

UNIT 19 ONE-SIDED LOVE

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to the story about Kevin and the woman he has fallen in love with.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about Kevin's situation and what his friend should do, and decide whom they agree with most.
- Study the Opinion Network to learn different degrees of agreement.
- Extend the Topic by talking about how people behave when they are attracted to someone.
- Read a Culture Corner extract about tips for dealing with a stalker.
- Share ideas about a love story.
- Watch a follow-up video extract from Kyle giving his views about Kevin's situation.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, we hear about Kevin, a young man who has fallen head over heels in love with a woman who moved into his apartment building. But he hasn't met her yet, and he seems to be getting obsessed with her. He watches her, takes pictures, researches her on the Internet. He tells his friend that he wants to learn more about her before meeting her. But his friend feels he's going too far and that what he is doing seems like stalking! His friend is worried about it and doesn't know what to do.

Questions Raised

- What's the difference between being in love and being obsessed with someone?
- Is it OK to gather information about someone you are interested in, even if you don't know that person?
- What is stalking? How do we know whether someone is stalking, or just interested?
- With information so available on the Internet, how can we protect our privacy?

To Keep in Mind

- Students may understand the word *stalking* only vaguely, even if they know it. Different people may have very different ideas about what constitutes stalking. These differences may come out in the discussion of this unit.
- For students to have an opinion about the Situation, it's important that they understand clearly the details of what Kevin did. The teacher can write list of Kevin's actions on the board.
- Students may not understand that stalking can be a serious crime. Different countries have different levels of protection and laws about stalking. It's good to be familiar with these differences. If you are from another country, teaching this unit can give you a chance to learn from students about this issue.

Getting Ready

→ Introduce the topic of falling in love. The Getting Ready section asks students about what they think of love at first sight. This is a way to introduce the question of how far one should go when falling in love with someone.

🕒 **Teaching Tip:** The Getting Ready section only has yes/no questions and check boxes. It won't generate discussion unless you ask students to give the reasons for their answers. Give students time working alone to make notes about their reasons. Then put them in pairs and have them ask each other to explain their answers. You can put language support on the board to make this easier:

Why do you think so?

Can you explain?

Tell me what you think about this.

Situation

→ Explain that students will hear about Kevin and someone he fell in love with. Explain that his friend is worried about Kevin. To use this as a listening activity, have students read the comprehension questions on page 83 without looking at the passage. Then have them listen to the passage once without while trying to answer the questions. Next, have them listen to the passage and follow along in the book. Then they can go back and finish answering the comprehension questions.

🕒 **Teaching Tip:** As an extension activity, you can have students restate the Situation in their own words. Put students in pairs. One student will be the "teacher" and the other the "student." The student is not allowed to look at the passage and must tell Kevin's story in his or her own words. The "teacher" may keep his or her book open to help his or her partner. After the students do this once, have them switch the roles of student and teacher.

Check Your Understanding

Answer Key

1. T 2. F 3. T 4. NI 5. T

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions about Kevin's situation. Discussion should be done in pairs.

🕒 **Teaching Tip:** This activity can be turned into a memory "quiz." Have students listen to the opinions and rate them. They should try to remember the main idea expressed by each of the four people. In pairs, one student (the "quiz master") quizzes the other. The student being quizzed covers the text. If he or she can't remember the answer, the quiz master can provide help. Write on the board support language such as the following:

A: Do you remember what Yeon-Suk's opinion was?

B: Yes, I think she said... Or: No, I don't.

📌 **Culture Point:** Cross-cultural misunderstanding can occur when women are abroad and encounter different expectations about public behavior. In Japan, for example, women may smile when embarrassed. This can be misunderstood if they are in a foreign country and receiving attention from men. Eye contact is also an important area of cultural difference. In some countries women seldom make eye contact with men they don't know. Women who do make eye contact with men in public may find that they receive more attention than they expect (and perhaps want).

Extending the Topic Is: it love or stalking?

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

Give students plenty of time to read each item. 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 tips for how to deal with a stalker. Give students an opportunity to ask about unknown words. You can ask for students' general reaction to the list, or write a few questions on the board for discussion in pairs. For example: Have you had any experience with a stalker? How did you deal with it?

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 pairs. One member of each pair (student A) is shy and worried about asking someone on a date. The other (student B) is a friend who wants to help their friend get a date.

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 questions and information 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.

Sharing My Ideas: Make your own love story!

→ Choose

Explain to students that they will be creating their own love story. Encourage them to think of their own title. This task is very open-ended; students are able to create any story they like.

→ Prepare and Rehearse

To help students add detail to their story, you can put questions on the board that elicit ideas about the kinds of details they might add. For example:

Where does the story take place? What is it like there?

How does s/he look? What is special about that person? What is their background (family, work, hometown)?

How did you/he/she feel when _____ happened?

Why did you/he/she do that?

Point out the Language Hints, and remind students to keep their notes simple.

During the Rehearse step, the listener's task is to help students with the different parts of the story and to help them add more detail. Once the listener has given feedback, students can add information to their outline. Be sure to go over the Presentation Tip at this time so that students have an opportunity to work on their pace before presenting again in Step 4. You could also demonstrate pausing by doing the sample presentation below.

Sample Presentation

Title: The Magical Library

This is the story about Tomo. She is a nice, serious girl who always studies hard. She has no time for love because she is so serious about her studies. She studies art and loves painting. One day, she went to the library to look for a book about her favorite painter, Rembrandt. But the book was gone! So she sat down at a table with another book. But what a surprise! Just next to her, a very nice boy was reading the book that she was interested in. She said, "Hello, are you interested in Rembrandt?" He said, "Yes, his paintings are magical for me." She and the boy started to talk about art. Soon they fell in love. So now, Tomo tells everyone that not only is Rembrandt magical, but the library too, because that is where she found true love!

→ Present

Have students work with a new partner or put them in small groups. Discuss the Listener task and have students take notes focusing on the things they liked about the 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 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 – There was a clear introduction, body, and conclusion.
- 2 – There were enough details about the love story.
- 3 – The presenter used the Language Hints.
- 4 – The presenter showed emotion.
- 5 – The presenter paused after each sentence.

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 Kyle'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

Kyle

Personally, I know what it's like to be attracted to girls. I am attracted to them, and I try to meet as many girls as possible. But I do it where I talk to them and try to get to know them first. And I want them to get to know me, to see if we're compatible. Because I believe that getting to know the girl is what it's all about. Not trying to get to know them before you've even spoken to them.

Men or women, no one wants to be followed and not spoken to, because that can come off as creepy. Or you might think you're being stalked, and that can get you in trouble. This guy might have a problem with that. He might come off like he's stalking her and she might feel weird and get the cops. If I were his friend, I would definitely talk to him. I'd be, like, dude, if you want to talk to her, then talk to her. If you're not going to do anything about it, you should just move on, and not scare her away, because that's not going to get you anywhere.

Video Script

Personally, I, I know what it's like to be attracted to girls. I love girls. Um, I, I try to meet as many as possible. But I do it where I talk to them and try to get to know them first. And have them to get to know me, see if we're compatible. Um, 'cause I believe that getting to know the girl is what it's all about. Not trying to get to know them before you've even spoken to them.

Men or women, no one wants to be followed and not being spoken to, because that can come off as creepy. Or you might think you're being stalked and that can get you in trouble. This guy might have a problem with that. He might come off like he's stalking her and she might feel weird and get the cops. If I were his friend, I would definitely talk to him. I'd be, like, dude, if you want to talk to her, then talk to her. If you're not going to do anything about it, then you should just move on, and not scare her away, because that's not going to get you anywhere.

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 why Kevin's friend is worried about Kevin and what his friend should do.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students match three words with their definitions.

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

Answer Key

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

B. 1. c 2. e 3. a

C. 1. c 2. a

LINKS

If you would like the class to do additional research on one-sided love and stalking, here are some useful links:

Am I a stalker? What is stalking?

<http://www.stalkingbehavior.com/Am%20I%20a%20stalker.htm>

Obsessive love addiction:

<http://www.allaboutlove.org/obsessive-love-addiction-faq.htm>

True story of one-sided love:

<http://www.bestplaceshawaii.com/lovestories/stories/S006578.html>