

UNIT 5 WHO PAYS?

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read David’s conversation with Stan.
- Answer open-ended comprehension questions to show understanding of the story.
- 🎧 Consider three alternative opinions about gender and dating and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for agreeing and disagreeing strongly or weakly.
- Extend the Topic by talking about rules for dating.
- Read a Culture Corner extract about dating tips in the United States.
- Share ideas about good ways to spend a night out.
- Listen to a follow-up video extract from Todd giving his views about dating.
- Take the Unit Test.

Authors’ Introduction

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

The Issue

In this unit, David is talking to Stan about a problem he is having with his girlfriend. On a recent date he asked her to pay for half of the meal and she got upset. Stan had always paid before that and thinks it’s unfair that the man should always pay. David thinks it’s normal for the man to pay. The story touches on issues of gender, money, and dating.

Questions Raised

- Who should pay on dates?
- What does “equality” mean between men and women? Is it possible for men and women to be equal if the man is responsible for paying for dates? What kind of gender roles are fair?
- What’s the best way to decide who pays? In the story, the woman may not have understood why her date wanted her to pay. What is the best way to have good communication about these issues between men and women?
- Are gender roles changing? Do younger people have different ideas about the roles of men and women? Are young people’s ideas about gender roles influenced by foreign movies and television?

To Keep in Mind

- There’s a difference between “sex” and “gender.” To say “differences between the sexes” means physical differences between men and women. “Gender,” on the other hand, refers to the social expectations, roles, and attitudes about men and women. For example, in some communities it’s considered normal for a woman to work outside the home, while in others it’s not. These are cultural differences in gender roles.
- Some students could be uncomfortable talking about their experiences (or lack of experiences) with dating in front of other students. It may be better not to ask that directly. Rather than saying, for example, “When YOU go on a date, who pays?” you can say, “When SOMEONE goes on a date, who should pay?”
- This unit deals not only with gender and money issues, but also with communication issues. David’s problem with his date may have been caused by not explaining his feelings, rather than by the fact that he asked his date to pay.

TEACHING GUIDE

Getting Ready

→ Have students work in pairs. Have them “interview” each other about these questions. Sometimes students will have similar answers and sometimes quite different. You can ask students to compare their answers and give reasons for their answers.

🕒 **Teaching tip:** You can put an “optional question” on the board for advanced students to do once they have finished asking the three questions in the book. Example: What are some typical places that people go on the first date?

Situation

→ It’s often best to have students practice dialogues in pairs. They should practice at least twice, preferably looking at the text less the second (and third) time. One “rule” you can give is to tell students that they may look at the text, but they should close the book when speaking. This requires students to focus on retaining the language in their mind long enough to close the book and reproduce sentences. As an extension activity, you can ask students to imagine a conversation between David and his girlfriend, with each explaining how they felt during their last date.

🕒 **Teaching tip:** There are two different ways to approach a dialogue:

- 1) As a model for how people speak
- 2) As a form of story

When focusing on the first, teachers may work on pronunciation, sentence formation, etc. When focusing on the second, they may have students retell the story in their own words, ask them to imagine what happens next, or have them write further dialogue.

Check Your Understanding

Answer Key (sample answers)

1. Because he asked her to pay for half of the meal.
2. He thinks it’s unfair if the man always pays.
3. No, he doesn’t. He thinks it’s normal for the man to pay.
4. Yes, but he is going to wait for her to call him.

What Do You Think?

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

🕒 **Teaching tip:** When students discuss, have them use a “Q & A+1.” When answering a question, students should add something to their answer. It can be a comment, or a question for their partner.

📌 **Culture Point:** Dating between young people is not accepted by all cultural communities around the world. In some places, it’s common for young people to be escorted (by family members, for example) when on a date. In others, young men and women rarely or never spend time “dating.” Marriage may be arranged by the family without a “romantic” period of dating. Marriage may be seen as too important to leave up to the whims of young people.

Extending the Topic: Rules for dating

→ Give students plenty of time to read the dating questionnaire, and be sure that they add their own question and answers for the last item. Students can work individually when filling out the questionnaire, or have them work in pairs, asking and answering in an interview style.

Put them into pairs (or threes) for the follow-up discussion. Before they begin discussing, you could ask for three volunteers to read the sample conversation.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of American Dating Tips. Give them an opportunity to ask about unknown words (for example, *chivalrous*, *crack jokes*, *substantial*). Then ask students if these dating tips are similar to or different from dating customs in their own countries. You could have them create a Dos and Don'ts list for their own cultures.

Sharing My Ideas: A night out

→ Choose

Explain the three choices for the presentation topic. The third one is not related to dating, but more generally to going out and having a fun time. This makes it especially suitable for students who may not have the confidence or interest in talking about dating.

→ Prepare and Rehearse

Students have a list of questions to help them prepare for their presentation. It's often better to have them answer with key words or phrases, rather than full sentences, since this will encourage them to make their own sentences during the presentation rather than reading off the page. Draw their attention to the Language Hints box before they start preparing.

When students are ready to rehearse, remind them to do the Listener task. Give students plenty of time to work together to improve their notes before moving on the Present step.

Sample Presentation

In my opinion, going out to eat with friends is a fun night out. The X area has lots of good restaurants. There are many cheap restaurants that students can go to. You can eat cheap food, talk with friends, and have a drink. It's a good place to go because there are many restaurants to choose from. Also, there's a park nearby where it's possible to hang out and talk. The cost depends on where you go, and if you ask me, everybody should pay their own bill. That's fair!

→ Present

Have students find a new partner, or put them into small groups. The Presentation Tip in this unit is a reminder that students should have fun with their presentations. They should not worry about perfect grammar or perfect pronunciation. The main goal is to communicate their ideas to their classmates. Ask for a volunteer to read the tip before they begin their presentations, and encourage the class to have fun!

The Listener task involves a checklist of points mentioned by the presenter. To make this more challenging, you could have the listeners write out the answers.

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 judge the presentation. Create a handout showing a checklist such as the one below, or write it on the board:

- | | |
|---|-----|
| 1 – The presenter spoke clearly. | Y N |
| 2 – The presenter spoke loudly enough. | Y N |
| 3 – The presenter talked about all four items on the checklist. | Y N |
| 4 – The presenter used the Language Hints. | Y N |
| 5 – The presenter smiled and looked relaxed. | 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 grade 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 Todd'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

Todd

I have to say, this is a very sensitive situation. I mean, the man did ask her out on a date. So she may be right in assuming that he will pay for this date. But I don't think that a woman or a man should ever expect anyone to pay for a date. I think they should be prepared to pay for a date. If a man is always paying for everything, then I think he should question why the woman is dating him. Is it because of the money or is it because of his personality? Does she love him or does she love his money?

I have a strategy for the women in this case: always offer to pay. In fact, if you offer to pay for me, I will always pay. If you don't offer to pay, I might expect you to pay.

Video Script

I think this is no doubt a very sensitive situation. I mean, he did ask her out on a date. So she may be right in assuming that he was going to pay for this date. Having said that, I don't think that a woman or a man should ever expect anyone to pay for a date. I think they should be prepared to pay for the date.

If a man is always paying for everything, then I think he should question why the woman is dating him. Is it because of the money or is it because of his personality? Does she love him or does she love his money? Now here's a little strategy for the, probably for the woman in this case: always offer to pay. In fact, if you offer to pay—for me—if you offer to pay on a date with me, I will always pay. If you don't offer to pay, I might kind of expect you to pay.

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 key expressions that help students understand David and Stan's views on dating rules.

B. **Vocabulary:** The focus is on understanding three 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 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. d 2. b 3. c 4. a 5. c B. equal, upset, fair C. 1. b 2. b

LINKS

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

Dating tips: <http://www.topdatingtips.com/>

Dating customs around the world: <http://www.factmonster.com/ipka/A0767654.html>

Dating and money: <http://www.getromantic.com/dating/content.shtml?shawna/money.shtml>