UNIT OVERVIEW

In this unit, students will:

- ▪ 🎧 Read Sam and Kathy's conversation.
- ▪ Answer true/false questions to show understanding of the story.
- ▪ 🎧 Consider three alternative opinions about using the Internet to find friends and relationships, and express agreement or disagreement with the opinions.
- ▪ Study the Opinion Network to learn expressions for agreeing or disagreeing with someone's opinion and how to ask about someone's opinion.
- ▪ Extend the Topic by talking about what's important in a relationship.
- ▪ Read a Culture Corner extract about the aspects of appearance that men and women say are important.
- ▪ Share ideas about what's important in either a romantic relationship or a friendship.
- ▪ Listen to a follow-up video extract from Andrea giving her views about romance and the Internet.
- ▪ Take the Unit Test.

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

The Issue
Sam and Kathy met online and have spent many hours sending instant messages, but in this unit they use video to see each other for the first time. When Kathy sees Sam she seems to not like how he looks. She tells him that she doesn't want to continue their friendship. She says that Sam is "not what she thought" and "not her type," which implies that it's his looks that she doesn't like. She decides to break off the friendship. Sam is shocked because they had exchanged many intimate messages.

Questions Raised
- ▪ How important should looks be in a relationship? How do looks compare to other qualities we look for in a boyfriend/girlfriend/friend?
- ▪ Is the Internet a good way to meet someone? For friendship? For romance? What are the advantages and disadvantages of meeting someone online?
- ▪ How can we avoid hurting someone's feelings if we decide we want to stop a relationship?

To Keep in Mind
- ▪ This unit can be talked about from different perspectives: 1) the Internet and online relationships, dating, and friends, 2) the importance of appearance in romance, 3) how to have good relationships with people online and in cyberspace.
- ▪ Many students may know more about the topic of online relationships, social networking sites, text messaging, etc. than their teachers. Try to learn something from your students!
- ▪ Don't assume that just because students are young that they are experts on cyberspace. Some students may have little or no experience in this area. Try to find out the level of experience of your students. Also, some students may be uncomfortable talking about their experiences meeting people online.

Getting Ready
➔ Have students work in pairs. Give students silent time to make notes about their answers to these questions before discussing with their partner. Make sure students have understood the questions.

🕮 **Teaching tip:** Question #2 may be difficult to answer quickly. It may be a good idea to give some sample answers to help students get started. For example:
Good things:
You can find people who share your interests.
It's simple to contact people you don't know.

Situation
➔ Explain the situation clearly. Students need to understand that Sam and Kathy are seeing each other for the first time but they have already exchanged a lot of messages. Have students work in pairs. The dialogue should be practiced at least twice.

🕮 **Teaching tip:** Dialogues can be treated as "stories." Have students read the dialogue silently two times. Then, in pairs, student A closes his or her book and tells the story of what happened. Student B's role is "teacher" or "helper." Student B leaves the book open and helps student A tell the story. Then have students switch roles. After the class has practiced, have one student tell the story to the whole class.

Check Your Understanding

Answer Key
1.T   2. F   3. T   4. T

What Do You Think?
➔ After you check students' understanding of the story using the comprehension questions, students discuss their opinions regarding Kathy and Sam's situation. Discussion should be done in pairs.

🕮 **Teaching tip:** Give students time to think about the reasons for agreeing and disagreeing. They may not have thought of this subject before. If the teacher gives some of his or her own opinions, this can help students figure out what they think.

☑ **Culture Point:** The importance of technology has created new words to describe people interested in computers, science, and technical things.
Nerd: Someone who is good at scientific or technical things, but not socially successful. Usually negative.
Geek: Similar to *nerd* but more often used in a positive way. It's not "cool" to be a nerd, but it may be possible for a geek to be "cool."
Otaku: a loanword from Japanese, this means someone who is obsessed by the details of a particular subject such as collecting, computing, etc. Originally it implied that someone was obsessed to the point of being strange, but now it is used to describe more generally people who have an obsessive interest or knowledge about a narrow subject.

Extending the Topic: Relationship values
➔ Have students work individually when filling out their opinions about relationship values, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read the items, 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. While the sample discussion shows the people agreeing more with Sam or Kathy in general, be sure that students know it's OK to agree with individual opinions from either person.

Culture Corner

Have students work in pairs or groups of three. Students read through which aspects of appearance women and men find important. Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Do these lists match how Sam and Kathy feel? Do you agree with these lists? Why or why not?

Sharing My Ideas: What's important in a relationship?

→ **Choose**

Students should choose a topic, either qualities that are important for boyfriend/girlfriend, or simply "friend." This choice is given because some students won't be comfortable talking about romantic interests.

→ **Prepare and Rehearse**

For lower-level classes it may be good to brainstorm some possible qualities that are important for relationships and put them on the board. You can start with the qualities from "Extending The Topic" on the previous page, and then add more. This gives students a starting point for their presentation preparation. Point out the Language Hints and encourage students to use them in their presentation. Read the Presentation Tip before students begin preparing, as it pertains to how they organize their notes.

When students are ready to practice, be sure they have read and understood the Listener task. Give them plenty of time to improve their notes before moving on to Step 4.

> **Sample Presentation**
> *I will talk about what qualities are important for me in a girlfriend. I know it's not possible to find the perfect person, but there are some things that I really need in a girlfriend. For example, I like people with a sense of humor. If someone can't laugh easily, then being with them is much less fun. I love to laugh and so that's important for me. Also, I like someone who has many different hobbies. I tend to try new things and get tired of things easily, so I want someone who is like me. Finally, a girlfriend shouldn't be too tall because I'm a pretty short guy and I don't want to feel even shorter. So, my conclusion is that if you can find someone who shares the most important qualities, the relationship should be good!*

→ **Present**

Have students find a new partner, or put them into small groups. Draw students' attention to the Listener task before they start their giving their presentations.

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 presenter. 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 presentation was well organized.	Y N
3 – The presenter talked about three different qualities.	Y N
4 – The presenter gave reasons for why these qualities are important.	Y N
5 – The presenter showed emotion when talking about the special object.	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 evaluate 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 Andrea'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
Andrea
It's hard for me to imagine using the Internet to fall in love with anyone. Even if you talk with someone for hours or weeks or months, you're still only getting a <u>glimpse</u> of that person.
For example, recently a good friend of mine had talked to this guy every night on the Internet. Finally, she met him in <u>real</u> life. It was really awkward. It wasn't so much his ideas or what they talked about. It was how he <u>presented</u> himself that kind of ruined it for her. In real life, he wasn't at all what she thought he would be.
So even though this woman's actions may seem a little <u>harsh</u>, her decision is actually sparing the man. If in the end they're not going to be together, because she can't stand to look at him, I think she's just saving him the time and the effort and possible <u>heartbreak</u>.

Video Script
I personally can't imagine using the Internet to fall in love with anyone, because even though you may talk with someone for hours—hundreds of hours—you're still only getting a glimpse of that person.

For example, recently my good friend who had talked to someone nightly on the Internet met him in real life. And it wasn't so much his ideas, which remained the same, or just basically what they talked about, it was how he presented himself that kind of ruined it for her. He slouched. He had a horrible posture and wasn't as confident and didn't present himself with the air that she had imagined, because when she was talking to him on the Internet it was all what she made the situation to be. And in real life, it wasn't that at all. He wasn't the man that she thought he was. He was someone who couldn't sit upright.

So even though the woman's actions may seem a little harsh, her decision is actually sparing the man. If, in the end they're not going to be together, because she can't stand to look at him, I think she's just saving him the time and the effort and possible heartbreak.

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 how Sam and Kathy feel about each other once they see each other for the first time. Students answer five multiple-choice questions.
B. **Vocabulary**: The focus is on understanding three words 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? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key
A.   1. b   2. c   3. a   4. d   5. b
B.   wrong,   decided,   break,
C.   1. a   2. b

If you would like the class to do additional research on online relationships and communication, here are some useful links:

Internet love stories: http://www.cyberlove101.com/
How to make friends online: http://www.wikihow.com/Make-Friends-Online
Rules for being polite online — netiquette: http://www.albion.com/netiquette/corerules.html