

UNIT 7 THE UNBORN CHILD

UNIT OVERVIEW

In this unit, students will:

- 🎧 Read about and listen to Mali's pregnancy dilemma.
- Answer multiple-choice questions to show understanding of the story.
- 🎧 Consider four alternative opinions regarding what Mali should do about her situation, and decide who has the best idea.
- Study the Opinion Network to learn expressions for talking about others' opinions.
- Extend the Topic by talking about attitudes toward abortion.
- Read a Culture Corner extract about abortion restrictions around the world.
- Share ideas about their future family.
- Watch a follow-up video extract from Andrea giving her views about Mali's situation.
- Take the Unit Test.

Authors' Introduction

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

The Issue

In this unit, Mali explains that she has discovered that she is pregnant, but she isn't ready to have a baby. The pregnancy was accidental, and no one else knows about it. She isn't ready for marriage and doesn't want to quit school to take care of the baby. Also, her parents are traditional and wouldn't understand. Mali's friend tells her she should have an abortion, but Mali is against abortion and can't imagine taking the life of an unborn baby. What should Mali do?

Questions Raised

- Is abortion OK in a case like Mali's?
- Should abortion be available to anyone who wants one?
- Who has the right to decide whether to have an abortion?
- Under what conditions should abortions be permitted?

To Keep in Mind

- Abortion is a very sensitive subject. There may well be students in your class who have had an abortion, or at least know someone who has. It's best to depersonalize such sensitive topics. For example, instead of asking "What would you do in this situation?" you can ask, "What should someone in this situation do?" There is a danger that someone in class has been in that situation (or a similar one).
- Attitudes about abortions vary widely between countries. Laws about abortion also vary widely. It's important that teachers have a reasonable understanding of the laws and attitudes about abortion in the country they are teaching in. Parents or school administrators may object to discussions in class that seem too personal, or that seem to take a stance on moral issues such as abortion.
- It's especially important for the teacher to adopt a neutral stance about the subject of this unit. The Impact Series is effective precisely because it allows for a wide range of opinions to be discussed. Teachers who remain neutral allow their students to express a wider range of opinions.

TEACHING GUIDE

Getting Ready

→ These questions are designed not only to introduce the topic of abortion, but also to give students a chance to express their possible feelings of discomfort with the subject. Give students time to work by themselves. Tell them they need to prepare to answer the questions and that they can make notes. Then have students to work in pairs, asking each other the questions.

🎯 **Teaching Tip:** Some students won't know laws related to abortion in their country. Nor may they understand that laws vary a lot depending on the country. It's best if the teacher has enough basic information about these topics to be able to answer students' questions.

Situation

→ This passage works well both as a listening passage and as a reading passage. Start by explaining that the narrator is Mali, who has discovered that she is pregnant. Preview key words from the passage that will be necessary for overall understanding. At the very least, make sure students understand the words *pregnant* and *abortion*.

🎯 **Teaching Tip:** To use this passage as a listening activity, have students cover the Situation text as they preview the comprehension questions on page 35. (Have them cover the text with a notebook or paper, for example.) Then have students try to answer the questions as they listen to the passage, but without looking at the text. Students should listen at least twice. For lower-level students, it may be useful to allow students to follow along in the book while they listen during the second listening.

Check Your Understanding

Answer Key

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

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of abortion and Mali's situation. Discussion should be done in pairs.

🎯 **Teaching Tip:** To turn this activity into a "Quiz Game," tell students that they must "study" the opinions of Yeon-Suk, Susan, Ken, and Luis until the teacher says "stop." They should try to remember the main idea of the opinion, and they may take notes. When time is up, they must close their books. Next, working with a partner, student A is the "teacher" and student B is the "student." Student A opens the book and "quizzes" student B to see if s/he remembers their opinions. Put the following support on the board:

A : Do you remember what _____'s opinion was?

B : Yes, s/he said_____. Is that right?

Or

No, I don't. Can you help me?

A should help B with the answers. Afterward, students can switch.

☑ **Culture Point:** Cultural and religious beliefs can have a strong influence on attitudes toward abortion. Traditional Christian belief regards the unborn child as having a soul from the time of conception. To end a pregnancy is therefore immoral (akin to murder). Recently, of course, secular beliefs have spread the idea that the child is a part of the mother's body and that she should have the right to have an abortion. In traditional Buddhist and Hindu thought, souls are seen as passing through many lifetimes, so abortion doesn't preclude the soul of the child from being born at another time and place.

Extending the Topic : Ending a pregnancy: right or wrong?

→ Have students work individually when filling out the questionnaire, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read each item, and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity. Some students may mark answers that contradict each other (for example, agreeing that abortion should be a woman's right, but also believing that abortions should be restricted). This doesn't affect the discussion activity below, since students aren't expected to take sides one way or another.

Culture Corner

Have students work in pairs or groups of three. Students look at the map and try to name which countries have the most liberal laws about abortion ("ending pregnancies") and which countries have the most restrictive laws.

Extra Activity: Debate

If you have time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of four. Two students (students A and B) take the position: We should fight to make all countries allow abortion. The other two students (students C and D) take the opposite view: We should not try to influence countries to change their laws about abortion.

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.

Sharing My Ideas: My future family

→ Choose

Explain that students will talk about how they imagine having a family in the future. Go over the questions in the Prepare section to give them an understanding of the topic before having them choose. Give them silent time to think and choose.

→ Prepare and Rehearse

Have students make notes to prepare their presentation. In the Prepare box or on a separate sheet of paper, have them write key words, rather than sentences. This can be demonstrated by putting a full sentence on the board, then putting a line through all the words that aren't essential for understanding. Thus, "In the future, I want to have 2 children" becomes "future—2 children." Point out the Language Hints before they move on to Step 3.

In the Rehearse step, tell students to practice without looking at their notes. The Listener's task is to help the speaker add more detail to the presentation. Going over the Presentation Tip at this stage will allow students to practice showing enthusiasm before moving on to Step 4.

Sample Presentation

I think big families are great because my mother and father both have brothers and sisters, so I have many aunts and uncles. I like this. This is one reason I would like to have a big family. But children are expensive. So I think I will just have two children. I would like to start my family when I am 30. I want to have enough money for my family, but I don't want to be too old! I think the secret to a happy family is love between the mother and father. The reason why I feel this is that if the couple is happy, the family will be happy. So, I have to find the right partner!

→ Present

Have students work with a new partner, or put them in small groups. Point out the Listener task. Have listeners take notes so that they will be prepared to give feedback at the end of the presentations. Remind presenters to be enthusiastic!

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 – The presenter’s position on children/family life was clear. | ★ ★ ★ ★ ★ |
| 2 – The presenter gave good reasons for his or her position. | ★ ★ ★ ★ ★ |
| 3 – The presenter used the Language Hints. | ★ ★ ★ ★ ★ |
| 4 – The presenter was enthusiastic. | ★ ★ ★ ★ ★ |
| 5 – The presenter put feeling into his or her voice. | ★ ★ ★ ★ ★ |

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 Andrea’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

Andrea

Since I’m around the same age as the character in the story, I understand that she’s confused. She doesn’t know what she should do. And of course I think that talking to her parents and talking to her boyfriend may help her decide. But it’s not necessarily their opinions that she needs to focus on, it’s her own.

Is she going to be able to support a child? Is she going to be able to provide it with a loving home? Is she going to be able to be a responsible parent? If the answer is “yes” to all these things, then by all means, have the baby. But if even one of them is “no,” is it responsible to have the child and force a person to deal with a complicated life like that? I don’t think it is.

Video Script

As someone around the same age as, as the character in this story, it, it makes sense that she’s confused and that she doesn’t know what she should do. But I think that talking to her parents and talking to her boyfriend, though it may help her decide, it’s, it’s not necessarily their opinions that she needs to focus on, it’s her own. And is she going to be able to support a child? Is, is she going to be able to provide it with a loving home? Is she going to be able to be a responsible parent? If the answer is yes to all these things, then, by all means, have the baby. But if even one of them is no, what...is it responsible to have the child and, and force, force a person to deal with a complicated life like that? I, I don’t think it is.

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 Mali's dilemma over whether or not to keep her unborn child.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students match three words with their definitions.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

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

B. 1. a 2. d 3. b

C. 1. a 2. c

LINKS

If you would like the class to do additional research on pregnancy and family planning, here are some useful links:

The incidence of abortion worldwide:

<http://www.guttmacher.org/pubs/journals/25s3099.html>

International Planned Parenthood Federation:

<http://www.ippf.org/en/>

Arguments against abortion:

<http://www.buzzle.com/articles/antiabortion-arguments-reasons-against-abortion.html>

Teen pregnancy: pros and cons of abortion:

<http://ezinearticles.com/?Teen-Pregnancy---The-Pros-and-Cons-Of-Abortion&id=665523>