

# UNIT 17 THE ART OF COMPROMISE

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the conversations between Cheryl and her father and between Sam and his mother.
- Answer open-ended comprehension questions to show understanding of the Situation.
- 🎧 Consider four alternative opinions about Cheryl and Sam, and express agreement or disagreement with the opinions.
- Study the Opinion Network to learn expressions for others' ideas or opinions.
- Extend the Topic by talking about ways to compromise.
- Read a Culture Corner extract about ten tips for a happy marriage.
- Share ideas about making a compromise.
- Watch a follow-up video extract from Gillian giving her views about compromise.
- 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 newlywed couple complains about each other's shortcomings. Cheryl complains to her father that her husband, Sam, cannot fix things around the house. Her father suggests that she do it instead, but Cheryl says it is a man's job. Sam complains to his mother that Cheryl cannot cook. His mother suggests that he do it instead, but Sam says it is a woman's job. Will they be able to solve this problem? Will they be able to compromise? How will their marriage go?

## Questions Raised

- What happens if the husband cannot fix anything around the house? What happens if the wife cannot cook? Is it something serious? How should they cope with it?
- Is there a distinction between men's jobs and women's jobs? In your family? In your district? In your country? What do people think about it?
- If a husband and wife have different idea about their roles, what should they do? Should they get divorced? Should they compromise? How?

## To Keep in Mind

- You can study real cases by asking your students to share information about friends, family, and neighbors (or even themselves) who are good at something that is usually done by the opposite sex. You will probably collect many interesting cases.
- Male students and female students might have different ideas about the husband's and wife's roles. It might be interesting to find out.
- Compromising is an important skill in life, but often difficult. It will be interesting for teachers and students to share information about what compromises they have made in their lives.

## TEACHING GUIDE

### Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly.

🎧 **Teaching Tip:** After the students have worked in pairs, you could ask the students who answered yes to the questions to share their information.

### Situation

→ Have students look at the photo to see that the newlyweds do not look very happy. Then have them listen to the CD without looking at the text to find out what their problems are. After they have checked the answers, have students listen to the dialogues again, this time looking at the text.

🎧 **Teaching Tip:** Split the class into two groups. One group, in pairs, reads the dialogue between Cheryl and her father, and the other group, in pairs, reads the dialogue between Sam and his mother. Afterward, you could ask for volunteers to read the dialogues, one pair from each group.

### Check Your Understanding

#### Answer Key (sample answers)

1. Because he can't do things around the house.
2. Cheryl should do the fixing.
3. Cheryl cannot cook.
4. Sam should cook.
5. Fixing the house is the man's job and cooking is the woman's job.

### What Do You Think?

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

🎧 **Teaching Tip:** You can let students first decide which of the four people has the best idea. Then they can rate the other opinions. Or they can first decide who has the worst idea.

📌 **Culture Point:** Expectations about the husband's and wife's roles change over time. In many cultures young people seem less restricted by traditional ideas of men's jobs and women's jobs. In fact, sometimes they even reverse their roles completely. Interestingly, in Japanese, the word for "housewife" and "househusband" is the same: *shufu*.

### Extending the Topic: Who is right?

- Have students work individually when writing in the chart, and in pairs (or threes) for the follow-up discussion.
- Give students plenty of time to think of a compromise for each of the five situations and write them in the last column. Make sure they add their own ideas at the bottom.
- 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 tips for a happy marriage. Give them an opportunity to ask about unknown words or expressions, such as *take someone for granted*, *flaws*, or *the small stuff*. 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 tips? Why or why not? Which tips do you think are the most important?

### 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 Sam or Cheryl. For this role play, it's best to assign students to their gender role. The other (student B) is the interviewer.

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.

Note: During role plays, students will make many grammatical errors. It's usually best to comment first on their communication strategies: Did they use appropriate intonation and body language to get their ideas across?

## Sharing My Ideas: Making a compromise

### → Choose

Begin by having the students read about Yao and Sang-Ki's situations. Check their understanding of each situation and go over any unknown words. Explain that they will present ideas about how the people in the situation should compromise. Then have students choose the situation they would like to talk about.

### → Prepare and Rehearse

Before students begin making their notes, remind them that both people in either situation should accept less than what they originally wanted. Students may want to use a separate sheet of paper to create their outlines. Point out the Language Hints and the useful vocabulary at the bottom of the Language Hints box.

When students are ready to rehearse, have them find a partner who chose the same situation. Go over the Listener task: the listener should focus on *how* the compromise will work. Give students plenty of time to improve their notes before moving on to Step 4.

### Sample Presentation

*Here's the situation. The owner of the apartment where Yao used to live says Yao did not keep the apartment clean, which attracted rats, and Yao should pay to get rid of them. Yao refuses. I think the best way to compromise is for Yao to pay one-third of the cost of getting rid of the rats and for the owner to pay two-thirds. Let me explain how this will work. Basically the owner is responsible for the apartment and its environment. However, Yao probably did attract many of the rats, so he should pay some of the cost. I think the way the cost is split is reasonable and both people will accept this compromise.*

### → Present

Have students find a partner who chose the other situation. The listener's task is to decide whether or not the compromise is fair. Encourage listeners to take notes, and be sure to go over the Presentation Tip before students begin presenting.

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 gave a clear explanation of how the compromise will work.
- 3 – The presenter used the Language Hints.
- 4 – The presenter did not read word for word from the page.
- 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

It's clear that these two have a major problem. I mean, Cheryl thinks Sam should fix things around the house, and he doesn't and he says he can't. And Sam thinks Cheryl should cook, and she doesn't, and she says she can't. Well, one thing they could do is get a divorce. End it.

But I think there's another way. I'm all for them sitting down, talking about what they like to do in their relationship. And then if they need training or reeducation, go to a cooking class or get a do-it-yourself handbook. They can learn their role. Or learn different roles. They need to learn to do different things in their family. Maybe there isn't one set role for a man, one set role for a woman. And maybe they're finding this out because they can't do anything at the moment. They're sort of paralyzed. So I think it's time for them to try other gender roles.

### Video Script

Well, I think that Cheryl and Sam have a big problem. I mean, Cheryl thinks Sam should fix things around the house, and he doesn't and he says he can't. And he thinks Cheryl should cook, and she doesn't, and she says she can't. Well, one thing they could do is divorce. End it.

But I think there's another way. I mean, I'm all for them sitting down, talking about what they like to do around the house, what they like to do in their relationship. And then if they need training or reeducation, go to a cooking class, get a do-it-yourself handbook, and learn your role. Learn different roles. Learn to do different things in a family. Maybe there isn't one set role for a man, one set role for a woman. And maybe they're finding this out because they can't do anything at the moment. So I think it's time for them to try other gender roles.

## 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 Cheryl and Sam's problem and what their parents think they 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. d 2. a 3. b 4. d 5. c

B. 1. a 2. d 3. b

C. 1. c 2. b

## LINKS

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

Compromise in a relationship:

[http://hubpages.com/hub/Compromise\\_in\\_a\\_Relationship](http://hubpages.com/hub/Compromise_in_a_Relationship)

Healthy relationships require compromise:

<http://media.www.reflector-online.com/media/storage/paper938/news/2005/09/02/Entertainment/Healthy.Relationships.Require.Compromise-2539366.shtml>

'To compromise' is an exception, not a rule

<http://feel-hurt.blogspot.com/2006/08/to-compromise-is-exception-not-rule.html>