

NEW CUTTING EDGE

UPPER INTERMEDIATE

Module 11 – Interfering with nature

1 Put the words in the spaces to complete the expressions.

engineering immortality cloning eradication vaccination
expectancy cloning cells diseases cosmetic

- a an average life _____ of over 100 years
- b the replacement of damaged organs using _____ from human embryos
- c human _____
- d the _____ of plants and animals
- e the _____ of human beings
- f the _____ of infectious diseases such as malaria
- g a _____ against AIDS
- h the prediction and treatment of hereditary _____
- i _____ surgery to make your hands look younger
- j genetic _____ of embryos to make them grow up slim, athletic etc.

2 Now, number the above scientific possibilities 1–10, 1 being the most important for humanity, 10 being the least important. Show your order to your partner. Do they agree?

3 Do you remember these mishaps that you saw in Module 3? What would you say if these things happened to you? Use *If* clauses in your answers.

- a you're late for work
If I had got up earlier, _____
- b you miss your plane
If I'd _____
- c you over-sleep

- d you run out of petrol

- e you lock yourself out

- f you get on the wrong train

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Teacher's notes

This worksheet is designed for use after completion of pages 116–121.

- 1 Students put the words in the spaces to complete the expressions.**
an average life **expectancy** of over 100 years
the replacement of damaged organs using **cells** from human embryos
human **immortality**
the **cloning** of plants and animals
the **cloning** of human beings
the **eradication** of infectious diseases such as malaria
a **vaccination** against AIDS
the prediction and treatment of hereditary **diseases**
cosmetic surgery to make your hands look younger
genetic **engineering** of embryos to make them grow up slim, athletic etc.
- 2 Students number these scientific possibilities 1–10, 1 being the most important for humanity, 10 being the least important. Students then compare their orders with their partners. Encourage students to justify their orders. Get feedback from the whole class.**
- 3 Students write what they would say if the mishaps happened to them. Tell students to use *if* clauses in their answers. Answers will obviously vary, but here are some possible answers:**
 - a you're late for work
If I had got up earlier, I wouldn't have been late.
 - b you miss your plane
If I'd got a taxi instead of the bus, I wouldn't have missed my plane.
 - c you over-sleep
If I had set the alarm clock, I wouldn't have overslept.
 - d you run out of petrol
I wouldn't have run out of petrol if I had gone to the garage sooner.
 - e you lock yourself out
I wouldn't have locked myself out if I had put the keys in my pocket before I left.
 - f you get on the wrong train
If I'd checked the platform number, I wouldn't have got on the wrong train.
- 4 You could ask students to repeat the exercise but this time making sentences using *wish...* and *if only...***