

UNIT 11 NAOMI'S DILEMMA

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the conversation between Naomi and her brother that concerns a problem with her boss.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about what Naomi should do, and decide which ones they agree with.
- Study the Opinion Network to learn expressions for agreeing or commenting on others' opinions.
- Extend the Topic by talking about what Naomi and her boss think about the Situation.
- Read a Culture Corner extract about how to deal with a bad boss.
- Share ideas about sexual harassment in the workplace or at the university.
- Watch a follow-up video extract from Mei giving her views about how teachers should dress.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, a woman asks her brother for advice. Naomi is uncomfortable because her boss asked her out to dinner. Her boss is a great guy, but Naomi feels it is not right for him to ask her for a date at work. She is afraid he might fire her if she says no. Is this a kind of sexual harassment, or is Naomi taking it too seriously, as her brother says? What should Naomi do?

Questions Raised

- If your boss asks you for a date, how would you feel and what would you do? If the boss is attractive? If the boss is not attractive? Should you accept it to keep your job? Is there a good way to say no without upsetting the boss?
- When a male boss asks his female employee for a date, is it a sexual harassment? How about a female boss asking a male employee? What is sexual harassment at work?
- If you saw sexual harassment at work or at school, what would you do? If you became a victim, what would you do?

To Keep in Mind

- It might be difficult for high school or university students to think about the Situation because they don't have experience working in a company. You could tell them to imagine themselves working in an office in the future.
- Your high school or university students might have experienced or observed this kind of situation or other sexual harassment in their part-time jobs. If your students are workers, they might have experienced or observed similar cases, or even more serious cases. Have them share those experiences, unless it makes them uncomfortable.
- This is a good opportunity to talk about harassment in general—at work or at school. What is harassment, and what do you do if you are harassed?

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly. Students have to explain their answers briefly.

🎧 **Teaching Tip:** After the students have worked in pairs, you could ask volunteers for their answers.

Situation

→ Have students guess what kind of a problem Naomi has before listening to the audio. Then have them listen to the CD, without looking at the text, to find out the answer. After they have checked the answer, have students listen to the dialogue again, this time looking at the text.

🎧 **Teaching Tip:** Have students make pairs. One will read Naomi's part, and the other, Tom's part. They can hold their cell phones (if they have them) as props to make it more realistic. After all the pairs have read, have one pair volunteer to perform their conversation in front of the class.

Check Your Understanding

Answer Key (sample answers)

1. She thought he was going to talk about a project.
2. He wanted to ask her out.
3. Because he might fire her if she said no.
4. She liked him.
5. Go out with the boss and see what happens.

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss the opinions of Susan, Ken, Luis, and Yeon-Suk. Have students do Activity A individually. Then have them move to Activity B and share their opinions in pairs.

🎧 **Teaching Tip:** In the Opinion Network students can learn expressions for agreeing that don't directly use the word *agree*.

✔ **Culture Point:** Thanks to the term *sexual harassment*, it is easier for women (and men) now to claim that certain offensive acts by bosses or colleagues are incidents of harassment. Before this term was introduced, many women (and men) who were harassed could not identify the incidents as harassment, and it was difficult for them to make people understand their problems. In Japan sexual harassment is called *sekuhara*. Thanks to this word, there is now understanding throughout the nation about sexual harassment, and there are laws to prevent it.

Extending the Topic: Business dinner or date?

- Have students work individually when writing R (right) or W (wrong) in the chart, and in pairs (or threes) for the follow-up discussion. Students can use the opinions in the chart above, but they can be encouraged to go further than what's in the chart, using their own words and expressions.
- Do the Extra Activity (role play) if there is time.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of ways to deal with a "bad boss." Give them an opportunity to ask about unknown words such as *compile*, *mentor*, and *sacrifice*. You can ask for students' general reaction to the list, or write a few questions on the board for discussion in pairs. For example: Do you agree with these points of advice? Why or why not? How would you deal with a "bad boss"?

Extra Activity: Role Play

If there is time, consider doing the Extra Activity, a role play. Set up the role play by dividing the class into groups of three. One member of each group (student A) is a "mediator" who listens to both Naomi and her boss and tries to understand the situation as objectively as possible. Another (student B) is Naomi. The third student (student C) is Naomi's boss.

Give the students a few minutes to prepare their role play. They can look over the Situation and the Extending the Topic activity, and write expressions they may want to use in their role play. Give the students about two minutes to act out their role play. Then you can ask for volunteer pairs to act out their role play in front of the class. As a variation, you can have "Naomi" and "the boss" talk to each other directly to explain their motivation and their response to the situation.

Sharing My Ideas: Sexual harassment

→ Choose

Begin by having students read the two situations. Briefly discuss the situations as a class to be sure everyone understands what each problem is. To help them choose, explain that they are going to give a presentation about what either Mariko or Shen should do.

→ Prepare and Rehearse

Have students use the Speaking notes and Language Hints to prepare their presentations. Remind them to take organized, simple notes.

When they are ready to rehearse, have them work with a partner who chose the same situation. Point out the Listener task and be sure to allow enough time for students to help each other improve their outlines.

Sample Presentation

I chose Situation B. I think this is sexual harassment. The professor should not ask just one student to go to coffee. It would be difficult for Shen to say no to her because she is his teacher and a respected professor. Next time she asks Shen to go to coffee, he should ask if he can invite other students too. He should tell her that he is sure other students would want to have coffee with her, because they like her and respect her. They would be thrilled to have time with her. Then it would be difficult for her to say no. To sum up, I think this is the best way to solve the problem, because no one would get hurt.

→ Present

Have students find a partner who chose the alternate situation, or put them in small groups. Ask a volunteer to read the Presentation Tip. You could add that note-taking is another step to becoming a good listener. Be sure that students have read and understood the Listener task before beginning the 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 trying to use 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 presentation was well organized.
- 2 – The presenter used the Language Hints.
- 3 – The presenter offered a clear solution to the problem.
- 4 – The presenter spoke clearly.
- 5 – The presenter did not read word for word from the page.

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 Mei'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

Mizuki

I agree with her brother. I don't really think it's such a big deal. Of course, I do understand that she doesn't feel very comfortable in this situation. She wants to separate her personal life from her professional life. And, practically speaking, if they date and then they break up, things at work could get very difficult.

One problem is that she doesn't know him very well. At the office, he might be nice and polite, but dating is a whole different thing. She's not sure if she'll like him in that way. So what I would do is go out for coffee with him and talk about things and then see how they feel about each other. That way, she's not completely rejecting him, and he won't feel that bad. And she might even like him more than she thought she would. Who knows?

Video Script

Basically, I agree with her brother. It's not that big of a big deal. But I do understand that she doesn't feel very comfortable. Maybe because she doesn't think that's very professional. Or she wants to separate her personal life from her professional life. In fact, if they date and they break up, things could be very difficult at work.

The problem is she doesn't know him that well. She thinks he's nice and polite, but dating is a whole different thing. And she's not sure if she likes him that, in that way. So what I would do is have a coffee with him and talk about things and have, see how they feel about each other. So that way, she's not completely rejecting him, and he won't feel bad. She might even like him more than she thought. Who knows?

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 problem that Naomi is having at work and the advice that her brother gives her.

B. Vocabulary: The focus is on 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 checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

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

B. uncomfortable, work, fire

C. 1. c 2. a

LINKS

If you would like the class to do additional research on sexual harassment, here are some useful links:

The U.S. Equal Employment Opportunity Commission: sexual harassment

http://www.eeoc.gov/types/sexual_harassment.html

Sexual harassment support:

<http://www.sexualharassmentsupport.org/index.html>

Harassment and sexual harassment in the workplace:

<http://humanresources.about.com/od/glossarys/a/sexualharassdef.htm>