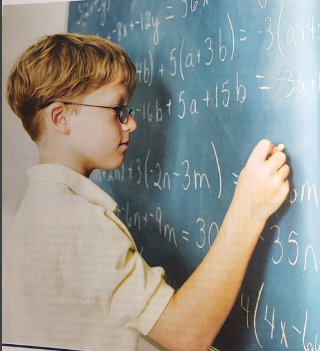
**UNIT 1: EXPLPORING GENIUS**



**I. FOCUS ON THE TOPIC**

1. A “*prodigy*” is a young person with exceptional abilities. Do you know about anyone who could be considered a prodigy? What does this person do that is different or special?

2. If a young child shows unusual talent in one particular area, how do you think parents should react? Should they push the child to develop that talent, or allow the child to develop it naturally?

3. Why do you believe some children show advanced abilities at an early age? Are they born with a special talent, or do they learn it somehow?

**II. FOCUS ON SPEAKING**

Work with a partner. Complete the conversation between a woman and her doctor by circling the correct word form. Then read it aloud.

**Ms. Sherry:** Good morning, Doctor. I have newborn identical twins, and I want to make sure I treat them differently, because I want them each to *1. achievement / achieve* their full potential. Can you advise me?

**Doctor:** Raising twins is a *2. fascination / fascinating* experience. And, of course, this experience must be very *3. intensity / intense* for you, because even one baby is a lot of work. Two is “double the trouble”, as they say! Now, every infant needs individual attention, so try to *4. maximum / maximize* the time you can spend with each one. That way you can develop a different kind of *5. interaction / interactive* with each twin.

**Ms. Sherry:** Yes, I’d like to. But I’m not feeling very *6. confidence / confident*. I’m worried that other people will treat them both the same. After all, they look identical. When people see them, they’ll always assume they have the same personality and the same skills. I suppose that’s a/an *7. volunteer / involuntary* reaction when you see identical twins.

**Doctor:** Perhaps, but try not to be too concerned. Babies are very *8. resilience / resilient*. They overcome all kinds of obstacles. As they grow, make sure you understand how they are different and what each one is interested in. It’s important to *9. stimulation / stimulate* their individual interests and talents. And, in the meantime, try to find someone who can *10. volunteer / voluntary* to help you get thing done. You need to take care of yourself too!

**III. SPEAKING SKILL**

In many conversations or discussions, it is important to state your own opinion or viewpoints clearly, and to do so politely. That way, listeners will be able to understand and respect your ideas. Sometimes, however, you may wish to avoid giving an opinion – either because you don’t have one or because you want to avoid an argument!

In addition, you might sometimes need to indicate which ideas are the opinions of someone else.

|  |  |  |  |
| --- | --- | --- | --- |
| **STARTING YOUR OWN OPINION** | | | |
| **Offer an Opinion**  If you ask me, …  In my opinion, …  Well, as far as I know, …  As I see it, … | **Agree**  I couldn’t agree more.  That’s just what I was going to say!  Yes, exactly. | **Disagree**  Maybe / Perhaps, but…  You have a good point, but…  Yes, but on the other hand…  That’s not exactly the way I see it. I think… | **Not Give an Opinion**  I’m not really sure.  I don’t know what to think.  I haven’t made up my mind.  Beats me.  (*informal*) |

Work with a partner. Take turns presenting and responding to these ideas. Use an expression from the box when you state your opinion.

1. A: Most child prodigies seem to be influenced by their parents.

**Example**

B: *I think so, if you ask me, some parents put too much pressure on their children*.

1. A: From what I understand, a child can develop special abilities up to age four or five.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A: I think anyone could become a prodigy with enough work, don’t you?

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A. I bet high achievers are always happy.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A. I think it’s unhealthy for young children to become so involved in only one area.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. A: I don’t think Shenk is right when he says that there is an interaction between our genes and our environment.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. FINAL SPEAKING TASK**

In this activity, you will take turns presenting scenarios of child prodigies and leading a small-group discussion about their special situations.

**Step 1**: Choose one of the scenarios about child prodigies. They are all based on real situations.

**Scenario 1**

A neighbor’s five-year-old child goes jogging in the morning with her father, who is a runner. She really seems to enjoy it, even though she is so small, and she is really fast. The family says that she is going to participate in a 5K race in the next few months.

What do you think about this? Do you think that it is fair or safe for the child’s parents to encourage her to participate in this race? Do you think the parents are putting pressure on the child to succeed? Or do you think they should allow their child to enter the race?

**Scenario 2**

At nine months old, a pair of twins swam 25 meters on their backs with no assistance. This incredible achievement made them Internet stars because, for babies, swimming this distance obviously requires strength and resilience. The parents are very relaxed about their children-they allow them to turn over in the water and do not panic if they swallow water.

What do you think? Do you think the parents might be putting their children at risk by encouraging them to exercise so much? Do you think they might make other parents want to try to teach young babies to swim? Is this safe?

**Scenario 3**

Your brother’s seven-year-old son has shown incredible promise as a violinist. The family wants to encourage him to improve his playing. However, in order to advance, the son would have to take lessons in another city. He’s too young to go alone, so the whole family, including his ten-year-old sister, would have to move.

What do you think about this? Do you think that the family should make this big change, putting financial pressure on everyone and making his sister move to a different school? Are there any other alternative?

**Scenario 4**

You read about a child prodigy in the news. When he was six, he told his parents how to make the best chess moves. In the four years since then, he has become the best chess player in his town. However, the boy is also very shy and private. He never wants to spend time with other children playing outside or doing any other activities, unless it involves chess. He likes to be alone, studying the board or playing online.

What do you think about this? Do you think it is healthy for this child to spend so much time alone inside the house or online playing chess? Should his parents limit the time he spends playing and encourage him to do other things? Or should they left him explore his interest in chess and hope that, one day, he will become interested in other things?

**Step 2**: Work in a small group. One student presents the scenario in his or her own words. The group discusses the scenario. One student take notes on what the group says and reports back to the class. Use the vocabulary and strategies you learned in the unit.

**Example**

A: In this scenario, a boy was encouraged to continue playing chess-but that’s all he wanted to do. Do you think that is healthy? Should children be allowed to spend so much time alone?

B: If you ask me, I think it’s unhealthy. I think children need to be given more time to play outdoors.

C: I’m not so sure. Shouldn’t children be permitted to develop their own interests?

**Step 3**: Present your discussion to the whole class.

**V. UNIT PROJECT**

Investigate the life and accomplishments of a prodigy in history to explore the themes in this unit.

Step 1: Choose one of the prodigies listed, or use your own idea. Search online to find out:

* Dates he or she lived and died
* Country of origin
* Remarkable achievements
* Other interesting facts about his or her life.

Take notes on the information you find.

|  |  |
| --- | --- |
| **Music:**  Frederic Chopin  Yehudi Menuhin  Wolfgang Amadeus Mozart | **Art:**  Pablo Picasso  Zhu Da  Henriett F. |
| **Mathematics:**  Carl Fiedrich Gauss  John von Neumann  Blaise Pascal | **Language:**  Ruben Dario  Maria Gaetana Agnesi  Giovanni Pico della Mirandola |

**Step 2**: Prepare a presentation to give to your class. If possible, include a picture of the prodigy. Include your opinion on the factors that helped make this person a prodigy-do you think it was more nature, more nurture, or an interaction of nature or nurture? Give support for your opinions. Prepare some follow-up questions to ask the class.

**Step 3**: Give your presentation to the class. Ask your follow-up questions and lead a short discussion about the prodigy. Then listen to and discuss your classmates’ presentations.

**VI. ALTERNATIVE SPEAKING TOPICS**

Read the quotes and decide what they mean. Then choose one and speak about it in class. Explain the meaning and say whether you agree or disagree, and why.

1. “Genius is one percent inspiration and ninety-nine percent perspiration”-Thomas A. Edison: American inventor, 1847-1931.
2. “There is no great genius without a mixture of madness”-Aristotle: Greek philosopher, 384-322 B.C.
3. “Genius is eternal patience”-Michelangelo: Italian sculptor, 1475-1564.
4. “Find out what your gift is, and nurture it”-Katy Perry: American singer, 1984-
5. “For every child prodigy that you know about, at least 50 potential ones have burned out before you even heard about them”-Itzhak Perlman: Israeli violinist, 1945-./.

**UNIT 2: THE ACHILIES HEEL**



**I. FOCUS ON THE TOPIC**

1. The title of this unit refers to the Greek hero Achilles, whose one weakness was in his heel. The expression “Achilles heel” can refer to problems and obstacles that people face in their lives. What kinds of challenges do you predict this unit will be about?

2. The photo shows a courageous individual who has not permitted a physical challenge to get in his way. Aside from physical challenges, what other challenges do people face?

3. How could you define the word “disability”? Should conditions like obesity, memory loss, and phobias (great fear of something, like crowds or heights) be considered disabilities and protected by law?

**II. FOCUS ON SPEAKING**

1. Work with a partner to continue the conversation. Use examples to support the main ides

**Conversation 1**

A: Carol Saylor has accomplished so much.

B: I agree: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conversation 2**

A: I think Saylor’s story is very important for everyone to listen to.

B: Really? Why do you say that?

A: Well, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conversation 3**

A: Did you hear about Achilles Track Club who climbed Mt. Kilimanjaro? They faced so many challenges.

B: Really? Like what?

A: Well, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Conversation 4**

A: The Achilles Club story can teach us a lot.

B: Even people who don’t have disabilities?

A: Yes, I think that they show us that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Read the sentences about Stephen Hawking and Christopher Reeve. Choose two pieces of supporting information for each sentence from the boxes. Then share your answers with a partner.

**Stephen Hawking**

* Stephen Hawking, world-renowned British astrophysicist born in 1942, lived a normal life in many ways.
* Stephen Hawking achieved incredible things in his lifetime.
* Stephen Hawking became severely disabled.

|  |
| --- |
| * As a child, he was very active; for example, he enjoyed horseback riding. * Symptoms of Lou Gehrig’s disease began to appear when he was in college. * Hawking has Lou Gehrig’s disease: At age 21, he was given only three years to live and later became completely paralyzed and mute. * He’s the author of the bestseller “ A Brief History of Time” (1988) * He made a flight to space, achieving zero gravity. * He became a happy and successful person. |

**Christopher Reeve**

* Christopher Reeve, the American actor, achieved great professional success in his life.
* Reeve suffered a serious accident when he was forty-three years old.
* Reeve became a strong advocate for disabled people.

|  |
| --- |
| * Reeve played the superhero “Superman” in numerous movies * His book “Nothing is Impossible” is an inspiration to many. * A fall from a horse left Reeve unable to move. * Reeve was not only a gifted actor, but also a film director and author. * He taught paralyzed people to live more independently. * Reeve needed ongoing medical care to keep him alive |

**III. FINAL SPEAKING TASK**

In this activity, you will prepare a speech about an obstacle you have overcome or a challenge you have faced.

Step 1: Use the information in the left column of the chart below to plan a 2-3 minute speech. Take notes in the right column on examples that will illustrate your main ideas. Practice your presentation a few times aloud or in your mind.

|  |  |
| --- | --- |
| **Main points** | **Examples that will illustrate your points** |
| **Background** | -Provide some information about yourself  -Describe the setting of your story |
| **Challenge** | -Give a description of the obstacle or challenge that you faced. |
| **Outcome** | -Explain how you met the challenge / what happened. |
| **Life Lesson** | -Explain what you learned from facing the challenge. |

**Step 2**: Present your speech to the class, or record or video it to play for the class.

Listen to your classmates’ speeches and write at least one question to ask them about their experiences. Then ask your questions clearly and listen to the presenters’ responses.

**IV. UNIT PROJECT**

Work with a group or the whole class to watch and analyze a movie about overcoming disabilities.

**Step 1**: Select one of the many movies that have been made about the heroism and achievements of people who have overcome obstacles, and watch it. Some examples are: I am Sam, Benny and Joon, The Eighth Day, Shine, My Left Foot, Sound and Fury, The Mighty, Simon Birch, Girl Interrupted, The Color of Paradise, The Miracle Worker, Children of a Lesser God, The Gift, The Hero, The Keys to the House, The Little Girl Who Sold the Sun, and Oasis.

**Step 2**: Take notes as you watch the movie. Focus on one character who overcame obstacles.

**Step 3**: Go online to research reactions from other viewers. What did they think of the film and how it portrayed the disabilities? Do you agree with the reactions of other viewers? Why or why not?

**Step 4**: Work in a group or with whole class. Briefly summarize the movie you watched, the reactions of other viewers, and your opinions. Let the class know whether or not you would recommend that film to others.

**V. ALTERNATIVE SPEAKING TOPICS**

Work in a small group. Discuss the questions.

1. The Universal Design Movement aims to make the living environment easily accessible to all. It recommends having:

* Wide doors to buildings
* Lever handles for doors, not twisting knobs
* Light switches that are easy to use
* Enough restrooms for women and men
* Closed captioning on TV
* Large print labels
* Etc.

1. If you could redesign your campus or community, what three changes would you make so that it is more accessible to all users?./.

**UNIT 3: EARLY TO BED, EARLY TO RISE**



**I. FOCUS ON THE TOPIC**

1. Work with a partner. Discuss your sleep habits:

* Do you sleep well, or are you restless? Do you fall asleep easily?
* Do you talk in your sleep?
* Do you wake up well rested, or are you sleepy in the morning?
* Are you an “early bird” (a person who gets up early) or a “night owl” (a person who stays up late)?
* Do you have dreams? Do you have nightmares?

2. An old proverb about sleep says: “Early to bed, early to rise, makes you healthy, wealthy, and wise”. What does this proverb mean? Do you agree with it?

3. What are some effects of sleep loss? Who is most affected by a lack of sleep?

**II. EXPRESS OPINIONS**

Work in a small group. Take turns reading the opinions. Then say whether you agree or disagree, and why.

1. Teenagers naturally need much more sleep than older people do.
2. Because teenagers are involved in so many additional activities these days, sleep deprivation is more serious problem than it was in the past.
3. High schools should change their schedules. Classes and activities should start and finish much later in the day, so that students can feel more rested.

**III. FOCUS ON SPEAKING**

Work with a partner. Ask and answer the following questions.

1. Does reading in bed keep you alert or help you relax? Explain.
2. Does exercising before bed keep you awake, or does it help you sleep? Why do you think this happens?
3. Have you ever felt drowsy or fallen asleep on a bus or train? Explain.
4. Does drinking tea, coffee, or cola stop you from sleeping? Why or why not?
5. Do you feel better or worse after a nap? Explain.
6. Do you ever try to sleep late on weekends? Why or why not?

**IV. SPEAKING SKILL**

**Interrupting to ask for clarification**

Sometimes you might not hear a speaker’s information clearly: It is spoken too fast, there is background noise, or you have difficulty understand the speaker.

To clarify information, especially facts, you can (1) interrupt the speaker and ask about what you thought you heard, or (2) ask the speaker to repeat what he or she said.

Here are some expressions you can use to interrupt a speaker when you do not understand something. Using rising intonation for the questions.

**Requests to clarify information**

* Excuse me? What did you say?
* What? (informal)
* Sorry?
* I’m sorry. I didn’t catch that. Could you say it again?
* Could you repeat that?
* Sorry, I didn’t hear you. What was that?
* Could you say that another way?
* Did you say…?

**Work with a partner**

Student A: Read each statement aloud. Speak too softly or too quickly, or mispronounce an important word, so that Student B won’t understand and will have to ask you a question.

Student B: Listen to your partner. Interrupt to ask a question or to ask your partner to repeat information you didn’t understand. Use one of the expressions in the box above when you interrupt.

**Example**

A: I read that 17 percent of Americans are insomniacs!

B: Sorry, could you repeat that?

1. There are about 1,500 sleep-disorder clinics in the United States.
2. Almost 20 percent of Americans are shift workers, meaning that they often have changes in their work schedules.
3. During the winter, there are 14,5 hours of darkness in some parts of the United States. There’s no excuse for not sleeping!
4. Even if a person is seriously sleep deprived, he or she can get back on a regular pattern of sleep after only three weeks.
5. If rats are completely deprived of sleep for 2,5 weeks, they die.
6. Sleeping pills first became popular in the United States in the 1970s.

**V. FINAL SPEAKING TASK**

In this activity, you will role-play a meeting about sleep deprivation between hospital administrators, medical interns, and members of a patients’ right group. You will study a situation at the fictional Hilldale General Hospital and then try to resolve some problems through discussion. The situation is based on real cases at many hospitals.

**Step 1**: Read the situation. Then divide the class into three groups. Each group will study one of the roles to prepare for a meeting to establish hospital policies on how long medical personnel can work until rest is required.

**Situation**

Two weeks ago, a ten-year-old boy was admitted to a private hospital for some routine surgery. In preparation for the operation, he was accidentally given an overdose of his medication. He became very ill for several days, but unfortunately he recovered and was not seriously affected.

Investigations revealed that both the intern who ordered the medication that night and the nurse who administered it were seriously sleep deprived. They had both been on duty for 15 hours when the boy received his medicine. The intern had worked ten hours per day for the previous eight days, while the nurse had worked the same shifts for six days in a row. Just before checking on the boy and ordering his medicine, the intern and the nurse had spent five hours in the operating room working on victims of a car accident emergency. The story appeared in the local newspaper, and the hospital received a general review.

In addition to this latest case, Hilldale General Hospital is having serious financial problems. The only other hospital in the community of Hilldale closed down two years ago due to lack of funding, leaving Hilldale General to cope with too many patients and too little money.

|  |  |  |
| --- | --- | --- |
| **ROLES** | | |
| **A. Hospital Administrators**: You are worried. There is so little money to operate the hospital, and you are seriously understaffed. Your staff works long hours to cover all the shifts and keep the emergency room open 24 hours a day. Doctors’ shifts cannot last longer than 16 hours a day, with one continuous 24-hour period off every week. You do what you can for your staff, but you know it’s not enough. Hilldale General is in serious financial trouble. | **B. Intern**: You are worried. You are dedicated professionals. You work long, hard hours for very little pay, but you are committed to helping the community of Hilldale. You know that sometimes you don’t perform well because you are sleep deprived, but you don’t feel you have a choice. There is no one else to take your place. | **C. Patients’ Rights Group**: You are concerned about the patients. Your fear that someone will be hurt because the hospital staff is overworked and sleep deprived. You want the administration to take action. Other hospitals in the country are using innovative ways to prevent mistakes from happening, such as using videotapes to assess staff performance and using computers to regulate doses of medicine. |

**Step 2**: Work with your group to clarify your viewpoint on the issue. Make a list of points you want to discuss.

**Step 3**: Divide into groups of three, with one student representing each of the role (A, B, and C). Role-play a meeting. Try to reach some solutions that will satisfy everyone.

**Example**

**Hospital Administrator**: We are seriously understaffed. If we had more staff members, we would not be so concerned about sleep deprivation among the interns.

**Intern**: Yes, that’s true. For example, there are only two of us on the ward at night. If my partner and I didn’t show up for work one evening, there would be no one available to help incoming patients.

**Patients’ rights group member**: Excuse me? Did you say there were only two people on the ward?

**VI. UNIT PROJECT**

Investigate the causes and remedies for jet lag.

**Step 1**: Talk with a partner or group about **jet lag**. What is it? Have you experienced it before? If so, what did it feel like?

**Step 2**: Research jet lag online. Compare the chart with your findings

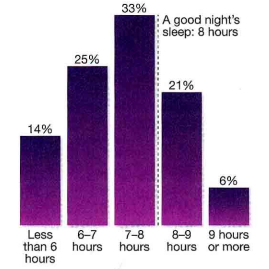
|  |  |  |
| --- | --- | --- |
| **Effects of jet lag** | **Factors that make jet lag worse** | **Methods to prevent or reduce jet lag** |
|  |  |  |

**VII. ALTERNATIVE SPEAKING TOPICS**

Work in a small group. Discuss the questions.

1. The National Sleep Foundation recommends that adults get between 7 and 9 hours of sleep a night. Look at the chart below. It shows how much sleep people actually get. Answer the questions with a partner.

* What does the graph show about how much most people sleep?
* Which category of people best represents you?
* What could be the consequences of these habits at school, home, and work?
* What changes should people make?



2. When teenagers get enough sleep, they are in better moods and tend to do better in school. Should schools redesign their schedules to help teenagers sleep more? How? What would be some advantages and disadvantages to a school schedule that lets teens sleep later?

3. Interns and residents (doctors-in-training), as well as drivers, pilots, and factory workers, are often sleep deprived, which leads to accidents. Should there be laws to require that these professionals get a certain amount of sleep? How could these laws be administered and enforced?./.

**UNIT 4: ANIMAL INTERLLIGENCE**



**I. FOCUS ON THE TOPIC**

1. The photo shows a dolphin, considered to be one of the most intelligent animals on Earth. In what ways do you think a dolphin could demonstrate intelligence? How would you test a dolphin for intelligence?

2. Do you think that other animals think? Do “*all*” animal think? What kinds of things might they think about?

**II. EXPRESS OPINIONS**

1. Name some animals considered intelligent (such as dolphin, money, dog…)

2. Have you ever observed intelligence or emotional expression in an animal, either a wild animal or a pet? If so, describe it and what you think it showed.

**III. FOCUS ON SPEAKING**

Work with a partner. Take turns asking and answering these questions using vocabulary from this section. The words are listed in the box below. Check them off as you use them. Before beginning, look at the questions and write a few notes to help you speak.

|  |  |  |
| --- | --- | --- |
| *anticipate* | *figure out* | *pushing the edge of the envelope* |
| *butt in* | *get rid of* | *put a stop to* |
| *categories* | *give the floor to someone* | *rote* |
| *context* | *humane* | *socialized* |
| *controversy* | *intriguing* | *spontaneous* |
| *doesn’t get it* | *it turns out* | *take advantage of* |
| *endangered* | *make a living* | *take issue with* |
| *end up* | *manipulate* | *transfer* |

1. What is your reaction to the comments of these callers?

* Lin (squirrels)
* Janek (deer)
* Alicia (deer and other wild animals)
* Kenna (cat)

1. Do you think the animals mentioned in the interview-squirrels, deer, and cats-are intelligent? Why or why not?
2. What other animals do people consider a nuisance? Are they just annoying, or do they pose a danger to humans?
3. What abilities do animals have that people don’t have? What abilities do people have that animals don’t have?
4. Do you think people are sometimes unethical in the way they treat animals? Can you think of examples in which animals are not treated in a humane way?
5. There is controversy over whether animals should be used in scientific experiments, just as some people debate whether we should stop eating meat. Are people pushing the envelope if they consider putting an end either of these two activities?

* Work with a partner

Student A: Read the first sentence aloud.

Student B: Cover Student A’s statement. After Student A reads each statement, report it using indirect speech. Use a variety of reporting verbs. Follow the example.

Student A: Check Student B’s response. Then correct response is in parentheses.

**Example**

A: I’m reading an article about Jane Goodall.

B: You mentioned you were reading an article about Jane Goodall, right?

A: That’s right.

1. Jane Goodall is the world authority on chimpanzees.

(B: You said she was the world authority on chimpanzees)

1. She has studied chimpanzees for over 45 years.

(B: You said she had studied chimpanzees for over 45 years.)

1. She discovered tool-making among chimps.

(B: You explained she had discovered tool-making among chimps.)

1. Her work will affect generations of people.

(B: You told me her work will affect generations of people)

*Now switch roles*

**Student B**

1. I’m reading about a dolphin research center.

(A: You said you were reading about a dolphin research center)

1. I’m going to visit the center in August.

(A: You indicated you were going to visit the center in August)

1. I’ve always wanted to swim with dolphins.

(A: You claimed you’d always wanted to swim with dolphins)

1. The dolphins at the center are used to interacting with humans.

(A: You reported that the dolphins at the center were used to interacting with humans)

* Work with a partner. Role-play a conversation between A, who believes that animals are quite intelligent, and B, who does not. A and B each use information and reasons to support their positions

Example

A: My professor told me that a recent study had shown that an ape had learned to use sign language to communicate.

B: Well, my uncle, who’s a zookeeper, claimed that when the chimp he worked with made signs, he…

|  |  |
| --- | --- |
| **SUPPORT FOR A’S POSITION** | **SUPPORT FOR B’S POSITION** |
| **College professor**: “A few studies have shown that apes can learn to use sign language to communicate”. | **Uncle who is a zookeeper**: “When the chimp I work with make signs, he is just copying humans. He doesn’t know what he is doing” |
| **Radio report**: “Crows have been filmed carrying clams high into the air. They drop the clams, and the clam shell break. Then the crows pick up the food.” | **Teacher**: “Some dogs and other animals can be trained to do tricks. That doesn’t prove that they are intelligent” |
| **Neighbor**: “I have a cat who senses when I’m sick and stays by my side. When I’m well, she usually keeps to herself.” | **Parents who have had cats for years**: “Some people think their pets are smart. But the pets that we’ve seen can’t understand even basic ideas” |
| **Friend**: “Animals have feelings, too. Whenever I’m away on a short business trip, my family says my dog stops eating.” | **Roommate**: “Animals don’t feel love for people. They’re only motivated by food or fear. No pet will ever be able to experience human emotions.” |

**IV. SPEAKING SKILL**

Sometimes listeners need an example to be able to understand or believe the speaker’s point. They use different phrases to ask for examples, which the speaker then provides.

1. Read the conversation between two students. Pay attention to the expressions in **bold**.

A: Elephants have amazing capacity for memory.

B: Really? **What do you mean**?

A: Well, **off the top of my head**…Female elephants remember hundreds of other elephants. I read an article about this.

|  |  |
| --- | --- |
| **ASKING FOR AND GIVING EXAMPLES** | |
| **Asking for Examples**  Could you give me an example?  What do you mean?  Such as?  Like what? For instance?  Could you give me some more details? | **Giving examples**  Let me give you an example…  Well, what I mean is…  For instance, …  One example is …  …such as…  Well, let’s see…  Well, off the top of my head… |

1. Read the conversations. Fill in the blanks with phrases to ask for or give examples. There can be more than one correct answer.
2. A: You know, many people want to put a stop to circuses because they treat elephants so badly.

B: Why? How do they treat them? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

1. The elephants don’t exercise enough, and they have too much stress, so they often get sick. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, many of them develop skin diseases. And sometimes trainers hit the elephants, too.
2. A: People should be more aware of the problems elephants face.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

A: Well, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ African elephants are hunted for ivory, and many hundreds of them are killed every year. And Asian elephants are losing their natural habitat because of humans.

1. A: I read that female elephants find several “babysitters” to help them raise their babies. The babysitters help with all kinds of things.

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

A: Well, \_\_\_\_\_\_\_\_\_\_\_\_\_ they protect the young elephants when the group moves from place to place.

**V. FINAL SPEAKING TASK**

In this activity, you will work with a group to identify arguments for and against a position related to animals and their relationship to people. You will the present the issue to the class.

Divide the class into groups. Each group selects a question from the list or proposes a new one. Consider the question in terms of what you have learned about animal intelligence.

1. Is it ethical to put wild animals in zoos?
2. Is it humane to raise animals as food for humans?
3. Should humans conduct experiments on animals?
4. Should we put a stop to hunting for sport?
5. Should we pass stricter laws to protect endangered species?

**VI. UNIT PROJECT**

Research a famous example of an animal thought to be intelligent and present your findings to the class.

**Step 1**: Select one of these famous animals, or choose your own example.

1. A dolphin
2. A dog
3. A chimp
4. A heron
5. A bonobo ape
6. A sea lion
7. A crow

**Step 2**: Research online to find the following information: what the animal was able to learn and what the scientists who worked with the animal think that means. Take notes on the information you find.

**Step 3**: Present your findings to the class. Include a picture of the animal, if possible. Give your own opinion: How intelligent do you think the animal is (or was)? In what ways? For example, was it able to speak, use sign language, make or use tools, show empathy, or understand mathematical concepts?

**VII. ALTERNATIVE SPEAKING TOPICS**

Work with a small group and read the quotations. Paraphrase each quotation and then choose one that you agree with and explain its meaning to the class. Organize your arguments by stating a main idea and supporting it with details and examples.

1. If an animal does something, we call it instinct; if we do the same thing for the same reason, we call it intelligence. (*Will Cuppy, 1884-1949, author)*
2. The greatness of a nation and its moral progress can be judged by the way its animals are treated. (*Mohandas Gandhi, 1869-1948, statesman and philosopher*)
3. The soul of man is divided into three parts: intelligence, reason, and passion. Intelligence and passion are possessed by other animals, but reason by man alone. (*Pythagoras, about 569 B.C.-about 475 B.C., mathematician and philosopher*)./.

**UNIT 5: THE GOLDEN YEARS**



**I. FOCUS ON THE TOPIC**

1. “*Longevity*” means the length of a person’s life. At what age do you consider someone “elderly”?

2. The photo shows an older man surfing. Do you think this is a good hobby for older people? What kinds of activities do you think senior citizens enjoy?

3. What do you think are some factors that might help a person live for a long time? That might help a whole community have a longer life expectancy?

**II. EXPRESS OPINIONS**

Work with a partner. Discuss whether you agree with the statements. Give reasons for your opinion. After two short discussions, work with a different partner.

1. I take steps now to live a longer life.
2. I’d like to live as long as possible, no matter what.
3. I don’t care if I live a very long life, I just want to be happy and healthy until the end.
4. Thinking about how long I might live makes me appreciate everything more

**III. FOCUS ON SPEAKING**

Work with a partner. Student A asks a question and Student B answers. Take turns with the roles. Use several sentences to answer. Some suggestions are given.

Before you begin, look at the questions you will be asked and write a few notes to use in your answers.

|  |  |
| --- | --- |
| **Student A asks:**  1. What advice would you give someone worried about a grandmother who wants to live alone? What questions would you ask about the grandmother first? | **Student B possible vocabulary**:  1. set the parameters, improve the odds, know what she’s getting into, losing it, radically, set in her ways. |
| 2. What might you do to increase your own longevity? | 2. happy-go-lucky, ameliorate the risks, dos and don’ts, improve the odds |
| **Student B asks:** |  |
| 3. How would you advise an elderly man who isn’t sure whether to marry again? He thinks he’s too set in his ways.  4. Would you hire a senior over a young person? | 3. ameliorate the risks, catch on, light a fire under, thriving, put up with, know what he’s getting into  4. straightforward, recruited, sufficient, facing a short-term crisis |

**IV. SPEAKING SKILL**

1. Work with a partner. Read the conversations. Underline the suggestions.

A: I’ve always wanted to fly an airplane. Too late now, I guess.

B: What if you took piloting lessons this summer?

A: I’ve always wanted to be an actor, but that will never happen.

B: How about trying out for the local theater production in town? My friend was in a show there last year.

A: When I was a kid, I wanted to visit every state in the country. Now I can’t afford that much time from work.

B: If I were you, I’d visit four or five states every year.

**Making suggestions**

* Why don’t you…Why doesn’t he …don’t we….(+ base form)
* You / he / we could…(+base form)
* Have you thought about…(+ing), Have you considered …(+ing)
* What if you …(+unreal conditional)
* If I were you, I…(+unreal conditional)
* In your position, I (+unreal conditional)

1. A “bucket list” is a list of goals and accomplishments people create to complete before they die, or “kick the bucket”. Some of our bucket list goals seem a little crazy or impossible to accomplish, but they are fun to consider.

Create your own bucket list.

Fill in the boxes with something you’d like to accomplish in each category, no matter how “impossible” they seem. Some examples are provided. The read one item to your partner. Ask your partner to help you narrow your goal to a beginning first step that is possible to achieve. Then switch roles. Use terms for making suggestion when you help your partner.

|  |  |
| --- | --- |
| **MY BUCKET LIST** | |
| **Travel / Entertainment:**   * Become a concert violinist * Win a salsa-dancing contest * .. * ..   **Career / Financial:**   * Become an archaeologist * … * …   **Health / Spiritual:**   * Learn to meditate * … | **Relationship:**   * Find my great-grandfather’s grave. * “Re-marry” my spouse on a beach. * … * …   **Education:**   * … * ...   **Other:**   * … * … |

**V. FINAL SPEAKING TASK**

In this activity, you will role-play a family meeting about how to best take care of a family member. You will take the roles of different family members with different points of view.

**Step 1**: Work in groups of four. Consider this situation:

You are concerned about George, your 80-year-old relative whose wife died six years ago. George is independent and stubborn and wants to continue living alone. However, his physical and mental health are declining, and you are worried about his future. He is alone most days and seems to be depressed. When his wife was alive, George had hobbies. He also had several good friends, many of whom have passed away. George is close to his eldest grandson, Andy.

Choose one of the roles and study the information. Think about what you would like to recommend for George and how you will try to convince other family members.

|  |  |  |  |
| --- | --- | --- | --- |
| **Lisa (*George’s daughter*)** | **Ray (*Lisa’s husband; George’s son-in-law*)** | **Andy (*Ray and Lisa’s 14-year-old son; George’s eldest grandson*)** | **Josh (*George’s son; Andy’s uncle)*** |
| -Lives with Ray and their children, ages 8 and 14  -Doesn’t work  -Would like George to live with her family  -Wants to see her father frequently and make sure he is well cared for  -Wants her children to know their grandfather. | -Lives with Lisa and their two children, ages 8 and 14  -Works full time  -Believes their house is too small to accommodate another person  -Is worried that his wife will not be able to take care of an elderly parent along with their 2 children  -Is worried about having enough money to help Lisa’s father. | -plays on his school baseball team four days a week after school.  -is close to his grandfather (learned how to play baseball from Gramps)  -doesn’t want to share a bedroom with his little brother.  -likes to visit Gramps by himself; spends time at grandfather’s house almost every week. | -lives alone in a large apartment with 2 extra bedrooms.  -Lives one hour from sister Lisa’s family.  -works full time  -travels a lot  -is worried about his father’s health and believes he needs professional care.  -think his sister is good at taking care of people. |

**Step 2**: After studying your part, role-play a family meeting with Lisa, Ray, Andy, and Josh. Discuss each opinion for George, and evaluate its advantages and disadvantages. Then choose one option or think of your own idea.

* George could continue to live alone
* He could live in his own house, but have a nurse living with him or visiting frequently.
* He could live with Josh
* He could live with Lisa and Ray and their children
* He could move to an assisted-living facility
* He could be taken to an adult-care facility each weekday

**VI. UNIT PROJECT**

Work individually or in a small group ton investigate the images of seniors in advertisements.

**Step 1**: Go online to find advertisements that show elderly men and women. You may include video ads. Make notes about what products they are advertising. If possible, copy and save some examples of the ads.

**Step 2**: Organize your information. Do you see any trends? What products are most often associated with the elderly? Do you think the image of the elderly portrayed in advertisements is positive or negative? Why?

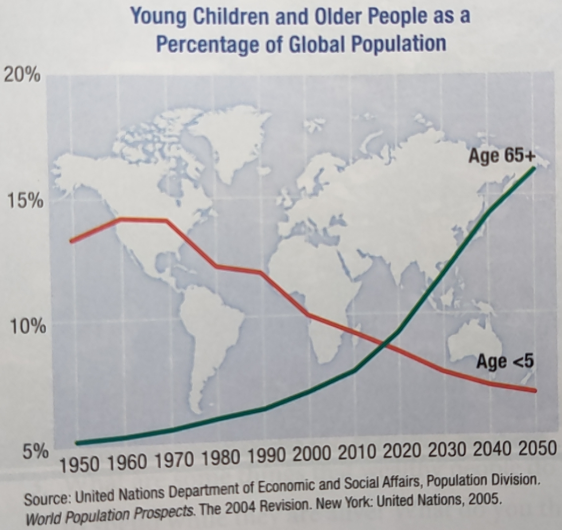
**Step 3**: Report your feelings to the group or class. Share some of the ads you found.

**Step 4**: Discuss the findings. As a class, discuss any common results brought up by all or most groups. What conclusions can you draw?

**VI. ALTERNATIVE SPEAKING TOPICS**

Work in a small group. Discuss answer to the questions.

1. Look at the graph below. As the percentage of children in the world population declines, the elderly population will continue to grow. What problems could this cause? Can you suggest solutions to any of those problems?



1. What privileges do seniors have in your community? For example, do they enjoy discounts, free medical care, and so on? At what age should a person be considered a “senior”? What privileges do you think should be given to seniors? Explain./.

**UNIT 6: GIVING TO OTHERS**



**I. FOCUS ON THE TOPIC**

1. The photo shows volunteers helping to clean up after a disaster. Why do many people do volunteer work? Have you ever volunteered your time?

2. “Philanthropic organizations” (sometimes called not-for-profit or non-governmental organizations) collect money to support different social and political activities. “Charities” collect money to help needy individuals. Why do people donate to philanthropies and charities? Have you ever donated money?

3. What are some things that wealthy people do with money they don’t plan to spend while they are alive? What do you think wealthy people should do with their money?

**II. EXPRESS OPINIONS**

1. Work in a small group. Take turns reading aloud the comments of donors and volunteers.
2. I’m 26, and I teach elementary school students in the United States. I encourage my students to help those that are less fortunate. So, for example, we all bring cans of food from home to be donated to the local food pantry at Thanksgiving. My school also sponsors toy drives for needy children during the holidays.
3. I’m a project manager for an advertising firm. I’m in my 40’s and have three kids. Not many of my co-workers share my view, but I think everyone should contribute a small portion of their income to a good cause. My donations usually go to international relief efforts after a flood, earthquake, or hurricane.
4. I have two young children. I’d like to volunteer in my community, but I really don’t have time. I have to take care of my own family and myself before I can think about helping others.
5. I’m 23, and just graduated from college. I work hard to earn my paycheck. I think handing people money gives them the idea that they don’t have to work. If people want more money, they should get a better job.
6. Discuss these questions with the class.

* Do you understand these people’s points of view? Do you share their views?
* Which person is most like you? Which person is least like you?

**III. FOCUS ON SPEAKING**

Work with a partner or a small group. Think of at least three things that ordinary people could do to help your school, your town, or your country. Describe them to members of your group. Speak clearly and use intonation carefully. Remember that speakers usually use “and” if their list is finished.

**IV. SPEAKING SKILL**

Work with a partner. Read the conversation between two students who are working on a project together. Pay attention to the expressions in **bold**.

A: OK, so let’s get started and get this philanthropy research paper finished. Our top priority is selecting the right topic, don’t you think?

B: Yeah. But it’s also important to make sure we can get information we need for the research. Then there’s the writing and then the editing…

A: Well, I think the least important thing right now is the writing. We can only do that when we have everything else we need first.

When people are discussing more than one task or idea, it helps to prioritize or rank them to indicate the most important and the least important. Here are some useful expressions:

|  |  |  |
| --- | --- | --- |
| **PRIORITIZING OR RANKING IDEAS** | | |
| **Highest Priority**  Our top priority is…  First of all, …  First of foremost, …  Above all,… | **Also a Priority**  But it’s also important…  In addition,…  Another consideration is..  Aside from that, … | **Lowest Priority**  The least important thing is…  Of least concern is…  The lowest priority is… |

**V. FINAL TASK**

A PSA, or public service announcement, is a short announcement aired on the radio or television that educates people about an important cause or encourages them to donate money or volunteer time.

In this activity, you will create and present at PSA. Try to use the vocabulary, grammar, pronunciation and speaking skills.

**VI. UNIT PROJECT**

Work with a partner. Research and report on a philanthropic organization or philanthropist.

**Step 1**: Choose a non-profit organization or philanthropist you would like to know more about. Select from the groups or people in this unit, or think of your own.

**Step 2**: Go online to research your philanthropist or organization. Take notes on origin and background and other interesting information that you find. Answer questions such as these:

* What is the mission of the organization?
* What are some examples of its activities?
* How effective is it?
* Would you donate time or money to this organization?

**Step 3**: Prepare a short report on the organization or person you choose. The present your report to the class and listen to your classmates’ reports.

**VII. ALTERNATIVE SPEAKING TOPIC**

Work in a small group. Read the two different viewpoints about high school students and volunteering. Then discuss the questions.

**Student A**: “High school should require community service in order for students to graduate. It’s just as important for students to learn to be good citizens as it is for them to learn math, history, and science. Even students who didn’t like the idea at first would probably change their minds after they spent some time volunteering”.

**Student B**: “Service opportunities should be available for students who are interested, but they shouldn’t be required. Students should have some choice about what they want to do in high school, but I think it would be great if volunteering could be part of that choice. They could get credit for service the same way they do for art, music, or gym classes”.

1. Which student’s viewpoint is most like your own?
2. For high school students, what are some benefits of volunteering? What are some drawbacks?
3. How many hours a week should students volunteer?
4. Should teenagers be required or encouraged to volunteer when they are not in school? (for example, after school or on weekends, or during vacations)
5. What kinds of organizations would be best suited for teenage volunteers?./.

**UNIT 7: DO YOUR HOMEWORK**



**I. FOCUS ON THE TOPIC**

1. Look at the photo. Do you think this student is in the mood to do homework? Why or why not?

2. Describe your homework routine. When do you typically do your assignments? Where do you do them? Do you do anything else at the same time?

**II. FOCUS ON SPEAKING**

A. Work in pairs. Take turns reading the students comments below. As a group, decide who made the comment: a Procrastination, an Overachiever, a Refuser, or Just Right.

1. A: I’m just not in the mood to do that assignment right now. I can do it tomorrow, though, or maybe this weekend would be better.

B: (point out, pay off)

**Example**

B: This person is obviously a Procrastinator. I would like to point out that the person probably won’t do the work tomorrow! He or she is sure to wait until the weekend. But this type of behavior doesn’t pay off, in my opinion.

1. A: I finished the assignments in the chapter and got everything right, but I think I need to understand the topic better. I’m going to go online and do some additional background research.

B: (plow through, pay off, measure up to expectations)

1. A: I don’t think the assignment the teacher gave is that important, so I’m going to skip it and do some other work instead. She probably won’t check it anyway.

B: (heated, hesitation, in a nutshell)

1. A: I’m not going to school today because I just don’t feel like it.

B: (reasonable, conflicted, controversy)

1. A: I’m going to ask my friend later to help me with my homework because I don’t understand it. But first, I just want to finish watching this TV show.

B: (take issue, it turns out, figure)

1. A: The other people in my group weren’t doing the work for our group project very well, so I did their part for them.

B: (a few hiccups, buckle down)

B. Work in a small group. Some parents are asking a school counselor for advice about their children’s homework problems.

1. Take turns reading the problems aloud.
2. Each group member writes some suggestions from the counselor, using *make, have, let, help*, or *get*. Write the suggestions on slips of paper.
3. One student reads all the suggestions aloud. Then the group votes on the best one.

**Example**

**Parent:** My son rushes through his homework, finishes quickly, and is careless.

**Counselor**: Have him do one assignment at a time, and then **help him check** his work.

1. My daughter often can’t understand her homework assignments. They seem unclear to me, too.
2. My kids can’t seem to concentrate on their homework. They get up every few minutes and are easily distracted. Do you think it’s because they eat a lot of candy while they’re working?
3. My son plays baseball, practices violin, and then does his homework. By that time, he’s very tired.
4. My children listen to music or watch TV while doing their homework. I don’t know if they can really concentrate.
5. My son always finishes his homework-but then leaves it at home or brings it to school but forgets to turn it in.
6. My daughter always calls her friends for help with her homework. But I think they spend most of their time chatting about other things.

**III. SPEAKING SKILL**

|  |  |
| --- | --- |
| **ASKING FOR OFFERING CLARIFICATION**  For many reasons, speakers need to use and listeners need to ask for clarification. The content may be difficult, pronunciation or listening skills may pose a problem, or there might be unexpected noise in the environment. If something is not clear, ask for clarification. If someone asks you for clarification, explain your idea again or in another way. | |
| **If you don’t understand or need clarification:**  -Can you explain what you just said?  -I’m not sure I understand.  -Could you repeat what you said?  -Could you clarify that for me? | **To restate and clarify your idea:**  -In other words,…  -To put it another way, …  -I mean that… / You know…  -What I’m saying is …  -What that means is … |

1. Divide the class into two groups, A and B. Group A looks at the statements below. Group B looks at the statements on the next page.
2. Read the sentences assigned to your group and work together to explain them in your own words.
3. Work in pairs, with one student from Group A and one from Group B. Take turns reading your sentences and asking each other for clarification, using the phrases to help you. Student A should read the first comment in a way that makes it difficult to understand: For example, read it too fast, cough, or mumble so that Student B has to ask for clarification.

**Example**

**Student A:** Some of the children in that experiment had trouble delaying gratification.

**Student B:** Hmmm, I’m not sure I understand.

**Student A:** What I’m saying is that they ate the marshmallow right away. They couldn’t wait for their reward. They had to have it immediately.

**Student A**

1. Schools should give students who do well special incentives, like money or prizes. This will motivate students to work harder both in and out of school.
2. The best way for parents to enforce rules about homework is through strict consequences, such as loss of privileges.
3. A study by the Public Agenda Foundation found that 25 percent of parents want more homework for their children, not only 10 percent want less.

**Student B:**

1. Some people believe that too much studying and reading is very unhealthy for children, that more time should be spent doing some kind of physical activity.
2. Teachers should be rewarded when their students do well on standardized tests, and teachers should have consequences, such as loss of promotions or salary raises, if their students do poorly.
3. Some schools have a “10-minute rule”, which says that teachers should give no more than ten minutes of homework per subject every day.

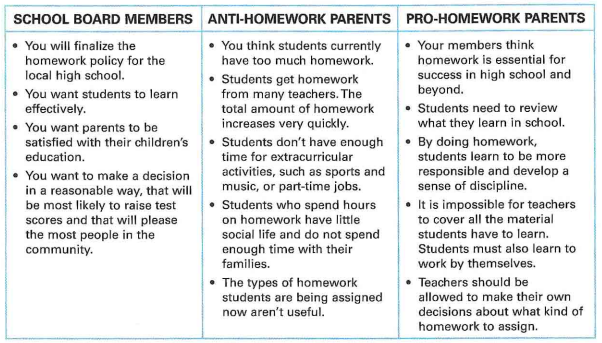
**IV. FINAL SPEAKING TASK**

In this activity, you will role-play a public school board meeting in which you exchange viewpoints about homework and reach a policy decision for high school students. Try to use the vocabulary, grammar, pronunciation, and language for asking for clarification.

**Step 1**: Read about this challenge faced by a school district. Make sure you understand the situation. Ask your classmates or instructor for clarification if necessary.

The School Board of Wallsdale is made up of residents who have been elected to make decisions about school policy. Tonight, the Board is meeting to consider how to raise test scores, which have been dropping in recent years. The policy debate focuses on homework at the high school level. Some parents have complained that their children don’t have enough free time for activities and family, and that the homework they get isn’t useful. Others feel that homework is an essential part of learning. So the Board will come up with a policy about how much homework should be given and the types of assignments that are most appropriate.

**Step 2:** Divide into three groups as below. Discuss your ideas for that group’s point of view and take notes. Use the ideas in the chart and your own ideas.



**Step 3**: Meet in new groups of three: one school board member, one pro-homework parent, and one anti-homework partner. Use your notes and hold a meeting. Present your points of view, and ask for and offer clarification as necessary. Use the new vocabulary to make your points more precise and powerful. The school board member will make notes about the final decision.

**V. UNIT PROJECT**

Research homework in different countries. Choose at least two to compare and contrast.

**Step 1**: Look at the research areas in the chart. You may also add your own ideas. Then select two or more countries to compare by researching online (you can look for official reports and also informal accounts from individuals) and by interviewing people you know. Take notes on what you find.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Amount of homework typically assigned** | **Common types of homework assignments** | **Students’ attitudes to homework** | **Teachers’ attitudes to homework** | **Parents’ attitudes to homework** |
| ***Country 1:*** |  |  |  |  |  |
| ***Country 2:*** |  |  |  |  |  |

**Step 2:** Prepare a report to present in class. Discuss similarities and differences in the countries you researched. Do the homework policies and systems seem to be working in each country? Do you think they could be improved?

**VI. ALTERNATIVE SPEAKING TOPICS**

1. Read the quotes about homework. Work in a small group and discuss what they mean, asking for and giving clarification as needed.

* “The worst thing a kid can say about homework is that it is too hard. The worst thing a kid can say about game is it’s too easy”. (*Henry Jenkins, Associate Professor of Literature and Director of the Comparative Media Studies Program at the Massachusetts Institute of Technology*)
* “Homework, I have discovered, involves a sharp pencil and thick books and long sighs” (*Katherine Applegate, award-winning author*)
* “One of life’s most painful moments comes when we must admit that we didn’t do our homework, that we are not prepared” (*Merlin Olsen, athlete, radio commentator, and actor*)
* “Rewards and punishments are not opposites at all; they are two sides of the same coin. And it is a coin that does not buy very much” (*Alfie Kohn, author and lecturer on topics in education, parenting, and human behavior*)

1. As a class, discuss your reaction to the quotes. Do you agree or disagree? How have your experiences with homework been similar or different?./.

**UNIT 8: PROS AND CONS OF GAMING**



**I. FOCUS ON TOPIC**

1. Do you regularly play any video games? If so, how much time do you spend playing? Briefly describe one game you enjoy. If not, explain why they aren’t interesting to you.

2. What are some benefits and drawbacks of playing video games?

What is a reasonable amount of time per day to spend online? How much time do you spend online? What sorts of activities do you do?

**II. EXPRESS OPINIONS**

Work in a small group. Discuss the questions

1. Do you think online gaming is more likely to cause problems with addiction than other online activities? Why or why not?
2. Who is responsible for controlling game addiction? Gamers? Parents? Teachers? Game developers? Others?

**III. FOCUS ON SPEAKING**

1. Work in pairs. Ask and answer the questions about how gaming can help develop skills for different jobs, using the words in parentheses. The switch roles.

|  |  |
| --- | --- |
| **Student A**  1. Do you think gamers learn anything useful?  2. I’ve heard that pilots train with games. Is that true?  3. How can playing video games help surgeons become better at what they do?  **Now switch roles**  4. Engineering students are often trained using games. What skills do they learn that help them become better engineers?  5. I’ve read that even air traffic controllers are trained to do their jobs well using video games. Why do you think that happens?  6. How could playing games help truck drivers deal with their long hours on the job? | **Student B**  Sure. (*strategy, cooperation, capable of)*  Gamers learn **strategy** and **cooperation** from all those hours of play. In addition, they’re **capable of** …  Absolutely. (*substitute, features*)  Oh, they help in several ways. (*capable of, keep a close eye on*)  Well, there are several different skills they learn… (*interactive, reinforcement*)  Think about it. They have to deal with all kinds of different situations…(*randomly, escape*)  Driving a truck is a hard job because you have to maintain your concentration …(*obsessive, crave*) |

**IV. SPEAKING SKILL**

Sophisticated speakers use various techniques to persuade others. One technique is to make concessions before they present their counterargument. This means they agree with or admit to part of the other person’s point. Then they offer their own point. Sometimes this is called the “Yes, but no” technique.

**Using concessions:**

|  |  |
| --- | --- |
| **To introduce a concession**:  -It’s true that  -I agree that  -You’re correct in saying that  -Although / Even though | **To present the counterargument**:  -But / However,  -On the other hand,  -Nevertheless,  (Note that if you begin the sentence with *Although* or *Even though*, you should not include any of the expressions above) |

* It’s true that teenagers spend a lot of time texting. But some of that is valuable communication.
* I agree that many video games are violent. Nevertheless, research hasn’t shown a link between playing violent games and actual violent behavior.
* Even though some video games cost a lot of money, they can played many times.

Work with a partner. Read the situations. Then have conversations using the concession and counterargument in parentheses.

**SITUATION 1**

Student A: A video training game vendor (salesperson)

Student B: An airline company manager

The vendor wants to sell a new training game to a small airline to train pilots to navigate in poor weather. The manager is concerned about the expense.

**Game Vendor**: This is one of our most effective training games. Your trainees will learn quickly using it.

**Manager:** (Concession: The game seems effective. Counterargument: The company can’t spend extra money to games)

**Example**

**Game Vendor**: This is one of our most effective training games. Your trainees will learn quickly using it.

**Manager**: Although your game is effective for training, we can’t spend the extra money.

**Vendor:** It’s true that this game is expensive; however, you’ll save the money you now pay to trainers.

**SITUATION 2**

Student A: A statistics professor

Student B: The Statistics Department Dean

The professor wants to use gaming in the classroom to get students engaged in learning. The dean is concerned that computers will replace good professors.

**Professor**: We should introduce some games in class. They can be very effective, and our students are having difficulty with math.

**Dean:** (Concession: The students are having difficulty with math. Counterargument: Games can’t replace a good professor’s knowledge)

**Professor:** (Concession: Games can’t replace a good professor’s knowledge. Counterargument: Professors can use games as an additional tool)

**SITUATION 3**

Student A: A video game salesperson

Student B: An instructor from a driving school.

The salesperson is trying to persuade the driver’s education school to purchase a video game to help teens learn to drive. However, a parent is concerned: Will teenagers take responsibility for driving safely?

**Salesperson:** It’s very motivating. Kids love playing games!

**Instructor**: (Concession: All kids love video games. Counterargument: teens might not drive responsibly if they learn on a game)

**Salesperson**: (Concession: Games cannot force teens to drive responsibly. Counterargument: Teens can learn to drive more safely on a game than on the road)

**SITUATION 4**

Two heart surgeons, A and B, are discussing a new computer game for training in new surgical techniques.

Surgeon A likes the game-training idea because it’s safer for patients. Surgeon B is not enthusiastic about the game because the only way to get better at surgery is to work on real patients.

Surgeon A: Practicing on a game is safer than practicing on real patients.

Surgeon B: (Concession: Yes, it’s safer. Counterargument: The only way to learn correctly is to practice on real patients.)

Surgeon A: (Concession: Practicing on real patients is more effective. Counterargument: It’s also more dangerous. New doctors can use the game first, then practice on real patient later)

**V. FINAL SPEAKING TASK**

In this activity, you will hold a small-group debate about whether playing violent video games can cause violent behavior.

**Step 1:** Work in groups of four. Each group of four divides into pairs. One pair will argue that violent games are harmful, and one pair will argue that they are not.

**Step 2**: Work in group. Use the information in the box below, and your own ideas to make notes to support your side. Practice presenting your arguments out loud with your partner. Imagine what points the other side will make and plan how to respond to them.

|  |  |
| --- | --- |
| **YES: VIOLENT VIDEO GAMES** | **NO: VIOLENT VIDEO GAMES** |
| - teach young people that violence is a good way to solve problems and reach goals.  - contribute to bullying. In one study, 60% of middle school boys who played mature-rated games hit or had fights with other boys, compared to 39% of boys who did not play mature-rated games.  - reward players for simulated violence, which increase aggressive behavior and thinking.  - make children of all ages less sensitive to the problem of violence in society.  - other reasons | - have not led to an increase in crime and have not been shown to cause violent behavior.  - like violent movies or books, don’t cause violence, although they may have more appeal for young people who are already violent.  - are a safe way for people to get rid of the angry or violent feelings that they experience.  - have lots of benefits for the brain and teach valuable skills and strategies that can be applied to real life.  - other reasons |

**Step 3**: Work with the whole class. Groups take turns presenting their debates. A non-debating student should act as timekeeper. Follow this pattern:

Side 1: Two minutes to present arguments

Side 2: Two minutes to present arguments.

Side 1: Three minutes to respond to Side 2’s arguments and make a conclusion.

Side 2: Three minutes to respond to Side 1’s arguments and make a conclusion.

**VI. UNIT PROJECT**

Work with a partner or small group. Investigate and report on a popular online game.

**Step 1**: Spend some time playing the game and comparing your reactions. Take notes to help you remember what you thought about playing the game.

**Step 2**: Make a chart or graphic organizer that shows how the game rewards players (by giving points, by advancing the player to the next level, etc.). Are the rewards predictable or random?

**Step 3:** On the Internet, research and categorize reviews from players of the game. What do players enjoy about the game? What do they find frustrating? What are some typical comments that show why the game is so engaging?

**Step 4:** Prepare notes and make a short presentation to your group or class.

1. Summarize the object and basic rules of the game.
2. Say what you liked and disliked. Discuss your experience.
3. Relate what reviewers and other players have said about the game.
4. Make a recommendation about the game. Is it addictive? Is it educational? Does it have any benefits? Would you recommend it to a friend? Would you recommend it to a parent or teacher?

**VII. ALTERNATIVE SPEAKING TOPICS**

1. Explain the meaning of the following saying and why you agree or disagree with it. In what other ways is learning a language like playing a video game?

Learning a foreign language is like playing a video game. You can never win, but you can keep losing at higher levels.

1. Work in groups of three. Read the advertisement for a historical computer game. Then role-play a discussion between a professor who wants to use the game in class, a student who doesn’t, and an administrator who isn’t sure. Use the ideas below and your own ideas.

Addict students to learning - play Civilization through the Ages! In this highly interactive game, different players choose and build a civilization. They make choices about whether to develop agriculture or manufacturing or commerce, how many cities to build and where, and whether to invade neighboring countries. The computer program gives them information about the historical times, and they react to that information. Can be played individually or cooperatively.

|  |  |  |
| --- | --- | --- |
| **Professor (in favor)** | **Student (opposed)** | **Administrator (not sure)** |
| * Highly motivating * Gives students experience making decisions * Can compare students’ decisions to actual historical events * Students will understand better why historical events happened the way they did * … | * Can play games at home; come to class for something different * Games aren’t real life * Professor should be teaching information directly * … | * Games are fun, but do students really learn anything? * What does research show about using games in class? * How can games be used effectively? * Best method to use in class is one that gets results. * … |