★
7. ★ **Choose one or two more things you think are interesting or important. You decide!** ★
8. (*What are the country's major natural resources?*)
9. (*What is the average size of a farm? For example, the farm size in Japan is between 2 and 13 hectares, or, 5 and 33 acres.*)

3. Education:

1. What percentage of the population is literate? ★
2. How many years of school are required (compulsory)? ★
3. What percentage of young people are enrolled in:
 - a. Primary school? b. Secondary school? c. University?

4. ★ Choose one or two more things you think are interesting or important. You decide! ★
5. *(How many days are in the school year for primary/secondary students?)*

Politics:

1. What kind of government does it have? ★ (For example, France is a parliamentary democracy with a strong president.)
2. Who are two or three important people from the past and present? ★ (For example, who is the president? Who was a great historical leader?)
3. Was the country once a colony of another country? If so, of which country, and when did it become independent?
4. ★ Choose one or two more things you think are interesting or important. You decide! ★

----- 4. Culture:

1. What are the major languages? ★
2. What are the major religions? ★
3. Are their native (indigenous) peoples? (For example, the Ainu of Hokkaido are indigenous to Japan.) What are their names? ★
4. What are some traditional foods? Describe them. ★
5. What are the main tourist attractions? ★
6. Who are some famous people? Who are some important musicians, sports players, artists, writers, dancers, actors ...? ★
7. ★ Choose one or two more things you think are interesting or important. You decide! ★
8. *(What are the most important holidays? What do people do on those days?)*
9. *(What is the traditional music? What are the instruments and/or songs?)*

Information

1) Sources

1. **Library books!** Tell the librarian the question, and she will help.
2. www.wikipedia.org Type the country name in the "Search" box.
3. www.worldinfozone.com/
4. www.geography-site.co.uk Go to Countries → Information on every country in the world
5. www.google.com Type your question.
6. <http://hivinsite.ucsf.edu/> Go to Countries and Regions → Country Pages → Comprehensive Indicator Report → Education (For school enrollment)
7. www.nationmaster.com Go to Statistics → Economy → Population below poverty line
8. Find your own websites. →

2) The Information You Use

- **You will have to use more than one source to answer the questions.**
 - **Remember, it is easier to use an English language source, than a Japanese language source.**
 - **Do NOT copy sentences from your source. Why?**
 1. It is wrong. It is called plagiarism, or stealing someone else's words.
 2. You will not really learn anything. You learn by paraphrasing, or putting something into your own words.
 3. If you use the source's sentences, your classmates will not understand because the words and grammar will be too difficult!
 4. (So, do not use **printouts** during your presentation.)
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Useful Vocabulary

Geography and

Population (n)

1. percentage (n)
2. border (n) or (v)
3. area (n)
4. square kilometers (sq. km.)
5. hectare (n): (10,000 square meters; or, ~ 2.5 acres)
6. acre (n): (~ 4000 sq. meters)
7. mile (n): (1.6 kilometers)
8. largest (adj)
9. smallest (adj)
10. longest (adj)
11. deepest (adj)
12. highest (adj)
13. lowest (adj)
14. climate (n)
15. temperate (adj)
16. tropical (adj)
17. arid (adj)
18. humid (adj)
19. environment (n)
20. mountain (n)
21. desert (n)
22. forest (n)
23. jungle (n)
24. lake (n)
25. river (n)

26. bay (n)

27. ocean (n)

28. port (n)

29. urban (n)

30. rural (n)

31. neighbor (n)

32. capital (n)

33. northern (adj)

34. southern (adj)

35. eastern (adj)

36. western (adj)

37. public transportation (n)

Economy (n)

38. currency (n)

39. standard of living (n)

40. median (average) income (n)

41. poverty (n)

42. unemployment rate (n)

43. imports (n)

44. exports (n)

45. natural resources (n)

46. sector (n)

47. industrialized (adj)

48. industry (n)

49. machinery (n)

50. mining (n)

51. agriculture (n)

- 52. farming (n)
- 53. services (n)
- 54. workers (n)
- 55. high-tech (adj)
- Education** (n)
- 56. literacy (n)
- 57. literate (n)
- 58. compulsory (adj)
- 59. graduate (v)
- 60. primary (elementary) school
- 61. secondary (junior and senior high) school (n)

Politics (n)

- 62. political system (n)
- 63. government (n)
- 64. govern (v)
- 65. constitution (n)
- 66. law (n)
- 67. republic (n)
- 68. constitutional monarchy (n)
- 69. king (n)
- 70. queen (n)
- 71. president (n)
- 72. prime minister (n)
- 73. dictator (n)
- 74. political party (n)
- 75. policy (n)
- 76. legislature (n)
- 77. parliament (n)
- 78. elections (n)
- 79. vote (v)
- 80. representative (n)
- 81. represent (v)
- 82. democracy (n)
- 83. democratic (adj)
- 84. colony (n)
- 85. colonize (v)
- 86. colonialism (n)
- 87. empire (n)
- 88. European Community (EC)
- 89. British Commonwealth (n)

Culture (n)

- 90. culture (n)
- 91. language (n)
- 92. dialects (n)
- 93. indigenous (native) people:
Example: the Ainu
- 94. art (n)
- 95. artist (n)
- 96. artisan (n)
- 97. handicraft (n)
- 98. singer (n)
- 99. writer (n)
- 100. composer (n)
- 101. history (n)
- 102. religion (n)
- 103. Christianity (n) (the religion)
- 104. Christian (n): (the believer)
- 105. Sects of Christianity:
 - a. Roman Catholic (the believer)
 - b. Lutheran (the believer)
 - c. Protestant (the believer)
 - d. Anglican (the believer)
 - e. Many others.
- 106. Judaism (n) (the religion)
- 107. Jew (n) (the believer)
- 108. Hinduism (the religion)
- 109. Hindu (the believer)
- 110. Buddhism (n) (the religion)
- 111. Buddhist (n) (the believer)
- 112. Islam (n) (the religion)
- 113. Muslim (n) (the believer)
- 114. Shinto (n)
- 115. Shintoism (n)
- 116. Shamanism (n)
- 117. Animism (n)

Presenter and Listener Skills

- A. Presenter:** On the day of the mini-report presentations, there will be 10 minutes for you to ask me pronunciation and vocabulary questions.
1. Maximum speaking time: 5 minutes.
 2. Use transitions (**T**) and sequencers (**S**). For example:
 - a. Hello everyone, today (**T**) *I am going to tell you about the economy of Japan.*
 - b. (**S**) *First*, I will tell you about jobs.
 3. Make eye contact, and hold your head up. (NO reading!) Why?
 - a. It is hard to hear someone whose head is down.
 - b. It is not interesting to listen to someone who reads.
 - c. If you read, your classmates will fall asleep! <yawn>
 - d. (Speak with a strong voice.)
 4. Vocabulary:
 - a. Don't use difficult or big words when a smaller word works.
 - b. Explain, or sometimes translate, any difficult vocabulary.
 5. Practice your mini-report before class. How? Speak in front of a mirror, or to a friend.
- B. Listeners:**
1. Take notes on only the most important points.
 2. Ask questions! For example:
 - a. Could you repeat that?
 - b. What is "literacy"?
 - c. How do you spell "parliament"?
 - d. How do you say that in Japanese?



Pronunciation**1) Thirteen versus Thirty (ThirTEEN versus THIRty)**

Directions: Student 1: Choose A or B. Say it to Student 2. Student 2: Listen, and then tell Student 1 if she said A or B. Student 1: Tell Student 2 if he is correct.

For example: Student 1: thirty percent. Student 2: B! Student 1:Correct

1. A: thirteen percent. B: thirty percent
2. A: fourteen umbrellas B: forty umbrellas
3. A: fifteen bikes. B: fifty bikes
4. A: sixteen percent. B: sixty percent
5. A: seventeen cars. B: seventy cars
6. A: eighteen trees. B: eighty trees
7. A: nineteen people. B: ninety people

2) Numbers**a) Speaking:**

- 1) 52 = fifty-two. (Fifty-two **apples**.)
- 2) 813 = eight hundred and thirteen. (Eight hundred and thirteen **ducks**.)
- 3) 1, 917 = one thousand, nine hundred and seventeen.
(One thousand, nine hundred and seventeen **elephants**)
- 4) 1,900 = one thousand, nine hundred OR ★ **nineteen hundred** ★
(Nineteen hundred **books**)
- 5) 12,239 = twelve thousand, two hundred and thirty nine
(Twelve thousand, two hundred and thirty-nine **dollars**)
- 6) 784,116 = Seven hundred and eighty-four thousand, one hundred and sixteen
(Seven hundred and eighty-four thousand, one hundred and sixteen **square kilometers**)
- 7) 98,000,000 = Ninety-eight million **cats**
- 8) Population: 128,085,000 =
One hundred and twenty-eight million, eighty-five thousand **people**

9) 9,483,946,050 = nine billion, four hundred and eighty three million, nine hundred and forty-six thousand, and fifty **penguins**

10) Gross Domestic Product (of Japan): 4,167,000,000,000
4 trillion, one hundred and sixty-seven billion **dollars**

b) Listening: 1) Write down the numbers I say. 2) Check your answers.

1)

2)

3)

4)

5)

c) Speaking:

1) Students A and B: Make a list of 6 big numbers below

2) Student A: Read your numbers to Student B.

3) B: Write down the numbers.

4) B: When A is finished, show your numbers to A. Are they correct?

5) Switch!

1)

2)

3)

4)

5)

6)

Families of the World: France

1) We meet 9-year-old **Camille**, whose family runs a vineyard and winery in Beaujolais. We see the school meal prepared by a nearby restaurant, visit the vineyards and a local bakery, accompany Camille to her riding lesson, and join the family celebration of Three Kings Day. 2) Next we go to Lyon, where we visit 10-year-old **Emilien** and his family. Emilien and his two sisters live alternate weeks with their parents, who are divorced. His father is a laboratory technician, and his mother is a professional musician.



Vocabulary

- | | |
|----------------------------|------------------------|
| 1. courtyard (n) | 8. prune (v) |
| 2. great grandfather (n) | 9. day care center (n) |
| 3. grapes (n) | 10. dough (n) |
| 4. lawyer (n) | 11. vineyard (n) |
| 5. business (n) | 12. fossils (n) |
| 6. advanced technology (n) | 13. Three Kings Day |
| 7. grape vines (n) | 14. Jesus |

- | | | |
|--|----|----------------------|
| 15. Catholic (n) | 13 | 20. trade (v) |
| 16. church (n) | | 21. organic food (n) |
| 17. divorced (adj) | | 22. chemicals (n) |
| 18. strike (n): when workers
refuse to work | | 23. advertising (n) |
| 19. Euros (n): European money | | 24. outdoors (n) |
| | | 25. massage (n) |

Part 1: While Watching

A) Camille

1. How old is Camille's house?
2. How old is the tree in the courtyard?
3. Where is the tree from?
4. What do they grow and make on her farm?
5. What time do they eat the main meal in France?
6. T or F? Most businesses close between noon and 2 pm because people like to take their time when they eat to relax and talk.
7. T or F? France is a world leader in advanced technology.
8. T or F? France's TGV train is the fastest train in the world.
9. How old are some of the grapevines?
10. How many grape vines do they have to prune (cut)?
11. How does her father decide when the wine is ready?
12. T or F? The government helps to pay for day care centers when both the mother and father work.
13. How long does it take to make bread?
14. T or F? Camille's land was under the ocean millions of years ago.
15. What do she and her dad look for in the vineyard?
16. What do they celebrate at the Saturday night dinner?
17. What is Camille's religion?
18. Where do they go after dinner?

B) Emilien

1. T or F? France has one of the best public transportation systems in the world.
2. Why does it take Emilien's dad longer to get to work?

→

3. Television:

- a. Emilien's parents say that they don't want their kids
"...watching TV instead of getting interested in other things."
Do you agree that if kids watch a lot of TV they won't become
interested in other things such as, for example, reading, or...?
Why or why not?

- b. His parents also say "...advertising is bad for us because it tries
to make us think we need to buy things in order to be happy."
For example, does advertising make people think they aren't
beautiful unless they have the latest fashion? Do you agree
with his parents? Why or why not?

4. Would you like to visit France someday? Why or why not? (**Write
down 2 or 3 reasons.**)

Country Handout # 2

Families of the World: Japan

1) Ten-year-old Seichi lives on a farm near Furukawa, Japan. His family has raised rice there for 14 generations. Seichi and his sisters help feed the rabbits and chickens, watch TV, and go to their cousin's engagement party. We see the schoolteachers and children prepare for Sports Day. 2) 8-year-old Ayako lives in Sendai, Japan. Ayako loves to climb trees, play her piano, and go to calligraphy lessons.



Vocabulary

- | | |
|----------------------|---------------------------------|
| 1. feed (v) | 7. improve (v) |
| 2. water (v) | 8. agricultural cooperative (n) |
| 3. generation (n) | 9. matchmaker (n) |
| 4. rice planters (n) | 10. engagement ceremony (n) |
| 5. character (n) | |
| 6. scrub (v) | |

- | | |
|-----------------------|--------------------|
| 11.symbolize (v) | 18.cartoon (n) |
| 12.ties (n) | 19.science (n) |
| 13.Sports Day | 20.sewing (n) |
| 14.revolving lift (n) | 21.calligraphy (n) |
| 15.downtown (n) | 22.brush (n) |
| 16.seal (n): hanko | 23.greet (v) |
| 17.sign language (n) | |

Part 1: While Watching

1) Seichi

1. What are Seichi's chores?
2. What is grandma's "business"? (What does she do?)
3. How many generations has Seichi's family lived on their farm?
4. T or F? Rice planters (machines) are very expensive.
5. How many characters (kanji) does a student have to memorize to graduate from high school?
6. Who serves lunch at school?
7. Where do they eat?
8. Why does Seichi's mother scrub the rice?
9. T or F? Japanese people think it is important for food to look as good as it tastes.
10. Where does the father work?
11. What does the grandfather do?
12. Who helps young people find a marriage partner?
13. What does drinking sake at the engagement ceremony symbolize?
14. T or F? Even the youngest kids participate in Sports Day.
15. Which team wins at the end of the day?

2) Ayako

1. How old is Ayako?
2. T or F? It is more common for families to live in the father's home than the mother's home.
3. Whose home does Ayako's family live in?
4. What are one or two things the students practice while the cooks prepare lunch?
5. What do they eat for lunch?
6. Who serves lunch?
7. T or F? The students clean the school after classes.
8. What are some of the clubs that students can join?
9. What does she practice after piano practice?
10. Why do tall buildings in Japan have many kinds of stores in them?
11. When her father comes home, what do they all do?

Part 2: After Watching (HW: Write your answers.)

1. Compare your experience of growing up to Seichi's and Ayako's experience. What was different, and what was the same?

Reflection

Directions: 1) Answer the questions. 2) Tell your groupmates your answers. What do you have in common? 3) Tell the class your group's answers to Questions 2 and 3.

1. What did you enjoy doing or learning during this project?

2. If anything, what did you not like doing?

3. For your oral mini-report, what are one or two things you did well?

4. For your oral mini-report, what are one or two things that were difficult for you?

5. What are one or two things that made it difficult for you understand your partners?



