

UNIT 15 LIVING TOGETHER

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to Kenji's situation and the advice he receives.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about whether it's a good idea for people to live together before marriage, and check the opinions with which they agree.
- Study the Opinion Network to learn expressions for commenting on someone's opinion.
- Extend the Topic by talking about taking advice from parents.
- Read a Culture Corner extract about the most common issues asked about in advice columns.
- Present the point of view of one of the people in the reading.
- Watch a follow-up video extract from Derek giving his views about living together before marriage.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, Kenji asks for advice about his relationship with his girlfriend Mika. He would like Mika to live with him before they get married. He thinks that living together before marriage is a good idea. Mika's parents are against the idea and Mika doesn't want to go against her parents' wishes. The advice that Kenji gets is that if he loves Mika he will respect her wishes.

Questions Raised

- Is it OK to live together before marriage? Why or why not?
- Should young people follow the desires of their parents even when they are adults?
- How important is marriage? What's the difference between being married and simply living together?

To Keep in Mind

- Attitudes about living together before marriage vary widely between countries and even regions (rural versus urban especially). Depending on where you teach and who your students are, they might find it completely normal, or highly unusual (or immoral), to live together before marriage. It's a good idea to have a sense for this to know how best to handle the topic in class.
- In many parts of Asia, virginity is considered an important consideration for a prospective bride. Thus, the idea of living together before marriage is related not only to practical and family considerations, but purity and chastity. Although it's difficult to generalize, living together before marriage is probably more widely accepted in Japan than in, for example, Korea and China.
- Some students (especially women) may be uncomfortable if asked whether they themselves would live with a partner before marriage. The question can be made more impersonal by asking whether they think it's OK in general.

TEACHING GUIDE

Getting Ready

→ Explain to students that the topic that will be discussed in this unit is living together before marriage. Put students in pairs and have them ask each other the questions in the Getting Ready section. The questions in this section are not open-ended and don't encourage discussion. They act more as a simple introduction to the topic.

Teaching tip: To make this section more discussion oriented, or to give higher-level students a more challenging activity, add questions to the Getting Ready section by putting them on the board. For example:

- Do you think living together before marriage is a good idea? Why or why not?
- Do you know anyone who has lived together before marriage? Talk about them.

Situation

→ Explain Kenji's situation before having students listen to or read the passage. To use this passage as listening practice, have students cover page 66 and leave page 67 uncovered. Have students read over the comprehension questions. Have them write their answers as they listen to the passage. Have them listen at least twice. To use this activity as reading practice, have students read the passage without page 66 covered. After they have finished reading, tell students to cover page 66 and answer as many comprehension questions as they can on page 67.

Teaching tip: It's often better to have students not look at comprehension questions when reading a passage. They will look for correct answers to the questions without reading for general meaning. Since the goal of the unit is to give one's point of view about the issue, it's important that students focus on the situation rather than simply finding correct answers.

Check Your Understanding

Answer Key (sample answers)

1. He thinks she should live with him before they get married.
2. She wants to be with him but doesn't want to go against her family's wishes.
3. He wants to save money before getting married.
4. She thinks her parents will be angry with her.
5. He is told to respect Mika's wishes.

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of living together before marriage. Discussion should be done in pairs.

Teaching tip: This activity can be turned into a listening activity by having students cover the statements by Anna, Iris, Mark, and Shingo, while leaving the photos visible. (They can use a pencil case or a dictionary as a cover.) On the board, write the following:

Is the speaker in favor of, or against, living together before marriage?

Anna –

Iris –

Mark –

Shingo –

Have students write down "for" or "against" for each. This activity obliges students to listen to the general meaning of each speaker's opinion, since they don't actually say "I am for" or "I am against."

Culture point: In Asia, people often choose their wedding date by consulting an astrologer or the traditional calendar to find auspicious days. In China, at the beginning of the Lunar New Year, an almanac with information about the coming year is published. This is one source of information used when finding an auspicious wedding date.

Extending the Topic: Parental influences

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

Give students plenty of time to read the chart, and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of the most common issues in advice columns. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Which of these problems are most serious to you? What kind of problem would you write about? Do you have any good advice about any of these problems?

Sharing My Ideas: Moving in with Kenji

→ Choose

Explain to students that they will each assume the character of one of the people in the story and argue in favor of that person: Mika, Mika's father, or Mika's mother. Their goal is to convince others that they are right. You can also give students the option of taking the role of Kenji.

→ Prepare and Rehearse

Have students make notes using the chart. Explain that "Reasons AGAINST my position" is included because anticipating others' arguments can make one's argument stronger. Remind students to use the Language Hints to help them compare and contrast their reasons.

During the Rehearse step, if it's not practical to have students find another student with the same character (or "the same person," as the book says) simply have students work in pairs during the Rehearse step, and change partners during the Present step. The Listener task asks listeners to help their partners add reasons to the speaker's outline. Allow plenty of time for this step. Go over the Presentation Tip before students begin rehearsing. It's important to give them a chance to work on their pace before moving on to Step 4.

Sample Presentation

Mika's father: I think that living together before getting married is a bad idea. We want a real wedding. You will be starting a new life. Some people may say bad things about the family if you go off without getting married. They may say that you haven't been raised well by your family. This would hurt your mother and me. I know that you think that living together is a good way to test a relationship. But I don't think marriage is like a new brand of soap or a car that you test before you buy it. You should be sure of your love before you live together or get married.

→ Present

If students worked with someone who was the same character in Step 3, have them find a partner who disagrees with their position for Step 4. The presenter's job is to convince the listener to agree with his or her viewpoint. The listener's job is to take notes and to be prepared to respond.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see *Assessing the Activity*, Unit 1.)

- | | |
|---|-----------|
| 1 – The presenter's argument was clear. | ★ ★ ★ ★ ★ |
| 2 – The presenter's argument was convincing. | ★ ★ ★ ★ ★ |
| 3 – The presenter gave good examples. | ★ ★ ★ ★ ★ |
| 4 – The presenter paused between sentences. | ★ ★ ★ ★ ★ |
| 5 – The presenter did not speak too fast or too slowly. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Derek's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Derek

If people want to cohabitate before marriage, it's really up to the individuals who are involved in the relationship to decide. Obviously, society as a whole, and ultimately parents are going to have an opinion about this issue. But still it's up to those two people. If they want to take their relationship to the next step, but maybe they don't feel they're ready for that large a commitment, then cohabitation might be the way to take the relationships to a higher level.

Parents may not be satisfied with the decision, but they need to understand that their children are growing up in an era different from their own. The value systems have changed. So for two people to live together before marriage could open the doors for them to explore the relationship better. And ultimately, it might help them avoid making a mistake. You know, in a lot of societies the divorce rates are fifty percent.

Video Script

Cohabitation before marriage? Really it's up to the individuals who are involved in the relationship. Obviously, society and ultimately parents do have an opinion about such issues. But still it's up to those two who want, the two people who want to take their relationship to the next step, but maybe do not feel that they're ready for that larger commitment. So really it's another stage of the relationship—cohabitation.

The parents may have dissatisfaction, but they need to understand that their children are growing up in an era different from their own, that the value systems have changed. And so for two people to get together, to live together before marriage, could open the doors for them to explore their relationships better and to ultimately avoid making a mistake in a, especially in societies where the divorce rates are at fifty percent.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words or phrases of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

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

B. advice, relationship, move out of

C. 1. a 2. c

LINKS

If you would like the class to do additional research on wedding traditions in Asia, here are some useful links:

Chinese wedding traditions:

<http://www.chcp.org/wedding.html>

Korean wedding traditions:

<http://www.weddingdetails.com/lore/korean.cfm>

Japanese wedding traditions:

http://www.japaneselifestyle.com.au/culture/marriage_modern.html