

This Unit is the last of the “domestic circle” and takes us into an important aspect of post-modern life: smart technology. This is still very relevant to the students in their immediate circle, though it also has wider and even global implications. Korea is one of the leading digital technology countries and students typically have smart phones, laptops and other devices. Rather than excluding these devices from the educational process, it is important to recognize that they offer a great opportunity for enhanced learning. However, students and teachers need to learn how to maximize these opportunities and how to deal with distractions such as online games, chatting and SNS. This Unit looks at these issues.

Page 113

Time to Think (Individuals)

This pre-activity can happen before class or while the roll is being called. It is a brief opportunity for reflection on the main topic. However, it is no coincidence that one of the questions asks whether students could live without their phones. This is an important question for students who have grown up tech-savvy and have no knowledge or experience of a life without touch screens and immediate access to information and communication channels.

Task (Pairs)

- Students (pairs) read the instructions and perform role-plays.
- They read the role-play cards and improvise the interactions detailed on the cards.
- Having done this, they show their role-plays to other pairs of students.

The back-to-back format is good for this sort of activity. Students cannot see each other’s face or non-verbal gestures and have to rely on oral communication as in a normal phone-call. Students either imagine they are phoning each other, or actually use their smart phones. In this second case, they can even be in different parts of the room, or in different classrooms! This adds to the excitement of the activity. It is OK if they make a lot of noise, since this will produce a level of sound that will prevent people from being shy.

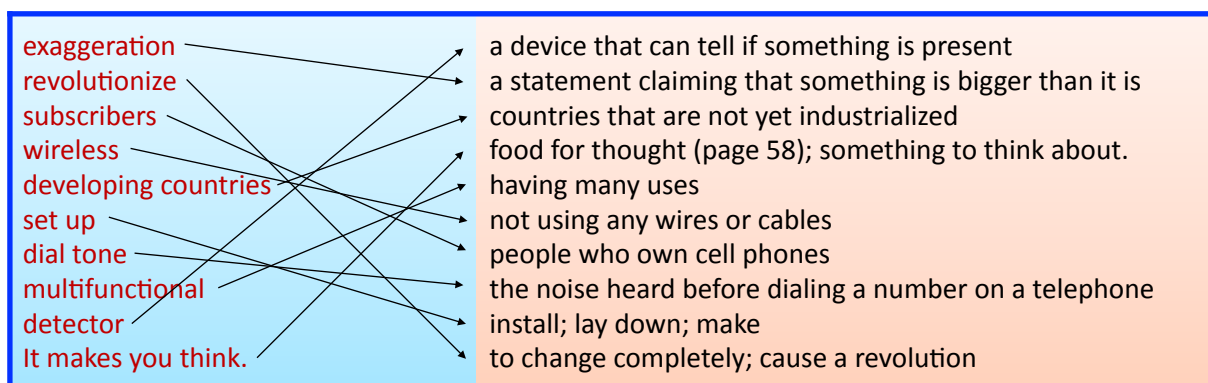
When performing their role-plays to other pairs, they can self-select. That is, the first two pairs to finish can perform to each other, as can the second and third pairs, etc.

Students who finish early can make their own two-people situations and improvise.

Page 114

Cell phones (Pairs or groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 47) and ask students to read the paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don’t know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.



The vocabulary might seem difficult in this passage, since it is quite technical. However, these terms have become a part of everyday language and students might well be already familiar with them.

Further Reading: The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

Page 115

Comprehension Check (Pairs)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students should by now be able to check their answers with each other.

Answers

1. Two other terms for “cell phone” in the passage are “mobile phone” and “cordless phone”.
2. The first mobile phone call was made in 1973.
3. There were 2.6 billion subscribers in 2006 and 4.6 billion by 2016.
4. Cell phones good for developing countries because they don’t have to set up telephone lines across the country. Now, people who have never heard a dial tone in their lives can use a cordless phone to speak to anyone, anytime, anywhere
5. a concept phone can have many shapes and forms as well as many high-tech features.
6. Heat detectors will help phone owners because they will know when they are sick and have a high temperature.

Think for Yourself

Students think about what sort of phone they would design and what it would do.

Background Information

This information here is about smart phones.

Page 116

Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they read and do the instructions.
- Students discuss the questions, using the Conversation Strategies: 'Sharing news on the phone' and 'Receiving news on the phone'.

Suggested answers:

1. - Yes, it is OK to use cell phones in public places. The advantage of cell phones is that we can talk to people any time, anywhere. If we can't use our phones in public places, this makes them almost useless.
- No, it is not OK to use cell phones in public places. We should respect people's privacy and tight to silence. In Japan, for example, it is thought rude to answer the phone in a public place. So the subways are very quiet. <http://jpninfo.com/16144>.
2. I use my cell phone for calling friend and family, for surfing the Internet, for sending text messages, for checking the weather, for checking the news, for the dictionary, and many other things.
3. - Yes, I could live without my cell-phone. It is just a tool that makes life comfortable. After all, cell phones are still very young
- No, I couldn't live without my cell-phone. It is part of me. I do everything with my cell-phone. I rely on it 100%.
4. - Yes, I have a SNS/Facebook/Twitter account. It is very useful. I can contact people across the world. I can share ideas and opinions with them. I can also check on what people are saying and what is happening.
- No, I don't have a SNS/Facebook/Twitter account. I value my privacy. Anyway, I don't have the time. I don't understand how people can be making posts all the time. Don't they have anything else to do?
5. - The advantages of smart phones are that you can phone anyone anytime, anywhere in the world. They are great for communication. You can also surf the Internet and do many other things. They are perfect for modern life.
- The disadvantages of smart phones are that people get addicted to them. They spend all their time looking at their phone. Just look at people in the street, in the restaurant, in the coffee shop, anywhere. They are all looking at their phones or talking on their phones. In a funny way, they are harming communication, since people don't talk face to face.
6. In my opinion the greatest technological invention is the computer. It has made our lives much easier. we can communicate through email and Internet phone. We can also find any information online. Furthermore, we can do assignments on the computer.
7. - Robots ca do many things better than humans. For a start they can do repetitive jobs and never make a mistake. Second, they can do jobs that need calculation, like accounting. Third, they can do dangerous jobs like making landmines safe or working with radioactive materials. Fourth they can work in places where humans cannot go, like on the moon or Mars.
- Robots will probably cause unemployment. This could be bad for people doing jobs that can be given to robots. However, it also frees them up to do more interesting jobs.
- I think that artificial intelligence (AI) is here to stay. We have to get used to it. AI helps computers and robots to do amazing things. Perhaps they will be able to think like humans eventually. However, they will not make mistakes like humans.
- I don't believe that computers can think yet. However, who knows what will happen in the future? Why shouldn't they be able to think? There are many movies on this theme.
8. A: I am a Mac user. I prefer Apple because it is much easier to use. And it never gets a virus. I can trust it. I used to use a PC but now I am happy that I changed to Mac. It is so user-friendly. What's more, Macs look much better than PCs.
B: Really? Well I am a PC user. I think PCs are much better than Macs. For a start, you can do online banking with a PC. You can't do that with Macs in Korea. Second, everyone uses MS Office in Korea. If you use Mac files you can't share them with so many people.

9. -Yes, I would buy a self-driving car. To begin with, I wouldn't have the stress of driving. Second, I could just enter the destination and sit back. I would never get lost. Third, I would never have an accident if every car were self-driving.
 - No, I would not buy a self-driving car. To start with, I would not feel safe. I can't trust a computer to take me to my destination safely. Second, I would be afraid of something going wrong. What happens when the car's computer crashes? Third, I want to be in charge when I am in a car.
10. - In my opinion, smart technology does not reduce or increase stress. I think it is the way we use smart technology that causes stress. Let me give you an example. If I have to take my computer with me on holiday in order to continue my office work, that is stressful. Or if people keep ringing me on my smart phone late at night, that is stressful. However, it would be just as stressful if we didn't have a computer or a smartphone. The important thing is how we use them.
 - In my opinion, smart technology reduces stress. These days, we can do anything with smart technology. It has made our lives much easier and more comfortable.
 - In my opinion, smart technology increases stress. We are always meeting deadlines, sending emails, or answering phone calls. We never have any peace.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

These topics are very relevant for students faced with continuous technological development. Many will not have known a time without high technology and will find it difficult to imagine how people lived before the advent of smart technology (Question 3). This discussion should encourage students to talk about the advantages and disadvantages of smart technology, including not only a better quality of life, but also increased stress, lack of privacy and global issues (pollution, global warming, etc.).

Page 117

Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 48 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Dialogue Quiz

Answers:

1. Mr. Brown rings Jenny to ask how her shopping is going.
2. Jenny is shopping.
3. They agree to meet in the Soft Rock café.
4. Mr. Brown rings Jenny the second time because he has been waiting a long time.
5. No-one is in the wrong place.
6. They couldn't see each other because they were sitting back to back.
7. - Yes, I think we rely on our phones too much.
 - No, I don't think we rely on our phones too much.

As always, it is not necessary for every student read every dialogue. There are many activities in each Unit so the teacher should feel free to chop and change. Perhaps only the advanced students will get through everything. Perhaps the teacher will look at different pages in different Units. There is a lot of room for flexibility.

Learning is cyclic, so it is not necessary to study in a straight line. Not everyone needs to learn the same things and different students need to learn different things. Leo van Lier encapsulated this when he described 'learning affordances'. We can think of a learning activity like a leaf in a jungle. For a caterpillar the leaf is food; for a frog is it shelter; for an ant it can be food or construction material; for a native it can be medicine. It is different things to different people.

So the focus should be on the building of positive attitudes to learning as well as the acquisition of learning strategies. Then students can learn what they need to learn when they need to learn it.

Page 118

Debate Corner (groups of 4 or 5)

- Students in groups choose one of 4 topics for debate.
- Students read the useful phrases on this page.

These hints and phrases are about presenting and questioning arguments, in addition to the Timekeeper's phrases, which are the same as in previous debate Units.

The phrases are more sophisticated now, with Wh questions and rhetorical questions. These sorts of phrases help to achieve a deeper level of debate.

Students should use these phrases in the debate (see the sample arguments on page 120). They should also use the phrases from previous debates.

Page 119

Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55, 62, 70, 86, 102 and 118).
- The timekeeper should look at the phrases on page 118 and think about how to start and end the debate.

Let's Begin!

- The Timekeeper starts the debate using the phrases on page 86 and following the structure on this page.
- Pro Speaker 1 is followed by Con Speaker 1.
- Pro Speaker 2 then disagrees with the Con pair and gives the Pro conclusion. Con Speaker 2 then does the same.
- Students should use the phrases on pages 55, 62, 70, 86, 102 and 118.

Sample arguments appear on the next page.

It will be good for the teacher to consider whether students are ready to have a public debate. In this case, there will be a Pro team, a Con team, a Timekeeper and an audience. This means that everyone else in the

class will watch the debate and vote on the proposition when the two teams have presented their conclusions.

The Speakers will now be able to speak to the audience when giving their arguments and will be able to use rhetorical questions such as “Wouldn’t it be better to ...?”, appealing to the audience.

If students are ready for this, then the two teams should have a week to prepare their arguments. This can be an assignment or a project.

Page 120

Argument Samples (groups)

- Students listen to Tracks 49 and 50 on the CD-Rom.
- At the same time, they read the Argument Samples.
- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Argument Samples show Pro Speaker 1 giving an argument and Con Speaker 1 giving an opposing argument about motion number 1 (page 118) “Smart phones are making us stupid”.

Students should look for the debate language (page 118) when listening to these samples.

Here are some more Argument Samples based the second motion: “Computers will soon be smarter than humans”.

Pro Speaker 1: I firmly believe that computers will soon be smarter than humans. I will give three reasons why I think this. First, Computers are becoming smarter all the time. Just think how much better they are now than 10 years ago. Second, I don’t think that thought is all that magical. I believe that scientists will understand 100% how it works soon. Third, there are exceptions of course, but are we as smart as we think we are? Will it really be all that difficult for computers to be as smart as us? What do you think of having a computer that is smarter than you?

Con Speaker 1: I disagree completely for three reasons. First, don’t you think that computers are just machines? How can they be like us? Second, scientists will never understand the human mind. It stands to reason. Third, computers can only do what they are programmed to do. They will never be able to program themselves or react to changing situations. Wouldn’t it be better to make computers faster and more reliable? We don’t need them to think for us.

Here are some more Argument Samples based the third motion: “Technology is causing many problems today”.

Pro Speaker 1: I strongly believe that technology is causing many problems today. Let me give you three examples. First, you would be right if you thought of pollution as number one. Because of technology, cars and factories are polluting the air, the sea and the rivers. Second, we really have to think about cell phones. Not only are people becoming addicted to them, but old cell phones are being thrown away in their thousands and phone phishing is a serious problem. Third, computers are being used for identity theft. When we do online shopping, our personal details can be hacked. I believe that technology is a mixed blessing.

Con Speaker 1: Pro Speaker 1 has a point, but he/she is too pessimistic. Here are three reasons why. First, we could not live without technology. We could not go back to living without electricity or televisions or computers. Would you prefer to live like people did 200 years ago? Second, technology has made amazing improvements to our lifestyle. Don’t you see that they are more

important than the problems? Third, technology always find a way to deal with the problems, It is just a matter of time.

Here are some more Argument Samples based the fourth motion: “Human cloning should be banned”.

Pro Speaker 1: I am strongly in favour of this motion. Let me tell you why. First, human beings are all unique. We have souls. Do you believe that clones have souls? Second. there is the problem of identity. If I am cloned so that there are two of me, which one is really me? Third, this would take away the joy of being a parent and having children. Governments would just clone the people they wanted, like doctors, engineers, nurses, policemen or mechanics. Please join me by voting to ban human cloning.

Con Speaker 1: Pro Speaker 1 is missing the point as usual. Cloning has many advantages. Let me give you three of them. First, if we clone humans we can get rid of disease. Second, we can even get rid of old age. Wouldn't you prefer this? Third, we can make perfect copies of great people. This is obviously good for society. We can clone good people and make perfect citizens. This way we can get rid of criminals. Of course, many people will look the same, but that's not a problem. All in all, we should not be afraid of cloning. If we are careful the result will be good for everyone. Therefore please join me in voting against this motion.

Reflection (Individuals)

- Students perform a self-assessment of their social skills.

This can be homework, rather than taking up class time.

As before, this is a consciousness-raising self-assessment. Students might well not be aware that social skills enhance learning. As Vygotsky said, language learning is a social event. Students in a group can learn more than students by themselves. They should therefore think about the categories in this activity and consider where they stand.

Students can write single words, phrases or sentences. They just need to think about how they currently perform in these categories. Such awareness will lead to curiosity, inquiry and action. The teacher might want to mention this and explain how social skills can be improved. It is an autonomous process, so students can be told that they will be taking control of their learning if they think about studying in this way.

There are other activities on the website: www.pearson.co.kr.