

Teacher's Manual

This text provides enough material for at least two semesters' work. Unless your class has a very specific academic preparation need, I would recommend you choose those sections that appeal most to you rather than exhausting any one particular section.

The text has an academic orientation in terms of subject matter, but advanced classes with no specific academic orientation will also find the text very useful. Many of the topics are of general *cultural* interest. In fact, only the business negotiation section would have a limited audience. Divorce, marital issues, and paternalism, just to name a few topics, are issues of broad cultural interest.

The text gives students practice with phrases useful in carrying out speech functions. These phrases are labeled Conversation Cues and are discussed in the introduction to the student, then at greater length upon their first appearance in the introductory exercise, Roommate Search. One way to proceed with these cues is to ask students to put a check mark next to a cue each time they use it. After the chapter is finished, you may ask different students which ones they used most or how often they used certain cues. Following is a list of those sections that contain Conversation Cues and the content of each set of cues.

<i>Roommate Search (Unit 1):</i>	<i>Starting Opinions, Suggestion</i>
<i>Synergy (Lost at Sea) (Unit 1):</i>	<i>Changing Your Mind, Asking for Repetition, Interruption</i>
<i>The Race (Unit 2):</i>	<i>Strong Disagreement</i>
<i>The Desert Dilemma (Unit 4):</i>	<i>Adding Information, Pointing out Irrelevancy</i>

It is also important that you give feedback to students on the TOEFL® prep exercises. When students do a good job writing preparation notes for their talks, you should share those so other students can get a good idea of how those notes can be valuable. If a student does a particularly good job with a speech, have the student do it for the whole class. These models help, and they give confidence to others that they too can do a good job. Stress the need to organize the talks—after jotting notes the student might write “(1) (2) (3)” next to items that will be dealt with in that order. The order can be chronological or in terms of importance. Then you can teach transition phrases like:

Of primary importance is, Of secondary importance is, etc. Note that transition markers can be used in speech just as they are in writing; e.g., *The most important point I want to make is . . .*, etc. Have students memorize phrases like that, along with transitions like *Finally* and *Last but not least*.

If you are very concerned about or are teaching TOEFL® prep, then you could do those exercises even from chapters you do not teach; in other words, do those exercises independently for practice.

You will find that occasionally students will continue talking about a question after the formal exercise is completed, telling others what they think or asking what the others think. When this happens, run with it. Let it be a springboard for discussion. Covering the book material itself should never be a goal; it is only a stimulus for discussion. You can, for example, ask students to write a response to a question they found interesting.

In the section entitled Organ Transplantation, listeners are instructed to score the response (1–4, 4 being the highest). You might instruct listeners in any exercise to score the response. Although the score may be inflated and is imprecise, some feedback is thus available.

If you are looking for a specific kind of activity, here is a partial list to help you locate what you are looking for.

Presentations	<ul style="list-style-type: none"> Synergy (Lost at Sea) (Unit 1) Mrs. Kerr and Ms. Pink (Unit 2) Crime and Punishment (Unit 3) Rationality (Sunk Costs) (Unit 5) Gender Attitudes (Unit 5) The Great Bun Caper (Unit 6) The Cow Dung Gaffe (Unit 6) Arranging the Marriage of Indira and Raphael (Unit 7) Conditionally Speaking (Unit 7)
Jigsaw	<ul style="list-style-type: none"> The Desert Dilemma (Unit 4)
Speeches	<ul style="list-style-type: none"> Health Care: Providing Services to Visible and Invisible Victims (Unit 4)
Writing	<ul style="list-style-type: none"> The Candy Bar Dilemma (Unit 2) The Race (Unit 2) Coercion/Paternalism (Unit 4) Paternalism in Action: American Laws (Unit 4) JFK Memorial Hospital versus Heston (Unit 4) Health Care: Rationing (Unit 4) Health Care: Providing Services to Visible and Invisible Victims (Unit 4) Freeloaders (Unit 6) The Great Bun Caper (Unit 6) The Cow Dung Gaffe (Unit 6)

Interviews	Rationality (Sunk Costs) (Unit 5) Survey (Unit 5)
Cross-Cultural	Marriage Cross-Culturally (Unit 5) You Don't Understand Me (Unit 7)

For all of the exercises, the students should prepare before class. This allows more time for discussion. If conserving time is not essential, many of the exercises can be started in class. You would need to look over the exercises beforehand to decide which you might prefer to do that way.

Some of the exercises that work well for less advanced classes can be done without prior preparation, especially with a dictation of the first paragraph or two. These include The Candy Bar Dilemma (Part 1) (Unit 2); The Race (Part 1) (Unit 2); Mrs. Kerr and Ms. Pink (Part 1) (Unit 2); Joe, His Bread, the Lifeboat (Part 1) (Unit 4); Sam and the Posse (Unit 4).

It is my intention in this text to avoid rigidity and dogmatism in approach. You may see fit to modify the procedures with any exercise. For instance, if you want oral reports or group presentations, you could use the Fugu article that appears in the Coercion/Paternalism section of Chapter 2 for these purposes. And all the exercises lend themselves to writing exercises, which you can easily add.

The sections entitled The International View that appear at the ends of the topics give students the opportunity to take the topics in any direction they want and to consider them from their own perspectives. These sections are meant to enhance cross-cultural communication and to give students an unstructured mode for discussion. This section can also be adapted, in almost all cases, to presentations.

Suggested Time is given for each section in the notes to the teacher, but different classes will need different amounts of time to finish any given chapter.

Vocabulary is introduced by means of a gloss. In a speaking text of this length, glossing is the only practical way to deal with vocabulary.

1. Introductory Exercises (pages 1–14)

Roommate Search: Categories and Ranking (pages 2–5)

Time: 30–40 minutes

If your class has trouble coming up with ideas, you can use the list that follows, which I have compiled from many experiments with the exercise. And if your class is creating its own list, bear these categories in mind as ways to generalize the potential questions they might ask the potential roommate.

Category	Personal Ranking	Group Ranking
smoking	_____	_____
drugs	_____	_____
occupation	_____	_____
housework/neatness	_____	_____
food/cooking	_____	_____
interests/hobbies	_____	_____
politics	_____	_____
pets	_____	_____
style of life	_____	_____
religion	_____	_____

I usually include the category *gay/lesbian* among the questions for determining a suitable roommate. Clearly, not all teachers of classes will be comfortable dealing with it. I use it because I have found the discussion is excellent. Some students find the idea unthinkable. Students are surprised to hear their peers say it wouldn't make any difference to them at all to have a gay roommate. This will be an eye-opener for many students, and exposing students to this viewpoint is something that I think is worthwhile. But you should do only what your class is comfortable doing.

You should ask students how many of the cues they used and which ones they used most often.

▣▣▣▣▶ **iBT Preparation (pages 5–6)**

Before you do these tasks, pre-teach the term **transgendered**, which appears in the integrated task but not in the student book.

transgendered = having physical characteristics of one gender while psychologically being the other gender

Independent Speaking Task

Give interviewers these instructions:

Tell the candidate that you want to know his or her worst characteristic as a roommate. In other words, think about what your parents or siblings complain about when they complain about you. Be honest. When you have heard the response, you must

reply right away, telling the candidate why he or she is still acceptable or why he or she is being rejected.

It is advisable for the teacher to note which students did not use the entire 45 to 60 seconds to respond. After the two iterations, you may want to let the entire class listen to a strong response, one that uses the whole time period. Of course, you will note common grammar and vocabulary problems and point them out. You may want to do this after the first run-through, before students switch partners. If any of the characteristics are particularly interesting or funny, you may wish to have the students who mentioned them to give their response to the entire class. Also, be sure to advise students to use the conversation cues for stating opinions, on page 4.

Integrated Speaking Task

After students have read the passage, read the following:

More than twenty colleges have decided to allow **transgendered** students to share a room. They say it makes sense because if the transgendered students were rooming with a person of the same sex, both roommates would feel uncomfortable. While a few parents have complained that the policy is immoral, there have been few problems. From a less important and linguistic point of view, students must decide whether to refer to the transgendered students as “he” or “she.”

Question: Summarize the problem that university officials have with transgendered students and give your opinion on the issue.

Synergy (Lost at Sea) (pages 7–13)

Time: 50 minutes at least for discussion, 15 minutes more the following day for synergy report

Manage the time carefully if you need to finish the discussion and the giving of the answers within your time limit. Push any group that is behind the others. When assigning this the day before, for homework, ask a volunteer to do the synergy report and let him or her read the directions carefully. You should allow the student some time with you to answer any question he or she has. This is really not complicated. All students will understand it. You just need to spend 15 minutes yourself to figure it out.

Also, try to go over the list of items in class. Ask if there are any that the students don't understand, and let other students explain the vocabulary. Usu-

ally, they can. For example, *mosquito netting* is not always universally understood.

Answers

According to the experts, the basic supplies needed when a person is stranded in the mid-ocean are articles to attract attention and articles to aid survival until rescuers arrive. Articles for navigation are of little importance: even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food—for example, the case of emergency food.

The rationale for the ranking of the items that follows does not represent all of the potential uses for the specified items but, rather, the primary importance of each.

1. shaving mirror—critical for signaling air-sea rescue
2. two-gallon can of oil-gas mixture—critical for signaling (the mixture will float on the water and could be ignited with a dollar bill and a match—obviously outside the raft)
3. five-gallon can of water
4. one case (24 cans) emergency food
5. 20 square feet of opaque plastic—to collect rain water and for shelter from elements
6. two boxes of chocolate bars—reserve food supply
7. fishing kit—ranked lower than the candy bars because “a bird in the hand is worth two in the bush” (there is no assurance that you will catch any fish)
8. 15 feet of nylon rope—to tie equipment down and prevent it from falling overboard
9. Seat cushion (flotation device)—life preserver if anyone were to fall overboard
10. shark repellent—obvious
11. one quart of strong rum, 80% alcohol (that is, 160 proof)
12. one Walkman® radio—has no transmitter and you’re out of range of your favorite station
13. maps of the Pacific Ocean—worthless without additional navigational equipment
14. mosquito netting—no mosquitoes in the mid Pacific
15. sextant—without tables and chronometer (stopwatch), relatively useless (alternatively, hit the shark with it . . . or the guy who is drinking your share of the rum)

▣▣▣▣ iBT Preparation (page 14)

Before you do these tasks, pre-teach the terms **twig** and **tannin**, which appear in the integrated task but not in the student book.

twig = very small branch

tannin = brownish or yellowish substance found in plants

Independent Speaking Task

Read the following prompt:

Reach into your pockets and take out everything (unless you have very personal items.) Put them on your desk. You must have at least three items. If not, then pull any three items from your backpack or from your purse. If you still can't find three, ask a neighbor for something or ask the teacher. (pause) Now that you have your items, I want you to talk about how valuable each one would be if you were on a raft, lost at sea.

After two iterations, when the speakers are going to swap roles with the listeners, stop the students and ask if anybody heard any organizational framework. If so, praise them and comment. If not, tell students that, just as in writing, it is often valuable to start with organizational principles in an introduction. In other words, tell the listener what you are going to say and in what order. For instance, they might say, "I have chosen three (four) items to speak about, and I will discuss each in order of importance to me if I were lost a sea. The items are: X, Y, and Z. The most important one is . . . because . . ."

Integrated Speaking Task

After students have read the passage, read the following:

The first thing students are usually taught is building or finding shelter. Some plants can be lashed together to form a roof. Then survivors need to put something between themselves and the ground or the body's heat will be drained. If you don't have a toothbrush, you can cut a **twig** from an oak tree. The **tannin** in the oak acts as a natural toothpaste. Fire can be made from variations of rubbing two sticks together. As for food, you can eat mice. They are too small to skin, so you just cook them and eat them whole. Alternatively, you can run for the nearest McDonald's.

Question: Summarize the necessities for survival in the wilderness and tell what you think would be the hardest part of such survival.

2. Philosophy (Distributive Justice) (pages 15–34)

All these cases are intermediate-level material that can be used at the advanced level. Since these cases treat the same general issue, it is advisable not to do all of them. I find The Candy Bar Dilemma is a good “first day” exercise that can be done for fun (with candy as a prize) at low advanced levels. The cases can also be given as dictation. For long cases, you might do just one paragraph as dictation.

The Candy Bar Dilemma (pages 15–17)

Time: 30 minutes

Deceptively simple, this case deals with all the criteria for a just distribution: *wanting*, *needing*, and *deserving*. This case is difficult because all of them want the candy (you cannot let the teens make the decision—they will fight—and you cannot buy another bar), but none of them *needs* it. (N.B.: It may seem strange to include “want” as a criterion, but absent claims of need or deserving, it is just to distribute a good on the basis of who wants it.) The question here is, who needs most *not* to have it? And the importance of teaching Carol not to be a pig should not be undervalued. You should begin by getting suggestions for as many different distributions as possible and writing them on the board. Then challenge students individually (“Do you agree with this one?”). The writing on this seemingly superficial but actually profound topic can be very good. And there are built-in organizational units. You will need to have available two candy bars for each small group.

▣▣▣▣▶ iBT Preparation (page 18)

Before you do these tasks, pre-teach the term **confiscated**, which appears in the integrated task but not in the student book.

confiscated = taken, here by the government

Independent Speaking Task

Read the following prompt:

What are your favorite desserts? In your family, how were desserts distributed? In other words, who got what? Did you have restrictions on what and how much you could eat? Did you have any fights with siblings over desserts?

Integrated Speaking Task

After students have read the passage, read the following:

Some Cuban Americans want their family property back if the regime becomes democratic. They say their property was unfairly **confiscated**. And if they can't have their houses and businesses back, they want just compensation for what was taken from them. Others think this is highly unrealistic after nearly fifty years.

Question: Describe the problem of property rights of Cuban Americans. Do you think they should get their property back some time in the future?

The Race (pages 19–22)

Time: 30–50 minutes

The issue dealt with here is also valuable at an advanced level. In *The Race*, we are faced with the ultimate question of validity of any criterion in a just distribution. (Thus, this case follows, perhaps dovetails with *The Candy Bar* case.) The distribution is of an honor—making the track team.

The major criterion at work here is *deserving*. (*Note:* The claims of Carlos and Ben are largely based on *want* and *need*, respectively.) Ordinarily, one makes the team not by wanting or needing but by deserving. (Isn't Ben's claim a form of blackmail?)

But it seems that no single criterion is ever valid for justice. The contest is all-important. There does not seem to be any criterion that should not, in some case, be amended. This is one of the primary bases for affirmative action. Deserving is not so cut-and-dried as we often think.

Intuitively, we all have criteria for deserving. One of these, universally recognized, is responsibility. Students will pick up on this, especially in the case of Harry. But the waters (or perhaps the track) soon become muddy, for some will feel that a person is responsible for catching a cold while others will find this more an accident of nature.

Political philosopher William Galston's conclusion of like issues is that there is no criterion that cannot be bent. But if we can bend the rules justly in one case, why not in another, and another—so that here the qualification race is interminable. In effect, we decide where to draw the line *arbitrarily* within some society consensus. This has ramifications for affirmative action, admission to schools, etc.

▣▣▣▣▶ iBT Preparation (page 22)

Independent Speaking Task

Describe your favorite race to watch: car race, horse race, foot race, Olympic Games, or whatever. Perhaps a turtle race. If you don't like races, tell why you don't.

Integrated Speaking Task

After students have read the passage, read the following:

In the 2007 Tour de France, Ivan Basso was banned from competition for illegal drug use, and Ian Ullrich retired from the sport. These scandals go back to at least 1967, when British cyclist Tom Simpson died while climbing Mount Ventoux following use of amphetamines.

Question: Describe the problem of illegal drug use in sports and your opinion of what punishment should be for it.

Mrs. Kerr and Ms. Pink (pages 23–25)

Part 1

Time: 20 minutes

Part 2

Time: 20 minutes

Instruct presenters to learn the case and retell it. They should not try to memorize it.

You need not do both parts. If you do both, Part 2 needs to be done on another day, as the roles must be learned.

▣▣▣▣▶ iBT Preparation (page 26)

Before you do these tasks, pre-teach the terms **pitbull**, **terrier**, **Rottweiler**, and **bred**, which appear in the integrated task but not in the student book.

pit bull	=	mean guard dog
terrier	=	small hunting dog
bred	=	born and raised
Rottweiler	=	guard dog

Independent Speaking Task

Read the following prompt:

How are animals treated in your country? Are there any problems? Is dog fighting or cock fighting (rooster fighting) allowed?

Integrated Speaking Task

After students have read the passage, read the following:

Pit bulls are a cross between a bulldog and a **terrier**, bred specifically in England centuries ago for fighting. They are often unpredictable and can withstand a lot of pain. On average, 17 people die of dog bites in the United States each year, most of them children, and two-thirds of those are bitten by pit bulls or **Rottweilers**.

Question: Do you think pit bulls should be banned, that is, people should not be allowed to own pit bulls? Why or why not?

Finders, Keepers (pages 27–29)

Time: 30 minutes

The case may be done as a presentation. It is best if you decide on some maximum number of the items to be distributed, smaller than the number of group members. Otherwise, the decision becomes easy—everyone gets one. You should feel free to veto any suggestions for additional items that you think unsuitable—for example, “my boyfriend.” And you will get some funny and outrageous ones, like “an inflatable replica of my boyfriend.”

▣▣▣▣▶ iBT Preparation (page 30)

Independent Speaking Task

Read the following prompt:

Describe a kid's game in your country. Tell how to play it. If the name of the game does not translate into English, give the name in your language.

Integrated Speaking Task

After students have read the passage, read the following:

A social minimum means resources that people need in order to lead a minimally decent life in their society. This means taxation should provide for minimal health care for all people and minimal education as well as enough food and shelter for all citizens.

Question: Describe the arguments for and against taxation. How do you feel about it?

Joe, His Bread, and the Lifeboat (pages 31–32)

Time: 30 minutes

The case may be done as a presentation. One student may be asked to present the case to the students, with the briefest of notes, if any.

A follow-up to this unit that some teachers have found fitting is watching Alfred Hitchcock's *Lifeboat*.

Sam and the Posse (pages 33–34)

Time: 30 minutes

The case may be done as a presentation. One student may be asked to present the case to students, with the briefest of notes, if any.

▶▶▶▶ iBT Preparation (page 34)

Independent Speaking Task

Read the following prompt:

Describe gun rights in your country. Who can have a gun? Who cannot? What do you think about your country's gun policy?

Integrated Speaking Task

After students have read the passage, read the following:

Opponents of gun control also argue that if you make guns illegal, only criminals will have guns and ordinary people won't be able to defend themselves. They say a man's home is his castle,

and if someone breaks in, the home owner should be allowed to shoot the intruder.

Question: What are the arguments for and against gun control, and what is your feeling about it?

3. Law (pages 35–52)

Crime and Punishment (pages 35–39)

Time: 50–70 minutes

Teacher may play devil's advocate to get things going if there is general agreement. Get two or three opinions on some of the topics before doing small group work. Repeat the procedural instruction to try to recall similar scenarios the students might know of and give them an opportunity to talk about these incidents in class.

Question 1. You may help by giving students the term *attempted murder*.

Question 3. The man's actions (you can act it out) make it appear that he clearly had the *intention* to kill. But as we can see, although murder is defined by intention, this term is very slippery.

Question 4. With more detailed cases like this one, it is often useful to ask some students to recap.

Question 6. Private punishment is the theme. In European law, private punishment is acceptable in the very rare case when the wrongdoer cannot be brought to justice and the punisher is certain of the guilt of the malefactor. Here, Edwina isn't saving anyone by slitting the parachute. She is planning the death of Patty.

Question 9. This is fun to act out.

IIII▶ iBT Preparation (pages 39–40)

Independent Speaking Task

Read the following prompt:

What is torture? Should torture be allowed in some circumstances? If so, what are they?

Integrated Speaking Task

After students have read the passage, read the following:

Other questionable techniques include putting hoods over prisoners' heads, making them believe dogs are attacking them, and religious humiliation, like throwing a prisoner's holy book in the toilet.

Question: How do most people feel about the use of torture to get information from prisoners, and do you think that some methods are justifiable?

Humor in the Court (pages 41–45)

Time: 10–15 minutes

This can be done in small groups or by the class as a whole.

Organ Transplantation (pages 46–51)

Time: 20–30 minutes

▶▶▶▶ iBT Preparation (page 52)

Independent Speaking Task

Read the following prompt:

Will you or won't you agree to donate one or more of your organs, to be removed after you die? Why or why not? Which organs would you donate?

Integrated Speaking Task

After students have read the passage, read the following:

Representatives from the National Institute of Health said that Mantle went to the top of the list because he was the sickest. They said his fame had nothing to do with it. Mantle was always known as a big drinker, even when he was playing baseball. He continued to abuse alcohol after he retired. Mantle died from cancer, which spread through his body and originated in the liver that had been removed.

Question: Why was Mickey Mantle's liver transplant controversial?

4. Ethics (pages 53–88)

Coercion/Paternalism (pages 53–61)

Time: 50 minutes

Question 1. Teacher may act out—going to the window (assuming that there is one and it is not on the first floor) and telling students that he or she is going to jump. Tell them that the theory of gravity is a hoax, nonsense, and you will prove it to them.

Encourage students, in preparation for this section, to think of other things that the state might ban. Add these to questions 3–5, and then ask their groups their opinions.

▶▶▶▶ iBT Preparation (page 62)

Before you do these tasks, pre-teach the term **compulsive**, which appears in the integrated task but not in the student book.

compulsive = doing something repetitively

Independent Speaking Task

Write out these questions, photocopying them so that each questioner has a prompt. If you want to turn the exercise into more of a conversation, then the questioners may reply to the responses. This is a matter of time management.

Prompts:

1. Tell why (or why not) you would eat figu.
2. Should the use of cell phones while driving be banned?
3. The person in front of you in a movie theater is talking loudly on a cell phone. What will you say to her?
4. Should pilots in the Air Force be allowed to fly combat missions; in other words, should they be allowed to fly planes where they might be shot down?
5. Should gays (homosexuals) be allowed to serve in the military?
6. Should women be barred from (not allowed) working in certain jobs, for instance construction jobs where they have to lift heavy objects, or chemical factory jobs when they might be pregnant?
7. Should doctors be allowed to help terminally ill (going to die soon) patients commit suicide?

Integrated Speaking Task

After students have read the passage, read the following:

Statistics from a report to the state of Connecticut on the economic effects of casino gambling, which is legal on Native American reservations, found that while gambling generated \$362 million, its costs to the state were \$554 million. Nationwide, gambling costs the United States \$1.5 billion in bankruptcies, loss of worker productivity, unpaid taxes, and other things. Ten percent of the citizens in a state that permits gambling will become problem gamblers and 2 percent to 5 percent will become **compulsive** gamblers.

Question: Summarize the problems of legalizing gambling and give your opinion on whether it should be legalized everywhere.

Paternalism in Action: American Laws (pages 63–66)

Time: 40–60 minutes

Question 5. In Massachusetts there are still Blue Laws left over from colonial times that regulate conduct in ways we now find intolerable (e.g., no spitting on the sidewalk; no kissing in public).

JFK Memorial Hospital versus Heston (pages 67–68)

Time: 20–30 minutes

The court ruled that the state has an interest in preserving life and could order the transfusion. It ruled that conduct in pursuit of religious beliefs could be regulated (what if they wanted to practice human sacrifice?).

Second, the hospital became an involuntary custodian of the patient. It had a duty to treat, which was stronger than the patient's right to die. It was unfair to ask a doctor, in effect, to kill the patient by operating without a transfusion.

In the past the court has ruled for ordering a transfusion for children of Jehovah's Witnesses when the parents didn't want it.

But in Illinois, the supreme court decided that a Jehovah's Witness did not have to have a transfusion. That person, the New Jersey court noted, did not have children who would become wards of the state. In any case, the New Jersey court decided that the state had an interest in preserving life and could order the transfusion. (But consider this impossible scenario: The patient gets

five pints of blood, and when he or she awakes, the doctor says, “We just gave you a transfusion, but there is a little plug that you can pull to let all the blood out. Good-bye.” What would the patient do?)

You may wish to have students write an essay on this, expanding on the brief answer they wrote. The essay should be done after the discussion. You should instruct students to address the strongest contending views (which they have heard in the discussion) and argue forcefully against these contending views.

▣▣▣▣➔ **iBT Preparation (page 69)**

Before you do these tasks, pre-teach the term **desalinized**, which appears in the integrated task but not in the student book.

desalinized = having the salt removed

Independent Speaking Task

Write out these questions, photocopying so that each questioner has a prompt. If you want to turn the exercise into more of a conversation, then the questioners may reply to the responses. This is a matter of time management.

1. Suppose your plane crashed in the desert and you were unhurt. Would you stay with the plane or would you try to walk to get help? If your decision is based on specific information, what specific information would you need to know to make your decision?
2. Most people have heard of the famous plane crash in the Andes Mountains where survivors ended up eating the corpses in order to live. If the same thing happened today, do you think the survivors should be prosecuted, in other words, be put in jail for cannibalism?
3. Suppose your plane crashed in the desert and you had a limited amount of water. Would you divide it equally, or would you distribute it unequally, depending on age, or gender, or health status, or something else?

Integrated Speaking Task

After students have read the passage, read the following:

Samples from the underground water have been taken, and unfortunately they are not very promising for residential use. The water is too salty. It has been there since the time of the dinosaurs. However, it could be used for industrial purposes, and several mining companies are interested in investigating the cost of pumping up the water. If it were to be used for drinking, it would have to be **desalinized**, and that would be costly. And, of course, for that, the nearby ocean is more accessible.

Question: Summarize the attraction of and the difficulties involved with water from the underground lake in Australia.

The Desert Dilemma (pages 70–73)

Time: 90 minutes for the entire activity. With some classes, when the discussion is lively, you can spend two hours or more.

Procedure: The teacher should read the following scenarios. (Information that differs between scenarios is italicized.)

Group I

You are on an **expedition** to the Sahara desert. *It is a very hot place.* The expedition members are as follows: Professor Jones, the 50-year-old leader; William S. Benway, 40, *a physician who studied at Boston University*; two assistants; and a driver who is 34 years old and *has blue eyes.*

A few days ago, *on Monday*, you met a group of bedouin and agreed to take a woman who is *six months* pregnant and her two children, aged 12 and 13, to the nearest village, *where the water is colder than any other place in the Sahara. The boy's name is Moustapha.*

At noon, your truck struck a land mine, which had been buried there since World War II. *The Germans* had planted it there. The explosion was terrible, but fortunately no one was killed. However, the driver, *who has no health insurance*, was badly injured, and the physician says that he will die if he is not taken to a hospital. Also, the two assistants have suffered broken legs—*one the right leg, and the other the left leg*—and they

cannot move. The truck, *a Mercedes*, is totally wrecked. But there is enough food *and water* to last nine days, provided that everyone stays quietly by the truck, *which is painted green*. Anyone leaving the truck would have to carry extra water *on his or her back* and thereby reduce the amount left for the others. You know that the police will begin to look for you.

Group II

You are on an *archeological expedition* to the Sahara desert. The expedition members are as follows: Professor Jones, the 50-year-old leader, *who used to be a navy pilot*; William S. Benway, *whose hobby is gardening*; two assistants, *who are unmarried*; and a driver who is 34 years old and *used to race motorcycles*.

A few days ago, *on Tuesday*, you met a group of bedouin and agreed to take a woman who is pregnant and her two children, *a boy aged 12 and a girl aged 13*, to the nearest village.

At *exactly 12:15 PM*, your truck struck a land mine, which had been buried there since World War II. *The English* had planted it there. The explosion was terrible, but fortunately no one was killed. However, the driver, *who is left-handed*, was badly injured, and the physician says that he will die if he is not taken to a hospital *within four days*. *Fortunately, his left arm was uninjured*. Also, the two assistants have suffered broken legs, and they cannot move. The truck is totally wrecked and *needed oil change anyway*. But there is enough food to last nine days, provided that everyone stays quietly by the truck. *The assistants believe in astrology, and the moon is in Saturn*. Anyone leaving the truck would have to carry extra water and thereby reduce the amount left for the others. You know that the police will begin to look for you *if you do not report to the next town within seven days*. *And your sister, who works for the U.N., will also wonder what has happened to you*.

The vocabulary here is not difficult, and the idea is that students will explain to each other the words they do not know. If the group has any doubts, you should help them. The only crucial and difficult terms are *land mine* and *mine field*. Students should decide for themselves whether these are personnel mines or tank/vehicular mines. They should note that the boundaries of the mine field are necessarily vague and not posted, and that the truck was destroyed by a mine outside of the mapped mine field. As you listen to the groups, you may

bring up, if they do not, the difference between *astrology* and *astronomy*. When you hear an unchallenged irrelevancy, you might cough or in your own fashion signal distress to draw attention to it. Make sure that the students refer to the list of rejoinders to be used to point out irrelevancy.

Of critical importance is the discussion of how fast one can actually walk in the desert. Also, students will blithely volunteer to walk due north, but given where the accident took place, it is clear that the mine “field” extends beyond its markings. As for the oasis, bear in mind how easy it would be to miss such a small place 30 kilometers away. As for carrying the water back from it, how is it to be carried? Water is very heavy. Almost as much would be used getting there and back as could be lugged.

Are there helicopters in small towns? Is there a compass? Would the camping equipment be intact? Is there food in an oasis? A McDonald’s? These questions are best left to the group to decide, or guess, rather than the teacher providing a definitive yes or no. Some groups may come to quick decisions. In this case, after listening to their decision, you should bring up potential problems with it, then let them wrestle with it more thoroughly.

iBT Preparation (page 74)

Before you do these tasks, make sure students know what GPS is.

Independent Speaking Task

Read the following prompt:

Describe the worst or scariest situation you have ever been in.

Integrated Speaking Task

After students have read the passage, reading the following:

Even if you have the right clothing, sun block is a good idea, to protect yourself from ultraviolet rays of the sun, especially for your face. Sunglasses are also good against ultraviolet rays. You also need food, water, fire, and shelter. Of course, a cell phone and GPS are nice if you get lost.

Health Care: Rationing (pages 76–81)

Time: Discussion of introductory questions and giving answers to social value questions, 10 minutes

Part 1. Values that Affect Health Care Rationing

- d ability to function normally
- a cost-effectiveness or cost-ineffectiveness
- c length of life
- f quality of life
- b benefit to many as opposed to a few
- e equality of service

Part 3. Ranking Treatments as a Part of Health Care Rationing

Time: Discussion of question a or b: 5 minutes. Small group consensus, 40–60 minutes.

Health Care: Providing Services to Visible and Invisible Victims (pages 82–84)

Time: 30–50 minutes

▣▣▣▣▶ **iBT Preparation (pages 84–85)**

Independent Speaking Task

Read the following prompt:

If you have ever been treated in a hospital, tell about it. If you have not, then tell about some person you know, a family member or friend perhaps. If you don't know anyone who has been treated in a hospital, then make up a fantastic lie about your treatment.

After speakers have had two turns, tell students that one way to organize such a speech is the same as is done in good newspaper writing, answering the questions: who, what, where, when, why. After the next speakers conclude their speeches, note to the class if you heard that strategy employed. If not, tell them again to focus on who, what, where, when, why.

Integrated Speaking Task

After students have read the passage, read the following:

The researchers also have identified some major causes of the spread of dengue. First, increased urbanization and population control have resulted in poor water, sewer, and waste-management systems. Also, public health infrastructure in many developing countries has deteriorated. Increased air travel makes the spread of dengue easier. Finally, mosquito-control has been largely ineffective and in many cases non-existent.

Question: What are the problems faced by developing countries trying to combat the spread of dengue and by rich countries?

Knowledge, Information, and Ethics in Relation to Insurance and Health Care (pages 86–87)

Time: 20–30 minutes

▣▣▣▣▶ iBT Preparation (page 88)

Independent Speaking Task

Read the following prompt:

Discuss and evaluate your country's health care system. Is it good? Is it expensive? Do the poor get treatment? Are most people insured?

Integrated Speaking Task

After students have read the passage, read the following:

Though Medicare has 43 million members, it has no bargaining power for purchasing prescription drugs. This is because the Bush administration and the Republican Congress passed a law against it, while the Veteran's Administration uses that bulk purchase bargaining power to negotiate a 24 percent discount. Critics of the law, like economist Paul Krugman, argue that the policy gives billions of dollars in subsidies to private insurance companies. Of course, these companies make donations to the election campaigns of congressmen and presidents. While the insurance companies and drug companies make billions, older people and taxpayers pay the bill.

Question: Summarize the problem Medicare has with negotiating bulk purchases of prescription drugs.

5. Psychology (pages 89–117)

Survey (pages 89–91)

Time: 15–20 minutes

Answers

1. a
2. a
3. b
4. Women—usually better at reading facial expressions. Men—usually better at interpreting tone of voice.
5. a
6. no
7. Early in marriage: money, jealousy, relatives, communication, sex
Parenthood: money, sex, jealousy, communication, relatives
Later: money, sex, communication, relatives, jealousy
8. a
9. b

With Question 6, you should ask the students which item they thought was first, second, and so forth, writing the order on the board as you hear it. You can play with suspense here. Note that money is always in first place. Ask why jealousy moves from second place early in marriage to third then to last place as time goes by. Ask why sex moves from last place in early marriage to second place during parenting. I have never had a problem with students addressing this question in a mature fashion. You might ask why relatives are more of a problem in early marriage. This case allows you to call on the married people in your class as “experts.”

Marriage, Cross-Culturally (pages 92–93)

Part 1. Marriage Is About

Time: 15 minutes

Part 2. Characteristics of a Good Spouse

Time: 35–40 minutes

In this section you may get some strange suggestions, and it does no good to have on the list items that virtually everyone will think inapplicable, so you should help the students whittle their lists. If you want a shortcut, here is a list that has been created after many “goes” at it.

Characteristics of a Good Spouse

kind	faithful
generous	good sense of humor
healthy	physically attractive
intelligent	loving
good lover	shared interests and tastes
tolerant	shared political beliefs
forgiving	supportive in bad times (e.g., when money is tight, someone is very sick, etc.)
obedient	

▣▣▣▣▶ **iBT Preparation (page 94)**

Independent Speaking Task

Read the following prompt:

Imagine you are your father arguing with your mother, or vice versa. Create a quick list of complaints—things that your father or mother did not do but should have done, or did but should not have.

Integrated Speaking Task

After students have read the passage, read the following:

The prophet Mohammed also said, “Beware of green manure,” which means don’t marry a woman of bad origin or upbringing. And just as a husband should look for a righteous wife, a woman should look for a righteous husband. The choice of a husband should be based on religion and character.

Question: Is matrimony in traditional Islam much different from your view of matrimony?

Gender Attitudes: A Compatibility Survey (pages 95–97)

Time: 40–60 minutes

The “Gender and Power in Discussion” exercise is often more difficult than it seems. Second language students often find it hard to decide what a challenge is or even what an interruption is. Therefore, the students chosen to quantify these indicators may not find this an easy task. Also, you may be surprised at the results. The goal here is neither accuracy nor orthodoxy but merely getting stu-

dents sensitized to language and allowing them to see how fascinating it can be. Of course, another goal is getting them to understand that there are power issues at play in any communication.

Consider the oft-noted phenomenon that men tend not to be able to ask for directions when lost. (Some male comedians, for example, self-deprecatingly point this out for laughs). You might ask your students if this is true in their cultures. And ask if women in those cultures, like American women, tend not to display this behavior.

Tag questions can also be confirmation-beggars, not real questions (e.g., “Nixon really was a crook, wasn’t he [?]”). These, in my view, are expressions of power, but you need not complicate the task for the students since this kind of tag will seldom if ever be used by students. If you notice some of this sophisticated language use, you can talk about it after, or during, the class discussion of the results. It will be fascinating.

▣▣▣▣➔ **iBT Preparation (page 98)**

Note: In some countries there are strange customs like kidnapping the bride. Ask students if there are any strange customs like this in their countries.

Independent Speaking Task

Read the following prompt:

Do you need to be compatible with your spouse on a wide range of issues in order to have a good marriage? Or can you have differing opinions? What things do you think you need to have similar opinions on?

Integrated Speaking Task

After students have read the passage, read the following:

Conservatives have succeeded on the issue of abortion, framing their position as the “right to life.” Who could be opposed to that? Further, they refer to the Democratic Party as the “Democrat” Party, so that the party will be linked with the word *rat* and not the adjective *democratic*. The new frontier of the language wars is the issue of immigration. Conservatives say it is about illegal immigrants. Liberals say it is about undocumented workers.

Question: How does the phrase *gay marriage* figure in the language wars between liberals and conservatives?

Marital Issues (pages 99–105)

Time: 40–60 minutes

▣▣▣▣▶ iBT Preparation (page 103)

Independent Speaking Task

Read the following prompt:

You are getting married in your country. Tell the listener everything that is involved. Talk about customs, what brides and grooms wear, who pays for what, and other customs.

Integrated Speaking Task

After students have read the passage, read the following:

After the groom's family heard about Mrs. Nasser's revised plans, they got very upset. They said that the guests would wonder why the couple had to have a second-class wedding and that the neighbors would ridicule them and they would lose face.

Question: What were the groom's family upset about and why?

Divorce (pages 106–7)

Time: 30–40 minutes

After a class discussion of the introductory question on fault as a determinant in awarding alimony, the teacher should read the three scenarios of the Joneses. Get several responses, enough to show real differences of opinion and arouse interest, but with no discussion.

When the groups have finished, write their decisions for the three cases on the chalkboard. Now you can draw conclusions about the justice of treating *fault* for men and for women. Case *a* is the baseline. A nonexistent decision will vary in case *b* and case *c* *by the same amount!* For example, if the alimony in case *a* is \$10,000, in case *b* is \$15,000, and in case *c* is \$5,000, then the *fault* is penalized by \$5,000 in cases *b* and *c*.

The same variance from the baseline will probably occur about 33 percent of the time. Most of the time, however, you will find that the fault for the woman is penalized much more than fault for the man. Some students will justify this result by citing that the man brings in the money, or at least the lion's share of it. If this is the case, then the woman does not have equal rights to the

distribution thereof.

I tend to let the facts speak for themselves. The seeds of doubt will be sown in the minds of some students. When social values are deeply ingrained, this is probably the best one can do. If students are to revise their values, the impetus must come from within. I think you will find that you have sown a robust seed.

▣▣▣▣▶ **iBT Preparation (pages 107–8)**

Before you do these tasks, pre-teach the terms **stigma** and **loopholes**, which appear in the integrated task but not in the student book.

- stigma** = sign of social disapproval
loopholes = areas of law that haven't been fully addressed and so can be used by those who want to break the law

Independent Speaking Task

Read the following prompt:

Discuss divorce in your country. Is it common? Is there alimony? Is there child-support? If divorce is not common, do you think it should be? Why?

Integrated Speaking Task

After students have read the passage, read the following:

In the past there was a stigma to divorce. Now, society is more tolerant. Still, some people think that social values are deteriorating and that divorce will have a strong negative effect on people's health and the quality of people's lives. On the other hand, some Chinese get divorced to exploit loopholes in the legal system; for example, when employers were required to find a job for one spouse if workers were laid off, many couples divorced so that both spouses would be helped to get new jobs.

Question: What is happening with China's divorce rate and why?

Rationality (Sunk Costs) (pages 109–16)

Time: 90–120 minutes

N.B.: This is a presentation exercise (that is, individual students will present reports to the class) and the Peer Feedback Sheet (that appears in Unit 6) should be photocopied and used. Do not be daunted by the time needed. You can do two cases per day. Even if you have a two-hour class, it is not advisable to do all in one day. If you have videotaping capability, this is a good time to use it both for individual presentation and for class discussion. Another variation is possible if the environment is such that asking people their opinions outside of class is not feasible: You can have students learn to present one question without looking at the other questions. Then have them ask each other their questions in class, roving around and telling their particular scenario to others who do not have the same case to present. After one student explains his or her hypothetical situation and elicits an opinion, the other does the same.

Experiments 1 and 3 present clear cases of sunk costs. Would you go where you would prefer not to be just because you already had paid for that privilege? You should feel free to share your own point of view, but console those who honor the sunk cost by pointing out that many of the American subjects in the original experiments also did so. Leave open the possibility of differing versions of rationality.

Experiments 3 and 4 show two sides of the same coin. There seems little economic reason to complete the project in either case. It would result in a loss. Students will suggest that they will sell their plane more cheaply, but you should point out that the competition can cut costs and be in the black while you are in the red. Those who chose yes in Experiment 3 are honoring a sunk cost, which seems irrational, but the vast majority of subjects in the original experiments chose yes. Again, however, it is irrational to be contradictory, and those who chose yes for Experiment 3 and no for Experiment 4 appear to be acting contradictorily. Some Japanese students have pointed out that yes is the appropriate answer for both and that Americans who choose no are following the typical American business pattern of looking at short-run profit. Sometimes, the Japanese say, you have to take a loss just to get market share, to get your name out there. What you learn from this mistake may come in handy in your next venture. This is an interesting argument.

In Experiment 5 the loss of \$10 is not linked specifically to the ticket purchase, and its effect on the decision accordingly is slight. In Experiment 6 the expense to see the show was seen as \$20, a cost that many of the respondents apparently found excessive. To be rational, one cannot be contradictory. It is difficult to defend the rationality of choosing yes in one of these two experiments and no in the other. Some students will not see the play because they will

not enjoy it, thinking all the while of where they might have lost the ticket or the money, but this sentiment should apply to both Experiments 5 and 6.

It is interesting to note that self-punishment is sometimes the rationale for not buying another ticket. This appears to be at odds with the economists' notion of a rational person, all of whose actions are motivated by self-interest. It is curious to consider how self-punishment can be self-interest.

▣▣▣▣► **iBT Preparation (pages 116–17)**

Before you do these tasks, pre-teach the term **outdo**, which appears in the integrated task but not in the student book.

outdo = do more or better than someone else

Independent Speaking Task

Read the following prompt:

Think of something your country or the United States has spent many millions of dollars on. Do you think that money was well-spent? Why? If not, what do you think the government should have spent the money on and why?

Integrated Speaking Task

After students have read the passage, read the following:

Traditional economists have a hard time making sense of the potlatch ceremonies of Indians in the Pacific Northwest. In potlatch ceremonies, chiefs of different tribes give away or destroy valuable items, each trying to **outdo** the other by giving away or destroying more things. Of what utility could this be to the chiefs?

Question: What is the potlatch ceremony and why is it a problem for an economic theory of rationality?

6. Business Negotiation (pages 118–37)

Freeloaders (pages 118–20)

Time: 30–40 minutes

▣▣▣▣▶ **iBT Preparation (pages 120–21)**

Independent Speaking Task

Read the following prompt:

Describe the very messy yard of someone you know or a house that is kept in bad condition, so that people hate to see it. Is this against the law?

Integrated Speaking Task

After students have read the passage, read the following:

The court argued that the transfer was legal because it would revitalize a depressed neighborhood, create jobs and new tax revenues. But between 65 and 93 percent of the public strongly disagreed with the decision. Some citizens tried to have a Supreme Court Justice's summer house seized by eminent domain as revenge, to show how bad the decision was and to show how the power of eminent domain could be abused.

Question: Discuss the recent Supreme Court Case on eminent domain and give your opinion on whether the Court's decision was right.

The Great Bun Caper (pages 122–28)

Time: Presentation of case and game, 20–25 minutes. Filling out feedback sheets and oral feedback: 10 minutes. Negotiation game: 30 minutes.

▣▣▣▣▶ **iBT Preparation (page 128)**

Before you do these tasks, pre-teach the term **wary**, which appears in the integrated task but not in the student book.

wary = concerned about the possibility of doing wrong

Independent Speaking Task

Read the following prompt:

What is your favorite fast food restaurant and why do you prefer it to others? If you don't like fast food, tell why.

Integrated Speaking Task

After students have read the passage, read the following:

One hotel franchisee had his profits cut by 20 percent when another franchise was opened across the street. You should be **wary** also of companies that will not share sales and earnings figures. Finally, you should try to join the AAFD, American Association of Franchisees and Dealers.

Question: What things should a potential franchisee watch out for? Would you want to own a franchise?

The Cow Dung Gaffe (pages 129–31)

Time: Presentation of case and game: 20–25 minutes. Filling out feedback sheets and oral feedback: 10 minutes. Negotiation game: 20–30 minutes.

The Great Bun Caper and The Cow Dung Gaffe are cases for presentation. The teacher will need to meet with the presenters in The Great Bun Caper prior to class to assist them with their preparation. The presentations may be videotaped and replayed in the next class with appropriate analysis. It is, in my experience, not a wise allocation of time to replay all of a long presentation. Five minutes replay should be sufficient for each presenter.

After the case is done, students must fill out Peer Feedback Sheets (a reproducible sheet follows The Cow Dung Gaffe section in this chapter) on both the case and game presenters. If all is not done on the same day, feedback should be collected on the first day for the first presenter. These sheets are collected by the teacher and given to the presenter. It is often helpful to get some oral feedback, and the first comments should be positive. If you thought that students did something particularly well, ask for oral comments on that aspect of the presentation. The presenters then must write one paragraph on What I Can Do to Improve Next Time.

These cases involve negotiation games. The value of such games is well documented. Students presenting this, and other demanding cases, might be awarded special compensation if yours is a class in which grades are given.

▣▣▣▣▶ **iBT Preparation (page 132)**

Independent Speaking Task

Read the following prompt:

Think about an effective ad you've seen on TV or heard on the radio or saw in the newspaper. Describe the ad thoroughly and tell what made it effective.

Integrated Speaking Task

After students have read the passage, read the following:

Parker Pens introduced a ballpoint pen in Mexico with an ad that was supposed to say, "It won't leak in your pocket and embarrass you." They thought *embarrass* was translated to *embarazar* in Spanish, but the ad said, "It won't leak in your pocket and make you pregnant." Coors beer translated its English slogan "Turn it loose" as "Suffer from diarrhea."

Question: Which of the mistakes did you find the funniest and which do you think was the most economically damaging?

Laying Off at the Auto Plant (A Personnel Dilemma) (pages 134–35)

Time: 30 minutes

▣▣▣▣▶ **iBT Preparation (page 136)**

Before you do these tasks, pre-teach the term **severance**, which appears in the integrated task but not in the student book.

severance = break in a relationship

Independent Speaking Task

Read the following prompt:

Discuss layoffs in your country. Are they common? What should a person do when laid off?

Integrated Speaking Task

After students have read the passage, read the following:

Some of the incentives given by companies for early retirement include: **severance** pay of between three months' salary and one year of salary; health benefits ranging from three months till time of death; pension enhancement; and help getting another job. A recent survey showed that 39 percent of companies offered severance pay; 70 percent offered health benefits; 17 percent offered pension enhancement; and 9 percent offered help getting a new job.

Question: Discuss the benefits of early retirement and tell which benefits you would most want if you were to take early retirement.

7. Linguistics (pages 138–53)

You Don't Understand Me (pages 138–43)

Time: 40 minutes

Cross-Cultural and Paralinguistic Exercise: In a multicultural class, ask two students to take their chairs to the front of the room and act out (reading, if they want) one or more of the scenarios. Make note of the positioning of the chairs. Are they facing each other? How close are they? I had one phenomenally illustrative class where one student kept dragging his chair back as the other dragged his forward, encroaching. This only stopped when the former reached the wall. After having several pairs do this, ask the class if they remember how any of the pairs stationed themselves, and ask what this tells about comfort zones. This exercise is especially good when there are some married people in class. Here are some suggested explanations for the behaviors, but you should also think of your own.

- Exercise 1. Carla was annoyed, not because she had not gotten her way, but because her preference had not been considered. She had wanted some popcorn. Rhett feels that people should say what they want, that Carla's manner is a kind of game playing.
- Exercise 2. Cordelia is irritated because she thought that Henry was withholding part of his life from her. She wants to offer emotional support, which he feels he doesn't need, since men are brought up to ignore minor injuries.

- Exercise 3. Prospero provides information other than that which Miranda requests. His reason (regarding the quantity of wine) *may be* that he is being protective of her. She may think that his replies show that he is on a power trip. One term used for this kind of response is *mind reading*. This can be offensive and presumptuous. It also is consistent with trying to hold power in a relationship.
- Exercise 4. This is very typical—men want to solve problems and women want to give and get empathy and emotional support. Anthony is happy with his ability to give Clea advice, but Clea thinks that he doesn't understand what she is feeling.
- Exercise 5. Orson doesn't understand that Marilyn's question is a suggestion.
- Exercise 6. Rhett doesn't understand that Carla's questions are an indirect way of saying she'd rather see some other movie. And Carla doesn't care so much about the popcorn as she does about sharing. Rhett does not understand this need.

▶▶▶▶ iBT Preparation (page 144)

Independent Speaking Task

Read the following prompt:

Talk about some annoying habit or habits you have noticed about the opposite sex. Or if you don't find anything annoying there, talk about habits people have that annoy you or annoy others. Consider the following: Men can't or won't ask directions; men watch TV instead of talking; men don't lift the toilet seat; women use men's razors to shave their legs; women clog the bathtub with their hair; people squeeze the toothpaste tube in the middle; people don't put the cap back on the toothpaste; burping; chewing with mouth open; talking in the movies; people picking their noses; chewing their fingernails; scratching their heads.

Integrated Speaking Task

After students have read the passage, read the following:

An experiment was done in a hospital where baby boys were clothed in blue pajamas. Doctors came by, and they patted the babies on the back and tended to comment on how healthy the

boys looked. Then the babies were dressed in pink, and the doctors stroked them and commented on how pretty they looked. Girls are usually taught to value how they look and boys how they act.

Question: How does American society influence gender behaviors, and does it make you uncomfortable if things are reversed; for example, if boys are given dolls to play with?

Arranging the Marriage of Indira and Raphael (pages 145–49)

Time: 60 minutes

Tell Raphael's family the following rumors. It is said that Indira has a very bad temper that she does not try to control. Consider, also, the possibility of using these rumors: (1) She is a radical feminist who hates men; (2) She is not a virgin. It is said that she plans to have 37 cats as soon as she has a home of her own. It is said that she is allergic to some very common substances like cotton.

Tell Indira's family the following rumors. It is said that there is a history of insanity in Raphael's family. It is said that Raphael loves garlic and must have it with every meal and that his breath smells bad. It is also said that he hates children and small furry animals.

▶▶▶▶ iBT Preparation (page 149)

Independent Speaking Task

Read the following prompt:

In the movie *Wedding Crashers*, the main character goes to weddings and pretends to know the bride or the groom in order to meet women. His friend goes to funerals for the same reason. Are these good ways to meet women? What are the best ways for boys to meet girls and girls to meet boys?

Integrated Speaking Task

After students have read the passage, read the following:

Many women prefer not to be called housewives. They find it demeaning. Women don't want to go to a party and introduce themselves as housewives. But things are changing. There are fewer housewives than 50 years ago, and men can do many

things today that they couldn't half a century ago. For instance, most men can now cook.

Question: Discuss the word and concept of *housewife* both in the United States and in your country.

Conditionally Speaking (pages 150–52)

Time: 30–40 minutes

1. No. There might be French donkeys in Spain, in which case the donkey in *a* is beaten but the donkey in *b* is not
2. Yes.
3. False. A black-eyed donkey might be both stubborn and stupid.
4. Yes! In *b* you *must* open it to prevent the explosion! *N.B.:* The word *then* does not usually have this force. But what *b* means is “if and only if” or “provided that.”
5. The butler is not the murderer. This can be fun. If you are familiar with logical notation and transitivity theory, you might find the following proof valuable. For most teachers, however, this proof will be superfluous.

P = Butler is murderer	Q = Butler left by window	R = Butler has mud on shoes
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$P \Rightarrow Q$ $Q \Rightarrow R$, therefore $P \Rightarrow R$

$P \Rightarrow R$

$\sim R$

$\sim P$

6. a. Speaker is a teacher. Listener is a bad student and the speech act is an incentive *or* listener is a good student and the speech act is a threat.
- b. Speaker is a teacher. Listener is a good student. Speech act is a threat.

N.B.: The important thing to note is that conditionals do not need an *if*. This kind of conditional is common in spoken English.

▶▶▶▶ iBT Preparation (pages 152–53)**Independent Speaking Test**

Read the following prompt:

What would you do if you got a perfect score on the TOEFL®?
What would the consequences of getting that score be?

Integrated Speaking Task

After students have read the passage, reading the following:

In the original positions, citizens would sit behind a veil of ignorance—that is, they would be completely blind to their own social status, economic status, natural talents, nationality, religion, etc. They would know, in effect, nothing about their lives. Rawls then asks the citizens to decide what principles will govern their society. Rawls believes that all rational citizens should come to the same conclusions about what is best for society.

Question: Describe John Rawls' thought experiment.