

UNIT 6 SAYING “I LOVE YOU”

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to Maria and Satoru explain their sides of the story.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider three alternative opinions about Maria and Satoru and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn questions to ask about agreement and expressions for responding.
- Extend the Topic by talking about how couples should show their love.
- Read a Culture Corner extract about saying “I love you” in different languages.
- Share ideas about a personal love story or one about a couple they know.
- Listen to a follow-up video extract from Gillian giving her views about saying Maria and Satoru’s situation.
- Take the Unit Test.

Authors’ Introduction

Go to impactseries.com/issues to listen to Junko’s unit introduction.

The Issue

In this unit, an internationally married couple tell us about their concerns. Maria from Peru lives in Japan with her husband, Satoru. They have a good relationship but Maria is unhappy about Satoru never saying “I love you” to her. She is even starting to doubt his love. Satoru believes that being a good husband and a good father shows his love. Satoru wants Maria to trust him more, and Maria wants Satoru to show his love more. This is probably one of the typical “culture gap” issues internationally married couples face.

Questions Raised

- How should a married couple cope with cultural differences in showing love, especially when in one culture you show your love openly and in another culture you don’t usually show affection in a straightforward way?
- Is saying “I love you” important for a married couple? Should you keep being romantic after you get married or should you take your love for granted and not express it as openly as before?
- Is saying “I love you” the best way to show love? What are other ways to show your affection?

To Keep in Mind

- How people express love and show affection may not be just a cultural difference but could also be a personality issue. Some people are just not good at expressing love directly.
- Some students may feel embarrassed to talk about showing love using such words as “kiss” or “hug.”
- How much people show their love openly may have a lot to do with what is considered an acceptable public display of affection in their own culture. Therefore, it would be interesting to find out about acceptable ways of showing love (or not showing love) in public in different cultures.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs to answer #1. Then ask a few volunteers for their answers. Because these questions are interconnected, you could then elicit further examples for #2 and write them on the board. Then have students work in pairs to decide if these things are common or not. If time permits, find out from the class which ways to show love are most/least common.

Teaching tip: If you are teaching in a monocultural classroom, you could take a few more minutes to find out your students' impressions of how people show love in other cultures.

Situation

→ Consider having students go over the four questions in the Check Your Understanding section (page 31) before listening to the recording. Have them make guesses. Then have them listen to the recording and read the Situation at the same time. Check how many they were able to guess correctly.

Teaching tip: Have students pay attention to the nationalities of this couple. It's important that they understand that this is a cultural gap issue between husband and wife.

Check Your Understanding

Answer Key

1. T 2. F 3. F 4. T

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Iris, Mark, and Anna. Have students do Activity A individually. Then have them move to Activity B and share their opinions in pairs.

Teaching tip: Make sure students fully understand each opinion before they decide to agree or disagree. You could do this by asking students who agrees more with Maria (Iris), who sees Satoru's perspective (Anna), or who brings up a different viewpoint (Mark).

Culture Point: In addition to different cultural perspectives on showing love, there may be a difference in how men and women perceive expressing and showing love. Therefore, it is possible that male and female students from the same culture may have different opinions about expressing love.

Extending the Topic: Showing love

→ Give students plenty of time to work individually when checking the boxes about Maria and Satoru's opinions. If they understood the Situation well, your students should have the same answers (see below). When students are finished checking boxes, you could quickly compare answers as a class. Be sure that they added their own ideas at the bottom. You could remind them of the Getting Ready activity.

Answer Key Section A

Helping take care of the children: S

Giving freedom to one's partner: S

Kissing when you get home: M

Saying "I love you": M

Working hard for the family: S

Showing affection: M

Have students work in pairs (or threes) for the follow-up discussion. Encourage them to talk about their own ideas on expressing love, how people in other cultures show love, how people show love in public places, and what they think is important or acceptable public behavior.

Culture Corner

Have students work in pairs or groups of three. Encourage students to read the different ways to say “I love you” aloud with their partner. They should have fun with this. Tell them not to worry about making mistakes. At the end, you could find out if there are students in the class who know the correct pronunciation for each language.

Sharing My Ideas: Love story

→ Choose

Begin by having the students choose the title of a story about love. Explain that they are going to tell a love story based on the title that they have chosen. Many students won't be comfortable telling a personal love story, so be sure they understand that they can tell a story about someone they know or even make one up.

→ Prepare and Rehearse

Your students should use the Speaking notes and Language Hints to prepare the story. This is a lighter topic and students should be encouraged to have fun with it. Then they can practice telling the story to a partner. Make sure that your students understand the Listener task and give students plenty of time to improve their notes before moving on to Step 4. The Presentation Tip in this unit is about using facial expressions and gestures to show emotion. You could read the sample presentation to demonstrate this before they begin rehearsing.

Sample Presentation

Love at First Sight

This is a story about my friend Megumi. One day she went to a convenience store. There she met Ricardo, a cool guy from Brazil. He was working as a part-time clerk at that store. She fell in love with him instantly. Megumi went to the convenience store every day, like, five times a day! But she was too shy to ask him out. But Ricardo liked her too and one day he finally asked her out. They are now boyfriend and a girlfriend. Megumi is so happy. Now every time I go to a convenience store, I'm hoping to meet my cool guy, but so far nothing has happened!

→ Present

Have students find a new partner, or put them into small groups. A specific Listener task is not given, but the presenter is instructed to ask if the audience has any questions. To encourage good listening habits, ask students to write down one or two questions during the presentation that they would like to ask the presenter about his or her story.

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

Have students evaluate the person speaking. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|--|-----|
| 1 – The presenter's voice was clear. | Y N |
| 2 – The story had a beginning, a middle, and an end. | Y N |
| 3 – The presenter asked and answered questions at the end. | Y N |
| 4 – The presenter used facial expressions to show emotion. | Y N |
| 5 – The presenter used gestures to show emotion. | Y N |

When students are working in pairs, have each student evaluate the other. If a student presents in front of the class, have each student grade him or her.

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 Gillian'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

Gillian

In all international families where the parents are from two different cultures, this is a very common problem. There's a difference between family roles and the feelings—how to express feelings between the husband and the wife. So it seems to me that Maria needs to say that she likes to express her feelings directly for her husband. And Satoru needs to understand that that's how she expresses her love for him. He needs to explain that for him it's perhaps more important to be a good father and a good homemaker. Really, they just need to talk about the differences and perhaps then they can understand each other and perhaps come to a compromise. Perhaps sometimes Satoru would be willing to let her know that he still loves her and she won't worry so much.

Video Script

Well, I think, first of all, in international families, where the parents are from two different cultures, I think it's a very common problem. The difference between family roles and the feelings—how to express feelings between the husband and the wife. So it seems to me that Maria needs to say that she likes to express her feelings for her husband as well as be a dedicated mother.

And Satoru needs to understand that that's how she expresses her love for him, and he needs to explain that for him it's perhaps more important to be a good father and a good homemaker. So they need to talk about the differences and perhaps then they can understand each other, and perhaps come to a compromise where perhaps sometimes Satoru would be willing to let her know that he still loves her and she won't worry so much when she's working hard as a mother.

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 Maria and Satoru's different points of view on how couples should express their love.

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

C. Expressions: The focus is on you check students' understanding of expressions or phrases from the What Do You Think? section. Students answer two multiple-choice questions.

Answer Key

- A. 1. a 2. c 3. c 4. d 5. b
B. embarrassing, affectionate, dedicated
C. 1. a 2. b

LINKS

If you would like the class to do additional research on “saying I love you,” here are some useful links:

Great ways to say “I love you”:

<http://marriage.about.com/od/loveandromance/a/iloveyou.htm>

“I Love You,” The ace in the pocket:

http://www.askmen.com/dating/curtsmith/30_dating_advice.html

The best way to say “I love you”:

<http://www.angelfire.com/ns2/rieaane/Iloveyou.htm>