

# UNIT 14

# Modern Life

This Unit is the last of the 'domestic circle' and takes us into an investigation of our current lifestyle and quality of life. Living conditions are changing rapidly in Korea, thanks to digital technology, AI (Artificial Intelligence), SNS (Social Networking Services) and the 'quickly quickly' ethos of modern life. This Unit encourages students to think about the changes in their lives up to now and how things might change in their lifetimes.

It is quite probable that students will be 'digital generation' beings, having been born in the new millennium or around the turn of the 20th century. In this case, they might find it difficult to imagine a life without the Internet, email, SNSs, satellites, touch screens, air conditioners, etc. As for a life without TVs, movies, cars, or even electricity, this could well be unimaginable. While it might seem like the stuff of ancient history and costume dramas, it was in fact the normal mode of life until 150 years or so ago. Therefore this Unit aims to explore things we take for granted in modern life and in so doing encourage students to think about their lives.

## Page 113

### Brainstorming (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. Students should be aware of changes occurring in the previous 10 years and this will help them to think about changes that might occur in the next 10 years.

### Task 1: Telling the Future (pairs)

- Students read the instructions and think about the suggested changes.
- They mark their opinions in the boxes.

### Task 2: What Do You Think? (groups)

- Students talk about changes that might occur within their lifetimes.
- They write their ideas on the page.
- They talk with other groups, asking whether they agree or not.

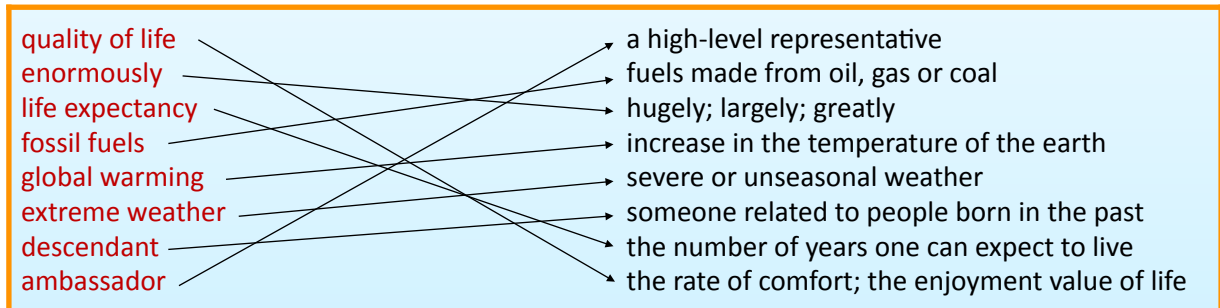
Students should have lots of ideas about technological advances that will be made in their lifetimes and Task 1 should have given them ideas about this. Changes can be negative as well as positive. Students might think about global warming, climate change, migration, epidemics, robotization of jobs, etc. The teacher could show a trailer of (for example) *The Day After Tomorrow*: [https://www.youtube.com/watch?v=Ku\\_IseK3xTc](https://www.youtube.com/watch?v=Ku_IseK3xTc). However, students should not get depressed. They need to see the positive side as well as the not-so-positive side of what might happen.

When they ask other groups for their opinions, this could be done by each student from a group visiting different groups. Alternatively, new groups could be made, each consisting of students from different groups.

## Page 114

## A Better Place (pairs or groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 61) 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.



**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 hundred years ago we would not have gone to university, there was no electricity and oil lamps were used at night. In addition, there were no cars or telephones, so travel was mostly on foot and communication was very difficult. The average age for marriage at that time was 15.
2. People mostly went from town to town on foot.
3. The quality of life has improved enormously, thanks to satellites, jet planes, trains, cars, cell phones, the Internet, email, and many more things that our ancestors couldn't even dream of. Furthermore, 80% of Koreans now live in cities, many of them in tall apartment buildings.
4. If you were born in Korea in 1955 your life expectancy would be 47.5 years.
5. Progress has not had only good results. There have been disadvantages as well.
6. Some of the problems of modern life include pollution, global warming, extreme weather and living in an aged society.
7. The conclusion of this passage is that it is up to us to make it a better place for our descendants. As the UNICEF ambassador Liam Neeson has said, 'The cause of making the world a better place for children unites us all.'

### Think for Yourself

Students think about life 200 years ago and 200 years in the future. They are also encouraged to talk with their parents and ask them about how life was different when they were children. This is an interesting activity, but it is not compulsory. However, if students do get a chance to talk with their parents on this topic, it could be very enlightening. They might even have some photos to share.

The letters UNICEF stand for The United Nations Children's Emergency Fund.

## Background Information

The information here is about life expectancy, world population and other indicators of modern life.

## 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: 'Giving unpleasant information' and 'Expressing disbelief.'

Suggested answers:

1. Here are some things I like about the modern world. To begin with, our lives are convenient. We have electricity, computers, cars, trains, planes, TVs and smart phones. Next, it is easy to travel to places and I can travel abroad if I want to. Finally, I have freedom of speech and I live in a free society.
2. Here are some things I don't like about the modern world. First of all, everyone is rushing around trying to get things done. It is very hectic. This causes a lot of stress. Second, our society is very competitive. Third, it is very exam-oriented. This means that everyone is always studying for some sort of test. Finally, the modern world has lots of pollution that causes global warming and makes everyone's lives difficult.
3. - Yes, I think the quality of life will be better in 50 years. Even if robots do all the jobs, I don't think they will replace humans, I think they will make our lives much easier. I think we will solve lots of problems by then and life will be much better.  
- To tell the truth, I don't think the quality of life will be better in 50 years. Think things will be much worse. The population is increasing by 83 million people every year and there will be way too many people on the planet by that time. This means that food will be a problem, as well as water. If global warming continues there will be many more deserts and all sorts of problems.
4. - To be honest, I think robots might replace humans in the future. This is a frightening idea, but Artificial Intelligence is already very advanced and robots are taking over many jobs. If robots are made to look like humans and do everything humans do, then who knows what might happen?  
- Actually, I don't think robots will replace humans in the future. I don't think scientists and politicians will let this happen. I know there are lots of movies with this sort of storyline, but I think we will always be able to control the robots.
5. - Yes, I think space travel will become possible. People are already talking about space tourism. I think it's just a matter of time. I'm sure that eventually people will be traveling to distant galaxies and finding new planets to live on.  
- In fact, I don't think space travel will become possible. I don't think we will ever be able to travel into space because the distances are too great. Even if we could travel at the speed of light it would take millions of years to get anywhere at all in the cosmos.
6. - To tell the truth, I would like to live on another planet. I think the idea is very exciting. I like the idea of being a pioneer and discovering new places.  
- Frankly speaking, I would not like to live on another planet. In my opinion this would be much too dangerous. First of all there is the problem of getting there. Then there is the problem of living there. There could be all sorts of problems. To be honest, I'm happy living on this Earth.

7. To tell the truth, I think global warming is a very difficult and serious problem. People don't want to give up their cars and factories don't want to stop using fossil fuels. So countries around the world can never agree on how to cut down on the greenhouse gases that they send into the atmosphere. Furthermore, a small number of people say that global warming is not happening. They are not helping to solve the problem at all.
8. Frankly speaking, overpopulation is, in my opinion, the biggest problem in the world today. Every other problem is caused by overpopulation. Not only is this causing climate change, but also poverty and starvation. I think that something has to be done.
9. If I could travel back in time, I would go back to the year ... , because ...
10. If I were Secretary General of the United Nations, I would ask wealthy countries to stop producing weapons and selling them to warring countries. I would also ask them to put lots of money into developing solar energy and wave energy. I would ask developing countries to treat their citizens well and focus on feeding them all.

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. 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 62 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

### Dialogue Quiz

Answers:

1. Kevin is looking at his weather station.
2. He will measure temperature, air-pressure, wind and rain.
3. Kevin want to measure the weather because he is interested in climate change.
4. Ji-hye thinks that climate change is a lot of fuss.
5. Kevin does not agree with Ji-hye.
6. Kevin suggests that Ji-hye help him with his weather station.

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. The researcher Leo van Lier encapsulated this

when he described 'learning affordances.' He suggested that we can think of a learning activity like a leaf in a jungle. For a caterpillar the leaf is food; for a frog it is 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 of the lesson should be on building positive attitudes to learning as well as the acquisition of learning strategies. Then students will be able to 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/Chairperson'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 pages 72 and 118 and think about how to manage the debate.

### Let's Begin!

- The Timekeeper starts the debate using the phrases on pages 72 and 118 and following the structure on this page (or whatever structure the teacher wishes).
- Students should use the phrases on pages 55, 62, 70, 72, 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 could have a week to prepare their arguments. This can be an assignment or a project.

## Page 120

### Argument Samples (groups)

- Students listen to Tracks 63 and 64 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) 'This is the best time to be alive.'

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

Here are some more Argument Samples based the second motion: 'Our grandchildren will enjoy a much better world.'

**Pro Speaker 1:** I firmly believe that our grandchildren will enjoy a much better world. I will give three reasons why I think this. First, you must agree that science is always coming up with amazing discoveries. I think we will soon have a cure for cancer and there will be a new eco-friendly fuel. We will be able to clean up pollution for ever. Second, the United Nations is working hard to get rid of poverty and hunger. I think this will happen in the lifetimes of our grandchildren. Third, I have faith that we are entering a new age of peace and harmony. I think there are many people who want to leave the world a better place than they found it.

**Con Speaker 1:** I disagree completely for three reasons. First, don't you think that science has gone too far? Not only has it produced nuclear weapons, but now it looks as if robots will take over the world. Second, wouldn't you agree that wars are becoming more common? There seem to be more and more terrorists all the time. Third, you would be right if you thought that hunger, poverty, overpopulation and drought are increasing all the time. It doesn't look as if these will be solved in our grandchildren's time. If anything, they will get worse and this will affect everyone in the world. I really wonder what we are doing to this Earth.

Here are some more Argument Samples based the third motion: 'Global problems are now too difficult to solve.'

**Pro Speaker 1:** I strongly believe that global problems are now too difficult to solve. Let me give you three examples. First, you would be right if you thought of overpopulation as the most difficult problem for our generation. The number of people in the world is increasing by 83 million every year and we don't have enough food or water to feed them all. However, no politician wants to deal with this problem, since it means telling people not to have babies. Second, the problem of cars and factories polluting the air, the sea and the rivers has to be looked at. But governments don't want to do this. No-one would vote for them if they did. Third, climate change is getting worse. Some scientists even say it cannot be reversed. Yet governments can't agree on any actions at all. There are too many problems and no easy answers.

**Con Speaker 1:** Pro Speaker 1 has a point, but she is too pessimistic. Here are three reasons why. First, we are intelligent human beings. We have faced difficult problems before and we have solved them. Don't you agree that someone will find a solution to the world's problems before it is too late? Second, I believe that education is the answer. If we educate all the poor people they will have fewer babies and they will learn how to grow food properly and save water. This has been proved many times. Third, I believe that the global problems are not as bad as the politicians tell us. I am sure that things will work out in the end.

Here are some more Argument Samples based the fourth motion: 'Our ancestors had a better quality of life.'

**Pro Speaker 1:** I am strongly in favor of this motion. Let me tell you why. First, our ancestors were not distracted by computers, TVs and smartphones. They entertained each other and their families and friends were much closer because of this. Second, they didn't have the stress and competition that we have these days. Our ancestors could have a peaceful life just doing their work and living their lives. Third, they were close to nature and could experience the spiritual world more easily than us. They didn't have to get away in cars or planes. Instead they were in touch with their souls and the reality of nature. In other words, their lives were peaceful, spiritual and meaningful. They followed the traditional ideas of Korea and they respected each other.

**Con Speaker 1:** Pro Speaker 1 is missing the point as usual. Let me tell you why. First, it might have been OK to be a nobleman in ancient times, but if you were a normal person, your life would have been very hard. Furthermore, you would have died before you were 40 years old. Second, there were many diseases. Would you want to live in a society without modern doctors or dentists? Third, you would have stayed in the same place for the whole of your life, doing the same job day in and day out. If you were a woman, your life would have been very restricted. Your role would have been to have children and look after your husband. Can't you see that this was not a better quality of life? Therefore please vote against this motion.

## Reflection (Individuals)

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

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

As before, this is a consciousness-raising self-assessment. Students might 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 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 teamwork skills can be improved. 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](http://www.pearson.co.kr).