

Impact Series

Conversation Topics + CD

Impact VALUES

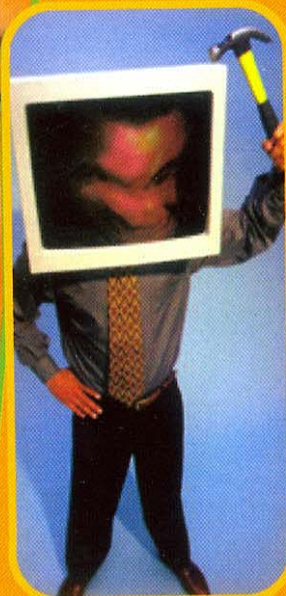


30 DISCUSSION TOPICS TO HELP YOU EXPLORE YOUR OWN VALUES

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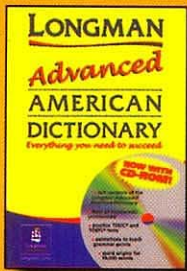


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WITH
SELF-STUDY



30 SHORT CONVERSATION LESSONS



The perfect partner to *Impact Values*

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A Stimulating Conversation Course

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15 **VALUES IN THE WORKPLACE**
Drinking Workers

WARM UP 1. Should you socialize with your co-workers or your boss? Why or why not?
2. Should you keep your personal life separate from your work? Why or why not?

SITUATION Mark, a Canadian software engineer, has been working in Tokyo for six months. His company, Intensa Corp., is international, but most of the Tokyo staff is Japanese, including Mark's boss, Mr. Tanaka. He's talking to his fellow worker, Yosuke. As you read their conversation, think about this: How does Mark feel about drinking with the other people who work in the same office?

Mark: Hi, Yosuke, how's everything?
Yosuke: Hello, Mark. What's happening?
Mark: Oh, not much.
Yosuke: Are you okay these days? I'm a little worried about you.
Mark: Why?
Yosuke: Well, you know, we all went drinking last night, and you didn't join us, and I was wondering...
Mark: Oh, that again.
Yosuke: Yes. We missed you.
Mark: Hmm. Did Mr. Tanaka say anything about my not joining you?
Yosuke: Well, he did say he was worried about how you were getting along with everyone.
Mark: I was afraid of that. I think what he really means is "Why won't Mark go drinking with us?"
Yosuke: Well, Mark, it is important. It's part of the way we do things here in Japan. And actually, we hired you because you speak Japanese and you understand how we do things here.
Mark: I thought you hired me because I was a good

engineer, not because I'm a good drinker.
Yosuke: Well, you know what I mean. It's more than that. Often we spend time talking about work things... nothing official, but it helps when we're all back at the office. It's part of getting ahead.
Mark: Look, Yosuke, I understand, but I don't want to be pressured. I have to have a personal life. I don't want to spend my free time that way.
Yosuke: But, Mark, that's the only way to get ahead here. Human relations are important if you want to succeed.
Mark: I don't believe that. I'll succeed with my ability, not by getting drunk with my boss. It's unprofessional!
Yosuke: But, it's fun. We always have a great time, and we all know each other really well now.
Mark: I know you guys have fun, but... it just seems unprofessional to me.
Yosuke: Okay, well, I respect your opinion. But I don't think that's the way Mr. Tanaka sees it.

CHECK YOUR UNDERSTANDING

1. Why doesn't Mark want to go drinking after work?
2. Why does Yosuke think it's important?
3. What do you think Mr. Tanaka is going to do about Mark?

POINTS OF VIEW

Read these three opinions.



Monica
Mark shouldn't go out drinking. His company shouldn't expect him to.



Koji
Mark should go out drinking. It's part of the culture.



Ray
Mark is right. He'll get ahead by being a good engineer.

Match the supporting statements with the opinions. Write the numbers in the boxes. Each opinion has two supporting statements.

supporting statements		
1	2	3
He's not trying hard enough to understand Japanese culture.	An international company should adapt to its workers.	He shouldn't insist on his cultural values.
4	5	6
It's important to focus on your priorities.	Drinking has nothing to do with engineering.	It's okay if not everyone does the same thing.

Now compare with a classmate.

Work in a group of three. Ask your partners: Do you agree with Monica? Do you agree with Koji? Do you agree with Ray? Answer for each person: I really agree / I agree / I disagree / I really disagree.

WHAT ARE YOUR VALUES?

What advice would you give to Mark? Give your advice and your reasons. Use new ideas in addition to the ideas above.

Advice	Reasons

CLASSEUR 1 ÉCRIVRE
Now form groups and discuss your advice and reasons.

CULTURE SURVEY

Here are some cultural practices. If you were living in a different culture, which ones would you adapt to? Write a number (1=easy to adapt, 2=somewhat easy, 3=somewhat hard, 4=very hard to adapt).

- | | |
|--|---|
| ... singing karaoke (Japan) | ... eating fast food (U.S.) |
| ... eating dinner at 10 p.m. (Argentina) | ... kissing someone to say hello (France) |
| ... taking a siesta in the afternoon (Spain) | ... hugging someone to say goodbye (Canada) |
| ... wearing tiny bathing suits (Brazil) | ... your idea: _____ |
| ... giving gifts for many social occasions (China) | |

Compare with a partner.

Sample opinions

Pair and group activities

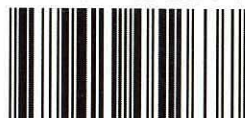


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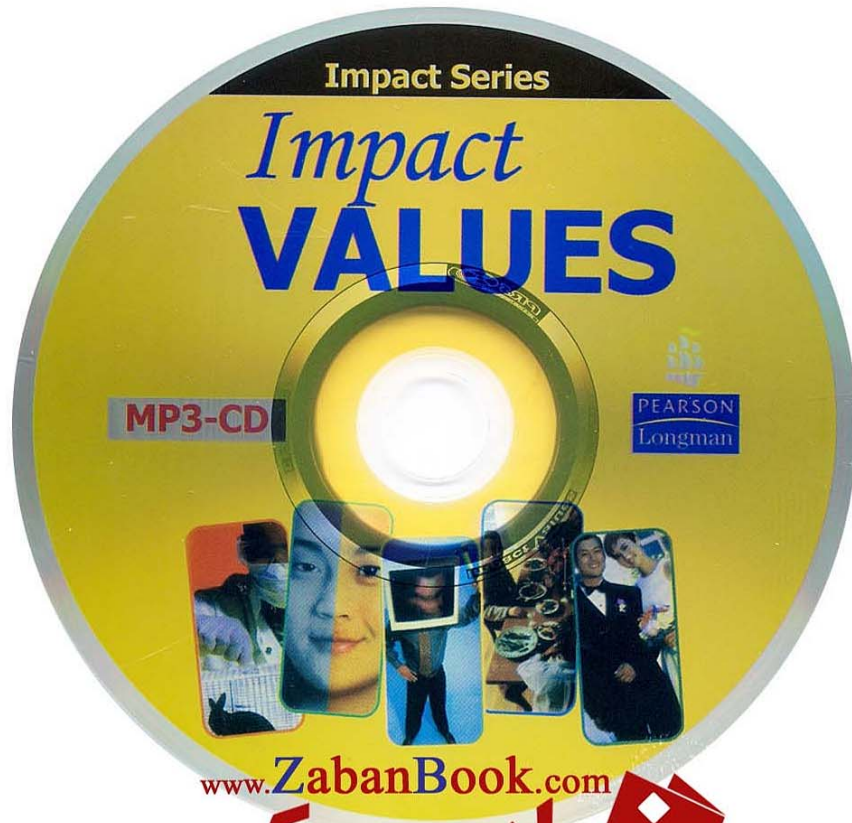
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Introduction

TO THE STUDENT

Impact Values will help you express your ideas in English and understand other people's ideas better. You can use this book by yourself or you can use it in class with other students.

HOW TO USE *IMPACT VALUES* BY YOURSELF:

The best way to begin is with the Intro Unit. This unit shows you how to use each of the 30 units in the book.

❶ Read the instructions for each of the activities and then try each activity.

❷ Next, look at the Contents. There are five major themes or categories: People; Relationships; Workplace; Family; and Society. Each category has six topics that explore important values in our lives.

This book is different from other books — you do not have to go from the beginning to the end. You can start with any category or topic that you want to. Which category do you like most? Pick one category. Then study the six topics. Start with one that you really like.

❸ Now go to the topic. Go through each activity just as you did in the Intro Unit. Begin with Warm Up. Listen to the audio CD while you read along. Read and listen two or three times. (The Situations are all recorded in natural settings, so you will hear very natural English with natural background sounds on the CD.) Then try the Check Your Understanding questions to make sure you understand the topic.

❹ After you understand the topic, study the Points of View section carefully. Think about the opinions and the supporting statements. Match the supporting statements to the opinions. Then decide: Do you agree with the three people? Why or why not? Write or say your opinion. Then think about your views for What Are Your Values? Write your own opinion and reasons. Take your time and do each step carefully. This way, you'll learn more.

If you have a friend who is learning English, try to use this book together. It's fun to compare your ideas and opinions with another person. If you use the book with a friend, you might try to do the discussion activity at the end of each unit.

HOW TO USE *IMPACT VALUES* IN CLASS:

WARM UP

In this activity, you will answer three or four questions about the topic of the unit. Work with a classmate.

❶ Ask each other the questions and compare your answers. After you finish, you will have some clear ideas about your own beliefs.

SITUATION

The Situation tells you a short story about the topic. It shows you the values and beliefs of the people in the story.

❷ Read the story or listen to it on CD while you read. The Situations are all recorded in natural settings, so you will have the chance to hear very natural English with natural background sounds. Each story has some numbered words and expressions (like this¹). You can look these up in the Glossary at the back of the book.

After you have finished, you should feel that you understand the people's values in the story. You should be able to answer these questions: What do they believe? Why do they believe that? Don't try to say if you agree or not at this time. Just try to understand their values.

If you don't understand the main ideas of the story, read or listen again. Or ask your teacher or classmates for help.

CHECK YOUR UNDERSTANDING

❸ Now you will answer two or three questions. The questions will help you understand the story better.

POINTS OF VIEW

This activity has two parts: Opinions and Supporting Statements. The opinion section show you three opinions by three people. These are different "points of view" – different ways of looking at the topic. The Supporting Statements section shows you six ideas that "support" the opinions or show the reasons why someone has an opinion.

④ Read each supporting statement and think about which opinion it *supports the most*. Write the number of each supporting statement under the opinion that it fits best.

This section will help you develop your thinking skills in English. It will help you understand different opinions and help you connect opinions and reasons.

⑤ When you finish, compare your answers with a classmate. Do you have the same answers? Why or why not?

⑥ The next step is: Work in a group of three. Ask your partners: Do you agree with Person 1? with Person 2? with Person 3? For each person, say if you "really agree," "agree," "disagree," or "really disagree."

WHAT ARE YOUR VALUES?

This activity is very challenging, but it is also a lot of fun! It will help you express your own opinion and explain your supporting reasons.

⑦ The first step is expressing your position. Think about the Situation. Write your "position" or your "advice" in the box on the left. Be sure it is clear. Then write your supporting reasons in the box on the right. You can use ideas from the Points of View section and add your original ideas.

⑧ The second step is Clarifying. Stand up. Walk around the classroom. Ask your classmates, "What is your position?" or "What do you think of this topic?" Take about 5 to 10 minutes to talk to several classmates. When you find two classmates with *similar positions*, sit together.

Now compare your reasons with the other classmates in your group. Make a list of all of your reasons. Rank the reasons in order: #1 is the most important reason, #2 is next most important, and so on. In your group, practice what you will say to classmates who do not agree with your opinion. (For example, "If someone says..., what should we say?") Spend about 5 or 10 minutes practicing together.

⑨ The third step is Exchanging. Form a group with classmates who have *different positions* on the topic. Present your position and your reasons to the group. Listen carefully to their positions and reasons. Ask questions to understand their supporting reasons better. (For example, "Why do you think that?" "What is your reason for believing that?") After everyone has spoken and answered questions, take a vote in your group: Who has the strongest position and supporting reasons? That person "wins" the debate.

After you have finished this activity, you should understand your classmates' opinions and their supporting reasons. You should also have a clearer idea of your own opinion and supporting reasons. You may even have changed your mind.

DISCUSSION ACTIVITY

⑩ The final activity in each unit is different. It might be a discussion or an exchange, a role play, a survey, a debate, or a personal story. Follow the instructions for the activity and have fun!

TO THE TEACHER

Impact Values is a complete course in oral communication for students who already have fundamental speaking, listening, reading, and writing skills in English. *Impact Values* is based on a collection of 30 current topics that adult students have expressed an interest in discussing. The topics are organized into five categories or themes, and each topic is carefully presented with exercises to help students understand the topics and express their own ideas and values.

HERE IS AN OVERVIEW OF THE EIGHT ACTIVITIES IN EACH UNIT.

WARM UP

❶ This activity introduces the topic. Have your students answer the questions individually. Then you can have them compare their responses with a classmate. This activity should take about 3 to 5 minutes. The purpose of the activity is to make sure the students are thinking about their own opinions and are getting comfortable talking to each other.

SITUATION

The situation tells a short story about the topic. It presents the values of the people in the story, through a dialogue or monologue. There is a short introduction followed by one or two general questions.

❷ Tell your students to think about the questions as they read the story. You can have the students read the story and listen to it on the CD at the same time, or you can have them read it without listening to the CD. If you do this, you might have them read the story a second time, and also listen to the CD as they read. (You can also assign students to listen to the CD as homework to preview or review a topic.)

Note that the monologues and dialogues are all recorded in natural settings (like homes or offices), with natural sound effects, so that the students have an opportunity to hear more "authentic" spoken English.

❸ When your students have finished, ask for answers to the questions. The point of these questions is to make sure the students have a general understanding of the situation and the values presented. Depending on the length of the story, and how many times the students read and listen to the story, this activity could take from 5 to 10 minutes.

CHECK YOUR UNDERSTANDING

❹ There are several questions about the story to help students understand it. You might tell your students to answer each question and then compare their answers with a classmate. If you like, you can lead a brief discussion on the story, to be sure that everyone understands the points of view of each person in the story.

After they have answered and discussed the questions, your students should have a good understanding of the story and the people's values. If not, you might want to go back and have them read the story again, and listen to the story on the CD, or give them a short synopsis of the story in different words. Some words and expressions in the stories are annotated with a superscript (like this¹). These words and expressions are in the Glossary in the back of the book.

POINTS OF VIEW

❺ This section shows three people who have different *Opinions* about the topic. Instruct your students to read their opinions and to think about them. Next, look at the *Supporting Statements*. These are six reasons or claims that support the opinions. There are two supporting statements for each opinion. Tell your students to find two supporting statements for each opinion and write the numbers of the statements in the boxes below each opinion. Often a supporting statement can be associated with more than one opinion, so ask the students to think carefully to find the statements that *best* support each opinion.

❻ Then have the students work in groups of three to compare their answers. Regrouping students often is helpful in teaching *Impact Values* because it allows the students to hear the opinions and ideas of several different students in their class. It may also help them develop their confidence and enthusiasm for expressing their ideas and understanding the ideas of others.

❼ After the students have spent 5 to 10 minutes on this activity, you might want to check your students' responses. Discuss the cases in which some supporting statements seem to support more than one opinion. In cases where students have chosen three supporting statements for a single opinion, tell them to select one of the three statements that could *also* support another opinion. Also emphasize that in the realm of opinions and supporting claims, there is not always one right answer! (An answer key for this section is provided in the Teacher Support material, available at www.impactseries.com/values)

8 Finally, tell the students to ask each other about their reactions to the opinions of the three people. They will ask each other if they agree with each of the three people (e.g., *Do you agree with Trin?*). The partners will respond, expressing their agreement (e.g., *Yes, I agree with Trin*) or disagreement (e.g., *No, I don't agree with Trin*). When your students have finished this section, they should have a good understanding of different points of view about the topic. This is an important preparation step for the next section.

WHAT ARE YOUR VALUES?

9 This section asks students for their opinions about the topic or advice for the people in the story. Allow each student a few minutes to express their position and supporting reasons clearly. They can write in the boxes in the book, or on a separate sheet of paper.

CLARIFYING AND EXCHANGING

10 This section gives students a chance to further develop their ideas and opinions and communicate them to their classmates.

- Clarifying

This activity requires students to stand up and move around the classroom to find two classmates who have the same or a similar answer to the question in *What Are Your Values?* When a student finds two classmates with the same or a similar answer, instruct the three of them to sit together. Their task is to compare their reasons and to make a list of all of the reasons that the three of them have. If they want to, they can add new ones. When they have done this, instruct them to rank their reasons, with #1 being the strongest, and so on.

Finally, the students in each group should practice what they will say to classmates who do not agree with their position. This prepares them for the next activity, *Exchanging*. Encourage the students to think about alternate points of view and to rehearse their responses to people who have different points of view.

As your students do this activity, check each group's position or advice. You will need this information in order to place students in different groups in the next activity.

- Exchanging

The purpose of this activity is for students to exchange their values or opinions with students who have different values or opinions. Place students in groups so that a full range of different answers or positions is represented. Tell the students to present their positions and their reasons. The students will try to explain to the other members of their group, who hold different positions, why they believe in their answers or positions. Remind your students to ask each other questions if something is not clear, or if they need to know more about the person's reasons.

After 10 or 15 minutes, tell the students to take a vote in their groups. They should vote for the strongest position and supporting reasons. One way to close or finish the activity is to ask each group to present the results of the vote.

COMMUNICATION ACTIVITY

Each chapter ends with a communication activity. This activity expands on the topic of the unit and requires students to use the information they learned from the previous activities.

FOLLOW-UP ACTIVITIES

There are a number of follow-up activities you can try if you wish to extend any of the units in class, or if you wish to assign students homework activities. See the Appendix: Extension Activities for ideas, or visit www.impactseries.com/values

TIMING OF A UNIT

Teaching one unit can take from 45 to 75 minutes, depending on the English ability of the students, and how long you want to spend on each activity. When you have finished the last activity, you can either pick a new topic in the same category, or select a new category and a new topic.

WAYS OF USING THE BOOK

There are many ways that you can use the material in this book to help your students improve their reading and their listening and speaking abilities in English. Here is one option:

① Begin with the Intro Unit, Talking about Your Values. This unit explains how to do each of the activities. We suggest that you look it over carefully before using it in class. Then in class, work through the unit. Make sure that your students understand how to do each activity.

② You might want to keep a record of your students' responses to the communication activity, which asks them to select the topics in the book that are most interesting to them. You can use that information to help you decide which units to cover.

This book is different from other books – you do not have to work from the beginning to the end of the book. You can start with any of the categories or topics that you or your students want to, and move around the book as you wish.

③ Finally, there are many other activities that you can do as follow up work once the students have finished the unit. For example:

- Give the students a written assignment on the topic. They can do research from outside sources, including web resources at www.impactseries.com/values, and bring printouts to class to share with other students.
- Have a mini-debate: First, make a statement of the topic. (For example, for unit 10: The Computer Nut, you can make this debate statement: Computers can hurt a relationship.) Then divide the class into groups of six or eight. Have two or three students argue for the debate statement, have two or three argue against it, and have one or two students “judge” and choose the winning side.

We hope that your students and you will enjoy using this book. Please let us know your comments and suggestions. We would enjoy hearing from you. Please visit www.impactseries.com/values for more teaching support and to exchange ideas.

Contents

INTRODUCTION

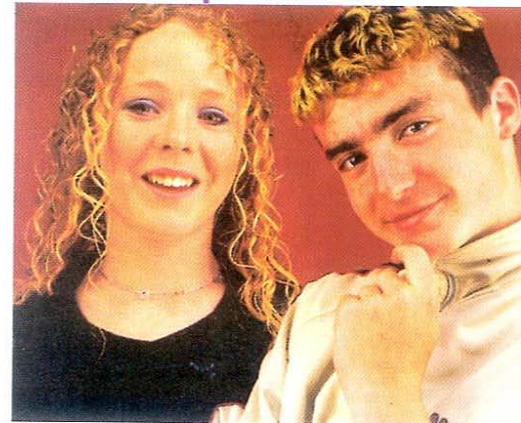
To the Student

To the Teacher

Intro Unit: Talking about Your Values

VALUES OF PEOPLE

- 1. Pierced**
- 2. TV or Not TV?**
- 3. Beautiful Men**
- 4. Cosmetic Surgery**
- 5. I Can't Say No**
- 6. Embarrassing Mother!**



VALUES IN RELATIONSHIPS

- 7. Newlyweds**
- 8. Stanley in Love**
- 9. Always Late!**
- 10. The Computer Nut**
- 11. A Secret Romance**
- 12. Staying Together**



VALUES IN THE WORKPLACE

- 13. Shen's Boss
- 14. Naomi's Dilemma
- 15. Drinking Workers
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- 17. A Chocolate Lover's Nightmare
- 18. Career Choice



VALUES IN THE FAMILY

- 19. Following Him
- 20. A Mother's Worry
- 21. A Good Parent
- 22. Losing Touch
- 23. A Daughter's Decision
- 24. Whose Child?



VALUES IN SOCIETY

- 25. Saving Mother Earth
- 26. Aging Parent
- 27. Can War Make Peace?
- 28. Do Animals Have Rights?
- 29. A Way to Escape
- 30. Adult Children



APPENDIX

Glossary 82-88

Extension Activities 89-93

Talking about Your Values

WARM UP

1. You can think about your answers or write them down. Take about 3 minutes.
2. Now, work with a classmate. Ask each other the questions and compare your answers.

1. Do you like learning English?
2. Why do people learn English?
3. Why are you learning English?
4. What's the hardest part of learning English for you?

SITUATION

1. Read the Situation introduction and look at the question.
2. Now, read the story and listen to it on the CD at the same time. Think about the question as you read and listen.
3. Discuss the questions with your classmates and teacher.
4. If you are having trouble, read the story and listen to the CD again.

The numbered words are in the glossary on pages 82-88. If you don't know these words, you can look them up.

Richard, Junko, and Joseph are writing *Impact Values*. Do they agree about the topics that will be used in the book?

Richard: In my opinion, *Impact Values* needs to have a lot of topics about students' personal beliefs. When students investigate¹ their personal beliefs in English, they learn better.

Junko: Well, some students may learn better, but I know some students are reluctant² to talk to each other about personal experiences. I believe that *Impact Values* should teach students to use English to discuss important global topics³.

Joseph: My idea is a little different. I think *Impact Values* should stress cross-cultural communication⁴. Students learn English best when they're talking about their own culture.

CHECK YOUR UNDERSTANDING

1. Answer each question.
2. Compare your answers with a classmate.

1. What does Richard believe are the best topics?
.....
2. Does Junko agree with Richard?
.....
3. What is Joseph's idea?
.....

POINTS OF VIEW

Read these three opinions.



Trin

We can learn English without expressing our opinions.



Monica

I want to talk about my culture with people from other countries.



Koji

Talking about global issues is a waste of time.

Match the supporting statements with the opinions. Write the numbers in the boxes. Each opinion has two supporting statements.

supporting statements

1

Personal opinions are private.

2

English class is for learning English, not world topics.

3

English is an international language that belongs to everyone who speaks it.

4

The opinions of students are not important.

5

Learning about other cultures and ways of thinking is interesting.

6

Discussing personal beliefs in class is too emotional for me.

Now compare with a classmate.

Work in a group of three. Ask your partners:

Do you agree with Trin? Do you agree with Monica?

Do you agree with Koji?

Answer for each person: *I really agree / I agree / I disagree / I really disagree.*

WHAT ARE YOUR VALUES?

What advice would you give Richard, Junko, and Joseph about writing Impact Values? What are your reasons?

Advice

Reasons

CLARIFYING & EXCHANGING

Now form groups and discuss your advice and reasons.

COMMUNICATION ACTIVITY

Work with a classmate. Study the Table of Contents (pages 8-9).

Place the topics in three categories: Personal Opinion, Global Issues, Cross-Cultural Communication. Which of these are the most interesting for you?

For your partner?

1. Read the opinions and think about them.
2. Then look at the Supporting Statements. Find two supporting statements for each opinion. Write the number of the Supporting Statements that match the opinion in the boxes.
3. Compare your answers with your classmate's. Ask your teacher if you need help.

1. Write your advice in the first box.
2. Now write your reasons in the second box. You can think for a few minutes before you write. Try to write at least two new reasons.

STEP 1: CLARIFYING (Spend about 10-15 minutes doing this step.)

1. Look at your advice in WHAT ARE YOUR VALUES?
2. Walk around the room. Ask your classmates about their advice.
3. When you find two classmates with similar advice, sit together.
4. Now compare your reasons. Next, make a list of all of your reasons. If you want to, add new ones.
5. Now rank the reasons. #1 is the strongest, #2 is the next strongest, and so on.
6. In your group, practice what you will say to classmates who do not agree with your advice.

STEP 2: EXCHANGING (Spend about 10-15 minutes doing this step.)

1. Your teacher will put you in a group that has different advice and reasons.
2. Present your advice and your reasons to the group. Try to explain why your advice is better.
3. When you listen to other group members, ask questions if their reasons are not clear.
4. Take a vote in your group: Which advice is the best?

Follow the instructions and have fun!

VALUES of PEOPLE

In this section you'll learn about some of the different personal choices people make, and why.

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Pierced

How do you decorate yourself? Is it okay to pierce your body?

A young man gives his opinion about his girlfriend's piercings.

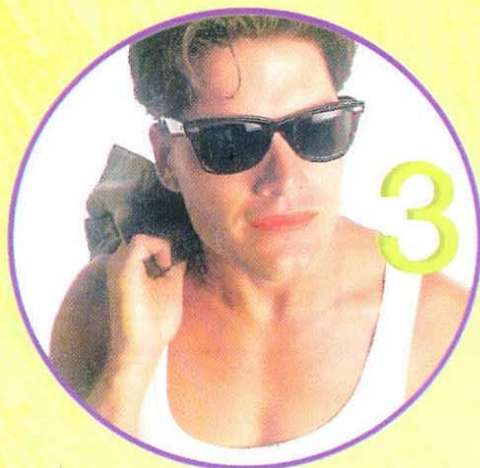


TV or Not TV?

Is TV a positive or a negative influence in your life?

Is it possible to watch too much TV?

A woman talks about the effect TV has had on her life.

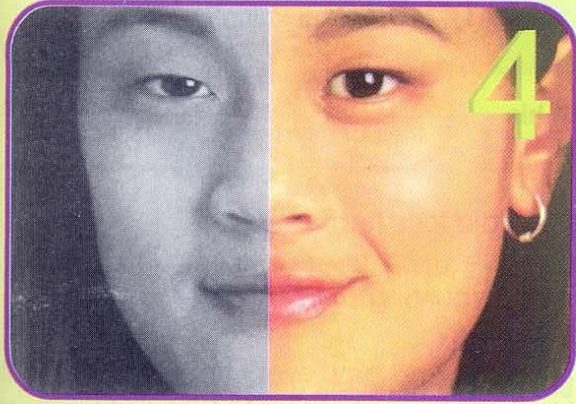


Beautiful Men

What kind of person do you consider beautiful?

Does makeup make someone more or less beautiful to you?

Four friends share their ideas about makeup and beauty.

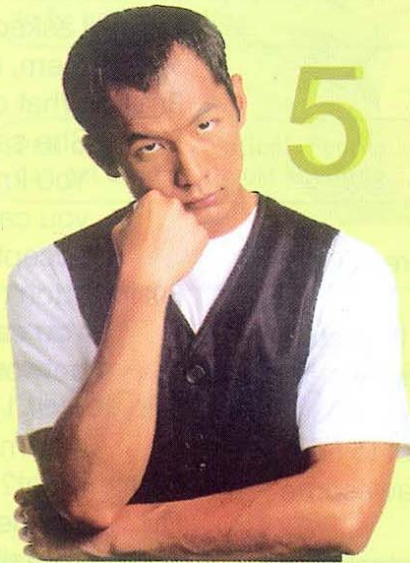


Cosmetic Surgery

Is it okay to change your natural appearance?

Why do some people want to change their appearance through surgery?

A young woman discusses her plan for getting cosmetic surgery.

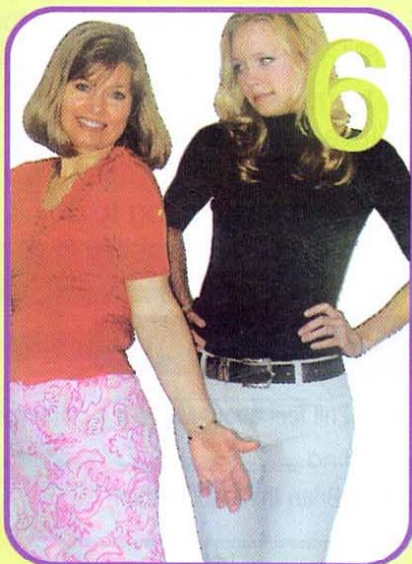


I Can't Say No

How much should we help our friends and family?

How much should we help people we don't know very well?

One man wonders if he's helping people too much.



Embarrassing Mother!

Is it okay for people to dress any way they want?

Should people always "act their age"?

A teenager talks about her mother's desire to look and act young.

Pierced

WARM UP

1. What do you think of piercing?
2. Do you have any piercings? Would you like to get some?
3. Do any of your friends have parts of their bodies pierced (ears, nose)?

SITUATION

Phil is talking with his friend Brian. Phil is unhappy with his girlfriend, Michelle. Why is he unhappy?



Brian: So, how's Michelle? You guys are still going out together?

Phil: Yeah, we are, but, I don't know. It's actually getting kind of weird¹. I'm not sure it's going to last.

Brian: Are you serious? Man, you've got to find a way to make it last². Michelle is awesome³! She's got everything!

Phil: Yeah, she is great. Really energetic —

Brian: Yeah!

Phil: And fun to be with, and... But, this is going to sound stupid.

Brian: What?

Phil: It's her piercings.

Brian: Yeah, so, what about them?

Phil: Well, first she got her nose pierced.

Brian: Cool⁴.

Phil: And then her belly button⁵.

Brian: Her belly button? Wow. I didn't know she did that.

Phil: I guess that was okay.

Brian: Yeah!

Phil: But then she went and got her tongue pierced. I don't know if I can deal with it.

Brian: Tongue piercing? Have you kissed her yet?

Phil: Yeah, I did kiss her!

Brian: Cool, huh?

Phil: It was disgusting⁶!

Brian: Disgusting?

Phil: It felt dirty! And now every time I think about it I just start wondering what part of her body she's going to pierce next.

Brian: Well, have you told her how you feel about it?

Phil: Yeah, I tried.

Brian: And?

Phil: I asked her if she could stop wearing some of them, at least when we were together.

Brian: What did she say about that?

Phil: She said it was her right to express herself⁷. You know, she said something like, "Look, you can't control the way I look. You should accept me the way I am." I was, like, what?

Brian: I don't know, man, I think you just don't get it. You can't let a few pieces of metal get between you and the woman of your dreams.

Phil: Well, I don't know if she's the woman of my dreams anymore.

Brian: What?

Phil: Besides, now every time when we get together she tells me how good I'd look with pierced ears. It's bad enough that she's getting pierced. Now she wants me to do it, too?

Brian: Why not, man? It's no big deal. And, you know, if it turns Michelle on⁸...

Phil: I can't believe you agree with her.

Brian: Totally⁹.

Phil: I don't know what I'm going to do.

Brian: You're going to get a piercing, man!

CHECK YOUR UNDERSTANDING

1. How does Phil feel about Michelle's piercings?
.....
2. What does Brian think about them?
.....
3. What does Michelle want Phil to do?
.....

POINTS OF VIEW

Read these three opinions.



Amber

If Phil really loves her, he will get used to her body piercing.



Anton

If Michelle really loves Phil, she will stop wearing her piercings.



Monica

Body piercing is neither natural nor beautiful.

Match the supporting statements with the opinions. Write the numbers in the boxes. Each opinion has two supporting statements.

supporting statements

1

True love is deeper than physical beauty.

2

In any relationship, people have to be understanding.

3

We were born without holes in our bodies.

4

Our bodies are gifts that we should not change or damage.

5

Phil needs to be patient. People can get used to almost anything.

6

Michelle should not be overly concerned about fashion.

Now compare with a classmate.

Work in a group of three. Ask your partners:

Do you agree with Amber? Do you agree with Anton? Do you agree with Monica?

Answer for each person: I really agree / I agree / I disagree / I really disagree.

WHAT ARE YOUR VALUES?

How should Phil and Michelle solve their problem? Write your advice and your reasons.

Use new ideas in addition to the ideas above.

Advice

Reasons

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CLARIFYING & EXCHANGING

Now form groups and discuss your advice and reasons.

OPINION EXCHANGE

What would you do for fashion? Fill out the chart. Work with a partner. Talk about each idea.

- pierce my _____ (part of body)
- wear a (an) _____ (item of clothing)
- get a tattoo of _____ (something) on my _____ (part of body)
- use _____ (kind / color of makeup)
- dye my hair _____ (color)
- your idea _____

TV or Not TV?

WARM UP

1. How much television do you watch? (None / Hardly any/ 1–2 hours a day/ 3–4 hours a day)
2. Why do you watch television?
3. What programs do you like?

SITUATION

Leah is talking about her time as a college student. Why did she decide to stop watching television?

My family loves television. My earliest memories are of watching TV with my family. I think we had five or six television sets at home—the bedrooms, the kitchen, everywhere! At least one television was on all of the time.

When I went to university, I lived in a dormitory¹ my first year. Of course I had a TV, so I continued watching my favorite programs. But after a while, I realized I had a problem. My courses were hard — much harder than high school — and there was a lot of homework. Also, I felt stressed in my new environment. I started watching more TV to help me relax. Guess what? Soon I was spending more time watching TV than I was on homework. Plus, I didn't have a lot of friends. Maybe a childhood full of television made me less social². At the end of my first year, my grades weren't very good, and I was really disappointed in myself.

At home that summer, I watched television with my family a lot. At first I thought it was great. But then I noticed something. We talked all the time, but...always about TV. Something was missing. Television brought us together, but in a way it also kept us apart.

When I got back to university, I made up my mind³ to do better. I walked into my dormitory, and started to turn the TV on. But then an idea popped into my head⁴: "Stop watching TV!" Suddenly it became crystal clear⁵: my old friend television was really my enemy! It had kept me from getting good grades, and from making friends. I had to stop watching TV.

I did. I quit. I gave away my television, and I've never looked back. I started doing better in school, made more friends, actually started having more energy.

I don't know if I'll continue to lead a TV-free life. But if I do watch television again, it won't be like before. I have vowed⁶ that television will never again be a major part of my life.



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CHECK YOUR UNDERSTANDING

1. What role does TV play in Leah's family?
2. Why did Leah stop watching TV?
3. What happened after Leah stopped watching TV?

POINTS OF VIEW

Read these three opinions.



James

Our lives would be better if we didn't watch TV.



Trin

It is okay to watch some TV, but not too much.



Pablo

Television is an important part of our lives.

Match the supporting statements with the opinions. Write the numbers in the boxes. Each opinion has two supporting statements.

supporting statements

1

Watching television takes the place of more important things in life.

2

Television is a major source of news, information, and pleasure.

3

Some TV programs are valuable, but some are a waste of time.

4

When people watch a lot of television, they gain weight.

5

Sometimes we need entertainment.

6

Television is a good form of entertainment.

Now compare with a classmate.

Work in a group of three. Ask your partners:

Do you agree with James? Do you agree with Trin? Do you agree with Pablo?

Answer for each person: I really agree / I agree / I disagree / I really disagree.

WHAT ARE YOUR VALUES?

Should Leah start watching television again? State your position and support your ideas.

Use new ideas in addition to the ideas above.

Your Position

Supporting Statements

CLARIFYING & EXCHANGING

Now form groups and discuss your position and supporting statements.



VALUES PROJECT

Work with a partner. Find out what your classmates think about television. Make about 10 questions.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

example

- 1. I like to watch television. True? False?
- 2. Why do you watch television?
- 3. What is your favorite program?

Ask your classmates and your teacher your questions. Write their answers. Analyze your results and write a short report. Share the results with the class.



3

VALUES of PEOPLE

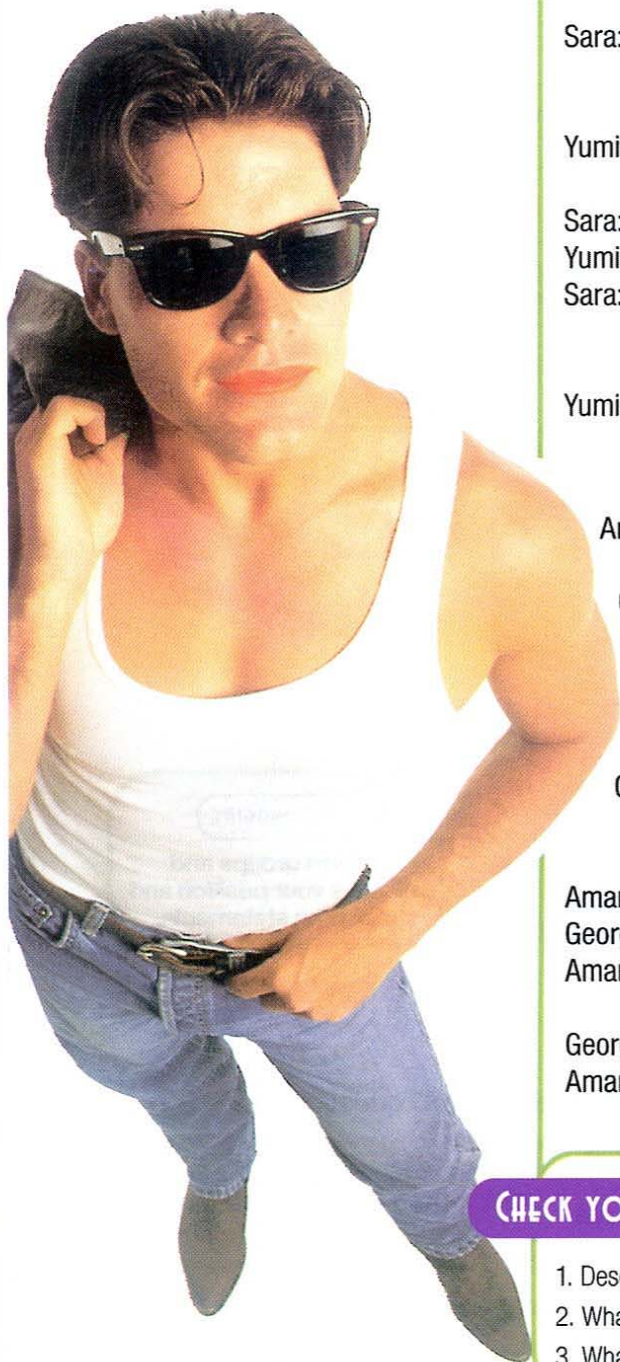
Beautiful Men

WARM UP

1. Is beauty important to you? For yourself? For other people?
2. Do you like to be called "beautiful"?
3. Can you name some "beautiful" male singers? Actors? TV personalities?

SITUATION

Yumi and Amani have just started dating. They're talking about each other to their friends. What is Amani like? What is Yumi like?



Yumi: I'm so glad you finally got a chance to meet Amani, because I think I'm falling in love with him.

Sara: Wow!

Yumi: What did you think of him?

Sara: Come on. You can't really be serious about a guy who wears makeup?

Yumi: Why not? I mean, he's beautiful, and... and I think that men should be beautiful if they want to.

Sara: But it's just not natural, you know? I — okay — he was beautiful, and I don't know if I prefer a guy looking beautiful. Maybe more, you know, naturally good-looking. Rugged¹, masculine².

Yumi: Why? I mean, you wear makeup. Look at you: you've got on foundation³ and blush⁴.

Sara: I know.

Yumi: And how long did you spend on your hair this morning?

Sara: Well, an hour. But, okay — that's not the point. I'm a woman. Women wear makeup. Women spend an hour on their hair in the morning. just — that's how it is. It's totally different.

Yumi: And who came up with these social stereotypes⁵? Why can't men look beautiful if they want to?

Amani: I'm so glad you finally got to meet Yumi, because I think I'm falling in love with her.

George: Amani, she doesn't wear any makeup.

Amani: Well, no, She doesn't wear makeup, but that's okay.

George: Doesn't that seem weird⁶ to you?

Amani: No. What's wrong with that? There's no problem with her not wearing makeup. She looks so beautiful without that...

George: Well, wouldn't she be, then, more beautiful if she were to wear makeup? I mean, it's not a question of whether she needs it or not... doesn't it just strike⁷ you as a little...

Amani: Well...

George: ...odd that she doesn't wear makeup?

Amani: Well, I mean, why should she be forced to wear makeup, really, when you think about it? I mean, she doesn't need it.

George: Because that's what women do.

Amani: Oh, but who came up with these social stereotypes? Why do women have to wear makeup to be considered beautiful?

CHECK YOUR UNDERSTANDING

1. Describe Yumi's boyfriend.
2. What is Sara's view about men who wear makeup?
3. What is Amani's view of women who don't wear makeup?.....

POINTS OF VIEW

Read these three opinions.



Carmen

It is okay for men to wear makeup.



Anton

Makeup is for women. It is wrong for men to wear makeup.



Monica

No one (men or women) should care too much about how they look.

Match the supporting statements with the opinions. Write the numbers in the boxes.

Each opinion has two supporting statements.

supporting statements

1

Men should look masculine, not beautiful.

2

Men and women should not spend too much time and money on cosmetics. Natural is best.

3

Men are behaving too much like women these days.

4

People often judge others by their looks. So men should make every effort to look neat, too.

5

It is important for young men to be nice-looking to attract women.

6

Inner beauty is more important than looks. Use your time and money for getting skills or knowledge, rather than on cosmetics.

Now compare with a classmate.

Work in a group of three. Ask your partners:

Do you agree with Carmen? Do you agree with Anton? Do you agree with Monica?

Answer for each person: I really agree / I agree / I disagree / I really disagree.

WHAT ARE YOUR VALUES?

Is it okay for men to wear makeup? State your position and support your ideas.

Use new ideas in addition to the ideas above.

Your Position

Supporting Statements

CLARIFYING & EXCHANGING

Now form groups and discuss your position and supporting statements.

VALUES SURVEY

What "beauty care" activities are okay? Make a check for each activity. Do it quickly. Don't think too long!

	Okay for women only	Okay for both men and women	Depends on		Okay for women only	Okay for both men and women	Depends on
wearing lipstick	getting pedicures	.....	.....	.....
shaving legs	wearing earrings	.....	.....	.....
shaping eyebrows	applying face pack	.....	.....	.....
having long hair	add your own ideas:	.....	.....	.....
wearing foundation				

Compare answers with a partner. Then, compare answers as a class.