GRAMMAR / Definite and Indefinite Articles

INSTRUCTIONS FOR THE TEACHER

This exercise is a supplement to the exercises of *In Charge 1*, Unit 9, pages 109 through 112.

1. Distribute the Student Worksheet to your students. Ask them if they have seen the Steven Spielberg movie, *A.I.,* and if they know what the initials stand for (**A**rtificial **I**ntelligence). Then have them read the passage on socially developed robots and fill in the blank with the correct article.

2. Have the students find the non-count nouns in the passage.

3. Have students work in pairs to compare answers and discuss the reasons for their choices.

4. Go over the answers as a group.

5. Note that an answer key is provided for the Student Worksheet.

Optional:

Put your students in small groups and ask them to answer the final question of the passage. Have them say whether or not they could imagine themselves responding politely to a polite robot, and to say why or why not.

GRAMMAR / Definite and Indefinite Articles
Student Worksheet

Name: _____

A. Read the following paragraph and circle the correct article. If no article is necessary, circle Ø.

Imagine you are at (1.) a / the / Ø conference on (2.) a / the / Ø artificial intelligence. Suddenly you realize you are about to bump into someone, but (3.) a / the / Ø person, just at (4.) a / the / Ø last moment, gracefully dodges you. You start to apologize as this person turns to face you, but you rudely cut your own apology short when you realize this person is actually (5.) a / the / Ø robot. (6.) A / The / Ø robot, however, continues with its polite apology before moving on.

Does (7.) a / the / Ø robot have (8.) a / the / Ø better developed social skills than you? Its apology sounds completely sincere even though (9.) a / the / Ø near collision couldn't have been (10.) a / the / Ø robot's fault; it has been equipped with (11.) a / the / Ø laser and sonar components which sense (12.) a / the / Ø distance and steer it away from (13.) a / the / Ø people and things. In addition, it is hoped that this type of (14.) a / the / Ø robot will be programmed to socialize with (15.) a / the / Ø people. In other words, it will be able to recognize and ask (16.) a / the / Ø people relevant questions based on (17.) a / the / Ø previously collected information. So, imagine yourself in the same situation. What reaction would you have? Would you offer (18.) an / the / Ø apology?

(more)

B. Find the non-count nouns in the passage and list them below.

1. _____

2. _____

3. _____

C. Work in pairs. Compare answers and discuss the reasons for your choices.

GRAMMAR / Definite and Indefinite Articles
Answer Key

A.

1. a
2. Ø
3. the
4. the
5. a
6. The
7. the
8. Ø
9. the
10. the
11. Ø
12. Ø
13. Ø
14. Ø
15. Ø
16. Ø
17. Ø
18. an

B.

1. artificial intelligence
2. distance
3. (previously collected) information

SPEAKING / High-Tech Genetics

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement to the exercises of *In Charge 1*, Unit 9.

Part 1

1. Distribute the Student Worksheet to your students. Discuss the term "gene manipulation." Ask students to say what they remember about the pros and cons of gene manipulation from the reading on pages 115 and 116 of the Student text. Have them reread the text if necessary.

2. Have the students rate the list of possible alterations. They can do this individually or in pairs. Tell them to imagine they are parents and have to make these choices for their own unborn child. For more grammar practice, you may choose to have students note which of the alterations are non-count and/or abstract nouns.

3. Have the students work in small groups to share and discuss their ratings. Explain the word "consensus" to the students and ask them to try to reach a consensus about as many of the alterations as possible by trying to persuade one another of each other's opinions.

4. Have the groups share their results with the class. Also have them share the main arguments preventing them from coming to a consensus with the class. You may want to make a note on the board of the alterations each group was able to agree on, followed by a list of the main objections to those they were not able to agree on.

Part 2

1. Explain the situation of the role play to the students. Have the students work in pairs and decide who will be the mother and who will be the father. For classes without an equal amount of each gender, have students role-play as an expecting parent with a sibling or friend.

2. Have selected pairs perform their role plays for the class.

Optional:

Refer students to the following website to learn why scientists do not believe society is ready for new genetic technology:
http://abcnews.go.com/sections/science/DailyNews/genes_humantrials000919.html

To read about the life of a "genius" baby, Doron Blake, from an organization called the Repository for Germinal Choice, refer students to: http://slate.msn.com/?id=102689

SPEAKING / High-Tech Genetics
Student Worksheet

Name: _____

Part 1

A. Reread the passage on page 115 of your text.

In the future, it is possible that genetic technology will be advanced enough to allow parents to "design" their children. Some of the ways embryos can be altered are clearly of benefit to the human race, while others could have frightening consequences. Which of the following alterations do you think (1) should be permitted, (2) should be permitted, but *only* in certain circumstances, (3) should not be permitted, and (4) you are not sure about? Rate the following from 1 to 4.

Determining a child's:

   2   appearance
_____ protection from diseases
_____ athletic ability
_____ intelligence
_____ artistic ability
_____ gender
_____ height
_____ build (body type)
_____ musical ability
_____ life span (length of time alive)
_____ social skills
_____ sense of humor
_____ creativity

B. Now get into small groups and compare your ratings. Give reasons for your choices. Try to come to a consensus about as many of the characteristics as possible.

C. Share your group's ratings with the class. Talk about the issues that prevented your group from agreeing on the ones you were not able to come to a consensus on.

Part 2

With a partner, role-play disagreeing parents who have been asked what they would like to genetically alter in their unborn child's embryo. The mother starts the role play by telling the father what the doctor told her was possible.

VOCABULARY

INSTRUCTIONS FOR THE TEACHER

These exercises are a supplement *In Charge 1*, Unit 9.

Part 1

1. Distribute the Student Worksheet to your students. Have them unscramble the scrambled vocabulary words. They can refer to page 116 of the student text, if necessary. Check that they have the words correctly unscrambled before moving on.

2. Have the students reorder the compound words.

3. Note that an answer key is provided for the Student Worksheet.

Part 2

Part 2 is a Word Game. The purpose of the game is to have a student help another student guess what word he or she is thinking of. To do this, students will need to think of words that describe or are associated with the word they've chosen. This game is more fun if you give students only one minute to "explain" their word before moving on to the next word. If you do this, have the pairs keep a count of the amount of words guessed correctly.

Part 3

1. Have the students complete the sentences with their vocabulary words. Then they follow the instructions.

2. Have students in groups compare their answers.

VOCABULARY
Student Worksheet

Name: _____

Part 1

A. Unscramble the following vocabulary words.

1. tbleus   _____*subtle*_____

2. plapaneig   _____

3. gitingruin   _____

4. tezimoscu   _____

5. ttair   _____

6. channteneme   _____

B. These three compound words do not go together. Correct them.

1. cutting effect _____

2. side out   _____

3. weed edge   _____

Part 2 / Word game

Get into pairs. Choose one of the vocabulary words from parts A and B, but don't tell your partner which one it is. Try to help him or her guess which word you chose by saying as many words and phrases as you can which describe this word or are associated with the word. Do not use any form of the word itself. Once your partner has correctly guessed your word, switch roles. Continue in this way until you have used up all the words.

(more)

Part 3

Complete each sentence with one of the vocabulary words, and then follow the instructions.

1. The opposite of obvious is _____*subtle*_____. Ask another student for a favor in this manner.

2. Being forgiving, funny, and entertaining are all positive personality _____.

Now list three negative ones.

a. _____

b. _____

c. _____

3. A person you cannot easily figure out is often said to be _____.
Name something about the world which is difficult to explain.

4. One of the _____ of this medicine is that it makes you drowsy.
List two other common problems caused by medicines.

a. _____

b. _____

5. Furniture and computers are two examples of things that are often _____. What else can you think of that can also be designed in this manner?

VOCABULARY
Answer Key

Part 1

A.

1. subtle
2. appealing
3. intriguing
4. customize
5. trait
6. enhancement

B.

1. cutting edge
2. side effect
3. weed out

Part 2

1. subtle / for example: I wish I had enough change for the soda machine.
2. traits / for example: selfishness, vanity, conceit, jealousy, being too loud, etc.
3. intriguing / for example: The Bermuda Triangle
4. side effects / for example: dry mouth, stomach aches, etc.
5. customized / for example: cars, houses, etc.