

UNIT 15 HIGH-TECH TOYS

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a conversation between a wife and her husband about the husband's obsession with his high-tech gadgets.
- Answer multiple-choice questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about the couple's problem and the role of technology in our daily lives, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for agreeing or disagreeing with someone's opinion.
- Extend the Topic by talking about high-tech lifestyles.
- Read a Culture Corner extract about high-tech toys.
- Share ideas about technology in the past and now.
- Watch a follow-up video extract from Todd giving his views about how the husband and wife should solve their problem.
- 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 the role of technology in our lives. Does technology (e.g., mobile phones, computers, the Internet) help people communicate? Or does it do the opposite—interfere with communication between people?

Questions Raised

- Does technology (e.g., mobile phones, computers, the Internet) help people communicate?
- Or does technology interfere with communication between people?
- Has technology improved our lives?

To Keep in Mind

- Most students have grown up with high-tech devices, and might have a difficult time imagining life without them.
- There will be wide range of interest in the use of technology. Some students can't wait to buy the latest high-tech toy, while others may have computers that are rather old.

TEACHING GUIDE

Getting Ready

→ These two questions are important because they prepare students for the issue in the Situation.

Teaching Tip: Ask students to work alone; have them think about both statements. Then put them in pairs or small groups to compare responses and explain their thinking.

Situation

→ Read the introduction to the Situation. Make sure your students understand that Ann-Li and Trin are married. You might want to explain a key word, *anniversary*, which refers to their wedding anniversary.

🎧 **Teaching Tip:** Have your students listen to the conversation with their books closed to learn what Trin and Ann-Li think about technology. Next, you might have the students listen to the CD a second time, also with

their books closed. Check their understanding. Then have them open their books and follow along as they listen a third time.

Check Your Understanding

Answer Key

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

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, in Activity A, students discuss the opinions of Susan, Ken, Yeon-Suk, and Luis. 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. Don't forget that there are more opinions at www.impact.series.com.

📌 **Culture Point:** Technology has spread to all parts of the globe. Students should have little trouble with the issue in this unit.

Extending the Topic : High-tech lifestyle

→ Pair off students (with a group of three if there's an odd number of students) and have them interview one another for Activity A. You might want to explain how to calculate the results. Have them calculate their own scores.

In Activity B, students share their scores, using the Basic and Extension structures. Ask each pair or group to report their scores. See who has the highest and the lowest.

For the Extra Activity, while the instructions call for groups of five, you could have larger groups (e.g., seven or nine). Or you could have an even number (e.g., six or eight), with two students serving as the judges.

Culture Corner

Have students work in pairs or groups of three. Students read through the poll results for the question: How much time do some *anime* fans spend on the Internet? You can ask for students' general reaction to the survey, or write a few questions on the board for discussion in pairs. For example: How much time do you spend on the Internet per week? Are you an *anime* fan? What are popular sites for *anime* fans? Why do *anime* fans love these sites?

Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of five. Two students (students A and B) take the position: High-tech toys improve the quality of our lives. Two other students (students C and D) take the position: High-tech toys do not improve the quality of our lives; they damage it. The fifth student (student E) will listen and act as a judge for the debate. Note: Even if some students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times. The judge (student E) will decide who has won the debate, based on how well they expressed their positions, and how well they responded to questions from their opponents.

Sharing My Ideas: Then and now

→ Choose

Go over the three themes and ask for ideas from your students. Check to make sure that students understand that the topics in the first column do not have to be about technology.

→ Prepare and Rehearse

You could go over the outline to make sure everyone understands how to organize their presentations. Remind them to use the Language Hints.

When students are ready for Step 3, bring their attention to the Presentation Tip. You could demonstrate hand gestures by doing the sample presentation below. Have students use these gestures when practicing with their partner. Remind the listeners of their task: to tell the speaker which part of the presentation needs more detail. Give them time to go over their outline again before moving on to Step 4.

Sample Presentation

In the past, my grandparents did not have television, mobile phones, or computers. They told me they would listen to the radio and write letters. This helped them stay in touch with the world. These days, we can talk to anyone, anywhere, anytime. One thing that has changed our lives is the Internet. I don't know if life is better now. In conclusion, I don't know if our high-tech toys have improved our lives. I know that I waste a lot of time surfing the Internet. But I would miss my mobile phone if I didn't have it!

→ Present

Have students work with a new partner, or put them in small groups. Be sure that everyone has read and understood the Listener task, and encourage students to take notes. Presenters should also be ready to respond to the comments from the audience.

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 trying to use 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 – There was a clear comparison between the past and now.
- 2 – The presenter used the Language Hints.
- 3 – The presenter spoke at a good pace—not too fast or too slowly.
- 4 – The presentation was interesting.
- 5 – The presenter used hand gestures when making comparisons.

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

I guess I sympathize with both of them. I mean, wouldn't it be great if all couples had the same interests? But it's not possible. And it may not even be what's most important in a relationship. But what is important from this story is that the man has to realize that the woman is not interested in his computer talk. In his high-tech-toys talk.

So he needs to do what she suggests: close the computer and have a conversation and try to reconnect with her. Try to reconnect with what brought them together in the first place. Go out on a date with her. It's not the same thing to download a movie as it is to go out and experience society outside together. Go to a movie and then, after that, go to dinner. Be with other people. That's a way to bring back a human aspect to all of this. I mean, technology helps us to do a whole lot. Technology is great for many, many things. But it also makes us a little less human sometimes.

Video Script

Wouldn't it be great if, ah, all couples had the same interests? Um, but it's not possible. And it may not even be what's most important. But what is important from this story is that he needs to realize that she's not interested in his computer talk—in his high-tech-toys talk.

Um, I mean, if I had a girlfriend who hated baseball, and, ah, I like it a whole lot, I would try not to torture her by talking about it all the time. I would try. So he needs to do what she suggests, which is close the computer and have a conversation, try to reconnect with what brought them together in the first place. And, you know, go out on a date. It's not the same to download a movie as it is to go out and experience society outside. Ah, go to a movie. Then after, go to dinner. Um, it kind of brings back the human aspect to all of this. I mean, technology helps us to do a whole lot. Technology is great for many, many things. But it also makes us a little bit less human sometimes, I think.

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 why Ann-Li is upset with Trin and his response to her.

B. Vocabulary: The focus is on words or phrases 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 the What Do You Think? and Opinion Network sections.

Answer Key

A. 1. d 2. a 3. a 4. c 5. d

B. time, wedding, talk

C. 1. b 2. b

LINKS

If you would like the class to do additional research on the impact of technology, here are some useful links:

<http://news.softpedia.com/news/Technology-that-changed-our-lives-172.shtml>

http://wiki.answers.com/Q/How_does_science_and_technology_influence_our_lives_and_our_environment

http://wiki.answers.com/Q/How_does_technology_helps_us_with_environment