

## UNIT 6 HOUSEWORK

### UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a letter from a Hye-Jin to a famous doctor asking for help with her boyfriend, and Dr. Moon's reply to her.
- Answer open-ended comprehension questions to show understanding of their correspondence.
- 🗣️ Consider four alternative opinions about doing housework and check the opinions they agree with.
- Study the Opinion Network to learn expressions for understanding.
- Extend the Topic by talking about who should do household jobs.
- Read a Culture Corner extract about housework done by men and women.
- Share ideas about how to write a letter asking for help.
- Watch a follow-up video extract from Justin giving his views about housework and who should do it.
- Take the Unit Test.

### Authors' Introduction

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

### The Issue

In this unit, the issue is who should do housework. Should it be the wife? The husband? Both? Of particular concern is what a woman should do when the man she loves says he will not do housework.

### Questions Raised

- Should the wife do all of the housework?
- Should the husband do some or all?
- What should the woman do if the man refuses to help out with the household tasks?

### To Keep in Mind

- The issue of husbands (or live-in boyfriends) doing housework is often of more concern to women than men.
- Some men may not be aware of the variety of household tasks and the time and energy required to do them.
- It is not uncommon for men to use their fathers as role models. Their fathers don't do housework, so men think that housework is a woman's job.

## TEACHING GUIDE

### Getting Ready

→ These two questions set the stage for the Situation.

🗣️ **Teaching Tip:** You might want to have students volunteer their responses after they have shared them with each other in pairs or small groups.

### Situation

→ Consider going over the five questions in the Check Your Understanding activity before listening to the recording. Have the students listen the first time with their books closed. Then have them open their books and follow along as they listen a second time. You might also ask the students to read aloud as they listen to the recording a third time.

🕒 **Teaching Tip:** After the students have answered the five questions in the Check Your Understanding activity, you could place them in pairs or groups of three to go over their answers. Then, with the entire class, you could go over the correct answers.

## Check Your Understanding

### Answer Key (sample answers)

1. It's women's work. Or, his father doesn't do it. Or, his mother does it.
2. It's not fair. They both work. They need to share the household tasks.
3. Their husbands share the household duties.
4. She does the housework but she doesn't have a job outside the home.
5. Show him how much it costs to do the housework so he will help; hire professionals and both pay; tell him to do the housework if the first two possibilities don't work.

## What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students consider the opinions of Shingo, Mark, Iris, and Anna in Activity A. Then, in Activity B, students work in pairs and discuss their agreement or disagreement with the four opinions.

🕒 **Teaching Tip:** For A, you could have the students listen to the four people the first time with their books closed. Then have them open their books and follow along as they listen a second time, checking the opinions with which they agree. In B, go over the expressions in the Opinion Network. Then have the students, in pairs, go over each of the four opinions.

📌 **Culture Point:** In some cultures, women stop working after they are married. So who should do the housework might not be a big issue. However, this tradition is changing as more and more women keep working when they are married.

## Extending the Topic: Whose job is it?

→ Have students work individually when filling out the questionnaire in Activity A. Remind them to add their own ideas at the bottom.

Place students in pairs or groups of three for Activity B. Read aloud the Basic structures (A and B). In the Extension, a third student adds a comment to what student B has said. Then student A provides a final opinion.

If your students are excited about this topic, you might want to do the Extra Activity. While the instructions call for groups of five, you could have larger groups (e.g., seven or nine). You could have an even number (e.g., six or eight) with two students serving as the judges.

## Culture Corner

Have students work in pairs or groups of three. Students read through the list of countries and the percentages of men vs. women who answered yes when asked "Do you do the housework (or most of the housework) in your home?" Note that this is "self-reported" data, meaning that there was no verification of the response. This is simply what the subjects reported.

## Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of five. Two students (students A and B) take the position: Life is easier for women. Two other students (students C and D) take the position: Life is easier for men. The fifth student (student E) will listen and act as a judge for the debate. Note: Even if some students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking. Again, it is not important if male students argue for the women's position, or vice versa. In fact, it is better to have students arguing for the position of the opposite gender.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times. The judge (student E) will decide who has won the debate, based on how well they expressed their positions, and how well they responded to questions from their opponents.

## Sharing My Ideas: A letter to Dr. Moon

### → Choose

If your students seem to have a difficult time choosing an appropriate problem, you could brainstorm with them and write their ideas (and yours) on the board. Have them write their problem on the line.

### → Prepare and Rehearse

Go over the Language Hints and have students take simple notes in the Prepare box. You might want to have them read Hye-Jin's letter to Dr. Moon again.

In Step 3, make sure that each reader looks for the five parts. After they exchange letters, have students revise their letters before they do Step 4. If there's time, have them practice reading their revised letter one time with their partner.

### Sample Presentation

*Dear Dr. Moon,*

*I am a fourth-year university student. I live in a dorm with a roommate. I have a big problem! It's my roommate. She is a pig! I mean a total pig. She just leaves everything all around our small room. Her dirty clothes. Her books. Her purse. Everything. She never picks up anything. I find her stuff everywhere. I've tried to talk to her about this. When I do, she agrees with me. She apologizes, says she's sorry, and promises to change her ways. But she never does! What should I do?*

*Aya*

### → Present

Have students work with a new partner, or put them in small groups. Go over the Presentation Tip before students begin presenting. You could have everyone take a deep breath together. If this works well for your students, you could remind them to do this in later units as well. The Listener task asks students to imagine they are Dr. Moon. Have them take notes so that they are prepared to give advice at the end.

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 had all five parts from the Prepare box.

★ ★ ★ ★ ★

2 – The presenter's problem was clear.

★ ★ ★ ★ ★

3 – The presenter used the Language Hints.

★ ★ ★ ★ ★

4 – The presenter did not read word for word from the page.

★ ★ ★ ★ ★

5 – The presenter 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 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

Probably the easiest response is that she should just refuse to get married. She should insist that he help with the housework, and if he doesn't, then they will wait to get married. But this approach is a bit too easy, I think. In my own case, my father refused to help with the housework—or he didn't really refuse. He just didn't know how. He sat in his armchair and drank tea, while my mother did the housework. To tell the truth, he didn't even know how to make tea or coffee, or vacuum. However, he and my mother had a very happy marriage. Their marriage worked. He was charming and funny and a good husband. So perhaps the woman in this case shouldn't make a judgment too quickly.

However, I think it's true that times are changing, and the traditional roles have changed for the better. And I think in this case the woman should ask the man directly why he's refusing to help with the housework. And perhaps if she doesn't like his reasons, she could refuse to do other things, like cook for him.

## Video Script

Well, I think the easy response is, she should refuse to get married. Ah, she should insist that he helps with the housework, and if he doesn't, then they will wait to get married. But this is too easy, I think. Ah, in my own case, my father refused to help with the housework, but, ah, he didn't really refuse, but he didn't know how. He sat in his armchair. He drank cups of tea and he didn't even know how to make tea or coffee, or vacuum. However, he and my mother had a very happy marriage. She worked as well. But their, their marriage worked. He was charming and funny and a good husband. So perhaps the woman in this case shouldn't make a judgment too quickly.

However, I think it's true that times are changing in Asia, and the traditional roles, ah, have, have changed for the better. And I, I think in this case she should, ah, ask him why he's refusing to help with the housework. What's the reason? And perhaps if she doesn't like his reasons, she could refuse to cook for him.

## 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 Hye-Jin's problem with her boyfriend and the advice that Dr. Moon gives her.

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. ask 2. refuses 3. unfair 4. agrees 5. postpone  
B. 1. c 2. d 3. a  
C. 1. b 2. a

## LINKS

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

[http://www.ur.umich.edu/0102/Mar25\\_02/16.htm](http://www.ur.umich.edu/0102/Mar25_02/16.htm)

<http://www.marriedromance.com/columns/friedman/housework.htm>

<http://www.sciencedaily.com/releases/2007/08/070827174300.htm>