

## UNIT 2 FRIENDS OR LOVERS?

### UNIT OVERVIEW

In this unit, students will:

- 🎧 Read and listen to Keiko tell a story about her relationship with Akira.
- Answer true/false questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about what Keiko and Akira should do, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for agreeing and disagreeing.
- Extend the Topic by talking about whether or not men and women can be best friends.
- Read a Culture Corner extract about attitudes about male and female friendship.
- Share ideas about a best friend.
- Watch a follow-up video extract from Justin giving his views about male and female friendship.
- Take the Unit Test.

### Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Junko's unit introduction.

### The Issue

In this unit, a woman is surprised when her best friend, a man, wants more than friendship. Keiko and Akira have been good friends for several years. One evening Akira tries to kiss Keiko and she is shocked. She likes Akira very much, but as her best friend, not as a boyfriend. Keiko believes men and women can be friends without being lovers, but now she is confused. Can men and women be “just” friends? Or is it natural for a man and a woman who are good friends to become lovers?

### Questions Raised

- Can men and women be best friends without being lovers? Or is it natural for a man and a woman who are good friends to become lovers?
- Do you know any men and women who are “just” good friends? How about yourself? Do you have a good friend who is of the opposite sex? Do you feel you will be lovers someday?
- Should Keiko end the friendship with Akira? Can they be friends again? Will Akira's feelings change?

### To Keep in Mind

- Students usually like this topic very much. It is relevant to them and easy to think about using their experiences.
- There may be a difference between male and female students in how they feel about friendship between men and women. It will be interesting to find out.

## TEACHING GUIDE

### Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly. The best friend here can be either male or female.

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

### Situation

→ Have students guess what happened to Keiko and Akira to hurt their friendship before listening to the audio. Then have them listen to the CD 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:** Try a radio drama activity. Select two students or ask two volunteers to be radio drama players. They will read Keiko and Akira’s dialogue parts and Keiko’s monologue parts. Since it is a radio drama, they have to read the dialogue (and monologue) realistically; that is, Keiko is surprised, upset, and sad, and Akira is confused and angry. Make another pair and let them do the same thing. Class judges which group sounded more like a radio drama. (If you feel that Keiko’s part is too large, have another student to do Keiko’s monologue parts only.)

## Check Your Understanding

### Answer Key

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

## What Do You Think?

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

🎧 **Teaching Tip:** The instruction says students can check all of the opinions they agree with, but they should realize the opinions are really different from each other.

📌 **Culture Point:** In the American movie *When Harry Met Sally*, with Billy Crystal and Meg Ryan, there is an interesting scene where Harry and Sally are in a car, Sally driving and Harry sitting next to her, discussing this issue of whether men and women can be friends. Harry says it never happens because men always want sex with the women they are friends with.

## Extending the Topic : Can they be best friends?

- Have students work individually when completing the chart, and in pairs (or threes) for the follow-up discussion.
- Give them enough time when completing the chart with reasons why men and women can or can’t be friends. The more they think about the reasons, the easier it will be for them to do the following discussion activity.
- 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 questions about male–female relationships. Give them an opportunity to ask about unknown words and expressions, such as *crossed the line* and *entered your life*. As an alternative, you can have students close their books as you read them the questions. Record the class’s answers on the board. (For example, in a class of 20 students, the tally for one question might be: yes = 11, no = 6, not sure = 3.) Then have students compare the class’s responses with the tallies in the textbook. The source for the answers was a survey in *Psychology Today*.

## 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 Keiko. The other (student B) is Keiko’s friend. Student B listens to student A’s story and gives advice. (It’s OK for “Keiko” to be a male student.)

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. Or you can put the students in groups of four and have each pair act out their role play for the other pair.

Note: During role plays, students will make many grammatical errors. It’s usually best to comment first on their communication strategies: How effective were they at emphasizing their main points? In this instance, was “Keiko” clear in communicating the Situation and her need for advice? Was “the friend” supportive and clear in offering helpful advice?

## Sharing My Ideas: My best friends

### → Choose

Begin by having the students choose a topic. Explain that they are going to give a presentation about their current best friend or a best friend from their childhood.

### → Prepare and Rehearse

Be sure that students understand the adjectives in the Language Hints box and elicit more to add to the list. Write them on the board. Have students answer the questions in the Prepare box, and remind them to keep their notes simple. Encourage them to imagine their friend and to remember as many details about him or her as possible.

When they are ready to rehearse, students first practice silently and then a second time with a partner. Point out the Listener task and go over the Presentation Tip. Have students work on their pace when they are rehearsing. You could demonstrate different paces by giving the sample presentation below too fast, too slow, and then at an appropriate pace.

### Sample Presentation

*My best friend is Yoshiko. We were classmates in high school and we have been friends since then. She is a unique person. She is friendly to anybody, and she makes friends with anybody. If her friend introduces another friend to her, they are friends immediately! I think that is her talent. She is also full of curiosity. When there is an interesting or unique exhibition, she never misses it. She does not miss interesting movies, either. She often invites me to go with her, and I get chances to see interesting art, movies, or shows. Because of her, my life is fun and rich! I think I have a really good friend.*

### → Present

Have students work with a new partner or put them in small groups. Encourage listeners to take notes and remind them of the Listener task, which asks them to focus on the reason(s) the speaker gives for having that person as a best friend.

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 presenter’s voice was clear.  | ★ ★ ★ ★ ★ |
| 2 – The presenter spoke at a good pace—not too fast or too slowly.                | ★ ★ ★ ★ ★ |
| 3 – The presenter used adjectives to describe his or her friend.                  | ★ ★ ★ ★ ★ |
| 4 – The presenter gave reasons for why this person was/is his or her best friend. | ★ ★ ★ ★ ★ |
| 5 – The presentation was easy to understand                                       | ★ ★ ★ ★ ★ |

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 Justin'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

#### Justin

This is an important topic in terms of modern relationships. In my view, men have to stop treating women as objects. They need to stop treating women as pretty girls, as decoration. In this case, I think Keiko is right to be shocked and upset. And I think Akira should be ashamed of himself. He should write a letter of apology to Keiko.

Maybe he should even invite all their mutual friends together and publicly stand up and say, "I'm sorry, Keiko, for treating you as a sex object." Good idea, don't you think? Personally, I'd like Keiko and all of her friends and indeed all young women to stand up for their right to self-respect, and indeed their right to be friends and not only lovers with men.

### Video Script

Well, I'm very glad to have an opportunity to talk about this 'cause it's something I feel very strongly about. Men have to stop treating women as objects. They have to stop treating women as, ah, pretty dolls, as, ah, as decoration. I think Keiko is right to be shocked and upset and hurt. And I think Akira should be ashamed of himself. He should write a letter of apology to Keiko. He should write several emails of apology. He should make a video of apology. He should perhaps, ah, invite all their friends together and publicly stand up and say, "I'm sorry, ah, Keiko for treating you as a sexual object." I'd like Keiko and all her friends and indeed all young women to stand up to their right to self-respect, and indeed their right to be friends.

## 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 Keiko and Akira's relationship and why Akira is upset with Keiko.

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. c 2. a 3. b 4. d 5. a B. 1. c 2. a 3. b C. 1. a 2. b

## LINKS

If you would like the class to do additional research on friendship between men and women, here are some useful links:

Can a man and a woman really be just friends?

<http://www.marieclaire.com/life/sex/advice/man-woman-friends>

Can a man and a woman be just friends? Nothing confuses friendship as much as sex—Sister Speak:

[http://findarticles.com/p/articles/mi\\_m1077/is\\_12\\_58/ai\\_109180661](http://findarticles.com/p/articles/mi_m1077/is_12_58/ai_109180661)

Just friendship between men and women: myth or reality?

<http://www.jurgita.com/articles-id925.html>