DISCUSSION TOPICS FOR CHINESE STUDENTS

INTERMEDIATE-ADVANCED ENGLISH CONVERSATION BOOK ONE:

Each chapter provides:
- introduction of new and key vocabulary
- introduction and review of key English idioms and phrases
- dialogues provided by transcript and taped conversation
- questions related to dialogues
- discussions points on topics
- opinion samples which are used for discussion starters

The text also provides 111 Conversation Activities; some related specifically to the discussion topics and Additional Discussion Topics found.

by: David B. Kerbaugh, Ed.D.  
John T. Denny, Ph.D.
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INTRODUCTION

THE PURPOSE OF THIS TEXT
There are many textbooks available today for English conversation that claim to be ‘communicative’. Communicative material is supposed to be authentic and genuine. However, that does not seem to be the case for Chinese students.

We have written this textbook, "Discussion Topics for Chinese Students" for a simple purpose – we cannot find anything available in China/Taiwan (Taiwan and Hong Kong), which can appropriately be used for my intermediate or advanced English conversation classes. True, we can find textbooks, which were designed for English conversation. However, these texts are problematic and most provide Japanese or other country’s cultural themes and perspectives thus requiring many years of immersion in American or other native English speaking culture as a necessary frame of reference for understanding course and textbook materials OR attempt to provide that immersion.

The students we teach do not usually have sufficient interest in Japan to learn about that country as part of an English class (nor is it appropriate) and never have the level of American cultural immersion to prepare them for a successful intermediate or advanced English language experience. Rather, typically students will ask us for topics that are of interest and relevance for Chinese students.

In addition, as university professors in China/Taiwan (Taiwan), we need materials, which are useful for our classes and which provide subjects that we can teach with a certain amount of personal interest and enjoyment as well.

Therefore, this textbook offers a conversation program, which is designed to be interesting, relevant and educational with a measure of fun thrown in.

THE TEXT
Designed as an intermediate to advanced English conversation program of study “Discussion Topics for Chinese Students” provides a comprehensive approach to fluency in both speaking and listening while using conversational English. Further, this text provides an integrated approach to developing listening-comprehension and verbal skill improvement through critical thinking. Everyday American English speech is the medium used through taped conversations, presentations and interviews. The dialogue is provided in transcript, tapes will follow.

As an intermediate to advanced course, subject matter is presented in an adult fashion, suitable for English students of high school, university and adult ages. Typical American English language is used at the University level. Thus, language is often complex as well as thought provoking. Although the material is not designed to challenge beliefs, it is designed to make the learner think and to use vocabulary that is useful to adult, educated conversation.
There are several principals that we use in teaching. They are precepts of this text.

- **Most important of these principals is the need to talk about familiar subjects.** Students are much more willing and even enthused about discussion when it is about familiar subjects. Instructors should vary subjects and questions in order to facilitate vocabulary use and development. If subjects and or lines of inquiry do not vary substantially students will stay within their vocabulary comfort zone.

- **Challenge students.** This is an intermediate to advanced class. Emphasize informal conversation over formal conversation. Nearly all of the students will hardly ever, if ever, use formal conversation. Make students think.

- **All speech needs to be in English.** Even brief retreats into Chinese for the purpose of clarification or any other purpose curtails the English learning process and encourages thinking in Chinese, not English.

- **Make it fun.** It is only an English conversation class. Enjoy yourself.

**SUGGESTIONS FOR USE**

Each situation presented is divided into five parts. Each part is designed to develop specific English skills. Suggestions follow for maximum utility of the chapters for the purpose of improved English speaking and listening.

**Text:**
The text presents a situation, which students may well encounter in their daily lives whether in North America or at home. Certainly these situations reflect the developing attitudes in North America in today’s emerging issues.

**What Does It Mean?:**
This part presents key phrases and idioms from the text and asks students to think of definitions.

**Questions:**
Questions are provided which are used to ascertain student’s comprehension of the text. Students should be able to answer these questions with a full understanding before continuing on in the lesson.

**Discussion Points:**
Discussion points are used to get students to think about the text and begin to formulate their own opinions about the text content. Students should be able to enunciate their own opinions before moving on to the final section about opinion samples from others.
Opinion Samples:
This part provides thought-provoking opinions, some of which might reflect
the student’s own viewpoint and some of which reflect a far ranging set of
ideas and attitudes. This part includes definitions of key words.

The instructor may use these opinions to generate discussion and
even debate amongst the students.

This text next presents English learning ‘Activities’, some of which are
specific to each situation provided in this book. Additional activities are
provided which are both fun and interesting to students. Instructors might
consider having students look through the activities and choose those,
which they would like to do for a particular class session. For example –
student A might be responsible for the activity for week one, Student B for
week two, etc. Student’s might choose either related activities to the week’s
situation or choose unrelated activities, dependent upon direction of the
instructor or by just leaving the choice up to the students completely.

This book concludes with a section of ‘Pair or Group-Work Discussion
Topics’, many of which may be used by the instructor to add further to the
discussion started with the books ‘Situations’. Other discussion topics are
related and may be used to induce discussion that requires deeper thought
on the part of the student.

COMMUNICATIVE LANGUAGE TEACHING
1. Meaning is paramount
2. Dialogs centered around communicative functions (not normally
   memorized).
3. Contextualization as a basic premise.
4. Language learning is learning to communicate.
5. Effective communication is sought.
6. Drilling may occur, but peripherally.
7. Comprehensible pronunciation is sought.
8. Any device that helps the learners is accepted – varying according to
   their age, interest, etc.
9. Attempts to communicate may be encouraged from the very beginning.
10. Judicious use of native language is accepted where feasible.
11. Translation may be used where students need or benefit from it.
12. Reading and writing can start from the first day, if desired.
13. The target linguistic system will be learned best through the process of
    struggling to communicate.
14. Communicative competence is the desired goal (i.e. the ability to use the
    linguistic system effectively and appropriately).
15. Linguistic variation is a central concept in materials and methodology.
16. Sequencing is determined by any consideration of content, function, or
    meaning, which maintains interest.
17. Teachers help learners in any way that motivates them to work with the
    language.
18. Language is created by the individual; often occurring through trial and
    error.
19. Fluency and acceptable language is the primary goal: accuracy is judged not in the abstract but in the context.
20. Students are expected to interact with other people, either in the flesh, through pair and group work, or in their writings.
21. The teacher cannot know exactly what language the student will use.
22. Intrinsic motivation will spring from an interest in what is being communicated by the language.

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The authors would like to recognize Duane Verhues for his earlier editing work in the area of ‘conversation topics’ for both inspiration and materials.

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**Note on the authors:**
Dr. David B. Kerbaugh serves is chairman of the Department of Foreign Languages and full professor at Foo-Yin Institute of Technology in Kaohsiung Taiwan. Previously he has taught English full-time in Korea in university departments of language and literature.

Prior to embarking on a career as a professor of English in 1994, Dr. Kerbaugh held various prestigious posts in several American universities. Dr. Kerbaugh has served as a university president and other senior posts for over 20 years.

In addition Dr. Kerbaugh is the author to over 50 publications, professional papers, a dozen of which are in the field of English as a Foreign Language.

Dr. John T. Denny recently completed a Ph.D. in international and intercultural education from the University of Southern California. Dr. Denny also holds an M.S.Ed. in education and has been instructing at the university-level in the areas of ESL/EFL, teacher training and various humanities classes for the past 10 years. He has worked in universities in Japan, the USA, Vietnam, and now in Taiwan.

Presently Dr. Denny is an assistant professor of English at Foo-Yin Institute of Technology in Kaohsiung, Taiwan where he continues to teach EFL and carry out various research projects on Taiwanese education.
SITUATION 1  MARRIED TO A MAMA'S BOY

I heard my husband talking on the phone this morning. He said, "Sure, Mom, it's OK... it will be just fine... no problem for us." After he hung up, I asked him what that was all about, and he hit me with the news that it was his mom's turn to have the annual family party at her house, but she had volunteered our house for the occasion. I got really upset because he didn't even ask me - he just agreed to take it over without consulting me. Our house is small, but we have a large porch and a pool.

I know we will end up paying for all the food and drinks, and nobody in his family will offer to lend a hand in the work involved before, during or after the party. I flew off the handle and told him I would go away for the weekend and he could handle the whole thing himself.

He says I'm overreacting because I hate his family, which is not true. He's got a couple of sisters I'm not crazy about, but I don't hate them. I guess I'm upset because he didn't consult me before agreeing to have the party at our place.

What Does It Mean?
(1) mama’s boy
(2) he hit me with the news
(3) she had volunteered our house for the occasion
(4) he just agreed to take it over without consulting me
(5) we will end up paying for all the food and drinks
(6) offer to lend a hand
(7) I flew off the handle
(8) I’m overreacting
(9) sisters I’m not crazy about

Questions
(1) What did the man and his mom talk about on the phone?
(2) What did he agree to do?
(3) Whose turn was it to hold the annual party?
(4) Why did the wife get upset when she was told there would be a family party at her house?
(5) Does she expect some help from family members in preparing the party?
(6) When she became very angry, what did she tell her husband?
(7) Does she hate her husband’s family?
(8) Does she like her husband's sisters?
Discussion Points
(1) Do you think she should get angry because she wasn’t consulted about the matter?
(2) Do you think it’s right for the wife to go away and let her husband handle the whole thing himself?
(3) Do you think he is really a mama’s boy?
(4) Do you have to get a ‘yes’ from your wife or husband before you invite your friends over?
(5) What subjects do you consult your wife or husband about?

Opinion Samples
1) He should have consulted his wife before making the commitment, but I don’t think it’s good to make a federal case out of it(1). The fat is in the fire(2). Anyway, now that the husband said yes to his mom the wife should respect his decision. By cooperating, she will save face for her husband and avert possible life-time resentment from his family.

2) He is definitely a mama’s boy, but his mother is to blame in this case. His mother should have talked to her daughter-in-law before consulting her son since throwing a party(3) is generally considered the wife’s job. His wife’s going away will serve as a serious warning to her husband and his family, and it will be good preventive medicine for possible unilateral decisions in the future.

3) Don’t you think the husband has a right to decide on his own to have a family party? I don’t understand what’s wrong with that. Isn’t it natural for him to respect his mother’s request? He shouldn’t be considered a mama’s boy simply because he honors mom’s opinion. She’s overreacting and making a fuss about nothing(4).

4) People have been talking about women who marry "mama’s boys." Let’s look at the other side of the coin. What about men who marry "mama’s girls?" I have been married for over 25 years, and my wife still has not untied the apron strings. I’ve felt from the beginning that her mother is more important to her than I am. We have three children and they come ahead of me, too, so I guess you might say I am Number 5. I could tolerate coming after my kids, but playing second fiddle(5) to my mother-in-law really bothers the dickens out of me(6). After 25 years, I admit I should be used to it, but I’m tired of being treated like an outsider. I’ll turn up the heat(7) and make a genuine effort to improve my rating.

Definitions
(1) overemphasize the importance of something: exaggerate or overreact
(2) an irrevocable action or chain of events has been started; the die is cast
(3) giving or hosting a party
(4) complaining about something unimportant
(5) a secondary role
(6) makes me angry
(7) increase the effort

**Suggested Activities**
Include 6, 18, 39 and 40
SITUATION 2  WALK YOUR OWN WAY

I am 40 years old and have been on my own since age 17. I'm a college graduate and have a promising career.

Four years ago, while working overseas, I met a divorced woman with three children who was working at a minimum-wage job. I became very close to her and her children and helped support them. After coming home, I found myself missing her a great deal. I wrote her and asked her to marry me. She has accepted.

Now I'm scared to death. This is a commitment unlike any I've ever made. When I told my family and friends, they were skeptical and not very supportive. They think the woman may be using me, or that I may be confusing love with feeling needed.

I don't know how to respond to these comments. I've never known love, so I don't know if I love her. I do know that I trust her and feel comfortable with her and something is missing when I'm not with her. I've never had these feelings about anyone else. Does that make it love?

What Does It Mean?
(1) have been on my own since age 17
(2) a promising career
(3) a minimum-wage job
(4) I found myself missing her a great deal.
(5) Now I'm scared to death.
(6) This is a commitment unlike any I've ever made.
(7) They think the woman may be using me.
(8) I may be confusing love with feeling needed.
(9) something is missing when I'm not with her

Questions
(1) What kind of woman did he meet while working overseas?
(2) Did she hold a prestigious job too?
(3) What did he do when he became close to her and her children?
(4) After coming home, what happened to him?
Who proposed first?
When he told his family and friends about the marriage, did they understand him? What did they say?

**Discussion Points**

1. What do you think he should do?
2. Do you think you could love a divorced woman with children?
3. If your family and friends were not supportive, what would you do if you wanted to marry a divorced woman?
4. If your son were in love with a divorced woman with children, and he wanted to marry her, would you say "yes?"
5. If you married a divorced woman with children, would you have more children with her?

**Opinion Samples**

1. He should walk his own way. First he should *take the chill off his feet* and stop looking to others for emotional support. Then he needs a positive attitude about his commitment. He must make up his mind that this relationship is going to enrich his life. But he should also be aware that even if life is *a bowl of cherries*, there are bound to be some pits.

2. We all understand that marriage is never the business of the married couple alone. To have a stable married life, support from family and friends is indispensable. In this case he thinks he loves her, but he can’t deny his love comes from sympathy. And love based on sympathy can’t last forever.

**Definitions**

(8) calm down; relax
(9) filled with good things

**Suggested Activities**
Include 52, 70-75 and 102-106
SITUATION 3       FIRST MOVE

I am a high school senior, and about 75 percent of my dates have come about because the girl asked me. As a matter of fact, it was a girl who asked me out on my first date. It is a common practice for girls in my high school to make the first move. Of all the girls I ever went steady with, they all made the first move.

One day in school I received a "secret admirer" note from a girl who said she had seen me at a football game and would like to know me better. Because she took the initiative, I dated her and we became very good friends, and we still date every so often. If it weren't for her making the first move I would never have met her.

I say if a girl wants to know a fellow better, let him know it. She has everything to gain and nothing to lose.

What Does It Mean?
(1) I ever went steady with,
(2) secret admirer
(3) would like to know me better
(4) Because she took the initiative
(5) She has everything to gain and nothing to lose.

Question
(1) Who asked him out on his first date?
(2) Isn't it a common practice for boys to make the first move in the writer's school?
(3) Why does the writer think the girl's first move is a good idea?

Discussion Points
(1) Do you think it is OK for girls to ask guys out?
(2) How do you usually let a prospective date know you are interested?
(3) How would you usually make the first move?
(4) How would you feel if you were approached by a girl?
(5) Do you think it's OK for a woman to call a man first?
Opinion Samples
1) How ridiculous it is to ask who is going to make the first move! Is it necessary to distinguish between the sexes? Love is a feeling, and feelings never discriminate between sexes. If the feeling of love is shared between two people, who is going to make the first move is the last thing to be considered.

2) It is common sense that boys usually make the first move, and this tradition won't change overnight. I'm not saying that only boys should make the first move, but it is more natural. Smart boys know when to move, and bright girls know when to let them do so.

If a man and a woman are attracted to each other it doesn't matter if the man calls the woman or the woman calls the man. Women are people, and people shouldn't play games.

Suggested Activities
Include 5, 17, 18, 38 and 49
Yesterday I spent two hours cleaning the kitchen from top to bottom. After supper I said to my husband, "Harry, let's wash the dishes before we go to bed so we can wake up to a beautiful clean kitchen." He said, "Fine."

Well, after supper we looked at TV for a while and I went to make a phone call. Next thing I knew Harry had gone to bed. I opened the bedroom door and said, "Harry, what about the dishes?" He hollered, "Get off my back. The world won't come to an end if you leave the dishes till tomorrow."

I was really steamed but decided not to make a big thing out of it. I taped a note to the bedroom mirror saying, "Wake me when you get up and we'll do the supper dishes together before you go to work."

When I got up the next morning the note was gone and so was Harry. The kitchen was still a mess. I don't know whether to clean it up and pretend like nothing happened or drive like a mad woman to his office and dump the pots and pans on his desk.

We both work full-time and he promised when we married that if I kept my job we would divvy up the housework 50-50. Well, it hasn't worked out that way.

What Does It Mean?
(1) He hollered, "Get off my back."
(2) I was really steamed but decided not to make a big thing out of it.
(3) The kitchen was still a mess.
(4) we would divvy up the housework 50-50
(5) it hasn't worked out that way

Questions
(1) What did the writer do yesterday?
(2) What did her husband promise to do after supper?
(3) When she made a phone call, what did her husband do?
(4) When she woke him up, what did he say?
(5) What did she do last night instead of having a big argument with him?
(6) What did her husband promise to do before they married?
Discussion Points
1) Do you think it is fair to divide housework 50-50 when both husband and wife work full-time?
2) If your wife had no outside job, what kind of housework do you think you should help her with?
3) Would you make your future husband promise to help you with housework after you get married?
4) If your husband breaks his promise, what would you do?

Opinion Samples
1) Many women who work outside the home still feel pressured or expected to do all the work at home because hubby refuses to help out. But as the number of working women is increasing, they naturally expect their husbands to help with the chores at home. Shopping, cooking, cleaning, doing dishes and laundry, and even child-care must be equally shared. If not, wives with outside work won't be able to balance their time between job and housework. Any wife who works outside has a perfect right to expect her husband to pitch in and help with the household chores.

2) Some people hold the following opinion: Even though a couple both work full-time and are equally tired when they get home, it is still her job to do the cooking, cleaning, laundry and child-care. Why? Because he earns twice as much money as she does. She has to work at home to make up the difference.

3) Stay-at-home moms are mainly responsible for doing household. But bring-home-a-paycheck wives have a right to ask their husbands to share in the household chores equally.

4) I want to make sure that my responsibility is to bring home the paycheck, but everything else that needs to be done is my wife’s responsibility.

5) I’m a newlywed, working full-time, and my husband and I had been figuring out how to divide up the chores. He’s in construction and doesn’t have the energy to expend doing housework. We tried many different ways to divide the household chores fairly, but nothing seemed to work. He just doesn’t like housework. I don’t like it either and furthermore don’t want to be burdened with all of it myself.

   It didn’t seem fair that I had to do it all while working at my regular job, so we agreed to hire a maid to come in every two weeks. Although this was affordable. I got to thinking about why I resented doing the housework - it wasn’t so much that I hated the chores, but that it wasn't my job. I already have a nine-to-five job. I thought that if I were being paid for the work, I would feel it was my job and then wouldn’t mind it so much. The "house account" now gives me $30 a week for my three hours of chores. I’ve been doing this for six months now without complaint and love the extra spending money.
**Definitions**

(10) contribute to a common cause; join in
(11) believed to be within one’s financial means
(12) a regular, salaried, probably dull office job

**Suggested Activities**

Include 4 and 18
SITUATION 5  PRIVACY

I am an executive in a company that has a large sales department. A few days ago, the wife of one of our top salesman asked me to fire her husband! She said she had it on good authority that he was having an affair with a young secretary in the office.

The wife said that if I thought her husband was too valuable to the company to let go, I should fire the girl. She said she was sure her husband could easily get another job if he were forced to and the affair would cool off if they weren't working together.

Should I get involved in the domestic problems of one of my salesmen? Or do you think if a man does his job well, what he does on his own time is his own business?

What Does It Mean?
(1) she had it on good authority
(2) her husband was too valuable to the company to let go
(3) the affair would cool off if they weren't working together
(4) Should I get involved in the domestic problems
(5) what he does on his own time is his own business?

Questions
(1) What happened to the executive a few days ago?
(2) What did the woman ask him to do?
(3) Why didn’t she worry about her husband’s next job?
(4) What would the wife expect if either her husband or the secretary were fired?

Discussion Points
(1) Do you think the executive should butt in or stay out?
(2) Whom would you fire, the man or the secretary? Why?
(3) Do you think an inter-office love affair can be a good reason to be fired?

Opinion Samples
1) The executive should call the salesman in and tell him that word of his alleged hanky-panky(13) with the secretary has reached the front office. And let him take it from there. A word to the wise should be sufficient.

2) This is too personal for a third party to intervene in under any circumstances. The executive has no right to meddle in his employees' private lives if he has no problem with their work for the company.
Definitions
(13) unethical behavior; illicit sexual relations

Suggested Activities
Include 5, 18, 52 and 53
SITUATION 6  WHO WAS WRONG?

My ex-fiancée and I were madly in love. He asked me to marry him, I said yes, and he gave me a ring. Then his mother told him she would disown him if he married me. We saw each other behind his mother's back, then he left for Japan. (He's a U.S. Marine.) Before he left he said he loved me, but he doesn't feel right going against his mother's wishes so I should forget him. Well, it's been six months and I haven't heard from him. His close friend, who is also a friend of mine, told me that he is trying to forget me. I've tried to forget him, too, but I can't.

I'd like to know who was wrong - he or his mother. Who caused my broken engagement, canceled wedding, broken heart, and endless tears?

What Does It Mean?
(1) she would disown him
(2) We saw each other behind his mother's back
(3) he doesn't feel right going against his mother's wishes

Questions
(1) What's her ex-fiancée's job?
(2) When she accepted his proposal, what did he give her?
(3) After his mom objected to their marriage, how did they meet each other?
(4) Before he left for Japan, what did he say to her?
(5) Is she able to forget him?

Discussion Points
(1) Who do you think was wrong?
(2) Would you say "good-bye" to your girlfriend or boyfriend if your parents were against your marriage?
(3) Do you think parents have a right to intervene in their child's marriage choice?

Opinion Samples
1) She would probably feel less hurt if she could blame his mother. But look at it this way: How stupid it would be to be married to a fellow who was old enough to be a Marine but had to date the girl he loves behind his mother's back! I really think she should forget him. He's not a man - he's just a mama's boy in a man's uniform(14).
2) How can we just call him a mama's boy simply because he respects his mom's opinion? There might be some good reasons the mother was against the marriage. He is a young man and there might be many things he doesn't understand about marriage, so it is very natural for his mom to give him some advice. If he thinks his mom's advice is right and fair, then it is natural for him to follow it. He told her to forget him, and he might have gone to Japan to forget her.

**Definitions**

(14) belonging to the armed forces

**Suggested Activities**

Include 5, 17, 41, 52 and 102-106
SITUATION 7       FREE LABOR

My husband has been in business for himself for 10 years. He hires extra help whenever he needs it, and I work for him when he asks me to.

The question we would both like settled is this: Is it proper for a man to pay his wife wages? My husband says no. He claims it's an insult to the relationship.

I have three young children and I hesitate to take a full-time job outside the house, but it's humiliating not to have a dime to call my own. I feel that as long as I work for him and do a job that he would have to pay an outsider for, he should pay me.

What Does It Mean?
(1) we would both like settled
(2) it's humiliating not to have a dime to call my own

Questions
(1) How long has the husband operated his business?
(2) What is the question they both want settled?
(3) Does her husband pay her when she works for him?
(4) What's the excuse her husband uses not to pay her?
(5) Why does she hesitate to take a full-time job?
(6) Why does she feel that she should be paid?

Discussion Points
(1) Is it proper for a man to pay his wife wages?
(2) If your husband refused to pay you, would you stop working for him?
(3) How much do you give your wife a month as an allowance?

Opinion Samples
1) In my opinion, it is a violation of the husband-wife relationship to pay a wife wages. It's an even greater insult, however, to expect a wife to walk around without a dime in her pocket.
A woman should help her husband every way she can because she is part of the family team. A man should give his wife an allowance(15) for the same reason - whether she works in his business or not.

2) A husband should pay his wife for her work? Then, should he pay her every time he is served a meal, his shirt is washed? And how much should he pay her when his wife has a baby? Why do husbands work? They work for the welfare of the family, including the wife. And then, in addition, are they under an obligation to pay their wives? It's a double punishment, and it's not fair. According to the marriage vow, the couple have a moral
obligation to help each other. So wives should be rewarded by other means, not direct payment.

**Definitions**
(15) a sum of money granted to a person on a regular basis

**Suggested Activities**
Include 52 and 102-106
When my niece graduated from college recently I asked her mother for some gift suggestions. I was told, "She wants money."

When we received a wedding invitation from a couple I watched grow up, I called both mothers and asked if there was something special that we might buy them. I got the same response, "They want money."

Don't these people realize that the purpose of the gift is to commemorate an important milestone in their lives? I wanted to give the young couple something they would treasure forever.

Am I hopelessly out of date? I have always felt that cash is what you give when you don't want to be bothered with shopping. Writing a check is a great deal easier than going from store to store looking for the gift that is just right.

I refuse to give money and I resent being asked to help pay for a yuppie's Caribbean honeymoon.

What Does It Mean?
(1) important milestone
(2) Am I hopelessly out of date?
(3) cash is what you give when you don't want to be bothered with shopping
(4) I resent being asked to help pay for a yuppie's Caribbean honeymoon.

Questions
(1) What does the writer think is the purpose of a gift?
(2) What kind of gift does the writer want to give?
(3) When do people give cash as a gift?
(4) What does the writer resent?

Discussion Points
(1) What do you think about giving cash as a gift?
(2) When do you give cash as a gift?
(3) Why do some people think cash is not a proper gift?
(4) Why do some people think cash is the best gift?

Opinion Samples
1) I think the view of the writer is to the point. Money is an appropriate gift from parents or grandparents, but to suggest that other family members or friends write a check is crass.
2) The reason I don’t want to give cash is that if I give people money and they spend it, then they forget my celebrating their special occasion. But if I give them some special gift, they cannot forget me as long as they keep it.

3) When my birthday comes along, a gift of cash looks good to me, an elderly woman. I defend gifts of cash. I am on Social Security, and when I get through the monthly bills, and the holiday, birthday, graduation, shower and wedding gifts, I have no money left. I want to cry when I answer a knock on my door and see a messenger with one of those floral arrangements, which will be dead in a week. I can’t eat it, wear it, or even find room for it in my tiny apartment. Adding to our worldly goods is more a burden than a blessing.

   We senior citizens have plenty of time to shop, we adore bargains, and we don’t need any necklaces, sexy nightgowns, perfumes or even magazine subscriptions.

   I’d rather have a dollar bill than a useless gift worth 10 times that amount.

4) My son is getting married in six months to a lady who also has a fully equipped house. How can we suggest to their wedding guests that they need almost nothing, but are planning a tour to Europe next year, and cash gifts toward their trip would be very much appreciated?

   I think it’s sinful that so many gifts are inappropriate, some are duplicates, and much time is spent shopping and wrapping, while gifts themselves go into a closet to be used eventually as gifts someone else!

   We should start a campaign to make checks socially acceptable as wedding gifts.

Suggested Activities
Include 70-75
My husband was the "quiet type" the last person in the world anyone would suspect capable of infidelity. Nevertheless, he was. I caught him with his girlfriend right in our bed when I came home unexpectedly from a trip.

After I filed for divorce three of my neighbors told me that for the last year they had seen this young woman entering and leaving my home many times after I had left for work. I wanted to scream, "Why didn't you tell me? You could have spared me all this!" Then I realized that they probably thought they were doing "the right thing" by keeping quiet.

Had I been told, perhaps the problem could have been ironed out by counseling; or at least I could have filed for divorce earlier and be spared the humiliation of walking in on such a scene.

What Does It Mean?
(1) capable of infidelity
(2) "Why didn't you tell me? You could have spared me all this!"
(3) they probably thought they were doing "the right thing" by keeping quiet
(4) the problem could have been ironed out by counseling

Questions
(1) What kind of person was her husband';
(2) When did she catch him and his girlfriend in bed?
(3) What did her neighbors tell her after she filed for divorce?
(4) Why didn't her neighbors tell her earlier about her husband's infidelity?
(5) If she had been told, what could she have done?

Discussion Points
(1) Do you think the neighbors should have told her about her husband's affair or was it simply none of their business?
(2) Why do you think the neighbors were reluctant to inform her of her husband's infidelity?

Opinion Samples
1) People are reluctant to inform on their neighbors. There is too much margin for error. Furthermore, this case represents a very personal
matter, so they might not be able to decide whether or not they inform her of her husband’s “suspicious” behavior, which in fact later proved to be a divorce-causing problem. The neighbors may have suspected some strange behavior, but they couldn’t know what was really going on unless they asked the couple involved. And that was not a thing they could ask.

2) The husband’s strange behavior continued during a whole year, and three neighbors noticed something wrong was going on, so they had to find a way to report to the wife. How about writing an anonymous letter?

**Definitions**

(16) possibility

**Suggested Activities**

Include 17, 39 and 40
SITUATION 10  NAGGING WIFE

A] I have been married for 43 years and have four children. I still hope I can save my marriage.

I love my wife very much, but I’m about ready to give up. She is forever nagging me about something - my shoes need shining, my tie is wrong, my socks don’t match, my hair is too long (or too short), I slurp my soup, I’m driving too fast or too slow, I need to lose weight, I laugh too loudly. There is no end to it.

She nags me constantly and does the same to our children. I’m sure that’s why two of the kids ran off and got married.

Not long ago I had a heart attack, and my wife really helped in my recovery. If not for her nagging, she’d be the perfect wife.

B] Show me a nagging wife, and I will show you a husband who will not listen. I’ve been trying my best to help my slob of a husband all these years, and I haven’t given up on him yet. If a wife didn’t care about her husband, she wouldn’t bother to nag.

It would be easier if we nagging wives saved our breath, but if we did, the stubborn, hard-headed jackasses we are married to would not be able to hold down a job or fit into decent society. If I didn’t keep after mine constantly, he would never take a shower or change his socks.

What Does It Mean?
(1) I slurp my soup
(2) slob of a husband
(3) If a wife didn’t care about her husband, she wouldn’t bother to nag.
(4) It would be easier if we nagging wives saved out breath
(5) hard-headed jackasses
(6) fit into decent society

Question
[A]
(1) Why is the man willing to give up his marriage?
(2) What does his wife nag him about?
(3) Does she nag her children too?
(4) Why did her two children get married?
(5) Is there any other complaint about his wife except her nagging?
(1) Does the woman think nagging wives love their spouses?
(2) What does she think is the main reason wives nag?

**Discussion Points**
(1) Do you think that subjects such as hair styles, driving habits, laughing, and weight control should be cause for nagging or are they just private matters?
(2) Talk about the ways you keep your wife from nagging you.
(3) Are there any husbands who nag their wives?
(4) Is there any difference between a wife's nagging and a husband's nagging?

**Opinion Samples**
1) *Chronic*(17) naggers will not change. Almost always, the nagging has less to do with the inadequacies of others than discontentment with themselves. Once this is understood, life can become a lot more bearable.

2) The man who feels he is being nagged will tune his wife out. This means she has lost her audience. The wise woman "suggests," and if she's really clever, she makes him think it was his idea.

**Definitions**
(17) constant; habitual

**Suggested Activities**
Include 39, 40 and 52
There's this guy at work I really like very much and I think he likes me too. We go to lunch together, jog after work, and go to dinner together. We have also gone shopping and we share other chores and errands. The only thing that is marring all this is the fact that he's 28 and I am 44.

He has asked me to go to the movies many times, but I hesitate. I've already been invited to his apartment once, and we talk on the telephone for hours. This is the first time I've ever dated a man so much younger than I, and this relationship has developed into a serious love affair.

I feel terrible, but I really feel younger when I'm with him. A lot of people have criticized me about this relationship.

What Does It Mean?
(1) The only thing that is marring all this

Questions
(1) How do they get along?
(2) Is this the first time she has dated men younger than she is?
(3) What has their relationship turned into?
(4) What is the only thing that disturbs her?
(5) How does she feel when she is with him?
(6) Have many people encouraged her to so out with him?

Discussion Points
(1) Do you think an age difference between a man and a woman matters in a marriage?
(2) What would you say if your son were getting married to a much older woman?
(3) What would you say if your daughter were getting married a much older man, who has a lot of money and a prestigious job?
(4) Are you concerned about what other people think about your marriage or don't you care?
Opinion Samples
1) I think she need not worry about the critical comments. We often hear about couples with wide age spreads who find a lifetime of happiness together. Age doesn't mean a thing these days.

2) Many people tend to underestimate the age difference in marriage by saying love is everything. Do you really think so? Marriage means more than love. Marriage without family understanding or approval can't last long. If there is a wide age spread, one partner is getting too old while the other still looks young, and the younger one is easily tempted into affairs. Besides, people's attitude toward each other cools down(18) in time. All this will contribute to their relationship breaking up.

Definitions
(18) becomes less excited or less enthusiastic

Suggested Activities
Include 34, 52, and 102-106
A] While in church I saw a woman put a $5 bill in the collection plate and take back $4. Is that considered proper etiquette?

B] I am not overly religious but I do like to go to church once in a while. It seems to me that every time I go I am dunned for money. I thought religion was free. I realize that churches have to have some money, but I think their behavior is getting to be a racket. What do churches do with all their money?

What Does It Mean?
(1) I am dunned for money
(2) a racket

Questions
[A]
(1) What did the writer see in church?
(2) How much money did the woman give the church?

[B]
(1) How often does the writer go to church?
(2) When the writer does go to church, what happens?
(3) What did the writer think about religion?
(4) What does the writer realize?
(5) What doesn't the writer understand?

Discussion Points
(1) Do you think the making change from the collection plate is against common courtesy?
(2) Do you feel "a duty" to put money in the collection plate?
(3) How many church goers donate one tenth of their overall income?
(4) Do you think the churches are getting too rich?

Opinion Samples
1) God knows the woman put in a $5 bill and took back $4. She did nothing wrong from any viewpoint.

2) When people 'go to church they should be prepared with money for the offering. If they really did forget, rather than making change they should bring a little extra the following Sunday. When people start digging around the collection basket, they leave themselves open for suspicion. Why start a
precedent by taking money out? It will only tempt someone less honest to do something crooked. Contributing generously at the end of the year in one lump sum is another alternative.

3) While the person who gives to the church once a year may be very generous, those who see him passing the basket without putting anything in may assume he’s giving nothing.

4) Why does putting nothing in the collection plate at church set a poor example? Maybe the person is out of work or has suffered some serious business reversal. The only example that should be set is one of kindness. Poor people need the fellowship of a church more than ever. People should give what they can, pass the basket along, and mind their own business. If people choose to steal from the collection they will have to answer to a higher authority than “Churchgoer”.

5) Even priests, ministers, and rabbis must eat. Since the work full-time at their tasks their churches must support them. Staff, professional choir members, and musicians must also be paid. Buildings must be maintained, heated, lighted and beautified. (And of course, first they must be built!) Custodial staff must eat and feed their families. Most churches engage in philanthropic work, hence they have financial obligations. Churches can’t live on air. Religions, like water, may be free, but when they pipe it to you you’ve got to help pay for the piping. And the piper!

**Suggested Activities**
Include 69-74
SITUATION 13  SHOULD I DUMP HIM?

I am a 17-year-old virgin. I've been going with this guy for two and a half years, and he's always trying to push me into having sex.

The problem is, I'm not ready for that yet. He keeps saying that if I don't have sex with him, there are plenty of other fish in the sea.

I really like him, and I enjoy hugging, kissing and holding hands. I'm not a tease. I want to wait until I get married to have that special night. And since it can happen only once (the first night), I want it to be special. But he doesn't want to wait.

What Does It Mean?
(1) there are plenty of other fish in the sea
(2) I'm not a tease.

Questions
(1) How long have they been dating?
(2) What is he pushing her for?

Discussion Points
(1) Do you think a woman should keep her virginity until she marries?
   What about the man's virginity?
(2) Do you think it is natural for him to want sex if both of them are in love?
(3) What do you think about his intimidating statement?
(4) What should she do?

Opinion Samples
1) The tide flows both ways. There are plenty of other fish in the sea. She should dump him.

2) If they are really in love, I think they can sleep together. She enjoys hugging, kissing, and holding hands, so there is no reason to make him fret. But there is one thing she must remember; she must not regret it if she has no choice but to cave in\(^{19}\). Some men tend to run away when they notice there is nothing new in sex with their partners.
3) Sex is purely physical. Love is emotional, spiritual, and physical. You must touch minds as well as bodies if your relationship is to be fulfilling and meaningful. Love is friendship has caught fire. It must take root and grow one day at a time. Those who indulge in sex that for sheer excitement and physical pleasure get exactly what they bargained for, and nothing more. They are still young so she should keep telling him to *behave himself* (20).

4) She has kept him *in line* (21) for two and a half years and I think that's long enough. She has proven she is a nice girl and now she can be normal and stop acting like Queen Victoria. The hard-to-get routine is all right for a while, but she is overdoing it.

**Definitions**
(19) yield; submit; surrender
(20) conduct oneself in a proper manner
(21) in control of one's conduct

**Suggested Activities**
Include 49, 70-75 and 87-91
I have been living with a man for over a year and we get along very well. Recently, "Roger" took a nap (Sunday afternoon and I decided to look through his wallet just for the fun of it. To my great surprise, I found a woman's business card with a notation on the back saying when and where he had met her.

Of course I know it was wrong to snoop and now I am paying the price. I haven’t had one good night’s sleep since I did that awful deed. I keep wondering who this woman is and what kind of relationship he has with her. It could be something big or it could be nothing at all.

I can’t tell Roger that I went through his wallet. He would never trust me again. But I’m dying to know what is going on – if anything. What should I do? Should I contact this woman and ask her point blank? Or should I just come right out and ask Roger if he is seeing someone?

What Does It Mean?
(1) It was wrong to snoop
(2) Now I’m paying the price.
(3) It could be something big or it could be nothing at all.
(4) ask her point blank
(5) Should I just come right out?
(6) if he is seeing someone

Questions
(1) What caused the woman to look through his wallet?
(2) What did she find?
(3) What was there on the back of the business card?
(4) Does she think it was OK for to look through his wallet?
(5) What has happened to her since she searched in his wallet?
(6) Why can't she tell Roger about the card?
(7) What does she want to know?
Discussion Points
(1) Is it OK for her to tell him that she looked through his wallet and found a woman's business card?
(2) What do you think about her contacting the woman on the card?
(3) Have you ever thought about searching your sweetheart's wallet?
(4) If you knew your sweetheart looked through your wallet while you were sleeping, how would you feel and what would you do?

Opinion Samples
1) Under no circumstance should she contact the woman. That would be the dumbest move she could make. And she shouldn't ask Roger about the card, either. That would be the second dumbest move. It is better to forget she saw the card and carry on as before. If there is something going on, she will know it eventually. Meanwhile, I hope she has learned her lesson.

2) First she must apologize for searching in his wallet. But since they are in love, she'd better ask about the woman on the card. Asking about the woman doesn't necessarily mean she suspects him of cheating on(22) her. If he is having an affair with the woman, she should reconsider her relationship with him. And if his relationship with the woman is nothing to worry about, it will be a relief for her. Truth is always the best option.

Definitions
(22) being unfaithful to one's wife, husband or lover

Suggested Activities
Include 52 and 87-91
SITUATION 15  IS THAT AN APPROPRIATE PUNISHMENT?

I have a comment concerning a schoolteacher who caught two girls "cheating." One girl (a good student) was caught giving another girl (a poor student) the answers during a final exam. The teacher gave both girls an F on the test as punishment. The good student complained because it brought her grade-point average down from an A to a C.

I'm not defending the student who "helped" the other one, but I think the punishment was inappropriate. Grades should reflect the student's knowledge - not behavior. The teacher was well aware of which student earned the A, and he had no right to deprive her of it. However, the other student would probably have earned an F anyway. Hence, she suffered no bad consequences.

Grades should never be used as punishment or reward for behavior. These are other methods.

What Does It Mean?
(1) cheating
(2) I'm not defending the student who "helped" the other one

Questions
(1) Why did the two girls get an F on the test?
(2) What happened to the good student's grade-point average after she got an F?
(3) What does the writer think about the punishment?
(4) What does the writer think a test should demonstrate?

Discussion Points
(1) Do you think grades should be used as punishment or reward, or should grades simply reflect a student's scholastic performance?
(2) What would a better way to punish these two girls be?
(3) What do you think is the best way to prevent students from cheating?
Opinion Samples
1) Every student should have the duty to preserve his integrity, and if teachers think he has broken school rules he deserves being deprived of some rights or privileges. Even though the girl was good student she disregarded the intended purpose of the test and the teacher's authority as well. All grades should be matched with moral integrity. Teachers have a right to *flunk* her if there is evidence of cheating. If other means of punishment were used against cheating on an exam, cheating would become widespread, with no fear of being flunked.

2) If we permit the teachers to give "personal" grades, we would soon become appalled at their abusive actions. Punishing bad behavior only means personal revenge based on private judgment. All punishments must be verified as being both justified and corresponding properly to the undesirable behavior.

Definitions
(23) give a failing grade to

Suggested Activities
Include 52 and 87-91
CLASSROOM ACTIVITIES FOR LANGUAGE LEARNING
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<td>2 World Weather</td>
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<tr>
<td>3 Survival Game</td>
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<tr>
<td>4 Dictation</td>
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<tr>
<td>5 Story Telling I</td>
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<tr>
<td>6 Story Telling II</td>
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<td>7 Calendar</td>
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<td>8 Relatives</td>
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<td>9 Body Parts I</td>
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<td>10 Body Parts II</td>
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<td>11 Zoo Day</td>
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<td>12 Nature</td>
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<td>13 Paraphrasing</td>
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<td>15 Current Events</td>
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<td>19 Reporter</td>
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<td>20 Direct Marketing</td>
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<td>21 Budget</td>
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<tr>
<td>22 Job Interview</td>
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<td>23 Problems at Work</td>
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<td>24 Movies</td>
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<td>25 Status of Jobs</td>
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<td>26 Taxi Drivers</td>
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<td>27 Time Machine</td>
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<tr>
<td>28 In the Year 2025</td>
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<td>29 Favorites</td>
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<td>30 People Used to Believe . . .</td>
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<td>31 What’s in the Box?</td>
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<tr>
<td>32 Word Definitions</td>
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<td>33 In my Next Life . . .</td>
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<td>34 What Age Do You Like?</td>
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<td>35 Jackpot</td>
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<td>36 Beautiful Places</td>
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<td>37 Miming</td>
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<td>38 Ideal Society</td>
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<td>39 Chain Story</td>
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<td>40 Strip Story</td>
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<td>41 What Would Happen If . . . ?</td>
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<td>42 Comments</td>
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<td>47 One-Word Dialogues</td>
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<td>48 World Countries</td>
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<td>49 Dating Service</td>
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<td>50 A Day in the Life . . .</td>
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<td>51 Alternatives</td>
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<td>52 Everyday Problems</td>
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<td>53 Search for Someone Who . . .</td>
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<tr>
<td>54 Interview</td>
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<tr>
<td>55 Restaurant I</td>
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<tr>
<td>56 Restaurant II</td>
</tr>
</tbody>
</table>
1 Famous Person

A student thinks of a famous person. Class members ask questions in order to guess the identity of the person. Answers may only be yes or no.
Chinese person today
Chinese person in history
International person today
International person in history

2 World Weather

Students discuss and guess weather of different cities around the world at different times of the year.

<table>
<thead>
<tr>
<th>City</th>
<th>Bogota</th>
<th>Buenos Aires</th>
<th>Rome</th>
<th>Jiddah</th>
<th>Los Angeles</th>
<th>Mexico</th>
<th>Moscow</th>
<th>Sydney</th>
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</thead>
<tbody>
<tr>
<td>Mean temp. F</td>
<td>61</td>
<td>75</td>
<td>77</td>
<td>90</td>
<td>72</td>
<td>____</td>
<td>65</td>
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<tr>
<td>Mean temp. F</td>
<td>57</td>
<td>____</td>
<td>45</td>
<td>75</td>
<td>57</td>
<td>____</td>
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<td>54</td>
</tr>
</tbody>
</table>

3 Survival Game

An airplane crashes at sea. You and another person (opposite sex) survive. The flight is a training flight. You swim to shore on an uninhabited island. There is plenty of food and water on the island. You are able to rescue six things from the plane before it sinks (no transmitters or transportation).

What do you rescue?
What do you do?

4 Dictation

Dictation can be a useful activity when well structured and interactive between students and the teacher and the students themselves. The teacher must ask and answer these questions about using dictation:
- Who gives the dictation, and who to?
- Who controls the pace of the dictation?
- Who chooses or creates the text?
- Who corrects it? (Rinvolucri and Davis, 1998: 1)
- How are utterances monitored and improved?
The teacher need choose a dictation transcript that fits the target English. Then the desired dictation may be utilized in a variety of ways dependent on the teacher’s answers to the above questions.

5  
**Story Telling I**

In this activity the teacher gives the student lists of target words and has the student make up a story from these words; or the teacher can assist the student to make up a story; or the teacher may write the story himself/herself. Advanced students may write a story about past activities, again using target words.

6  
**Story Telling II**

<table>
<thead>
<tr>
<th>FAMILY</th>
<th>TEACHING</th>
<th>JAPAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOD</td>
<td>HUSBAND/WIFE</td>
<td>HONEYMOON</td>
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<tr>
<td>ENGLISH</td>
<td>OCEAN</td>
<td>HOLIDAYS</td>
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<td>DRAGONS</td>
<td>EMPLOYMENT</td>
<td>HUNGRY</td>
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<td>MAJOR</td>
<td>DATING</td>
<td>WOMEN’S RIGHTS</td>
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<td>PUPPY</td>
<td>HABITS</td>
<td>HANDSOME</td>
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<td>TRAVEL</td>
<td>OLD</td>
<td>BASEBALL</td>
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<td>EXAMS</td>
<td>MEDICINE</td>
<td>CARS</td>
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<td>PALM READING</td>
<td>POLITICS</td>
<td>AMERICAN</td>
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<td>GHOST</td>
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<td>TELEVISION</td>
<td>GLOBALIZATION</td>
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<td>RETIREMENT</td>
<td>DREAM</td>
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<td>AUSTRALIA</td>
<td>EDUCATION</td>
<td>CHILDREN</td>
</tr>
<tr>
<td>LAZY</td>
<td>AIDS</td>
<td>SLEEP</td>
</tr>
</tbody>
</table>

7  
**Calendar**

One student holds a calendar with circled dates and days. The other student must ask questions about the calendar to elicit ‘th’ answers (Celce-Murcia, in Morley, 1987: 7).

8  
**Relatives**

Another activity to use the ‘th’ sound includes the asking of questions about relatives, most of whom in English would require the th’ sound (Celce-Murcia, in Morley, 1987: 8).
9 **Body Parts I**

This activity asks students to identify and use in conversation body parts with the (i) sound (Celce-Murcia, in Morley, 1987:8).

10 **Body Parts II**

Learners role-play using cards of body parts. One student receives a card with a picture of a body part. The other learner must ask questions leading to correctly identifying the correct body part (Celce-Murcia, in Morley, 1987: 7).

11 **Zoo Day**

This is an activity to deal with the (z) and (s) sounds by use of a zoo trip. Students plan the trip, read and talk about animals they might see, take pictures at the zoo, and follow-up by discussing more about the animals after return of the pictures (Celce-Murcia, in Morley, 1987: 8).

12 **Nature**

Students should make descriptions of pictures, etc. Then list all descriptions as adjectives, nouns and verbs.

13 **Paraphrasing**

Students and teachers may check for comprehension by paraphrasing for clarity. A student may paraphrase for himself/herself or another student or teacher may provide a paraphrase. Then the teacher and students discuss the meanings of the different statements.

14 **Comparisons**

Students should compare famous people, places, objects, movies, etc. In this activity the student should make a list of things that students might compare. For example, in comparing famous people students may compare country of origin, race, job or profession, how are they famous, how famous are they, etc.

15 **Current Events**

Students should make descriptions of ongoing events. How are things described? How did the event start? What do students guess as to the outcome?
16  One-upmanship

What have you done? What has the next student done? How is one story better than the other? Can the next student offer a story that is better than the last one? Oh yes, students can ‘make up’ stories.

17  Life Experiences

Tell about your: first car, job, kiss, etc.

18  Roommates/Newlyweds

You just moved in with a new roommate or are just married.
- What decisions do you two have to make together?
- How do you agree on chores?
- How do you share in responsibilities?
- How do you manage a budget?
- How do you find time together?
- How about sleep time?

19  Reporter

You are a reporter. Do an interview for your television station with . . .
- a political candidate
- Ms. World
- Bill Gates
- an actor or actress
- Michael Jordan
- a famous singer

20  Direct Marketing

Write up a direct marketing appeal.
Decide on a product to sell.
21 Budget

You just got married.
What are your professions and incomes? What will be your monthly budget?

22 Job Interview

How do you prepare for an interview? How to succeed in an interview? Practice role-playing.

23 Problems at Work

You and your boss don't get along. How do you handle this?

24 Movies

How do you evaluate a movie? Try this method for rating different aspects of a movie. Dislike very much (---); Dislike (-); Average, Don't Know (o); Like (+); Like Very Much (+++). Then discuss with partners why you rated the movie the way you did. Then the entire class may discuss each aspect of the film.

overall_____
director_____ plot_____
lead actor_____ lead actress_____ score/sound track______
writing_____ photography_____ special effects_____

25 Status of Jobs

Rank order the following jobs according to their status in your culture.

Nurse university professor
Plumber business man
firefighter news anchor
teacher electrician
flight attendant police officer
western medical doctor  oriental medical doctor
lawyer             chemical engineer
bus driver         computer systems analyst
taxi driver
accountant         taxi driver
computer systems analyst
mail carrier       pharmacist
writer
newspaper editor   secretary
beef butcher
banker
movie star
soldier
secretary
singer
movie star
college student
construction worker
beef butcher
waitress          maid
beef butcher
dentist
factory worker    dog butcher

26       Taxi Drivers

Probably the worst drivers in China/Taiwan, and thus possibly the worst drivers in the world, are taxi drivers. What can be done to improve the driving situation in China/Taiwan, particularly the behavior patterns of taxi drivers?

27       Time Machine

You have just invented the first time machine. Thus you and a friend can go into history at any time and visit historical figures. However you have only enough fuel for three trips. Who would you like to visit? Why?

28       In the Year 2025

• It is now the year-2025
• How has your country changed since today?
• How has the world changed?
• Who are the world's greatest military and economic powers?
29 Favorites

Fill in the chart following:

<table>
<thead>
<tr>
<th>Your Favorite</th>
<th>In China/Taiwan</th>
<th>In the World</th>
</tr>
</thead>
<tbody>
<tr>
<td>TV Show</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movie (title)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book (title)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group or Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Song</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athlete</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30 People Used to Believe.

The following lists are things that people used to believe. Match the item and the belief. Then add at least three more things from your country to this list.

tomatoes were foretold disaster
bleeding fell faster than light ones
the earth was gets rid of sickness
comets flat
heavy objects caused by evil spirits
all illness was the center of intelligence
a woman's place revolved around the earth
the sun poisonous
the heart was in the home
the first Chinese came from the mating of a bear and a man

31 What is in the Box?

First, the instructor needs to write on the board categories for descriptions. These should include adjectives, nouns and verbs used for describing something. These categories might include color, shape, location, use, size and content. For example, something might be white, found in the classroom, used for writing, long and thin and round, smaller than a pen and made of chemicals or from nature. It is a piece of chalk.

Next, the instructor places several common items in a box. One student looks at an item. Students take turns asking questions of the informed student. That student may only answer yes or no until a student guesses correctly the contents of the box.
Word Definitions

The instructor chooses English words and idioms, which the students may find useful but are not likely to know. The instructor writes one of these on the board. One student leaves the room. The instructor gives the true definition of the word/idiom. One student uses the true definition. All other students think of definitions, which are not true. When the student reenters the room, the other students take turns giving their definitions. The reentered student must then guess the true definition. For example, the instructor may choose the topic of dating and use all English words, phrases and idioms from that topic. These could include: home run, fox, hunk, in the mood, strike out, smooch, steady, December romance, 10, blind date, and foreplay.

In my Next Life . . .

If you had another life what would you like to come back as? Oh yes, not human! Why?

What Age Do You Like?

There are good points and bad points about each age. Age categories - less than 10: 10-15: 15-20: 20-25; 25-30: 30-40: 40-50: 50-60; more than 60. What did you like about each of the age categories? If you have not yet experienced an age category talk about what you think you would like.

Jackpot

You and your friends just won the lottery. You have won $30,000,000 The catch is that you must all agree on its expenditure. How will you spend it?

Beautiful Places

Students in groups of three or four are to list the ten most beautiful places in your country. All members of the group must agree on the selections. In addition the group is to make a presentation about these places. (where they are located; what to do; what to see, etc.)
37  **Miming**

Students pair up and stand across the room from each other. One person in the pair thinks of an everyday object used at the University. That person mimes the object. The other person must guess the object. Pairs take turns.

38  **Ideal Society**

Students are to describe the ideal society. There will be only ten people in this new society to begin. Describe its political systems, description of person’s physical characteristics, etc.

39  **Chain Story**

Students take turns adding one sentence each to a sentence provided below and through such means build a story.

- It was a dark and stormy night...
  - She was beautiful, so beautiful that she took my breath away

40 **Strip Story**

A student receives a strip of paper with one sentence on it. He/she is asked not to show the sentence to anybody else but to memorize it within two minutes. After two minutes all the strips of paper are collected in again.

The teacher briefly explains the task: 'All of the sentences you have learned make up a story. Work out the correct sequence without writing anything down. The teacher need refuse to answer any questions or give any help.

The students upon completion present the sequence they have arrived at. A discussion follows on how everybody felt during this exercise.

Variations: Instead of a prose text a dialogue may be used.

A task may involve the solution of a puzzle for which each student holds a vital piece of information.

41  **What Would Happen If ?**

Every student receives one or two slips of paper with sentences like these on them: 'What would happen if a shop gave away its goods free every Wednesday?' 'What would you do if you won a trip for two to a pity of your choice?'

One student starts by reading out his question and then asks another student to answer it. The second student continues by answering or asking a third student to answer the first student’s question. If he/she has answered the question he/she may then read out his/her own question for somebody else to answer.
• The activity is finished when all the questions have been read out and answered.
• The students can prepare their own questions. Some more suggestions:

**What would happen:**
- if everybody who told a lie turned greets?
- if people could get a driving licence at 14?
- if women had to do military service?
- if men were not allowed to become doctors or pilots?
- if children over 10 were allowed to vote?
- if gold was found in your area?
- if a film was made in your school/place of work?
- if principals had to be elected by teachers and pupils?
- if smoking was forbidden in public places?
- if the price of alcohol was raised by 300 per cent?
- if Communist China/Taiwan attacked Taiwan?
- if Communist China/Taiwan and the Republic of China/Taiwan reunified?

**What would you do:**
- if you were invited to a King's garden party?
- if a photograph of yours won first prize at an exhibition?
- if your little sister aged 14 told you she was pregnant?
- if you saw your teacher picking apples from her neighbour's tree?
- if a salesman called at your house and tried to sell you a sauna bath?
- if your horoscope warned you against travelling when you wanted to go on a vacation?
- if it rained every clay of your holiday?
- if you got a love letter from somebody you did not know?
- if you found a snake under your bed?
- if you got lost on a walk in the woods?
- if you were not able to remember numbers?
- if somebody hit a small child very hard in your presence?
- if you found a $100 bill on the library floor?
- if your friend said she did not life the present you had given her?
- if you suddenly found out that you could become invisible by eating spinach?
- if you broke an expensive vase while you were baby-sitting at a friend's house?
- if you invited somebody to dinner at your house but they forgot to crime?
- if you forgot you had asked four people to lunch and didn't have my food in the house when they arrived?
- if a young man/woman Came up to you, gave you a red rose and said that you were the loveliest person he had seen for a long time?
- if you noticed that yolk didn’t have any money on you and you had promised to call your mother from a public telephone at exactly this time?
- if you could not sleep at night?
Step 1: Every student writes his name at the top of a piece of paper. All the papers are collected, shuffled and redistributed.

Step 2: Now every student writes a comment (a compliment, a question, a statement) under the name of the person. The papers are again collected and redistributed, so that everyone can write a second comment. The teacher (or a student) now collects all the papers.

Step 3: The papers are read out one after the other and a discussion follows. How did the people concerned feel? Were the comments fair/superficial/critical/supportive?

Variation: Instead of having the discussion after all the comments have been read out, a short conversation can follow each comment.

Beth Marinelli is 29 years old, 5 feet 4 inches tall – and approximately 350 pounds. She is not always able to fit herself into theatre or restaurant seats, or into train or airplane seats. She has to go to specialty stores to buy clothes. All of this angers Beth Marinelli. But what angers her most is New Jersey's mandatory seat belt law.

New Jersey drivers and front seat passengers are required by law to wear seat belts. The problem for Beth Marinelli is that car manufacturers don't make seat belts large enough for obese people. As a result, people with weight problems are not required to buckle up like everybody else. "Statistics show how much safer it is to be in an accident while wearing a seat belt," says Marinelli. "The lawmakers are saying that if you're fat, you can be exempt from wearing a seat belt - that it's OK to die in a car accident."

Marinelli talks publicly about the obese who face discrimination and has formed a group called HOPE - Helping Oversized People Everywhere. But this is only one step in her attempt to get the same opportunities for overweight people as for "normal" people.

"I want them to change the anti-discrimination laws from 'You can't discriminate on the basis of race, creed, color, or sex,' to 'You can't discriminate on the basis of race, creed, color, sex, or weight,'" says Marinelli.

She claims that she is forced to work as a cook at her brother's fast food restaurant because her weight discourages employers from hiring her.

Social discrimination against the obese is very strong, according to Marinelli. She left high school because of constant teasing about her weight. But the cruel jokes and comments didn't end with her youth. She recalls being out on a date with a young man and overhearing a woman say to a friend "What is that beautiful man doing with that fat cow?"

One day Marinelli wants to write a book about her life. She'll call it "Growing Up Fat in America." She wants to warn young people who are overweight about what's in store for them, and encourage them to lose weight. "If one 10-year-old fat kid listens to me and says, 'I don't want to go Through that,' then I've succeeded.'
44   FIRE

Step 1: The instructor describes the situation to the class: 'A fire has broken out where you live. You have a few minutes to grab five of your belongings and rescue them. Which five things would you take? Remember, you have to carry them all.'

Step 2: Each student writes down up to five things he would rescue from the fire.

Step 3: Some students read out their lists and explain why they would take these things. The others should ask questions like 'Why wouldn't you take . . .? What about your . . .?'

A different situation may be chosen: 'You are staying on your own in a holiday cottage in Scotland for three months next summer. The cottage is miles away from any village or farm. It has electricity and water and a big store of food. The sea is not far away and there is also a trout stream and a small forest. Which things (e.g. radio, books, musical instruments, materials and equipment for hobbies and sports) would you need to survive the three months without being bored?'

Each student makes a list of all the things he would like to take with him. A few students then report back to the class. The most commonly chosen and the most unusual choices can be found out.

45   SMOKING

1. Below are some arguments for and against smoking in public places. Work in groups of four. Read the arguments.

2. Divide into pairs. Two of you will argue for smoking in public and two of you against. Work with your partner and prepare your argument, using your own ideas and perhaps the ideas here.

3. Try to convince the other two people in your group that you are right.

FOR
- There is no real proof that smoke is harmful to non-smokers.
- People who are allergic to smoke can avoid places where people smoke just like people who are allergic to cats avoid places where there are cats.
- Smokers have rights to enjoy what they like to do. Lots of annoying activities aren't banned in public.
- To ban smoking in restaurants would prevent smokers from enjoying the meal.

AGAINST
- Smoking is bad for the health of smokers and non-smokers.
- Non-smokers find smoke irritating to their eyes, nose, and throat, and they don't like the smell.
- Smokers litter.
- In restaurants, smoke spoils the taste of food and spoils the meal.
**PMI**

Step I: The students have to think of the plus points (P), minus points (M) and interesting points (I) of an idea. The teacher gives the class an idea and then everybody works on their own for a few minutes. Possible ideas:

- A new law is passed that forbids smoking in all public places.
- Every family is only allowed to have meat once a week.
- People should wear badges to show what mood they are in.
- To save energy public buildings like post offices, stations, schools and offices are no longer heated.
- A scientist discovers a way of making gold cheaply.
- Boys are only allowed to wear green clothes, girls - blue clothes.
- Children over 5 are given the vote.
- Planes do not work any more. They all crash after take-off.

Step 2: Each student works with a partner and they share their ideas.

Step 3: The ideas are discussed with the whole class.

Variations:
- After Step 1, small groups are formed who evaluate the ideas of other students.
- Small groups rank the points mentioned by other students.

**One-Word Dialogues**

If we were to go to a foreign country with only a limited knowledge of the language, we still could get many of our thoughts across.

The instructor should arrange students in groups of four. Then explain that two students in each group are to hold a conversation. The one rule they must follow is that they must take turns talking, but they can only use one word to communicate what they want to say each time it is their turn. The other two will write down the dialog that follows, with each writing the "conversation" of one of the two students.

After about two minutes, call time and have the other couple read back the dialogue. As each "line" of dialogue is read back, those who received the message will state what they thought the intended meaning was. Those who sent the message will tell whether that is what they actually meant.

Ask to have two or three dialogues that the groups thought were interesting read before the class. Then exchange roles and the second couple will hold a one-word conversation, while the First will write it down and repeat the previous format.

Variation: For advanced levels during the second round, you can state that a rule is that no one can ask questions. This is much harder, though, and more challenging for them to understand the communication taking place.

Comments: You can ask what kinds of things they tended to talk about in the dialogue. Usually it will be concerned with the two of them and will be about things they are feeling right now.
48 World Countries

Match the following countries with the pictures. United Kingdom, Japan, Australia, Brazil, Chile, France, Greece, Italy, Mexico, Peru, Spain, Germany, Sweden, Saudi Arabia, USA, China/Taiwan, Venezuela.

49 Dating Service

You start a dating service at Taipei National University. How do you do this?

50 A Day In the Life . . .

Step 1: The class is divided into groups. One member of each group leaves the room.
Step 2: The remaining group members decide on how the person who is outside spent the previous day. They draw up an exact time schedule from 8am to 8pm and describe where the person was, what he/she did, who he/she talked to. So as not to make the guessing too difficult, the ‘victim’s day should not be divided into more than six two-hour periods.
Step 3: The people who waited outside during Step 2 are called in and return to their groups. There they try and find out, by asking only yes/no questions, how the group thinks they spent the previous day.
Step 4 (optional): When each ‘victim’ has guessed his/her fictitious day, the group tries to find out what he really did.
Alternatives

Step 1: The teacher presents a problem situation to the class and asks the students to think of as many courses of action as possible for the people involved.

Step 2: Individual students present their suggestions and a complete list is compiled (in note form) on the board or overhead projector.

Step (optional): Students work together in small groups and rank all of the suggestions in order of preference. They then discuss what consequences the five most popular suggestions will have. The rank orders and consequences of individual’ groups are compared.

Possible problem situations:

(a) You hear from a friend that someone is saying nasty things about you. What can you do?

(b) Some money was stolen in the classroom recently. The thief has not been found. Your teacher treats you differently from before and you think she suspects that you took the money. You did not, but you know who took it. What can you do?

(c) Your friend has bought a new coat. You think it is really ugly and does not suit her. However, you know it was very expensive and your friend is easily offended. What can you say?

(d) You see somebody dumping rubbish in the countryside. What can you do?

(e) Someone in your class is giving a party. Everyone has been invited except you. What can you do?

(f) You forgot about an important appointment with your boss (teacher/great-uncle) and have just realised that you should have met him two hours ago at the 'Peking Restaurant'. What can you do?

More problems and moral dilemmas can be found in the ‘problem’ pages of magazines and ‘advice’ columns of newspapers.

Everyday Problems

Individual students describe a problem they have, e.g. always forgetting their keys, not being able to remember dames, oversleeping, etc. The others try to suggest ways and means of helping with the problem.

A supportive atmosphere is necessary so that students do not feel embarrassed or harassed.

Search for Someone Who

Pass a handout to everyone. Give the following introduction and instructions to the class.

"There are many things about us that others, even if they know us, are not aware of. To find out some of these things, we're going to interview each other by asking the questions on the paper I just gave you. "The idea is to see who can get the most questions answered on this interview sheet. You will have seven minutes. Speak to only one person at a time. Ask
each person a specific question, such as 'Do you go to bed after midnight?' The person either will answer, 'Yes, I go to bed after midnight' or 'No, I don't go to bed after midnight.' You can continue interviewing one person until you receive an answer of 'yes' to a question. Then write the person's name on the line beside the question and move on to another person. Do not accept a one-word answer of 'yes' or 'no.' Everyone must respond in a full sentence, since we are practicing the use of different tenses we have learned. Use a person's name only once and find only one person for each question on the sheet. Remember you only can talk to one person at a time. If you hear someone answer 'yes' to a question for someone else, you cannot use that person's name unless you interview the person yourself. At the end of the seven minutes, we will see who has the most questions answered.

When the time is up, ask how many had all of the questions answered. (Often no one gets them all completed, which is fine since such students would then stop asking others the questions.) If there were fourteen questions on the sheet, next ask how many had thirteen answered, twelve, etc., until you determine who had the most. Recognize these students by name, saying, "Anthony and Barbara had the most questions answered."

The next phase will be of interest to the class and will permit additional practice in the structures. Ask students to raise their hands in response to this question, "Which was the hardest question for you to find an answer for, one you did not get answered?" Have the person answer in a complete interrogative sentence, for example, "Who has owned a turtle?" Then ask, "Who found someone who has owned a turtle?"

Call on two or three people who raise their hands to respond in a complete sentence, "Randy has owned a turtle."

54 Interview

You are a student (Student B) who has seen the advertisement for leaders at a Children's Holiday Camp. It interests you and so you telephone. Student A is the Director of the camp who answers the phone. Answer his/her questions and ask for further information.

Student B Information
AGE
OCCUPATION
PAY
DATES
EXPERIENCE
SPORTS
INTERESTS
QUALIFICATIONS
REFERENCES
PERSONAL INFORMATION

You are a student of Biological Science at Taipei National University
You want $500 per week minimum pay
You are available from 20 June to 31 August
You have organised visits and social evenings for foreign students on holiday courses
You have six younger brothers and sisters; used to baby-sitting
You like basketball, tennis, table tennis and all water sports
You belong to a Nature Society; keen on hill walking and rock climbing
You can play the guitar and sing
You enjoy social events
You are good at swimming and have a life-saving certificate
You have a driving licence
You have earned an Elementary First Aid Certificate
You can supply good references

EXTRA INFORMATION: You want a holiday job where you can earn a lot of money because you want to visit the USA in September. You want to know about free time. You would like at least one full day free.

Student A: You are the Director of the Children’s Holiday Camp, which has advertised for leaders.
Student B is interested in the advertisement and telephones you. Try to find if he/she would be suitable by asking questions. He/she will ask you for further information.

JOB
DATE
HOURS
DUTIES

JOB DESCRIPTION
• supervise children ages 10-16
• June 1st to August 31st (leaders must work as many weeks as possible, with a minimum of 4 weeks)
• working hours are 7a.m. to 9p.m., 6 days a week
• organize day/evening activities, to supervise children at night

QUALITIES
• Physically fit; age 18-26
• Able to organise sports — swimming, sailing, windsurfing, hiking, climbing,
• ball games, etc.
• Sociable; must organise parties, discos, barbecues, competitions, campfire sing-songs, etc.
• Responsible and able to understand control children; preferably with experience
• Simple medical knowledge
• PAY $600 per week, including accommodation and meals

55 Restaurant I

You are a customer in a small restaurant and are ready to order. The menu is quite limited, but there are different kinds/flavours of each thing.
Student B is the waiter/waitress and will ask you for your order.
1. Choose from the menu what you would like for each course.
2. Ask the waiter/waitress for more information.
3. Choose from the selection of things you are offered.
Restaurant II

You are a waiter/waitress in a small restaurant. The customer's menu is limited and student A will need more information about the kinds/flavours of the thing in each course before he/she can order.

1. Ask the customer to choose something for the first course.
2. Give more information about the thing he/she chooses. Then ask about the next course.

Friday 13\textsuperscript{th} Menu

\textit{Starters}
Fruit juice — pineapple, grapefruit, orange
Soup — tomato, vegetable, mushroom

\textit{Main course}
Fish — cod, trout, bass
Salads — chicken, salmon, egg, cheese

\textit{Dessert}
Ice-cream
Sorbet
Coffee

Flavors: Vanilla, chocolate, strawberry, lemon, peach, raspberry

Holiday

\textbf{STUDENT A:}
You have just come back from holiday in Spain or France. You meet student B who you know has been on holiday in Morocco or Italy.

Ask your friend about his/her holiday - assuming he/she did the same sort of things as you e.g. you stayed in a hotel, so ask about student B's hotel. You travelled by air, so ask what his/her flight was like. Using the information below, answer B's questions about your holiday. Do not offer information until you are asked about that part of the holiday.

\textbf{Information:}
You travelled by air - It was a charter flight and was crowded and uncomfortable.
Your holiday lasted two weeks - You got home yesterday. You stayed in a big hotel - It was new and hadn't much character. The hotel was near the beach - You spent all of your time sunbathing and swimming.
You didn't do any sightseeing - In fact, you didn't travel at all while you were there. You didn't eat any local/traditional food - The hotel gave you 'international tourist' food. You enjoyed a really good night-life - varied and exciting. NOW - You have no money left
STUDENT B:
You have been on holiday in Morocco or Italy. You meet student A who you know has been on holiday in Spain or France. Ask your friend about his/her holiday - assuming he/she did the same sort of things as you. e.g. You did part of the journey by boat, so ask him/her if the sea was calm. You visited lots of interesting places, so ask student A about the places he/she visited.

Using the information below, answer A's questions about your holiday. Do not offer information until you are asked about that part of your holiday.

Information:
You made the journey by boat and train - and took your bicycle. You were away for three weeks - arrived back last week. You camped in a small tent, which you took with you. You stayed in a different place every night – always somewhere quiet. You spent all your time visiting places of historical interest - your special interest is art. You ate good country food - enjoyed the regional specialities. You were not at all interested in any night-life - You spent the evenings reading about the places you planned to visit. NOW you feel fit and healthy - You spent very little, so you have a lot of money left.

58 Travel Guide

You work in the Tourist Information office in Phoenix, a city in the State of Arizona. Student B is staying in Phoenix for a few days and wants to visit interesting places in the area. He/she will bring a map and ask you:

i) for information about some towns and cities.
ii) where certain things can be found.

Phoenix
Tucson
Flagstaff
Tombstone
The Grand Canyon
Sedona
Jerome
Yuma
Navaho Indian Reservation

INFORMATION SHEET
Major League Baseball, NBA basketball and sunbathing in January.
London Bridge and a town with many holiday attractions.
Ancient Indian housing ruins
The Colorado River and river rafting.
A Mining Town.
Red Rock Country.
Snow skiing and mountain climbing.
Desert sand drifts.
The American old west.
A Hollywood movie old west tourist town.
59  Partners

1. Working with a partner/friend think of all the things you both do together, e.g. school lessons, evening classes, etc. and write them in your diaries for next week.

2. Next, working individually, write down in your diary the appointments you have next week or activities that your partner doesn’t know about.

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3. Try to arrange to meet for coffee.

60  Tall Tales

This is a lie telling contest. I know it may be difficult for your students in that they don’t have any practice in telling lies, but the students should be encouraged to think of the biggest lie that they can imagine – a tall tale. Each student writes out a story that is not true. Then each tells the class his/her story. After all stories, the class votes to see which tale was the tallest.

61  Gestures

Each student should think of gestures that are common in his/her culture. The teacher may lead by demonstrating some gestures that the teacher might use to communicate particular messages, then the students guess what the gesture means. Next, the students take turns doing gestures for which the teacher must guess. This may be done with pairs of small groups of students.

62  Invitations

Each student need move about the class and ask other students if they would join them in some activity for next week. Using a schedule or calendar, each student need write down the name of the student who agreed to join in an activity and the activity itself. Every day of the week need be completed so there should be 7 names and activities identified. Each
student should only write down those students who accepted his/her invitation. You may use any of the activities listed below or make up your own activities.

- Video game
- Go to a movie
- Go out for coffee
- Go on a date
- Go to a KTV
- Go to an MTV
- Travel together
- Go shopping

### 63 Picture Game

- Students work in pairs.
- Each pair plays against another pair.
- Cut out from magazines or use any pictures of common things that students would be familiar with.
- Each student needs a piece of paper and a pencil or pen.
- One student from each pair is allowed to look at the picture.
- Then they get a maximum of two minutes to draw a picture of the thing from the picture they looked at.
- The partner of each student guesses what is being drawn.
- The student who guesses first wins.
- Drawing may only be pictures, no letters or words or other hints.
- Hints of any kind are not allowed.
- The pair which guesses first ten times, wins the game.

### 64 Where In the World Is?

Students are divided into groups of four. One student leaves the room. The other three students choose a city somewhere in the world. Each of these students writes down one clue about the city. The outside student returns to the group. The outside student then may ask only yes/no questions of group members. When the outside student gets three yes answers then that student may get a ‘clue’ from one of the group members until the outside student can correctly guess the name of the city.

### 65 Who In the Room Is?

A list of 75 adjectives which may describe a person, is written by the students. From this list each student chooses five that describe another classmate. By turns, each student reads his/her list until another student, who thinks the description is about him/her stands up and says “It is me.”

This is done three times. The student who is able to confound the other students, who cannot guess, “It is me” the most is the winner (Shie, 1991: 240).
**66  Who Am I?**

The students are divided into two groups. One group (Students A) doesn’t know who they are. The other students (Students B) write on paper a name of a famous person. This paper is placed on the backs of the students A. So, each of these students has a different name of a famous person on his/her back. Students A then move about the classroom and ask students B questions about themselves. They may ask no more than two questions from any single student B. B students may only answer with ‘yes’ or ‘no’. When a student A correctly guesses his/her name he/she gives the instructor the name from their back and sit down (Shie, 1991: 230).

**67  Where Are You?**

Students are divided into groups of eight. One student is chosen from the group and placed in the middle of the other students who form a circle. The student in the middle puts on a blindfold. This student then asks the question, “Where are you?” The other students answer with ‘in front of you’, ‘behind you’, ‘on your left’, ‘on your right’, ‘beside you’ or any other preposition of place. The middle student must keep asking until he/she can catch one student and tell that student in which place were they. The other students in the circle may keep moving about clockwise or counter-clockwise (Shie, 1991: 228).

**68  Hangman**

Hangman is a word game. One student (A) thinks of an English word that the other students (B) should know. Then student A makes a series of dashes, with one dash for each letter of the word. So, for the word book there are four dashes _ _ _ _. Students B try to guess the word by saying letters of the alphabet. If the letter is in the word student A writes in the letter on the dash. For every wrong guess from students B, student A draws each of the parts of a gallows. Eleven wrong guesses ‘hangs’ the man. If the picture is completed before the word is completed then student A wins. If one of the students B completes the word that student wins and takes over as the hangman.
You and your image I

Do you see yourself as others see you?
Work through this quiz with a partner, someone who knows you if possible (Ladousse, 1983: 2-3).

Do other people see you as you see yourself? It is no good looking into a mirror if you wish to see the person who is really you. The only real test is to see yourself in the same way as other people see you. The following quiz has been psychologically developed to help you to do exactly that...

1. When do you feel your best:
   a) Soon after waking up?
   b) During the afternoon and early evening?
   c) Before you go to bed?

2. Do you usually walk:
   a) Quite fast, with long, swinging steps?
   b) Quite fast, but with short, quick steps?
   c) Not very fast, with your head up, looking at the world?
   d) Not very fast, with your head down?
   e) Very slowly?

3. When you are talking to people, do you:
   a) Stand with your arms folded?
   b) Stand with your hands together in front of you?
   c) Stand with one or both hands on your hips?
   d) Touch the person you are talking to?
   e) Touch your ear or chin or smooth your hair?
   f) Have something like a pencil or a cigarette in your hands?

4. When you are relaxing, do you sit with:
   a) Your knees bent and your legs together?
   b) Your legs crossed or wrapped round each other?
   c) Your legs stretched straight out in front of you?
   d) With one leg curled up underneath you?

5. When you find something very funny, how do you react? Do you:
   a) Give a loud, appreciative laugh?
   b) Laugh, but not very loudly?
   c) Laugh softly, under your breath?
   d) Give a very big smile?
   e) Smile slowly?

6. When you go to a party, do you:
   a) Make so much noise as you enter that everybody notices you?
   b) Walk in quietly, looking for someone you know?
   c) Hope that nobody will see you walking in, so you can remain unnoticed?
7. When you are interrupted while you are working hard, concentrating on something, do you:
a) Feel pleased to be interrupted?
b) Feel very irritated?
c) Or do you feel neither of these reactions very strongly?

8. Which of the following colors do you like most:
a) Red or orange?
b) White?
c) Black?
d) Dark blue or purple?
e) Yellow or light blue?
f) Brown, grey or violet?
g) Green?

9. Just before you go to sleep, when you are lying in bed, do you lie:
a) Flat out on your back?
b) Stretched out on your front?
c) On your side?
d) With your head under one arm?
e) With your head under the bed-clothes?

10. Do you often dream that you are:
a) Falling?
b) Involved in a fight?
c) Looking for someone or something?
d) Taking your clothes off or with nothing on at all?
e) Flying or floating?
f) Do you dream rarely?
g) Or do you usually have nice, pleasant dreams?

Now check your score:

Points
1. a=2; b=4; c=6
2. a=6; b=4; c=7; d=2; e=1
3. a=4; b=2; c=5; d=7; e=6; f=1
4. a=4; b=6; c=2; d=1
5. a=6; b=4; c=3; d=5; e=2
6. a=6; b=4; c=2
7. a=6; b=2; c=4
8. a=6; b=2; c=7; d=3; e=5; f=1; g=4
9. a=7; b=6; c=4; d=2; e=1
10. a=4; b=2; c=3; d=7; e=5; f=6; g=1

What it means
• **Over 60**: Others see you as someone they should 'handle with care' — vain, self-centered and extremely dominant. They may admire you and wish they could be more like you, are certainly in awe of you, but they don't always trust you and hesitate to become too deeply involved with you.

• **From 51 to 60**: Your friends see you as an exciting, highly volatile, rather impulsive personality; a natural leader, quick to make decisions (though not always the right ones). They see you as bold and venturesome, someone who will try anything — well, almost anything — once; someone who takes a chance and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.
• **From 41 to 50:** Others see you as fresh, lively, charming, amusing and always interesting; someone who is constantly the center of attention, but sufficiently well balanced not to let it go to your head. They see you also as kind, considerate and understanding, someone who will cheer them up or help them out as the situation requires.

• **From 31 to 40:** Other people see you as sensible, cautious, careful and practical. They see you as clever, gifted or talented, but modest. Not a person who makes friends too quickly or too easily, but someone who is extremely loyal to the friends you do make and who expects the same loyalty in return. Those who really get to know you realize that it takes a lot to shake your trust in your friends, but, equally, that it takes you a long time to get over it if that trust is shaken.

• **From 21 to 30:** Your friends see you as meticulous and painstaking, perhaps a bit too fussy at times, ultra-cautious and ultra-careful, a slow, steady plodder. It would surprise them tremendously if you were ever to behave impulsively or do something on the spur of the moment. They expect you to examine everything very carefully from every conceivable angle and then, usually, decide against it. They see this sort of reaction on your part as being partly due to your careful nature and partly to indolence.

• **Under 21:** You are seen to be shy, nervous and indecisive, someone who needs looking after, who always leaves it to someone else to make the decisions and prefers never to get too involved with anyone or anything. They see you as something of a worrier, seeing problems which don’t exist and crossing bridges long before you come to them. Some people tend to regard you as dull and boring and it takes someone who knows you well to know that you are not. The trouble is that you permit very few people to get that close to you.

### 70 You and your image II

*Public images and private lives*
The image you project is not necessarily permanent. Many people want or have to change their image according to the situations in which they find themselves (Ladousse, 1983: 4).

a) With a partner, work out a list of ways in which you might like to change your own image.

b) **Role-play: the successful politician**
Before you begin the role-play, discuss what kind of character the politician is, what the political climate is, etc.

**POLITICIAN**
You are a candidate for an important election and have been told that your chances of success are compromised by your bad public image. You decide to consult a public relations agency to see how this can be changed.
PUBLIC RELATIONS CONSULTANT
You are interviewing a client who is a politician and who needs to change his or her public image before an important election.

**Useful language**
poise ambition
self-assurance lack of self-confidence
self-control the way you dress

**Talking about habits:**
You dress smartly, casually, seductively, badly.
You stand in a relaxed manner, stiffly.
You speak clearly, loudly, softly.
You look sure of yourself, unsure of yourself, ill at ease.
You walk briskly, slowly.
You gesticulate a lot. You don't gesticulate enough.

**Giving advice:** *(Here the advice becomes more and more direct.)*
Why don't you try wearing quieter colors?
You could have your hair restyled.
You should have your beard trimmed more neatly.
Try to be less obsequious

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71   **You and your image III**

**Popularity images**
Work in pairs. What is it that makes some people the life and soul of the party and others just plain bores? Think of someone you know and consider to be popular and try to work out just what the characteristics are that make him or her so charismatic. Are they the same qualities as those that make certain public figures popular (Ladousse, 1983: 7)?

72   **You and your image IV**

**Personal equation cards**
Write a description of yourself in such a way that it could be no other person you know. Describe ideas and personality rather than physical appearance. (This can be a good way of finding out if the group you are working in notices what you consider to be the most essential and unique aspects of your personality.) All the cards in the group are then collected in a hat or a box. After they have been mixed up one member of the group reads them out. The group has to identify who wrote each card. If the group thinks the card might belong to more than one person, or if anyone in the group says 'That's just like me', the author of the card must revise his or her description (Ladousse, 1983: 7).
Discussion
Is the image one projects only important in public life, or is it important in our relationships with our friends and families as well?
Do we pay too much importance to people's images?
Is it morally right that a politician should get more votes simply by appearing less tough or aggressive through training his or her voice and changing hairstyles?
Can one succeed — socially or in a job — if one has not got the 'right' image?
Is there anyone you have got to know and like despite a public image that you found unpleasant (Ladousse, 1983: 7)?

Mutual Impressions
Work in pairs. Choose as a partner someone you know fairly well or whose judgment you trust. First, work through the quiz by yourself. Answer the questions twice, once about yourself and once about your partner. When both you and your partner have finished, compare your results (Ladousse, 1983: 5-6).

1 How would the people you work with describe your role in the group?
   — a leader
   — everyone's friend
   — a mother/father figure
   — a good listener
   — a gossip
   - other

2 How would you describe your attitude to your work?
   — enthusiastic
   — compulsive: you can't stop
   — conscientious, but no more
   — a square peg in a round hole
   — frustrated; capable of doing other and better things

3 What is the atmosphere you create in a group?
   — warm
   — chilly
   — stormy
   — foggy
   — strictly from another planet

4 What sort of a boss would you make?
   — so-so
   — domineering
   — perfect
   — definitely not management material

5 Do you:
   — act your age
   — seem much. older
   — seem much younger?

6 How do you treat your superiors?
   — with respect
   — with kid gloves
   — as equals

7 How do you handle your inferiors?
   — you are condescending
   — you exploit them
   — you help them to get on
   — you fear the competition they may offer

8 How does work affect your personal life?
   — they are two separate worlds
   — they complement each other
work interferes with your personal life

9 How does your personal life affect work?
— you maintain two watertight compartments in your life
— home overflows into your professional life
— home gives you a firm basis from which to cope with the stress of work

10 How do you use opportunities?
— you jump at them
— you use them reasonably
— you are frightened by change
— you never notice them

11 How do you view confrontations?
— you are prepared to fight
— you give way immediately
— you welcome a chance for discussion
— you feel very uncomfortable

12 What first impression do you give?
— you are smart and know what you are doing
— you have a sense of humor
— you are fairly insignificant
— you are out to impress people
— interesting; people would like to know you better

How to score
You get 5 points for every answer about yourself that your partner agrees with. A score of 45 is remarkable. The answers on which you disagree will tell you a surprising amount about how you see yourself and how others see you. Any score below 35 calls for a reappraisal of your image. If you and your partner agree entirely, you either know each other extremely well or are completely predictable. In both cases you should perhaps be thinking of moving on to new challenges.

75 Telling the Future I

Palm Reading
It is not easy to read the lines on your hand itself. The best alternative is to make a photocopy. If you are under 35 and right handed, you should copy your left hand. If left-handed, copy the right hand. This hand mirrors the qualities that you were born with. If you
are over 35 the other hand should dominate for it is the hand that shows what you have done with these qualities.

Analyse the lines of your hand using the following information. Then compare notes with other students (Ladousse, 1983: 8-9).

THE LINES

1. **Life line**: a long, clear life line, with no breaks or irregularities, indicates a long life and good health. Don't worry if your life line is short - look at the first phalange of the thumb; if this is long, it shows a will that is strong enough to overcome health problems.

2. **Head line**: the length of this is a guide to intelligence. The longer the line (and it can be anything from half the width of the hand to almost the full width) the more intelligent you are. If the line is high and straight, you are practical and realistic; if it slopes gently, you are imaginative and creative.

3. **Heart line**: a short, shallow, straight line suggests problems in showing affection. A line that is long and generously curved suggests a loving nature. Small lines radiating from the heart line suggest flirtations and affairs. A red heart line indicates a passionate nature, whereas a very pale line indicates indifference.

4. **Intuition line**: this line is not always present. If you have it, it denotes a high degree of intuitive insight.

5. **Sun line**: if this line starts at the base of the hand and ends in the Mount of Apollo, it denotes prosperity. Starting at the Mount of Venus, it shows artistic flair. If it starts at the head line, success will come in the middle years; starting at the heart line, it promises happiness in later life.

6. **Fate line**: if the line starts at the wrist and continues up to the Mount of Saturn, it indicates success as a reward for hard work. If the line starts at the Mount of Luna, it means you seek the recognition of others.

7. **Girdle of Venus**: if present, it suggests sensitivity and enthusiasm.

8. **Ambition line**: the point at which this line diverges from the life line shows how early or late in life your ambitions will be realized.

9. **Marriage lines**: the position of these lines is a guide to when you will marry - the closer to the heart line, the sooner it will be.

THE MOUNTS (see diagram) can be flat, well-rounded or highly developed.

A. **Venus**: flat, it indicates poor health; well-rounded, it is a sign of good health and a warm heart; highly-developed, it suggests a high sex-drive.

B. **Luna (moon)**: flat, it indicates lack of imagination; well-rounded, it shows a love of travel and a sensitive, imaginative nature; highly developed, it can denote a strong, creative imagination, or over-sensitivity.

C. **Upper Mars**: if flat, you are easily led; well-rounded, it shows determination; highly developed, it suggests a quarrelsome nature.
D  Neptune: flat, it indicates communication problems; well-rounded, it shows an outgoing personality, highly developed, it denotes a good communicator.

E  Jupiter: flat, it suggests lack of ambition; well-rounded, it indicates self-confidence; highly developed, it shows a strong desire for power.

F  Saturn: flat, it indicates an orderly life; well-rounded, it shows a love of solitude; highly developed, it suggests antipathy towards other people.

G  Apollo (sun): a flat mount is a sign of a rather dull life and a lack of interest in culture; well-rounded, it indicates a cheerful nature and the ability to succeed at artistic or literary pursuits; highly developed, it can denote an ostentatious person, lacking in good taste.

H  Mercury: flat, it indicates gullibility; well-rounded, it denotes charm and quickness of thought; highly developed, it shows a materialistic streak.

J  Lower Mars: flat, it is a sign of cowardice; well-rounded, it indicates physical courage; highly developed, it shows fearlessness, but also cruelty.

flair: natural ability
gullibility: tendency to believe everything one is told
streak: a tendency in a person's character

76 Telling the Future II

Role-play: cross my palm with silver
Use the information you have learned about the interpretation of palm lines to role-play a professional palm reading (Ladousse, 1983: 10).

THE PALM READER
Describe your client's personality and predict his or her future. Give as precise details as you can.

CLIENT
Ask questions about your palm. Try to relate what the palm reader tells you to events in your life.

Useful language
Predicting the future:
You'll meet a tall dark stranger.
You won't be unhappy for long.
Ten years from now, you will be leading an interesting and creative life.
You will have overcome all the obstacles in your way by the time you are 40.

Talking about probability: (In these examples the chances of success get increasingly greater.)
It looks as if you might succeed in your job.
You are likely to succeed.
You are bound to succeed.
*Or:* There is no likelihood of your succeeding.

## 77  Telling the Future III

### Card fortune telling

Here is one way of telling someone's fortune with a pack of cards (Ladousse, 1983: 10-12).

Use a pack of 32 cards. If you only have an ordinary pack, remove the cards numbered 2-6. Shuffle well and cut with the left hand into 2 heaps (of equal or unequal size). Put the top card of each pile to one side. These cards are called the Surprise. Put the remaining cards into 1 pile and deal into 3 heaps of 10 cards each. These represent the past (left-hand heap), the present (center) and the future (right-hand heap). Spread the 10 cards of the first heap in a row from left to right. Read off the meanings of the cards using the list given below. Some of the meanings will need interpreting!

Repeat the same process for the pile representing the present. Repeat the same process for the pile representing the future. Finally, consult the Surprise to see what unexpected event is going to influence your life and fortunes.

Note: A *reversed* card is a card that is upside down. If you cannot tell this from your pack of cards because the printing is very regular you may have to mark one end with a pinprick or a dot.

### HEART VALUES

Ace: Good news, a house, a love letter; *reversed*, disappointment, removal, or a friendly visit
King: Kind-hearted, loving man of fair complexion; *reversed*, an uncertain, inconstant lover
Queen: A generous loving woman, fair; *reversed*, crossed in love and capricious
Jack: A pleasure-loving bachelor, a friend or lover; *reversed*, a lover with a grievance
Ten: Good fortune and happiness; *reversed*, changes, a birth
Nine: Success, the wish card; *reversed*, passing troubles
Eight: Love, invitations, thoughts of marriage; *reversed*, unreciprocated affection, jealousy
Seven: Contentment and favors; *reversed*, boredom and jealousy

### DIAMOND VALUES

Ace: Marriage offer, ring, bank notes; *reversed*, demand for debt, bad news
King: Fair or gray-haired man, widower; *reversed*, treachery and deceit
Queen: Fair woman, widow, a gossip; *reversed*, untrustworthy, a flirt
Jack: An official, a messenger; *reversed*, mischief-maker
Ten: Journey or removal, finance; *reversed*, misfortune
Nine: Anxiety, news; *reversed*, danger, family quarrels
Eight: Amorous, short journey; *reversed*, affections ignored
Seven: Child, unfriendly criticism; *reversed*, scandal, minor successes
CLUB VALUES
Ace:  Good luck, papers or letters bringing in money, or good news; reversed, ill news, delayed letter
King: A dark man, friendly and straight; reversed, worries and slight troubles
Queen: Dark woman, affectionate; reversed, undependable, perplexities
Jack: Athlete, clever, good lover; reversed, luck may change
Ten:  Ease and prosperity, journey, luck; reversed, sea voyage estrangement
Nine: Legacy; reversed, obstacles
Eight: The love of a dark man or woman, joy and good luck in consequence; reversed, documents causing trouble, litigation
Seven: Success with money; reversed, financial worries and losses

SPADE VALUES
Ace:  Satisfaction in love, high building; reversed, sorrow, death, disappointments
King: Widower, untrustworthy lawyer; reversed, a very dangerous enemy, impending evil
Queen: Widow, faithful friend; reversed, intrigue, treacherous woman
Jack: Doctor or barrister, bad mannered; reversed, deceitful, traitor
Ten:  Long journey, grief; reversed, slight sickness
Nine: Failure, financial or domestic; reversed, death of dear friend
Eight: Impending illness, sorrow; reversed, rejected affection, evil living, quarrels
Seven: A change for the worse, a resolution; reversed, accidents or losses

ill news: a more usual expression is bad news

78  A Matter of Taste I

Flair
Taste can very often be observed in the way people dress. The kind of person who always seems to have just the right clothes, clothes that suit both him or herself and the occasion, is said to have flair. Think of someone you know who has this quality (or who is totally without it) and describe him/her to your partner. Try and analyze just what the quality is through describing particular examples (Ladousse, 1983: 37).

Useful language
clothes sense  flawless last  fastidious
vulgar    flashy    cheap
fussy    smart    stylish
fashionable

Describing people. Physical appearance:
What a well-dressed/badly-dressed woman!
He's a very elegant man.
The way she walks is so inelegant.
She always wears such suitable/unsuitable clothes.
Her way of dressing is completely tasteless.
She's very graceful.
Describing people. Behavior:
She's a very well-mannered/ill-mannered person.
He's extremely polite/impolite.
He’s so courteous/discourteous.

79 A Matter of Taste II

The top ten
Work with a partner. Choose a set of people (politicians, the international set, famous wives, etc.). Make a list of the ten best-dressed men or the ten best-dressed women. Compare your list with the other lists in the class. Alternatively, make a list of ten least well-dressed men or women (Ladousse, 1983: 37).

80 A Matter of Taste III

Around the house
Although there may be some basic rules as to what constitutes good taste, there are also a lot of varieties of taste. People talk about classical taste, old-fashioned taste, modern taste, exotic taste, eccentric taste. Way people decorate their houses very often reflects their type of taste.
Find a photograph or a picture of an interior in which you recognize a taste that is radically different from your own personal or national style. Why is it different? What do you like or dislike about it? Explain your feelings in detail to a partner. Be precise (Ladousse, 1983: 37).

81 A Matter of Taste IV

The rules of good taste
Work in groups of four or five. Can you agree on a set of five basic rules of good taste:
a) for decorating a house?
b) for how to dress?
Compare your list with the criteria of other groups (Ladousse, 1983: 38).

82 A Matter of Taste V

Colors
Does everyone react to color in the same way? Do preferences for one color or another reflect a person's psychological make-up? Does the value attributed to color simply reflect cultural rules? Try one of these simple experiments and see if you can reach any conclusions. Work in groups of four or five.
a) Each group makes a set of colored cards: gray, blue, green, red, yellow, violet, brown, black. Lay the cards out one by one. Each person describes the feelings that the color arouses in him or her. Contrasts between the colors and combinations can also be discussed.

b) Each group collects a set of postcard reproductions of paintings, each with a strong single color element. The cards are circulated round the group. Each student notes down his or her reactions to the colors in the paintings, ignoring for the moment the compositional or thematic elements of the painting. There is no discussion at this stage. When all the cards have been examined by every member of the group, impressions are compared. The relationship between the colors and the themes of the paintings can also be examined (Ladousse, 1983: 38).

**A Matter of Taste VI**

**Role-play: the interior decorator**

With your partner, each of you play one of these roles and then switch roles (Ladousse, 1983: 38-39)

**THE CLIENT**

You want to redecorate your house/apartment. You are discussing the problem with an interior decorator. You describe your living accommodation as it is at the moment, its advantages and disadvantages and what you would like to change. You have some quite definite ideas yourself and you are a little worried that the interior decorator's suggestions are too wild for you and may go out of fashion quickly. You do not think that his suggestions about color schemes take your own personality and taste into account.

**THE INTERIOR DECORATOR**

You are seeing a client about redecorating his home. You listen to his or her ideas but try to impress him or her with your own modern and daring conceptions of design. You have, for example, very definite idea about the use of color.

**Useful language**

**Stating purposes:**
- We'll use cherry red paint to give an illusion of warmth.
- We'll use the same color throughout to give a sense of unity.
- We'll put in big mirrors for more light and to make the rooms look bigger.
- We'll use a simple design to create a calm atmosphere.

**Expressing doubt:**
- Will you really be able to make the rooms look bigger?
- We hardly need mirrors in every room, do we?
- I dare say you're right about the red paint, but I think I'd prefer white.
84  **A Matter of Taste VII**

**Swap-a-house holidays**
You have just joined an association, which will enable you to have cheap holidays anywhere in the world by exchanging your accommodation with people who want to come to your country. The association has asked you to write a short description of your own home for their bulletin. You should not only describe the number of rooms, etc., but also indicate the style and atmosphere (Ladousse, 1983: 39).

85  **A Matter of Taste VIII**

**Discussion**
With your partner, ask and answer each of these questions (Ladousse, 1983: 39).

- Does it matter if you have taste or if you haven't?
- Can taste be acquired or is it inborn?
- What is your taste in other areas — music, painting, the opposite sex?
- Are there national differences in taste?
- Are there historical differences in taste?

86  **Honesty I**

**White lies**
A white lie is a lie that is considered to be justified, or even praiseworthy, if it is in the interests of the person or people to whom it is told. For example, to avoid offending someone, you might invent a reason for not accepting an invitation to a party that you don't want to go to, or you might admire a friend's new clothes when in fact you think they are frightful. Work with a partner.

a) Compile a list of situations in which you think a white lie would be justified.

b) Recall occasions on which you have told a white lie and explain why it was justified (Ladousse, 1983: 15).
Honesty II

More or less honest
Is there a scale of dishonesty? Make a list of dishonest acts and consider whether they are all equally bad for you or if some are worse than others. Compare your list with somebody else's (Ladousse, 1983: 15).

Useful language
Classifying activities:
- omitting certain bits of income on a tax return
- reading other people's letters
- buying a dissertation to obtain an academic qualification
- cheating at cards
- cheating in an exam
- shoplifting small items
- claiming more than you spent on an expense account
- turning the milimeter back when selling a car
- travelling on the underground without a ticket
- taking home stationery from the office

Honesty III

Tell me a tale
a) Work in groups or five or six. Each member of the group tells a story that is either completely true or completely false. The other members of the group must decide whether they think the story is true or not.
b) Work in groups of three. Choose an incident that happened to one of you (a meeting with a famous person, an unusual event, an exciting occasion).
Prepare three versions of the story, the real one and two fake ones. Each person tells their version to the rest of the class which must decide who is telling the truth.

How often were you right? What criteria were you basing your judgments on (Ladousse, 1983: 15)?

Honesty IV

Role-play: the truth is hard to tell
Role play with your partner, then switch and play the other part (Ladousse, 1983: 16).
Sometimes the truth is difficult to tell and sounds better if embellished. Pick one of the following situations and build up a short scene, trying to make the truth sound less unpleasant than it is. You will need a few minutes to decide on your strategy: hedging, rapidly changing the subject, presenting other advantages, making promises and so on. The person on the receiving end will also need to decide on his or her attitude.
A student announces his or her failure of exams for the second time running to a not-so-understanding parent.

A husband or wife returns home late from work for the third time in a week to be greeted by a suspicious spouse.

You had agreed to go on holiday with a friend. At the last minute you decide not to go. You break the news to your friend, knowing that you have probably ruined his or her holiday.

You have promised to pay back some money you borrowed from a friend by a certain date. You know he or she needs the money but you cannot honor your promise.

Useful language
Apologizing, hedging:
Look at the language used in this one-sided telephone conversation.
Hello, Mary, this is Dick. Look, you know that weekend we planned in Venice? Well, um, you see, it's like this. I'm afraid I can't make it.

No, really, I'm terribly sorry but I can't come after all.

I'm frightfully sorry, honestly, but something has come up at work and the boss is putting the pressure on.

Anyway, we weren't absolutely set on going this weekend, were we? And in any case I'm a bit broke at the moment. Besides, it will be so much warmer if we go in the spring.

And by the way, the boss is promising a rise in salary, a kind of promotion or something, if I get a few new contracts.

I promise I'll make it up to you, I really will.

90    Honesty V

Surprise quiz
Answer these questions. Work by yourself. You will find out what the object of the test is - and what it has to do with honesty - when you come to look at the answers (Ladousse, 1983: 17).

DIRECTIONS If on the whole you agree with a statement, check TRUE. If you disagree with a statement, or consider it doubtful, check FALSE.

1      Sometimes anger makes you do things you would not do otherwise TRUE  FALSE

2      If someone cheats you, you never let him get away with it TRUE  FALSE
3 When someone smokes illegally in a theatre or train, you usually see to it that he is stopped
TRUE FALSE

4 You have never violated any of the laws of our community
TRUE FALSE

5 Usually you tend to avoid people who do not like you
TRUE FALSE

6 You sometimes read comics, detective stories or other low-brow' writing with enjoyment
TRUE FALSE

7 You are not inclined to like people simply because they like you
TRUE FALSE

8 When people are less fortunate than yourself, you usually do something to help them
TRUE FALSE

9 Being interested in literature) you manage to read most of the good books published each year
TRUE FALSE

10 You are inclined to dislike a person when that person dislikes you
TRUE FALSE

11 Sometimes you feel a bit ‘blue’ or depressed
TRUE FALSE

12 You have at least some idea of the meaning of the word PRETORATORY
TRUE FALSE

13 On occasion you have seized a choice tit-bit at dinner, although you knew somebody else might have wanted it
TRUE FALSE

14 At times you pretend to know more than you do
TRUE FALSE

15 When going to the movies with friends, you sometimes want them to attend a picture you prefer rather than one, which they prefer
TRUE FALSE

Now check your score as follows: You get one point for each answer that agrees with those given below, average score of 10.
1 true 6 true 11 true
2 false 7 false 12 false (no such word exists)
3 false 8 false 13 true
4 false 9 false 14 true
What this test means

If this test were to be marked by someone other than yourself, a low score could be interpreted to mean that you make a habit of ‘lying to win approval’-a common social fault. Since you do all the marking and are your own judge, however, a low score here would more likely signify that you often lie to yourself. Conversely, a high score would probably mean that you are inclined to face issues squarely instead of ‘kidding yourself’.

91  
Brain Fever I

Pure logic
Work with a partner to answer these brain teasers (Ladousse, 1983: 41,102).

1 In a certain African village there live 800 women. Three per cent of them are wearing one earring. Of the other 97 per cent, half are wearing two earrings, half are wearing none. How many earrings altogether are being worn by the women?

2 A logician with some time to kill in a small town decided to have his hair cut. The town only had two barbers, each with his own shop. The logician glanced into one shop and saw that it was extremely untidy. The barber needed a shave, his clothes were unkempt, his hair was badly cut. The other shop was extremely neat. The barber was freshly shaved and spotlessly dressed, his hair neatly trimmed. The logician returned to the first shop for his haircut. Why?

3 A secretary types four letters to four people and addresses the four envelopes. If she inserts the letters at random, each in a different envelope, what is the probability that exactly three letters will go into the right envelopes?

4 If you took three apples from a basket that held 13 apples, how many apples would you have?

5 If nine thousand, nine hundred and nine dollars is written as $9,909, how should twelve thousand, twelve hundred and twelve dollars be written?

6 A chemist discovered that a certain chemical reaction took 80 minutes when he wore a tweed jacket. When he was not wearing the jacket, the same reaction always took an hour and 20 minutes. Explain.

7 A customer in a restaurant found a dead fly in his coffee. He sent the waiter back for a fresh cup. After a sip he shouted, "This is the same cup of coffee I had before!’ How did he know?

8 ‘I guarantee,’ said the pet-shop salesman, ‘that this parrot will repeat every word it hears’ A customer bought the parrot but found it would not speak a single word. Nevertheless, the salesman told the truth. Can you explain?
Answers:
1 Three percent are wearing one earring. Among the 97% with half wearing 2 earrings and half none, then all are averaging one earring. Thus, of 800 women there should be 800 earrings.
2 Each barber must have cut the other’s hair. Pick the barber who gave his rival the better haircut.
3 Nil. If three letters match the envelopes then the fourth should as well.
4 Three apples.
5 $13,212.
6 Eighty minutes is the same as one hour and twenty minutes.
7 The customer had sugared his coffee before he found the fly.
8 The parrot was deaf.

Do you know any similar problems of logic? If so, write them down and try them out your partner.

92 Brain Fever II

A famous puzzler’s logic
Lewis Carroll, the author of the famous children's book, *Alice in Wonderland*, earned his living as a lecturer in mathematics at Oxford, and was also extremely interested in puzzles. The ones that follow are taken from his book *Symbolic Logic*. Draw conclusions from the statements made. Write down the answers. Make sure you have written a proper sentence (Ladousse, 1983: 42,102).

A
1 Babies are illogical;
2 Nobody is despised who can manage a crocodile;
3 Illogical persons are despised.

B
1 My saucepans are the only things I have that are made of tin;
2 I find all your presents useful;
3 None of my saucepans is of the slightest use.

C
1 No potatoes of mine, that are new, have been boiled;
2 All my potatoes in this dish are fit to eat;
3 No unboiled potatoes in this dish are fit to eat.

D
1 Everyone who is sane can do logic;
2 No lunatics are fit to serve on a jury;
3 None of your sons can do logic.

E
1 No experienced person is incompetent;
2 Jenkins is always blundering;
3 No competent person is always blundering.

F
1 No one takes in *The Times* unless he is well-educated;
2 No hedge-hogs can read;
3 Those who cannot read are not well-educated.

G
1 All puddings are nice;
2 This dish is a pudding;
3 No nice things are wholesome.

H
1 All the old articles in this cupboard are cracked;
2 No jug in this cupboard is new;
3 Nothing in this cupboard, that is cracked, will hold water.

*blundering:* making clumsy mistakes

*wholesome:* good for you

**Answers.**

A  Babies cannot manage crocodiles.
B  Your presents to me are not made of tin.
C  All of my potatoes in this dish are old ones.
D  None of your sons are fit to serve on a jury.
E  Jenkins is inexperienced.
F  No hedge-hog takes in *The Times*.
G  This dish is unwholesome.
H  No jugs in this cupboard will hold water.

**93 Brain Fever III**

**Brain of America contest**
This is a radio competition, which is won by the contestant who can answer correctly more obscure factual questions than the other contestants.
Each student provides one or two general knowledge questions written on a slip of paper. The questions are collected. The class chooses a question master and a few contestants. This can be done by voting or by picking names out of a hat. The question master picks out the slips of paper at random and asks the contestants questions in turn. A contestant gets two points for every question he or she answers right. If he or she cannot answer the question, the points go to the first of the other contestants to come up with the right answer (Ladousse, 1983: 43).
Brain Fever IV

Role-play: the Brain of America
Role play with your partner, then switch and play the other role (Ladousse, 1983: 43). This year's winner is being interviewed by a journalist.

B.R. HAYNE
You have just won the Brain of America contest for the third time running. You are being interviewed by a journalist about how you have managed to acquire so much knowledge. You will also be asked for advice for young hopefuls.

LES POWER
You are a journalist who is interviewing B.R. Hayne about his/her repeated successes in the Brain of America contest. You are sure that he/she has some special secret that you are determined to elicit. You also ask him/her for advice for young contenders who are entering the contest for the first time.

Useful language
Making recommendations:
If I were a youngster nowadays. I'd be much more systematic than I used to be.
He/she would have no chance of success unless he/she were prepared to work very hard.
If a youngster is looking for success, he/she will find it through persistence and hard work.
If I were a youngster preparing for the contest. I'd read a chunk from an encyclopedia every day.

Brain Fever V

The brain age
Some people say that brain power declines with age. Others claim that we have more cells in our brains than we could ever use and that it is lack of practice rather than lack of ability that makes our mental performance decrease. Poets have been said to produce their best work between 25 and 30, scientists between 30 and 34, medical men and philosophers between 35 and 39 and fiction writers between 30 and 45. But these figures are just averages. Make a list of all the exceptions you know. Use examples from your private life as well as public figures. Discuss your list with a partner (Ladousse, 1983: 43).
Superstitions I

Your superstitious beliefs - a quick check
Do this quiz with a partner (Ladousse, 1983: 48).

1. Do you believe it is unlucky to walk under a ladder?
2. When you tell someone about something that you hope is going to happen, do you ever touch wood or cross your fingers, or do you feel a strong urge to do so?
3. Are you the slightest bit bothered by the number 13?
4. Have you got a lucky number?
5. Do you read your horoscope regularly?
6. Have you ever consulted a fortune teller, palmist, etc?
7. Have you ever thrown a coin into a wishing well?
8. Have you ever made a decision after consulting a deck of cards, playing patience, etc?
9. Is there a particular day of the week, which is lucky or unlucky for you?
10. Have you ever changed your plans because of a dream?
11. Have you any kind of talisman or lucky object?
12. Do you believe in any other superstitious customs of your own country?

Score:
Points— For every no (0); For every yes (2); For every doubtful answer (1)

Analysis
- Less than 4: You are very hard-headed and have virtually no trace of superstitious tendencies or beliefs. This is very unusual. Are you sure you answered the questions honestly?
- Between 4 and 12: This is a very low score and suggests you are a very practical person and perhaps in a profession where facts and figures are more important than hunches and inspirations.
- Between 12 and 24: People in this bracket usually have a good mixture of skepticism and flexibility in the way they relate to the unexplained areas of experience. For you, the superstitions of today may well be the facts of tomorrow.

Superstitions II

Supernatural Conversation
Divide into groups of four, making two partners in each group. One person from each partner read one each of the following articles. After reading tell the others about the article you read. The other students may ask questions, then discuss (Ladousse, 1983: 50-51).

The Bermuda Triangle
Flight 19 should have been routine. It was a normal training flight from the Naval Air Station at Fort Lauderdale, Florida—5 TBM Avengers, torpedo bombers equipped with excellent navigational and radio equipment.
One plane had a crew of 2; the others had 3 men each. Their planned course was a triangle — 160 miles east, 40 miles north, then southwest back to the base.
The first sign of trouble came after 1½ hours. By that time, they should have returned to base. Instead, there was a weird radio message from the flight commander, 'Calling tower. This is an emergency. We seem to be off course. We cannot see land . . . (REPEAT) We cannot see land.'

When asked for their position, he said, 'We are not sure of our position. We can’t be sure of just where we are. We seem to be lost.' Then, when told to head due west, he radioed, 'We do not know which way is west. Everything is wrong . . . strange. We can't be sure of any direction. Even the ocean doesn't look as it should.'

At 4:25, the last message came, 'Not certain where we are . . . about 225 miles northeast of base . . . Looks like we are —'

A Martin flying boat with a crew of 13 men took off to begin a search for the missing planes. Five minutes later, it vanished. Six planes were inexplicably lost.

The Loch Ness Monster
Since W.W.II. the monster has been taken very seriously. In October, 1954, the passengers on a bus driving by the lake were able to observe the monster for 10 minutes as it surfaced not more than 100 yards away.

In December, 1954, a fishing boat was crossing the lake when its echo-sounder began to chart something swimming at a depth of 540'. It was recorded as a creature with a small head on a long neck, 8 short legs, and a 15' tail. It measured about 50' in length. Experts who analyzed the chart said it was a living thing.

Four years later, the British Broadcasting Company, attempting to produce a program about the monster, recorded an object on the echo-sounder that moved 12' deeper, then disappeared at 60'. Two days after, 4 men riding by on a bus saw humps emerging in the same spot; there was a big wash as the humps submerged.

You may also discuss other international mysteries (Atlantis, UFO's, etc.) or local mysteries.

Useful language
Talking about certainty and doubt:
There must be something in it.
There can’t be any truth in such a story.
It can’t have been a real animal.
Something must have happened to start the rumor off.
It couldn’t have happened like you say it did.
It may just have been collective hallucination.
It might really have happened.

98 Superstitions III

Hitting the Headlines
Write a short account of a UFO spotting for the local newspaper. Give Details of the UFO itself, the witness and so on. Don’t forget the headline (Ladousse, 1983: 53).
The ‘night’ side of life
Look at this list of types of dreams. Check off each type that you can remember dreaming. Work with a partner. Every time you answer yes, describe the dream in that category to him or her (Ladousse, 1983: 53-55).

<table>
<thead>
<tr>
<th>Types of dreams</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>1 Dreams in which you fine you can fly or float in the air.</td>
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<td>2 Dreams in which you feel very anxious about something.</td>
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<td>3 Dreams about the sea.</td>
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<td>4 Dreams about the future which came true.</td>
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<td>5 Recurring dreams.</td>
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<td>6 Dreams about finding money.</td>
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<td>7 Dreams in which you discover the ‘secret of the universe’ or some similar revelation, only to forget it on walking.</td>
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<td>8 Dreams about famous people, politicians, film stars, etc.</td>
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<td>9 Dreams featuring scenes of violence.</td>
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<td>10 Dreams about falling.</td>
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<td>11 Dreams in which you are being chased.</td>
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<td>12 Dreams in which you are in a strange or unknown house.</td>
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<td>13 Dreams in which you are at a party or social gathering.</td>
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<td>14 Dreams in which your teeth are breaking or falling out.</td>
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Are these dreams common? Are they normal? Read on and find out.

1 Dreams about flying or floating in the air are often considered to be related to an unconscious wish to escape from something. They are in fact reported by about 50% of dreamers.

2 Anxiety dreams are among the most common types reported and are particularly common among women (78%). Only 63% of men experience them.

3 Dreams about the sea, which are reputed to have a sexual interpretation by the Freudians and to represent the unconscious mind by Jungians, are very common indeed. Again, however, women (40%) are far more likely to experience them than men (27%).
4 Dreams about the future, which come true, are very frequently reported though it is fair to say that scientists are very doubtful about whether these are simply coincidence or genuine peeps into the future. Almost 30% of people believe that they have had at least one such dream.

5 Recurring dreams are very common - 70% of people reporting them on average. In most cases recurring dreams are of a vaguely unpleasant kind and are almost certainly caused because the individual has a problem of a significant kind which he is unable to resolve in his waking life. The solving of his problem almost always leads to the disappearance of the recurring dream. Women are more likely to have recurring dreams than men.

6 This is a relatively common dream, often experienced by people when their finances are tight. Typically it involves finding coins showering from a slot machine or picking them up in great profusion from the ground. About a quarter of men have had this dream, but only 15% of women. This presumably relates to the fact that money matters are more likely to preoccupy the male than the female.

7 Dreams of this kind, which may be either pleasant or unpleasant, are often associated with recovery from a general anesthetic after having a tooth out or an operation. Such dreams, which are very hard to explain, are in fact surprisingly common with about 17% of people having had them.

8 Women are more likely to dream about famous people, politicians, pop stars and the like (33%) than men (27%). One very common dream, which almost certainly falls into the wish fulfillment category, is when people report that they are actually meeting famous people in their dreams.

9 Dreams featuring scenes of violence are, perhaps predictably, much more common among men (50%) than among women (44%). However the differences are not very great. Perhaps men are simply more likely to talk about violent things and it must be remembered that women are often the most ardent fans of TV Westerns and wrestling programs.

10 Dreams about falling are very common with about a 75% scoring on average. The most frequently reported is one in which typically, one 'trips over something,' stumbles or falls and wakes up with a jump. Psychologists now believe that these dreams do not necessarily have an great emotional significance but are merely due to muscular spasms which take place on the threshold between consciousness and sleep.

11 Over 70% of people have dreamed that they were being chased or pursued by something, and often in the dream they find themselves unable to flee for one reason or another. These often occur during periods of great anxiety and may be related to frustrating situations which are frequently occurring in their waking life.

12 A very curious and common dream (31%) is one in which the sleeper finds himself wandering in a strange house full of empty rooms. The psychoanalytic interpretation that this is a disguised sexual dream is not generally accepted today and the present feeling is that this is another
class of anxiety dream which reflects a general uneasiness in waking life. Often in such dreams one is looking for something which one never finds and is conscious of a pervading sense of worry.

13 About 31% of people have this dream, and it may take principally two forms. In one, the dreamer is happy and enjoying himself in the group. In the other he is ill at ease. Such dreams tend to relate to such personality variables as extroversion and introversion.

14 This bizarre dream, which may take a number of different forms, may also have a number of different explanations. In psychoanalysis the loss of the teeth is presumed to denote a loss of sexual potency or a fear of such loss. Some psychologists however believe that it is a memory dream referring back to that significant period in your baby life when teeth fell out. A third explanation is that you are suffering from low level toothache which is not enough to get through to the conscious mind but which trickles through into your dreams.

Who dreams about what in your class? Do a class survey and see if it reflects the percentages given in the questionnaire. If your class is mixed, are the male/female percentages respected? What do you think about the sex differences given in these descriptions?

100 Superstitions V

Discussion
With a partner answer each of the following questions and discuss (Ladousse, 1983: 56).

What are the sources of superstition?
What do you know about superstition throughout history?
Does progress mean that superstition will disappear?
Are women more superstitious than men?
How subjective is spatial, visual and auditory perception?
How does the subconscious influence perception?
Are some societies more geared to the subconscious and supernatural than others?
What do you know about hallucination?
What do you know about hypnosis?

101 Family I

Your childhood
Do this quiz. Work with a partner (Ladousse, 1983: 72-73,103).

1 Which of these conditions is closest to those that prevailed in your home?
a) More or less total confusion with everyone doing more or less what they wanted, making as much noise as they liked.
b) A certain amount of noise and confusion, but period of quiet and discipline at certain regular times, for example mealtimes.
c) Periods of order which slid into confusion until brought together by a burst of parental discipline.
d) A quiet disciplined house. Everybody let off steam elsewhere.

2 Which of the following is closest to the situation in your house as far as watching the television was concerned?
a) The TV set was on the whole time whether people were watching it or not.
b) TV viewing was confined to a few programs each day and those programs were specifically selected.
c) There was no TV in the house.

3 In your family did you:
a) Have leisure activities that you shared as a family?
b) Each have your own leisure activity that you pursued individually?
c) Have no particular leisure activities?

4 As a child did you:
a) Get regular pocket money?
b) Earn money for doing jobs around the house?
c) Get money from your parents according to your needs and whenever you asked for it?
d) Have no pocket money at all?

5 Did you go to bed:
a) At a regular bedtime?
b) At a regular bedtime with exceptions for special occasions?
c) Whenever you liked?

6 What were the eating habits in your family?
a) Mealtimes were regular and social occasions.
b) Mealtimes were chaotic and rushed. Everybody ate when and where they liked, helping themselves out of the refrigerator.

7 Who did the house-work, shopping, cooking, etc?
a) Your mother.
b) Your mother and father more or less equally.
c) The whole family participated.
d) A maid did everything.

8 If you behaved badly, were you:
a) Reprimanded severely? Given any kind of corporal punishment?
b) Punished in any other way
c) Not reprimanded at all?

9 With your parents, did you:
a) Talk about any subject under the sun?
b) Talk about most things, except one or two taboo subjects such as sex?
c) Not communicate freely on most subjects?
10 In your home, were other people, family and friends:
  a) Always welcome?
  b) Sometimes welcome?
  c) Never welcome?

Score:
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<th>Question</th>
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Analysis
35—50: Your family life was easy-going and free of constraints. This is in line with the modern theory of upbringing, in which self-fulfillment is considered more important than restraint. However, overindulgent or over-lenient parents are sometimes just the kind of people who cannot cope with family life or who are too busy elsewhere to be very much concerned with what goes on at home.
20—35: This score reflects a balanced and reasonable family life. You were probably not allowed to get away with just anything as a child, but had understanding and caring parents who put a great deal of thought into creating a happy home environment.
less than 20: This score suggests a fairly severe and austere family background. However, it may just be a sign of a more traditional upbringing, for fashions in child-rearing have changed considerably over the last 20 or 30 years.

102 Family II

Family relationships
Divide the class up into four groups, according to their position in the family: eldest, youngest, middle or only child. Each group discusses what it was like having that particular role in the family. Try to remember precise events which reflect parental attitudes, relationships with brothers and sisters, etc (Ladousse, 1983: 73).

103 Family III

What is a friend?
Is a friend someone to talk to? Someone to play tennis with? Someone to rely on?
Make a list of the most important qualities of your friends. Work with a Partner (Ladousse, 1983: 77).
Useful language
Talking about people:
Someone to share your leisure interests with.
Someone to spend your holidays with.
Someone you can count on.
Someone interesting.

104  Family IV

Role-play: famous friends
Role play with a partner, then switch and play the other role (Ladousse, 1983: 77).

ALEX PATTERSON
You have a friend who has just become very famous — decide who he or she is; a sportsman, musician or writer, for example. You are being interviewed by a journalist about your friend whom you admire greatly.

JOURNALIST
You are interviewing Alex Patterson about a friend of his or hers who has just become very famous. Before you start, agree upon the basic profile of the friend.

Useful language
Talking about people:
He / she is much admired for his / her professionalism.
He / she is keenly interested in everything his / her friends do.
His / her generosity is widely-known.
His / her generosity is widely-known.
He / she is a very good-natured person.
He / she is always well-intentioned, even when he / she makes a blunder.

105  Family V

Somebody special
Most people have somebody special in their lives. How well do you know that person in your life? Do this quiz, with that special person (spouse) if you can. Then correct each other's work (Ladousse, 1983: 78):

1  What book has your spouse read most recently?
2  Can you list every pet your spouse has owned, including childhood family pets?
3  For whom did your spouse vote in the last general election?
4  What is your spouse's shoe size?
5  Did your spouse collect anything as a child? What?
6  What is your spouse's favorite fruit?
7  Who is your spouse's best friend?
8. What household chore does your spouse hate most?
9. Does your spouse remember where you went on your first date together?
10. Does your spouse weigh him/herself at least once a week?
11. What was your spouse's first job? (Include part-time jobs as a youngster.)
12. Who's your spouse's favorite relative, outside the immediate family?
13. Who's the least favorite?
14. What's your spouse's shirt/dress size?
15. If your spouse could choose any car in the world, which would it be? (A bonus point if you know the color.)
16. How often does your spouse wash his/her hair?
17. If your spouse was limited to one television program a week, what's the one he/she couldn't do without?
18. What's your spouse's favorite restaurant?
19. What item of clothing did your spouse most recently buy for him/herself?
20. Can your spouse recite his/her car registration number?

"Spouse' according to the dictionary means husband or wife. It has been left in this quiz to avoid the complicated terminology that refers to life companions' or 'girl/boyfriends' in modern American society.

**Scoring**
Above 18: Very impressive.
14—17: Not bad, but pay more attention.
Below 14: Better consider a crash course; you're not paying attention.

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**106 Left, Right and Center I**

**Your opinion**
This quiz is designed to test your social attitudes. Work through it with a partner. For each statement mark ++ if you strongly agree, + if you tend to agree, o if you have no particular opinion, — if you tend to disagree and - - if you strongly disagree (Ladousse, 1983: 80-81,104).
1. People should not be able to obtain a better education or better medical care for their families by paying for them
2. Blood sports, like fox-hunting, should be made illegal
3. Homosexuality should never be treated as a crime.
4. All young men and women should undergo a period of military training, even in peacetime.
5. Capital punishment is a deterrent to would-be murderers.
6. Soft drugs like marijuana should be made legal.
7. People who live in a welfare state tend to lose all sense of initiative
8. There is nothing wrong with people living together before they are married.
9. In certain circumstances, censorship of the press, literature, films, etc. is justifiable.
10. Trade unions are a hindrance to industrial progress.
11. A person should be entitled to take his or her own life without society interfering, if he or she wishes to do so.
12. Royalty and nobility are incompatible with democracy.
It is unfair that some people inherit vast incomes while other people have to work for a living.

Most strikes are the result of bad management.

It is normal that the police should tap telephones when investigating a crime.

Young people with beards and long hair are unpleasant to look at.

Human nature being what it is, war is unavoidable.

There is nothing wrong with fare-dodging on a bus or train if you can get away with it.

All kinds of discrimination against colored races, Jews, etc., should be illegal and severely punished.

Men are not created equal. Therefore social inequality is inevitable.

fare-dodging: avoiding the payment of the fare

Score:
Questions – 1,2,3,6,8,11,12,13,18,19: +++=5;+=4;0=3;-=2;--=1
Questions – 4,5,7,9,10,14,15,16,17,20: +++=1;+=2;0=3;-=4;--=5

Analysis
85—100: You are on the extreme liberal end of the social scale. Your strong ideals probably make you an active supporter of human rights movements and lead you to defend the underdog. However, your view of society may lean a little too far towards the permissive and libertarian to be practicable.

40—85: Your ideals are still showing, but your feet are firmly on the ground. You have a realistic attitude to the actual workings of the social machine without wanting to interfere too much with individual freedom. You maintain the balance between the radical and conservative tendencies that are present in all of us.

Less than 40: You are likely to be extremely right-wing and have a strong authoritarian streak. You are a great believer in law and order, something of a traditionalist and not prepared to change your attitudes very easily.

N.B. This analysis is valid for American society at the close of the millennium. Your own score may reflect the more liberal or more conservative society in which you live, and should be adjusted accordingly.

107 Left, Right and Center II

Social reform
Make a list of the ten most urgent measures for social reform in your own country. If you are working in a group, do this in three stages (Ladousse, 1983: 81).

a) Have a brain-storming session in which all ideas are noted down by the group leader. The wilder the ideas the better, and no criticism is allowed.

b) The group decides on the ten measures to be retained and the order in which they should be classified. The other suggestions are eliminated.

c) Compare your list with other groups.
108  Left, Right and Center III

Speaker’s Corner
As you walk past Central Park in New York you may see people speaking out on subjects that are dear to them. They are allowed to say what they like about whom they like. Freedom of speech is sacred. People sometimes talk about important political issues, such as unilateral disarmament or the preservation of the environment, and sometimes about more minor matters such as licensing hours in pubs, the price of a dog license, the legalization of soft drugs, etc.

In groups of six or seven, make your own Speaker's Corner. Form a semi-circle. Place a vacant chair in front of the group. Any member of the group is allowed to get up and sit in the empty chair and speak on the subject of his or her choice. A time limit may be set (Ladousse, 1983: 82).

109  Left, Right and Center IV

A debate
Debating is a popular activity in American schools and universities. It is a formal exchange of views on a subject, and an attempt on the part of the speaker to convert other people to his or her own point of view. A debate is carried out in the following way (Ladousse, 1983: 82):

A motion is set, for example: 'This house believes that censorship in the arts can never be justified'.
Two people volunteer to propose the motion, and two people to oppose the motion.
The speakers each prepare a two-minute speech. They speak alternately, beginning with the proposer. The other speakers may of course have to modify what they say according to what the previous speakers have said.'The house', or the public, is allowed to ask questions and finally a vote is taken to see who has argued more convincingly.
Carry out a debate on one of the following subjects:
- The freedom of the press should be absolute.
- Easy divorce is a threat to the stability of society.
- The death penalty is a primitive ritual and should be abolished.

110 Left, Right and Center V

Letter writing
One way in which people express their social attitudes is by writing to newspapers. Look at these examples, and write a similar letter on a subject about which you feel strongly. Then read the letter to a partner and discuss (Ladousse, 1983: 82-83).

I hope I am not the only one of your readers to be appalled by Gillian Jones’ description of how she was mugged in Los Angeles (last week). It seems obvious that prison sentences do not deter the violent criminal. Capital punishment may not deter murder are complex and often clouded by extreme emotion. By contrast, mugging is a mean and calculated crime. I suggest that the potential mugger, who is probably a coward, would be deterred by the prospect of a whipping followed by a short period, not in prison, but in a special hospital.

It does not require much imagination to think of more drastic and completely effective ways of deterring any second offenders. The punishment of violence by greater violence may seem brutal, but surely it is justified if this is the only way to protect the physically weaker members of society from the brutality of thugs.

Irvine J. H. S. Lang

Sir, We spend around $1,000 million a year on the results of family. The Government grant to the National Marriage Guidance Council is nowhere near $1 million. Even a doubling of this would enable far more to be done: in wider research into those social and personal changes which help or hinder family life; an education program with schools and other organizations to overcome the lamentable lack of preparation noted by A.J. Brayshaw; a substantial increase in the number of counselors.

It is the children of broken or inadequate homes who go on to find the most difficulty in making happy and lasting relationships. Do we want to see these patterns of breakdown reproduced until our supremacy in the divorce stakes is assured.”

Donald Godden. National Marriage Guidance Council, San Francisco

Sir, One would have thought that the cause of Miss Lindi St. Claire, the New York prostitute, is one our Women's 'Libbers would embrace. She herself makes it clear that she is not an exploited female, the object of men's lusts, but an enterprising provider of humane services to the weaker members of the male sex. Yet what is virtually a social service, and certainly the oldest known to civilization, is treated with that specific hypocrisy for which Americans are infamous.

How different from the German code of conduct. Hamburg's red light district, is regarded by the local authorities as a genuine place of business. The kindly ladies who spend their working hours there pay income tax, and receive the allowances which are their due. At the end of the day, they leave their “offices” and return to apartments in respectable buildings in the residential areas of the city.

Since prostitution is a trade, which it is impossible to abolish, is it not more civilized to control it, than to close one's eyes to reality, and to pretend that it does not exist? This view
may be regarded as a "foreigner's" shocking opinion, but as we are part of the Western Community, it is hard to understand why we should spurn the "mores" which other members find acceptable.

J.L. Peters Boston

111 20 Things I Would Like to Do

Step 1: The students are asked to write a list of 20 things they would like to do. These can be ordinary activities like eating a lot of ice cream or more exotic dreams like going for a trip in a balloon. Students should jot down anything that comes to mind, writing the activities one under the other. These lists remain private.

Step 2: The students are asked to code their lists by putting one or more of the following symbols in front of them:

$ The activity is expensive
WF if the activity involves other people (WF= with friends)
A if they would do this on their own (A = alone)
M or F if they think their mother (M) or father (F) would enjoy this, too
X if the activity is at all physically or mentally harmful (e.g. smoking)

Step 3: Now the students should think about the distribution of these symbols on their lists and continue the following stem sentences:

I have learned from this exercise that. . . .
I am pleased that. . . .
I am worried that. . . .
I am surprised that. . . .
I don't mind that . . .

The completed sentences are collected by the teacher and individual ones read out' provided they contain a stimulus for discussion.

1: Students may want to make suggestions for other ways of coding.
2: The lists are made up of things the students would not like to do.
PAIR OR GROUP-WORK DISCUSSIONS TOPICS FOR LANGUAGE LEARNING
**Additional Discussion topics**

Each of the following sections consists of statements and questions that should be used as discussion topics. Follow your instructor's directions for choice in discussion section and specific topics to be discussed. Remember to read the topic carefully as both you and your partner(s) must understand the topic clearly in order to have a good discussion.

Some topics may take a very long time to discuss and some may seem less interesting to you and your partner(s). Regardless, try to not spend less than 10 minutes discussing each topic. During discussion, all suggestions whether sensible or unreasonable should be considered and criticized.

*The following is a list of topic sections to choose from*
- Issues to make you think!
- Hopes, Fears and Opinions
- Comparisons
- Ideas and Opinions
- Personal Experiences
- Social Issues
- Health
- Living Spaces
- What's your personality?
- School Life
- Ethics
- Culture & Traditions
- About you…
- Electricity/Electronics…
In this section please think seriously about the topic presented. Offer many viewpoints and suggestions.

Issues to make you think!
- Do you believe in a GOD?
- People are mean
- Government is good
- War is good
- Women are better than men
- Religion is good for most people.
- Money makes happiness
- Love is a lie
- Laughing is good for your health
- E-mail is a the best thing to ever happen
- Life is too long.
- Sometimes you need to lie
- Honesty is more important than anything else
- Having children is important for everyone
- Art is wonderful
- Everyone must work.
- Do not follow laws that seem bad to you

In this section please talk about your feelings.

Hopes, Fears and Opinions
- Talk about your future goals. (work, love, hope)
- Do you believe in worldwide peace?
- Where would you like to go? What do you want to see?
- What scares you?
- Talk about the perfect boyfriend or girlfriend.
- What would change about Taiwan?
- What is the biggest problem you are facing now.
- Describe a beautiful place in Taiwan.
- What is love?
- Is the United Nations good or bad?
- Talk about what you think the world will be like twenty years from now.
- Talk about your Taiwan’s biggest problems.
- Talk about what is good in Taiwan.
- Are you a member of a religion? why? or why not?
- What should Taiwan do with criminals?
In this section discuss the differences between two similar items/topics.

Comparisons
- Compare two of your friends.
- Compare two people you do not like.
- Compare two of your teachers.
- Compare two different tastes.
- Compare two holidays.
- Compare Taiwan to another country.
- Compare education in Taiwan to education in another country.
- Compare two movie stars.
- Compare Taipei to Kaohsiung.
- Compare being in love and loving.
- Compare your life now with what it was like ten years ago.
- Compare you’re the way you live now to the way you lived 2 years ago.
- Compare snow and ice.
- Compare the weather in north Taiwan to South Taiwan
- Compare being single and being married.
- Compare two fruits or vegetables.
- Compare men and women.
- Compare two famous people.
- Compare two leaders of Taiwan.
- Compare life today with life fifty years ago.
- Compare your mother with your father.
- Compare jazz music and classical music.
- Compare living alone with living with someone.
- Compare doctors and patients.
- Compare fingers and toes.
- Compare jeans and a T-shirt to formal attire.
- Compare writing to reading.
- Compare speaking to listening
- Compare poverty and greed.
- Compare baseball and basketball.
- Compare two classes you are taking now.

In this section please talk about your ideas and express your opinions.

Ideas and Opinions
- Women should stay at home taking care of the house and children.
- It is better to have many children.
- Surrogate mothering should be outlawed.
- Men and woman are different.
- Teachers should not be friendly with students.
- Life in Taiwan is very easy.
• Children should never be hit by their parents.
• Children in Taiwan do not respect older people.
• People in Taiwan are not very friendly.
• Having sex before marriage is shameful.
• Women should not listen to men.
• Couples living together before marriage is good.
• Homosexuals are bad people.
• Some people shouldn’t try to learn other languages.
• Private universities are better than government universities.
• Eating meat is bad for your health.
• Classical music is better than rock music.
• Women who get raped deserve it.
• Taiwanese drink too much alcohol.
• The family is falling apart.
• Taiwanese spend too much money on cosmetics.
• Children can get a better education at home.
• There should be no tests in university.
• Chinese should be the most popular international language.
• Homosexuals should not be allowed to raise children.
• People should not marry outside their country.
• Interracial marriages are bad.
• Everyone should raise a pet.
• Taiwanese should not buy foreign food.
• Making friends is easy.
• Taiwan is not a free society.
• Taiwanese think they are superior.
• Taiwanese food is terrible.

In this section please talk about experiences you have had during your life.

**Personal Experiences**

• Talk about the first time you romantically kissed someone.
• Describe what happened on the day you left your home to go away to school.
• Describe an experience you had with the police.
• Describe the best moment in your life.
• Talk about your first boyfriend or girlfriend.
• Describe how you felt your first day of English language class.
• Talk about an important childhood experience.
• Talk about an important decision you made.
• Have you ever been embarrassed by someone or something?
• Tell us about a time when you lost something important.
• Tell us about a scary experience you had.
• Tell a lie about any personal experience.
• Talk about a funny experience your or your friend had.
• Talk about something interesting you learned recently.
• Have you ever made a big mistake? Talk about it.
• Talk about a time when your were cheated.
• Tell us about something that changed your life.
• Talk about your last dream.

Please discuss the following issues that may affect society.

Social Issues
• Television is bad.
• Abortion is ok.
• Prostitution is ok.
• Nobody should be allowed to smoke cigarettes.
• Nuclear energy is good.
• Sex education should be taught in junior high school.
• Capital punishment is bad.
• The government should supply free apartments for everyone.
• Rich people should be required to give money to poor people.
• Drunk drivers should go to jail.
• Marijuana is good.
• Homosexuality is ok.
• Women go to war with men.
• All university students should be required to enter the military for 3 years.
• Old people should live with their families rather than in an old age home.
• Pornography is ok.
• Medical care should be free.
• Driving rules should be the same everywhere in the world.
• The government should create population control.
• Professional sports teams should be operated by the government.
• Nuclear power plants are dangerous.
• Newspapers have a responsibility to report facts, without concern.
• The government should enforce tough anti-pollution laws.
• Immigration into Taiwan should be free and unlimited.
Health

- When was the last time you went to a doctor? What happened?
- Have you ever had a problem and needed to go to a hospital?
- When was the last time you went to a hospital?
- Have you ever visited a friend or relative in the hospital? How did you feel?
- How often do you get sick in one year?
- How have you been feeling lately?
- Do you ever get headaches?
- Do you keep fit?
- How often do you exercise?
- What kinds of exercises do you do?
- What foods do you think are healthy?
- What foods do you think are unhealthy?
- Do you know anyone who often gets backaches? Headaches? Earaches? Stomach Aches?
- Have you ever burned yourself in the kitchen?
- Have you ever broken a bone?
- Do you go for regular medical check-ups?
- Do you go for regular dental check-ups?
- How often do you brush and how often do you floss your teeth?
- What do you think is the most serious health problem in Taiwan?
- Talk about some serious health problem anywhere in the world.
- If you were the President of Taiwan, what would you do to improve Taiwanese people’s health?
- Do you think you would be a good surgeon? Why or why not?
- What do you think of cosmetic surgery? (also known as plastic surgery)
- Do you know anyone who has had cosmetic surgery?
- Would you ever consider having cosmetic surgery?
- Do you think you would be a good dentist?
- When was the last time you went to a dentist?
- Do you know anybody who has had laser eye surgery?
- What do you think of laser eye surgery?
- Have you ever had braces on your teeth?
- When would you use “Chinese medicine” to treat a problem?
- When would you use “Western medicine” to treat a problem?
- Do you know anyone with false teeth?
- Do you bruise easily?
- Have you ever gotten a black eye?
- Have you ever had stitches?
- Have you ever sprained your ankle?
- Have you ever broke a bone?
• Are you afraid of needles?
• What kind of surgery scares you?
• Who is the healthiest person in you know? Who is the least healthy?
• Do you ever read magazines or news articles about health? If yes, what subject(s) do you find the most interesting?
• Do you take vitamins or mineral supplements?
• How old do you think you will live to be?
• What disease scares you the most? Why?

In this section discuss places to live and sleep.

Living Spaces
• Where do you live? Is your neighborhood a nice place? Why or why not?
• How far is your home to school? Work?
• Describe your neighborhood. Do you like your neighborhood? Why or why not?
• Describe your room. Do you have any photos or art on your walls? Why did you choose these things to display?
• Describe your dream home.
• Which is better, living in a house or apartment? Why?
• Do you like to live with roommates? Why or why not?
• How do you think American homes are different from Taiwanese homes? What do you like about Taiwanese homes?
• Which area is the best to live in? Why?
• Which area is the least desirable? Why?
• If you could choose anyplace in Taiwan to live, where would you live?
• Would you ever consider living overseas? Why or why not?
• If you would live overseas, where would you live?
• What are some characteristics of a good city?
• Describe your hometown?
• What are the advantages and disadvantages of living in a city?
• What are the advantages and disadvantages of living in the countryside?
• Have you ever slept in a hotel before? Tell us about a hotel you stayed in.
• Have you ever camped in the countryside before?
• Do you think homelessness is a growing problem in Taiwan? Why or why not?
• What can you do to help the homelessness?
• Describe the strangest home you have seen. Would you like to live there?
If you could spend one night in a famous building anywhere in the world, where would you choose? Why?

In this section please discuss your personality and character.

**Personality**

- Would you describe yourself as an energetic person? Why or why not?
- Do you think you would make a good businessman/business woman? Why or why not?
- Do others consider you to be opinionated?
- Do you get bored easily? What types of things bore you the most?
- Do you usually think positively (an optimist) or negatively (a pessimist)?
- Are you talkative or quite?
- Do you talk too much?
- Do you like to be creative?
- Are you a serious or relaxed person?
- Are you a leader or a follower or somewhere in the middle?
- What sports do you like to play or watch? Why?
- Do you have enough self-confidence? Are you self-confident?
- Would you ever consider trying a risky sport? (bungee jumping, rock climbing, sky diving or any other sport that seems risky) Why or why not?
- Do your friends ever say you are rude?
- Do you get embarrassed easily?
- Would you say that you are easily influenced (gullible)? Why or why not?
- Do you try to follow the latest fashions and trends? Why or why not?
- Are you a goal-oriented person?
- Do you often complain?
- Which do you think is more important: money, life experience or intelligence?
- Are you fair in everything you do? Why or why not?
- Are you an innovative person, or do you prefer to follow the rules? 
- How do you feel about authority figures?
- Are you a rebel?
- If you could be any famous person for one day, who would it be?
In this section let’s discuss your life as a student.

**School Life**

- How many years have you been in university?
- Why did you choose to attend your current school?
- If you had a choice, what university would you like to study at? Why?
- What do you take? Do you like your major? Why or why not?
- Do you think getting your degree will be useful? Why or why not?
- Do you hope to go to graduate school? Why or why not?
- What is your favorite course?
- What course do you hate or like the least? Why?
- Do you prefer arts subjects or science subjects? Why?
- Do you think you study enough? How many hours do you study every week?
- What kinds of assignments do you really dislike? Why?
- Do you belong to any clubs? If yes, what kind of club? If no, why?
- What is your favorite time of the school year? Why?
- Have you ever taken summer classes? If yes, what did you take?
- Do you socialize much with your classmates? If yes, which places do you like going to? If no, why don't you socialize much?
- How do you get to school?
- How many hours do you usually spend on campus each day?
- Have you ever had a part-time job to help you pay for your education? Do you think part-time jobs are good for university students?
- Do you think students drink too much these days? Do you drink too much? Tell me about a time you or a friend had too much to drink.
- Have you ever stayed up all night to study for an exam? How well did you do?
- Do you think students often cheat on exams? Have you ever cheated?
- Do you play any sports at the university?
- What course takes up most of your time? What course occupies the least amount of your time?
- Do you often come to class late? If yes, why? If no, how do you feel when students come late?
- Do you think it is necessary for professors to monitor students' attendance?
- What kind of a professor do you like? Do you like strict professors, funny ones, serious ones, easygoing ones, and hardworking ones?
- If you were a professor, what would you be like? What subject would you like to teach?
- Do you think student politicians are focusing on the correct issues? What are the most relevant issues for students?
- What would you change about your university, if you had the chance?
• What would you change about Taiwanese universities, if you had the chance?

In this section choose topics that interest you in the areas of ethics, culture, personality and even modern electronics.

Various Questions

Ethics

• How do you feel when you see poverty? Describe your feelings.
• Is it ever okay to lie? When and why?
• Is it right to tell a lie to protect someone's feelings?
• What is happiness? What is necessary create happiness?
• Why are there very few, if any, women religious leaders?
• Why do you think Buddha is a man? Muhammad, Jesus and etc..?
• Would you ever kill a person? If yes, for what reason?

Culture & Traditions

• How do men treat women in Taiwan? How do the women treat men? Discuss the issues
• In Taiwan, what is your favorite holiday? Favorite food and tradition?
• Tell us about the seasons in Taiwan. (Winter, Spring, Summer, Fall)
• Is it okay to ask about a person's salary in Taiwan? height, weight, age, marital status and etc...?
• What are some traditional musical instruments used in Taiwan? Describe them.
• What are Taiwan's national holidays? How do you celebrate these holidays?
• What do you do at New Year (both Lunar/Chinese New Year. and January 1st)?
• What are the most common foods people eat in Taiwan?
• Describe the typical and/or traditional clothes of Taiwan?
• What would you like to change about Taiwan?
• Describe some famous museums in Taiwan?

About you...

• Have you ever eaten snake, horse or lizard meat?
• What is the strangest thing you have ever eaten?
• Have you ever gotten a huge telephone bill?
• Have you ever had a bad dream? Describe it.
• Have you ever had a part-time/summer job?
• What is the worst part-time job you have ever heard about?
• What is the strangest animal or thing you have ever ridden?
• Have you ever traveled to another country?
• What is the farthest distance you have traveled from home?
• Have you ever wished for something? What do you wish for?
• What is the strangest thing you have ever worn?

**Electricity/Electronics...**
• Are we slaves to electric power?
• What are some advantages and disadvantages of using electricity?
• What can we do when the electricity is shut down?
• Describe the electrical appliances you own.
• Do you have a video player, VCD player, or DVD player? If so, which one is best and why?
• How often do you use the internet? For what purposes?
• Do you like to play computer games? Which ones?
References


