

LISTEN A MINUTE.com

Genetic Engineering

http://www.listenAminute.com/g/genetic_engineering.html



One minute a day is all you need to improve your listening skills.
Focus on new words, grammar and pronunciation in this short text.
Doing the online activities, discussion, survey and writing will help.
Listen many times – enough for you to you understand everything.

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THE LISTENING TAPESCRIPT

From: http://www.listenAminute.com/g/genetic_engineering.html

I think the idea of genetic engineering is fascinating. It's also quite dangerous. Fiddling around with what makes us human might make us less human. We could end up creating a Frankenstein's monster. The idea of genetic engineering has been around for centuries. Scientists have always wanted to change us. The real breakthrough came in the latter half of last century. Geneticists cracked the genetic code and found ways of altering our genes. Now they can clone animals and reproduce human tissue and organs. I don't think it'll be too long before scientists clone a person. Once all the fuss has died down, younger generations will be more accepting of genetic engineering. We might even live to be two hundred years old.



LISTENING GAP FILL

From: http://www.listenAminute.com/g/genetic_engineering.html

I think _____ genetic engineering is fascinating. It's also quite dangerous. _____ with what makes us human might make _____. We could end up creating a Frankenstein's monster. The idea of genetic engineering has _____ centuries. Scientists have always wanted to change us. The real breakthrough came in _____ of last century. Geneticists cracked the genetic code and found _____ our genes. Now they can clone animals and reproduce _____ and organs. I don't think _____ long before scientists clone a person. Once all the _____ down, younger generations will be more accepting of genetic engineering. We _____ to be two hundred years old.



CORRECT THE SPELLING

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 **DISCUSSION** (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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 **DISCUSSION** (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

STUDENT GENETIC ENGINEERING SURVEY

From: http://www.listenAminute.com/g/genetic_engineering.html

Write five GOOD questions about genetic engineering in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.



HOMEWORK

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET INFO: Search the Internet and find more information about genetic engineering. Talk about what you discover with your partner(s) in the next lesson.

3. MAGAZINE ARTICLE: Write a magazine article about genetic engineering. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

4. GENETIC ENGINEERING POSTER Make a poster about genetic engineering. Show it to your classmates in the next lesson. Give each other feedback on your posters.

5. MY GENETIC ENGINEERING LESSON: Make your own English lesson on genetic engineering. Make sure there is a good mix of things to do. Find some good online activities. Teach the class / another group when you have finished.

6. ONLINE SHARING: Use your blog, wiki, Facebook page, MySpace page, Twitter stream, Del-icio-us / StumbleUpon account, or any other social media tool to get opinions on genetic engineering. Share your findings with the class.

