

# UNIT 7 BIG WORRY

**UNIT OVERVIEW:** In this unit students will discuss global and personal concerns.

**Conversation Starters: *Weather Conditions***

Friends express their concerns about climate change.

**Building Fluency**

Expressing concern; verb and adjective phrases — worries

**Conversation Model**

What's wrong? — Blend sounds

**Let's Talk About It: *What's on your mind?***

Identify and talk about things you are worried about.

**Conversation Idioms:**

get robbed

I don't like the sound of that

have a big snowfall

not enough

this time last year

grow up

get a good job

affordable health care

take care of my parents

have snowball fights

wear short-sleeved shirts

am worried about

Additional Links for this unit: Rebecca from Australia talks about drought in her country.

<http://www.elllo.org/english/0851/T878-Reb-Drought.htm>

## STEP 1 BUILDING THE ATMOSPHERE

Ask your students if they tend to be “worry warts” and worry about things all the time or if they are optimistic and not worry about things at all. Next, have them look at the photo of Amy and Erik at the top of the page and decide if Erik looks like he *often* or *never* worries about things. Get them to check their guess by listening to the **Amy and Erik introduction** (he doesn't worry about anything). Play the track again and have them listen for the phrase Erik says which means it's better not to worry: *You know what they say... \_\_\_\_\_!* Ask your students if they agree or disagree with this saying, “don't worry be happy.” Finally, have your students look at the three weather pictures at the top of the page (drought, storms, heavy snowfall) and talk about which worries them the most.

**Script [Track 39]**

Erik: Hi everyone! This is Erik and Amy. And welcome to Unit 7, “Big Worry.”

Amy: Erik, do you have any big worries?

Erik: Nah, I don't worry about anything. You know what they say... “Don't worry be happy!”

Amy: Well, what about the strange weather we've had recently?

Erik: Nup.

Amy: Well, our friends are. Let's listen to what they have to say.

## STEP 2 CONVERSATION STARTERS: WEATHER CONDITIONS

*Students will listen to people express their concerns about climate change.*

### 1. First Listening

Play the audio and have students circle the items. If necessary, play the audio again. Next, have students go over their answers in pairs and then confirm as a class.

### 2. Second Listening

Give students a chance to read the questions before playing the audio again. You can either ask them to write out complete sentences or to write key words and phrases. Stop the audio after each track if they are going to write complete sentences.

**Answer Key**

First Listening:

1 – jacket, short-sleeved shirt

2 – storm, neighborhood, TV show

3 – snowmen, snowboarding, snowball fights

4 – rain, garden, empty dam

Second Listening:

1. global warming (getting hotter and hotter)

2. It was really scary

3. snowy weather

4. the rain

**BONUS**

Have students answer the questions in pairs. When discussion is winding down, get a quick show of hands to see how many people are worried about climate change.

**Script [Tracks 40-43]**

**1. Inna:** The weather's so strange lately. Don't you think?

**TJ:** You're right. Everyone was wearing short-sleeved shirts and shorts today and it's only April! This time last year, I was still wearing sweaters and jackets!

**Inna:** I'm really afraid it's going to keep getting hotter and hotter. It's a big worry.

**2. Scott:** What about that big storm last night? You should see how many trees are down in my neighborhood. It was crazy!

**Pia:** I know. It was really scary. Actually, you know, I saw a TV show on the other night about extreme weather. It said that scientists are really concerned that if we don't change our behavior and do something now, the weather will become even stranger.

**Scott:** Wow. I don't like the sound of that.

**3. Asako:** I wanted to go snowboarding next weekend, but the slopes have closed because there's not enough snow!

**Christopher:** Yeah, you know, where I grew up in the United States it used to snow really heavily in the mountains. But I can't remember the last time we had a big snowfall.

**Asako:** It's exactly the same where I'm from in Japan. When I was in elementary school, we used to make snowmen and have snowball fights in winter. But it only snowed once last year, and it had melted by lunch. I'm really worried that we won't have any snow at all next year. I really miss the snow!

**4. Alex:** Ahh, I hate this rain. I wish it would stop.

**Trish:** Yeah. I know what you mean, but you shouldn't complain about the rain. Where I'm from in Australia it almost never rains.

**Alex:** Really?

**Trish:** Yeah, and now so many of the dams are nearly empty and there's not enough water. And people aren't even allowed to water their gardens! My mum's so worried about her roses.

**Alex:** Oh. I didn't know the drought was so serious in Australia.

**STEP 3 BUILDING FLUENCY: EXPRESSING CONCERN**

*Students will practice several ways of expressing concern as well as verb and adjective phrases for describing worries.*

**1. Expressions**

Have students decide which expressions are similar in meaning. Allow them to compare answers in pairs before checking as a class.

**Answer Key**

Very worried: 1, 4

Kind of worried: 2, 6

Not worried: 3, 5

**2. Vocabulary**

- In pairs have students match the phrases to the best pictures. Then go over as a class.
- Next, reinforce the vocabulary by having students cover the phrases above the images with a piece of paper. Tell students that they are going to quiz each other using only the images as prompts:

A: *What is image "h"?*

B: *"Buying a house." What is image "f"?*

A: *"Affordable health care."*

**Answer Key**

There are probably differing opinions about whether these problems are global, personal or both, but here is one interpretation:

1 – d (GW), 2 – f (B), 3 – a (GW), 4 – g (GW), 5 – c (PW), 6 – h (PW), 7 – e (PW), 8 – b (PW)

**HOW THE GRAMMAR WORKS**

- It's important that students use the correct preposition when using these expressions. Remind them that we use "about" with nouns, pronouns and ing-verbs and "that" (which can be omitted) with a clause. If you would like to challenge your students, you can add "about whether" to the list and explain that it is used with "if-or-not-clauses."
- To practice, write some worries in a variety of forms on the board and ask your students which preposition they would use with each. Next, say one of the expressions with the preposition "about," "that," or "about whether," and have students finish the phrase with their own idea.

**3. Let's Practice**

Now have students discuss how they feel. In pairs they should discuss each image and keep track of which items they agree and disagree on. If they agree that an item is a "big worry," encourage them to brainstorm a solution for it.

**STEP 4 CONVERSATION MODEL: WHAT'S WRONG?**

*Students will look at how sounds blend.*

**Optional Warm-up:**

Write the following questions on the board.

- 1) *What is the man worried about?*
- 2) *Did the woman know about it?*
- 3) *What caused the problem?*

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

**1. Situation**

Books open. Have your students check the conversation for unknown words, and explain any difficult phrases.

**VOCAB TROUBLESHOOTING**

You mean you don't care about global warming? – I'm surprised that you aren't worried about global warming.

**HOW THE PRONUNCIATION WORKS: BLEND SOUNDS**

Introduce the unit pronunciation point, which looks at blended sounds. We've already briefly touched upon examples of blended sounds in Units 2, 3 and 6, and in this unit we look particularly at blended sounds that involve pronounced "r" sounds. The "r" sounds in "hear" [hia] and "care" [kea] are often unpronounced. However, when "r" is followed by a voiced vowel sound we often pronounce the "r" sound, and this "r" sound joins with the following vowel sound. For example, "hear about" sounds like "hi: rabou" and "care about" can sound like "ke rabou."

- Next, play the conversation model [Track 44] and encourage students to listen out for the pronounced "r" sounds.
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

**EXTRA PRONUNCIATION POINTS: CUT AND BLEND SOUNDS, CHANGE SOUNDS**

Did you hear about the big storm – *di jew hea rabou(t)* the big storm

Aren't you concerned about all this – *aren chu* concerned about (t)all this

You don't care about global warming – you don(t) *ke rabou(t)* global warming

**2. Substitution**

Have students work individually to connect the phrases in the columns to make a coherent conversation. Then, have students compare answers in pairs.

**Answer Key**

The new unemployment rate – high unemployment – getting a job after graduation

The high crime rate – walking about at night – getting robbed

The war that broke out last night – all this world violence – all of those innocent people who died

The rise in housing prices – owning a home – buying your own place someday

**3. Practice**

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care of the pronounced “r” sounds. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of the “r” sound and offer pronunciation and intonation advice as necessary.

**STEP 5 LET’S TALK ABOUT IT: WHAT’S ON YOUR MIND?**

*Students will identify and discuss things they are worried about.*

**1. Get Ready**

Go over any unknown vocabulary in the table. Then have students mark their level of concern for each item in the grid. Set a time limit of two to three minutes so they do not think about it too much.

**2. Let’s Talk**

Have students discuss what they are worried about in small groups. Go over the example dialogue before students begin their discussion. Encourage them to add details and to ask their partners follow-up questions.

**3. Follow Up**

Nominate a student to be the class leader and have him or her elicit the top three worries from each group. Suggest a few questions the student can ask to facilitate the activity. See below:

OK, what are your group’s three biggest worries?

Why are people worried about these things?

**BONUS: Speaking Activity**

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

**BONUS ACTIVITY**

Have students make a radio program or a podcast about a personal or global concern. It can be a serious or light-hearted program. Encourage them to be as creative as possible and to include a number of characters including a host, guests, a specialist, and call-in listeners.

**STEP 6 LANGUAGE AWARENESS**

Assign the language awareness activity on page 87 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

**Answer Key**

1. short-sleeved shirts

2. this time last year

3. actually

4. I don’t like the sound of that.

5. not enough

6. used to

7. I know what you mean.

8. almost never

9. drought

**STEP 7 AMY’S ENGLISH TIP**

In **Building Fluency** students learned some useful phrases for expressing their concerns. In **Amy’s English Tip** students are introduced to some useful phrases for responding to people who are worried. Explain to your students that “don’t worry” can be used towards people who are worrying about things in general, while “not to worry,” “no worries” and “no problem” are probably more likely to be used when responding to someone who is worrying over a particular problem or incident. With your students, practice saying these phrases with a sympathetic tone of voice.

**STEP 8 UNIT TEST**

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 7 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students

about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

**AUDIO Script**

When I was little, a big hurricane hit the area where I lived, in South Florida. I was only about 8 at the time, so I didn't know how dangerous hurricanes can be. But my parents were really worried, and that made me feel nervous. After the hurricane passed, we saw just how damaged our house and town were. Then I really understood how powerful hurricanes are. Now, when I hear on the weather report that a hurricane may be approaching I always feel really anxious.

**Answer Key**

**Part A.**

1. d
2. a

**Part B.**

3. I am a little anxious
4. that
5. concerned
6. my health

**Part C.**

7. rising
8. affordable
9. violence
10. take