

UNIT 8 EARNING MONEY

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the monologue by May.
- Answer comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about being an escort, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for “agreeing and disagreeing.”
- Extend the Topic by talking about what they would do for money.
- Read a Culture Corner extract about the ten most popular careers in the US, UK, and Canada.
- Share ideas about men and women at work.
- Watch a follow-up video extract from Gillian giving her views about being an escort
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, May, a 24-year-old woman, explains why she has a night job as an escort. May feels her day job as a waitress is boring. She does not really like her night job as an escort either, but she does it for money. In fact, she earns good money. She understands that it is not a respectable job so she does not tell anybody about it and hopes to keep earning money until she finds a nice husband. Do you agree with her lifestyle? Would you do something you don't really like for money? For a lot of money?

Questions Raised

- Is it wrong for women to have dates with men for money? Is it wrong for a man to pay a woman to be his date?
- What would you do for money? What would you not do, even for a lot of money?
- What is a good balance between earning money and doing what you want to do? Would you take a job you don't really like for good salary? Would you do what you really want to do even if the salary is low?

To Keep in Mind

- This unit includes ethically touchy elements, so the teacher might need to create a relaxing class atmosphere for students to talk about the issue openly. Teacher–student rapport is important, and humor helps, too.
- In this unit the woman is an *escort*, a word that might be associated with prostitution. Although the unit does not make this connection, students might bring it up or ask about it. In that case, have the students reread the Situation. You can make it clear that there is no sex involved, or tell them there is the possibility of prostitution.
- Try to be prepared for students' ethical ideas that may be too far from your ethical standards. Students' views may differ widely, depending on culture, gender, generation, or personality.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly. Have students guess the woman's job by looking at the photo. Do not give the answer before they read or listen to the story.

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

Situation

→ Have students guess what two jobs May 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 story again, this time looking at the text.

🎧 **Teaching Tip:** Have students do shadowing. Play the CD and have students read the text aloud along with it, their voice following the recorded voice like a shadow. Then have them do the same thing again without looking at the text, just following the audio.

Check Your Understanding

Answer Key

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

What Do You Think?

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

🎧 **Teaching Tip:** Have students pay attention to the patterns in Opinion Network. You first state an agreement and then disagree or give another point of view.

✍️ **Culture Point:** In your society, what are respectable jobs that bring you a lot of income? What are respectable jobs in which you don't make much money? What are terrible jobs that make you rich?

Extending the Topic: What would you do for money?

→ Have students work individually when checking boxes in the "What would you do for money?" chart, and in pairs (or threes) for the follow-up discussion.

→ Students should think about the reasons while they are checking the boxes, so the discussion will go smoothly.

→ Do the Extra Activity (debate) if there is time.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of popular careers. Give them an opportunity to ask about any unknown professions. You can ask for students' general reaction to the list, or write a few questions on the board for discussion in pairs. For example: What kinds of jobs are increasing these days? What kinds of jobs are decreasing? Is this trend the same in your country?

Extra Activity: Debate

If there is time, try the Extra Activity, a debate. Set up the debate by dividing the class into pairs. Student A in each pair must argue for the position: It's wrong for a woman to go on a date for money. (Or: It's immoral to be an escort.) Student B should argue for the opposing position: It's OK for a woman to go on a date for money. (Or: There is nothing morally wrong with being an escort.) Note: Even if some students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking.

Allow the pairs to exchange ideas a few times. Then ask them to decide who had the better arguments. If you wish, you can now have students exchange partners: A's become B's and B's become A's. Students will now debate the opposite position.

Sharing My Ideas: Men and women at work

→ Choose

Go over the topics with the students and be sure they understand that there are really four choices here. (They have to choose one of the two options in parentheses, too.) Give them time to think and about and choose which topic they'd like to present about.

→ Prepare and Rehearse

Have students create an outline in the Prepare box or on a separate sheet of paper. At the bottom of the Prepare box, there are additional ideas to help them if they are having trouble getting started. Point out the Language Hints and remind them to keep their notes simple.

For the Rehearse step, students work with someone who chose the same topic. The Listener task focuses on the examples given. Allow plenty of time for students to improve their notes based on the listener's feedback.

Sample Presentation

I think that women and men can do the same jobs. For example, women are now bus drivers, fire fighters, pilots, prime ministers, and even soldiers. Even though the percentage may be small, today you see women working in almost any job that only men used to do. Also, men are doing the same jobs as women. They are nurses, nursery school teachers, and flight attendants. In conclusion, both women and men have already proven that they can do the same jobs.

→ Present

Have students find a partner who has a different position. The Listener task asks students to focus on the reasons for their position. Have them take notes to help them prepare their answers. Finally, go over the Presentation Tip as a class before beginning presentations. Remind students that smiling can help them feel and look more relaxed!

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 position on men and women was clear. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave good reasons for his or her position. | ★ ★ ★ ★ ★ |
| 3 – The presenter gave good examples to support his or her reasons. | ★ ★ ★ ★ ★ |
| 4 – The presenter's voice was clear. | ★ ★ ★ ★ ★ |
| 5 – The presenter smiled and looked relaxed. | ★ ★ ★ ★ ★ |

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 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

To begin with, for financial reasons, I totally support the woman in taking on two jobs. As long as she finds being an escort or a hostess to be a positive experience, and she's getting the financial returns that she hopes to, then I have no problems with her decision. As soon as she finds it demeaning, I think she should quit that kind of work. But as a woman, my main point is that she has that choice. I don't agree with underage women being involved, and choosing that kind of work, but as an adult I have no problem with it. You're old enough to make your own choice.

Video Script

Well, um, first of all, for financial reasons, I totally support her in taking on two jobs. Um, as long as she finds being an escort or a hostess exciting and a positive experience, and she's getting the financial returns that she hopes to. Then I have no problems with that.

Ah, as soon as she finds it demeaning, then I think she should quit that kind of work. But as a woman, my main point is that she has that choice. I do not agree with underage girls, underage women, young women and underage girls being involved, choosing that kind of work, ah, but as an adult, ah I, I have no problem with it. You are old enough to make your own choice.

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 what May does for a living and how she feels about her profession.

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

LINKS

If you would like the class to do additional research on doing something for money, here are some useful links:

What would you do for money?

<http://money.cnn.com/magazines/moneymag/moneyethics/2007/index.html>

Bankrate.com: What would you do for money?

<http://www.bankrate.com/brm/news/credit-management/quiz/money-antics.asp?print=on>

The truth will set you free: What would you do for money?

<http://www.wakeupfromyourslumber.com/node/296>