**TPO43- Integrated Task:**

According to the reading, available fossil records do not provide paleontologists with enough information about what agnostids--primitive arthropods, relatives of modern-day insects--lived on or how their behavior was. The author mentions three theories, among several hypotheses, concerning the agnostids’ lives; however, the lecture finds whatever mentioned in the passage debatable and casts doubt on them.

The reading passage claims that the agnostids like other types of primitive arthropods may have been strong swimmers and predators of small organisms in the ocean. Conversely, the lecturer brings up the idea that although arthropods swam in the open ocean, all of which had well-developed eyes which is essential for a predator to track a prey. She mentions that since the agnostids had tiny eyes or some of which were utterly blind, they might not have been predators. She states that they would have other organs to help them run after a prey if they wanted to do this, yet there is no evidence to prove this claim.

The author argues that due to the fact that some of primitive arthropods inhabited on the seafloor, the agnostids may have lived this way as well and may have fed on the body of dead decaying animals. However, she contradicts this and asserts that seafloor animals do not typically move fast and far. They usually move slowly and live in localized areas from which they originated. She believes that since the agnostids dwelled in multiple geographical areas, they might have had the ability of moving from one place to another fast, which was extremely abnormal for seafloor dwellers.

The text discusses that since many species of modern-day arthropods are parasites, the agnostids might have been parasites as well, which could have fed off larger arthropods or fish. The professor, on the other hand, refutes it and maintains that the typical characteristic of parasites is their low population. Otherwise, they would destroy the hosts on which they live. She contends that the population of agnostids could have been large because a large number of fossils related to many species have been found. Thus, great size of their population rejects the theory.

Which of the following do you think would be the most effective way that a teacher can use to make students more interested in classes?

-Using more technological ways

-Asking students to work in groups or teams

-Explaining how the lessons have a connection to real-world

Nowadays, receiving education has become a must for every individual since all but most of our jobs are directly dependent on the level of our knowledge. One of the controversial issues concerning education is measures that teachers should adopt so that students will take an interest in classes, three of which are using technology-oriented methods, encouraging students to participate in teamwork, and clarifying the relation of lessons to real-world. As far as I am concerned, each of the aforementioned methods can be suitable for a specific age group and there is not a general answer about which measure is the most appropriate one. In what follows, I will elaborate upon my viewpoint:

To begin with, it is a challenging task for teachers to draw the attention of students at early ages, such as primary school students, to classes due to the fact that they are remarkably energetic, full of fun, and keen on playing games and spending time with their friends rather than sitting and listening to lessons for hours. With this in mind, teamwork is one of the most helpful measures, by means of which teachers can provide students with a pleasant and friendly atmosphere. To be precise, when they cooperate with other pupils in groups in order to carry out their assignments, they can have interaction with each other, have so much fun, establish relations, and enlarge the circle of their friends. Furthermore, almost all of intriguing and technological measures or devices stimulate today’s students, and they have a good connection with technology, as we can see how much time they spend on, for example, their tablets or social media. Taken this into account, technological methods can also be a beneficial way, for students at young ages, in order to turn a serious educational class into an attractive place. As a result, not only can such mentioned measures build a close tie between students and classes, but also they will become students who are eager to broaden their knowledge every day more than before.

Another point which deserves some words here is that students, such as high school or undergraduate students, look at things around them more meticulously and are curious to know more details about different issues such as rationale behind them or the relation of lessons taught by whose teachers with real-world. With that in mind, I strongly believe that the more teachers clarify what relation lessons have with real-world, the more students gain an understanding of their surroundings, resulting in a deep sense of fulfillment and a keen interest in classes, which is not provided by technological ways or teamwork. The story is more important for young students, such as postgraduate students, since they have learned theories and have chosen to gain insights into a specific territory in their major to deepen their understanding of the subject and also use what they learn in whose jobs or industry. In this respect, the most decisive action which teachers can take in order to fascinate students in classes is to explain how these theories reflect in the real-world.

In conclusion, with all the aforementioned arguments taken into account, regarding choosing an appropriate way for attracting student’s attention to classes, I believe that instead of opting for one measure for all students, it is more rational to choose a proper way for each age group since their morale and needs are completely different. Thus, a method which fulfills their desires should be taken.