

UNIT 14 GOVERNMENT CONTROL

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a news report about a new law concerning family planning issued by the government of an unnamed country.
- Answer multiple-choice questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about controlling population, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for agreeing and disagreeing with someone else's opinion.
- Extend the Topic by talking about what a government should control.
- Read a Culture Corner extract about unusual laws around the world.
- Share ideas about an unusual law that they would enact.
- Watch a follow-up video extract from Todd giving his views about controlling a country's population.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, the issue is government control. Specifically, the issue concerns how much power a government should have. To illustrate this, the initial focus is on how the government uses its power to force both married and unmarried couples to have children. Then the focus becomes broader, encompassing the scope of control that a government might have on the lives of citizens.

Questions Raised

- What control should a government have over the lives of its people?
- Are there limits to a government's power?

To Keep in Mind

- The initial issue, government control over having children, might be new to your students. If so, you could mention countries that do have such policies (e.g., China).
- The broader issue of the limits of the control of a government over the lives of citizens may also be new. If so, consider pointing out to your students the areas in which government regulates our lives, such as going to school and driving a car, in addition to laws to keep us safe.

TEACHING GUIDE

Getting Ready

→ These three questions set the stage for the Situation.

🗣️ **Teaching tip:** Students could discuss these questions in pairs or small groups.

Situation

→ Consider going over the five questions in the Check Your Understanding section (page 63) before listening to the recording. Have the students listen the first time with their books closed. Then have them open their books and follow along as they listen a second time. You might also ask the students to read aloud as they listen to the recording a third time.

🎧 **Teaching tip:** You might want to introduce the term *family planning* before the students listen to the CD. After the students have answered the five questions in the Check Your Understanding section, you could place them in pairs or groups of three to go over their answers. Then, with the entire class, you could go over the correct answers.

Check Your Understanding

Answer Key

1. a 2. b 3. c 4. b 5. c

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students consider the opinions of Luis, Susan, Yeon-Suk, and Ken in Activity A. Then, in Activity B, students work in pairs and discuss their agreement or disagreement with the four opinions.

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

✍ **Culture point:** A government is part of a country's culture. So it might be hard for students to think about disagreeing with their country's government and its laws and actions.

Extending the Topic: Who should have control?

→ Have students work individually when filling out the questionnaire in Activity A. Remind them to add their own ideas at the bottom. If students seem stuck and can't come up with any, you might want to brainstorm with them.

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

For Activity C, instruct the students in their groups to agree on what the government should and should not control. Ask each group to report.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of "Unusual Laws Around the World." Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Which of these laws is the strangest to you? Are there any unusual laws in this country? What are they? How do you feel about them?

Sharing My Ideas: A new law for my country

→ Choose

This choice allows the students to have some fun. Explain the term *outrageous* in this context (really funny, odd, or strange, in a pleasant, humorous way). You could go over the laws in the **Culture Corner** (page 64) for some examples.

→ Prepare and Rehearse

Point out the structures in the Language Hints. Also, in the Prepare box, go over the need to provide both reasons for the new law and examples of how it will work.

You should go over the Presentation Tip at this time, because it relates directly to this step. After students have rehearsed one time, the Listener should provide feedback based on the questions in the Listener task. Then students improve their notes and practice again.

Sample Presentation

My new law will forbid the wearing of neckties. It will be against the law for anyone, male or female, to wear a necktie. I think we need this law because there is no good reason to wear neckties. Think for a minute. Why do people wear them? They are not needed. Actually, they can be harmful because they are tied close to a person's neck. They can stop the flow of blood to the brain, and cause brain damage. Finally, I believe that my new law will help people save money and time!

→Present

Have students change partners, or put them in small groups. Go over the Listener task and have students take notes, because they will be asked to give their opinion of the presenter's new law.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than using perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see *Assessing the Activity*, Unit 1.)

- | | |
|--|-----------|
| 1 – The presenter gave good reasons. | ★ ★ ★ ★ ★ |
| 2 –The presenter gave good examples. | ★ ★ ★ ★ ★ |
| 3 – The presenter was easy to understand. | ★ ★ ★ ★ ★ |
| 4 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 5 – The presenter's new law was funny or outrageous. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Todd's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Todd

This concept of government control is a very interesting idea. Many countries have a population problem, while other countries don't have enough people. They have aging societies. In this sense, trying to regulate the population seems like a good idea. I am in favor of the government giving some money when children are born because children do cost so much money. And in developed countries there seems to be a problem with the aging society—not having enough children.

Now in other countries there are too many children, but I'm not in favor of the government telling them they must not have children. Advising, yes, but not telling them. So as far as fining childless couples, I think the government is going too far there. Basically, the government has to strike the right balance to encourage those countries that need more children to have children, to encourage the countries that have too many children not to have children. But make them pay fines? I think that's going overboard a bit.

Video Script

This is a very interesting idea. Many countries have a population problem. Other countries don't have enough people. They have aging societies. So trying to regulate this seems like it might be a good idea. I am in favor of the government giving some money when children are born because children do cost so much money. And in developed countries there seems to be a problem with the aging society—not having enough children. Now in other countries there are too many children, but I'm not in favor of the government telling them that they must not have children. Advising, yes, but not telling them. So as far as fining childless couples, I think the government goes too far there. So I think the government has to strike the right balance to encourage those countries that need more children to have children to encourage the country that have, the countries that have too many children not to have children. But to, to make them pay fines for this, it's going overboard a bit.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

- A. 1. c 2. b 3. c 4. d 5. a
B. debate, couples, population
C. 1. a 2. a

LINKS

If you would like the class to do additional research on funny, outrageous, or stupid laws, here are some useful links:

<http://www.dumblaws.com/>

<http://funlaws.50webs.com/>

<http://www.thefoolsday.com/silly-laws.html>