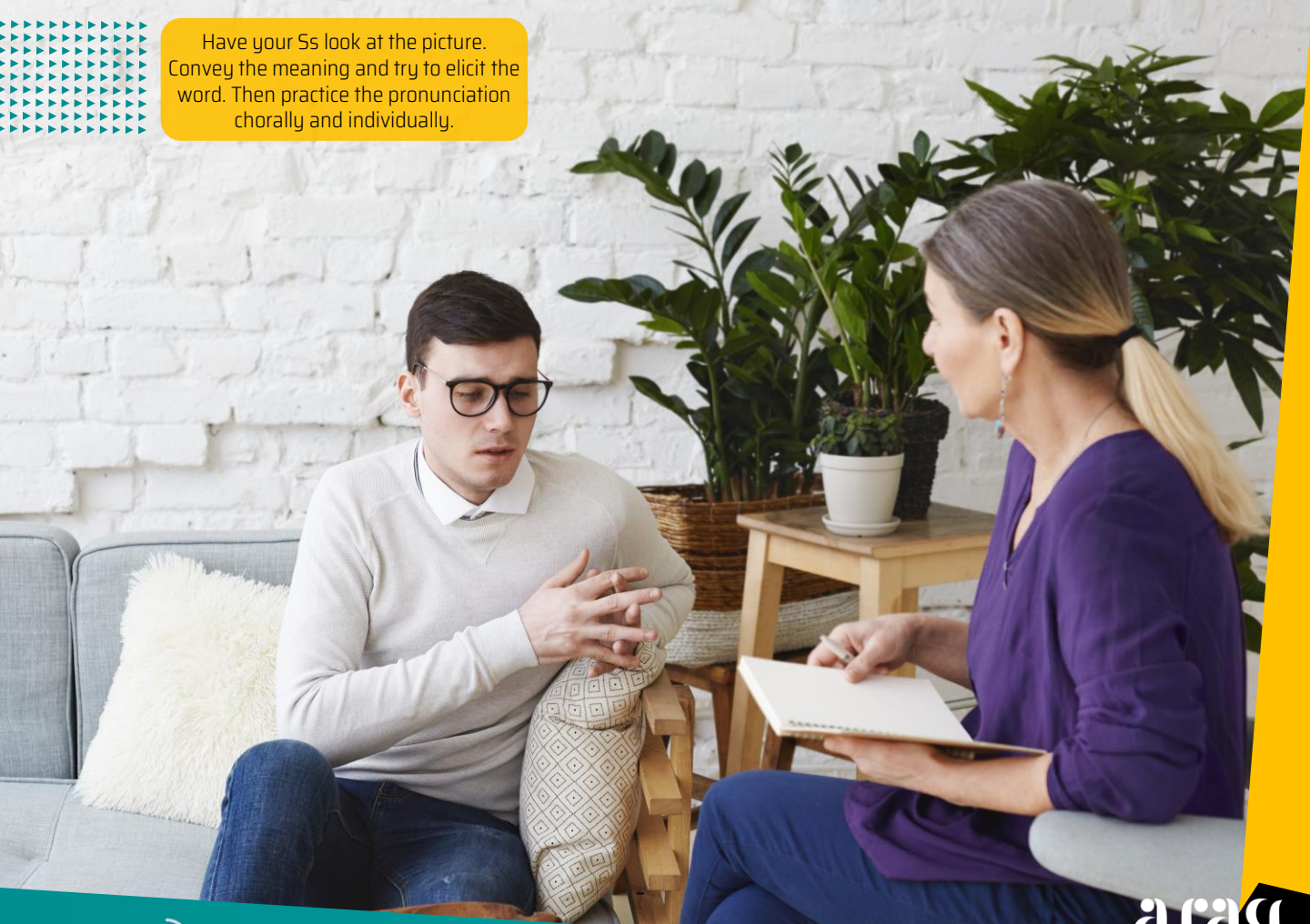


StartUp 4
Reading

Unit9 – Lesson4
Page108

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



PSYCHOLOGIST

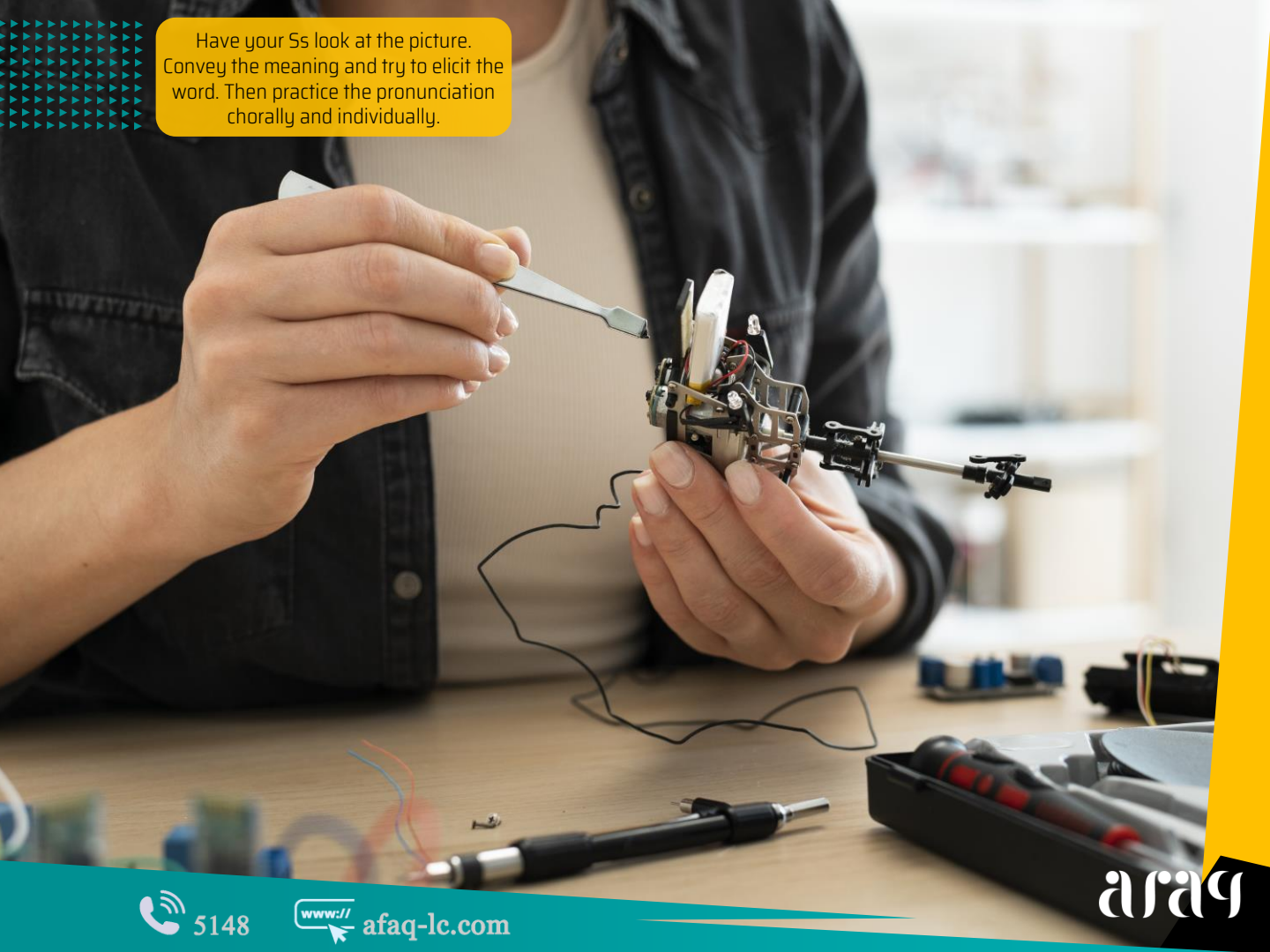
Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



DISCOVERY



Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.


Teach the form of the word. Then ask some concept checking questions.
INVENT
5148
www://
afaq-lc.com
afaq

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



RESPOND


Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.
AMBULANCE
AMBULANCE

Teach the form of the word. Then ask some concept checking questions.



SURVIVE

Have your Ss look at the picture. Convey the meaning and try to elicit the word. Then practice the pronunciation chorally and individually.



Teach the form of the word. Then ask some concept checking questions.



ADVANTAGE

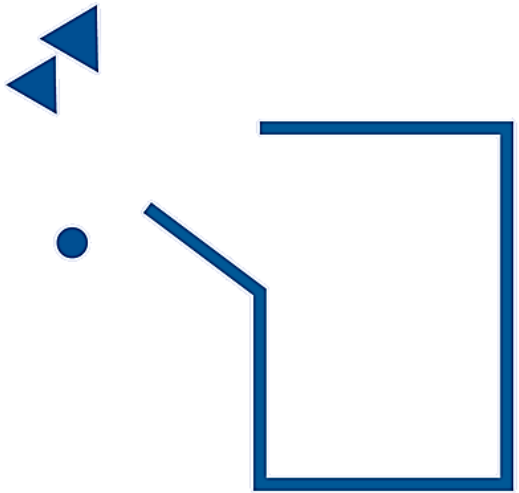
MATCH WITH THE DEFINITION.

___	1. invent	a.	to react to something
___	2. survive	b.	the situation when someone finds something new
___	3. a discovery	c.	a doctor that studies human behavior
___	4. an advantage	d.	to create an new type of thing or solution
___	5. respond	e.	to continue to live after a dangerous event
___	6. a psychologist	f.	a better position to be in

Have your students make sentences about each picture using the words they have learned. Focus on accuracy.

A PREVIEW Read the title of the article and look at the image. What kind of power do you think stories have?

THE HUMAN BRAIN AND THE POWER OF STORIES



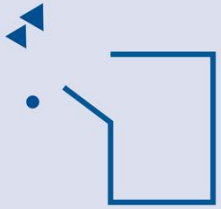
LISTEN TO THE AUDIO CAREFULLY.

9-19

Which statement best describes the main idea? Circle the correct answer.

a. Our brain's ability to remember stories helped early humans to survive.
b. Early humans learned information about other people through stories.
c. Our brains use stories to share and remember information.

THE HUMAN BRAIN AND THE POWER OF STORIES



In a famous experiment, psychologists Fritz Heider and Marianne Simmel made a surprising discovery about the human mind. They created a short film in which simple shapes moved around the screen. Then they asked 34 people to describe what they'd seen. Only one person described the movements of the shapes. All the others invented stories. One person said, "The triangles were in love with the circle." Another said, "The circle was running away from the angry triangles." Since then, other researchers have repeated the experiment with similar results. Why did so many people choose to give the shapes human actions and feelings? Many psychologists believe it's because our brains are wired to look for and respond to stories.

Why are stories so important to us? One answer may be that stories helped early humans survive in a dangerous world. Thousands of years ago, people learned how to stay alive by passing along stories. For example, stories taught them what was safe to eat: "Do you see those berries over there? Don't eat them! My cousin ate some and got very sick." Stories prepare us for real situations and let us solve problems before we experience them.

By sharing stories, early humans also learned important information about the people around them. They learned where others were from, how they lived, and if they were friendly. They learned how they thought and felt and then compared these to their own emotions and experiences. In creating these connections, stories helped humans build relationships and work together—giving humans a big advantage over other animals.

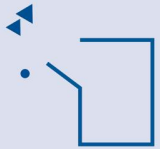
In fact, stories are so important that our brains are programmed to remember them over other kinds of information. In another experiment, psychologists Gordon Bower and Michael Clark tested people's ability to remember information. They gave a group of people a list of ten words and asked them to memorize the list. They gave another group the same list, but asked them to make up stories with the ten words. The group that made up stories with the words were able to remember six to seven times as many words as the other group. Think about the article you are reading now. In six months will you remember the facts, the numbers, and the other details? Or will you remember the story of the circle and the angry triangles?

B Circle the correct answers.

1. After watching the simple shapes video, most people ___ the shapes.
   a. described the movements of b. made up stories about c. couldn't remember
2. Stories helped early humans ___.
   a. find new places b. find food c. build relationships
3. Bower and Clark learned that people remember things best when information is ___.
   a. written down b. in a list c. told as a story

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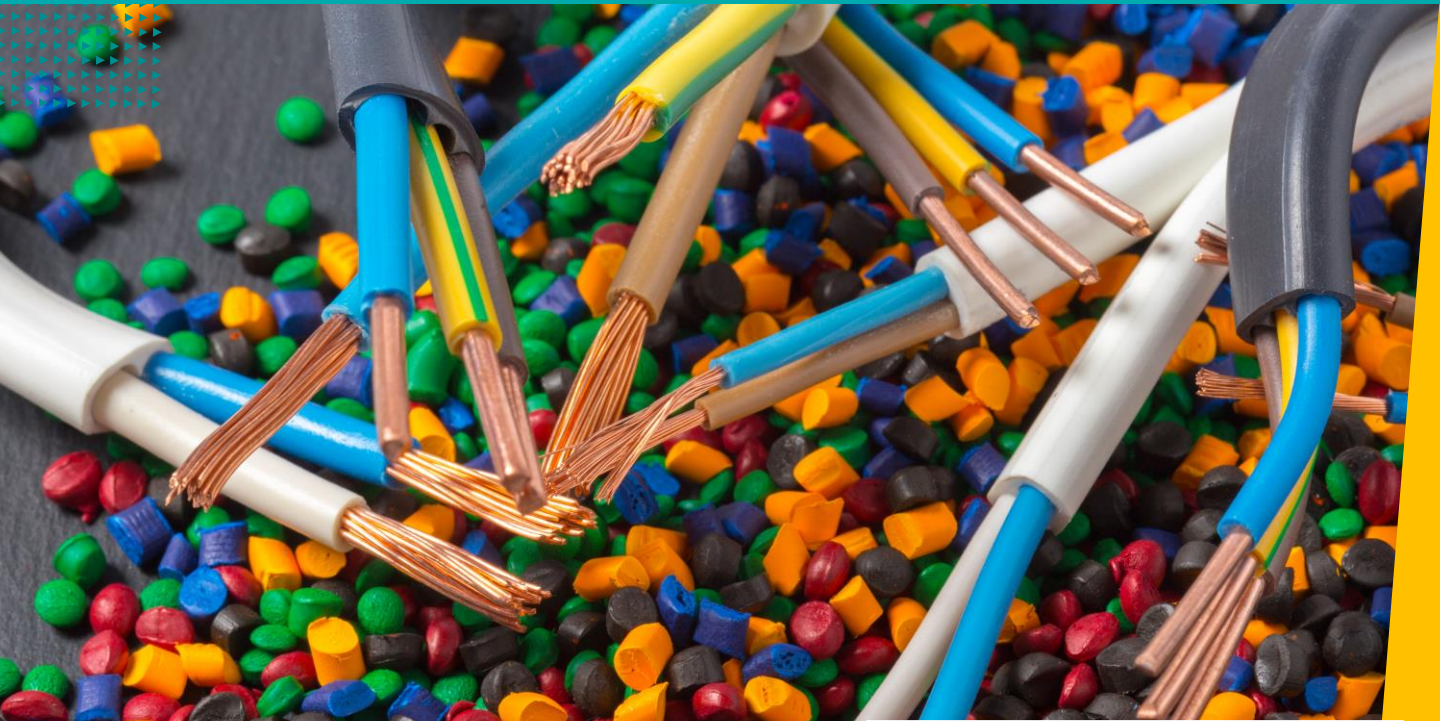


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Have Ss identify the correct meaning. Go over the answer as a class.



C FOCUS ON LANGUAGE Reread lines 8–10 in the articl

Circle the correct answers.

The expressions *wired* means ___.

a. not prepared to do something
b. ready to become emotional
c. designed to work a certain way

READING SKILL Find supporting evidence

Writers use supporting evidence to show the reader that their opinions and ideas are true. Evidence can be in the form of a quotation (something someone said), an example, or a fact.

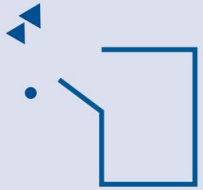
D Read the Reading Skill. Find evidence that the writer uses to support each idea. Complete the chart.

Idea	Supporting evidence
In the shapes experiment, people invented stories to make sense of what they saw.	(quotations) a. b.
Stories helped early humans survive in a dangerous world.	(example)
Stories help us remember important information.	(fact)

WHAT WAS THE ARTICLE ABOUT? RETELL THE MOST IMPORTANT IDEAS. USE YOUR OWN WORDS.

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Have your Ss tell the summary of the text in breakout rooms.

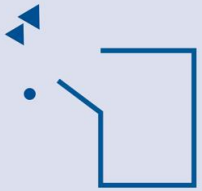


Think of some examples of powerful stories in your life.

- a story that helped you solve a problem
- a story that helped you in your job
- a story you tell people that helps explain who you are
- a story that helped you remember something you learned in school
- _____ (*your own idea*)

Have your Ss answer the questions in the breakout rooms.

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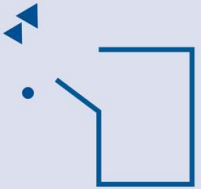
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READ THE SCRIPT AND UNDERLINE ANY NEW WORDS YOU DO NOT KNOW.

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AS HOMEWORK USE A DICTIONARY TO LOOK UP THE WORDS AND LEARN THEM.

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