

UNIT 3 I DON'T CARE

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a discussion between two roommates about the temperature setting for the air conditioner and about global warming.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about global warming, and decide which they agree with most.
- Study the Opinion Network to learn expressions for weak and strong agreement or disagreement.
- Extend the Topic by talking about what they can do in their daily lives to help stop global warming.
- Read a Culture Corner extract about worldwide emissions of carbon dioxide.
- Share ideas about handling disagreements.
- Watch a follow-up video extract from Todd giving his views about global warming and personal responsibility.
- Take the Unit Test.

Authors' Introduction

Go to impactseries.com/issues to listen to Richard's unit introduction.

The Issue

In this unit, the issue is global warming. Is it a problem? Is it caused by the actions of humans? Do we have a responsibility to stop it? And what can we do in our daily lives to help slow down global warming? Two roommates, Dan and Bob, hold opposite points of view. Dan isn't concerned. *He doesn't care.* Bob, on the other hand, feels that each of us has to do something.

Questions Raised

- Is global warming a problem?
- Is it caused by the actions of humans?
- Do we have a responsibility to stop it?
- And what can we do in our daily lives to help slow down global warming?

To Keep in Mind

- Not everyone agrees that global warming is a problem.
- Some think that while global warming might be a problem, the actions of humans have only a small impact on it.

TEACHING GUIDE

Getting Ready

→ The two questions introduce the topic, global warming, and one of the major issues, its causes.

🎧 **Teaching Tip:** You might want to solicit students' responses to the second question. This will help prepare them for later activities in the unit.

Situation

→ Read the introduction to the students. Then have them listen to the discussion with their books closed. Next, you might have the students listen to the CD a second time, also with their books closed. Check their understanding. Then have them open their books and follow along as they listen a third time.

Teaching Tip: Have students work in pairs. One student takes the role of Dan and the other of Bob. Have students practice the dialogue three times: The first time, they practice with their books open, looking at the dialogue. The second time, students may look at their books, but only talk when their books are closed. The third time, students do their own version of the dialogue, using their own words.

Check Your Understanding

Answer Key (sample answers)

1. Summer
2. Dan likes a cold apartment; Bob likes it hot.
3. A sweater. Because Dan wouldn't need a sweater if the AC were set at a higher temperature.
4. The AC doesn't use as much energy at a higher setting.
5. Scientists will find a solution.

What Do You Think?

→ Students should work alone for Activity A. Play the CD and have the students listen to the opinions of Ken, Luis, Susan, and Yeon-Suk. As they listen, tell them to rate each opinion from 1 to 4.

Then place students in pairs for Activity B. If there's an odd number of students, have one group of three. Have them share their responses.

Teaching Tip: In Activity A, a rating of 1 means strong agreement, 2 is agreement, 3 is disagreement, and four means strong disagreement. Make sure your students give only one 1, one 2, and so on. For A, you could have the students listen to the four people the first time with their books closed. Then have them open their books and follow along as they listen a second time, ranking the four opinions. For B, go over the expressions in the Opinion Network. Then have the students, in pairs, go over each of the four opinions. Don't forget that there are more opinions at www.impact.series.com.

Culture Point: Some countries, such as China and the United States, are major polluters. Other countries don't have as much of an impact. Some may feel that it is useless to do anything about global warming until the major polluters address the problem.

Extending the Topic: What can we do?

→ Have students work individually when completing the table in Activity A. Be sure that they add their own ideas.

Place students in pairs or groups of three for Activity B. Read aloud the Basic structures (A and B). For the Extension, the first student, student A, provides a final comment.

If your students are interested in global warming, you might want to do the Extra Activity. While the instructions call for groups of five, you could have larger groups (e.g., seven or nine). You could have an even number (e.g., six or eight) with two students serving as the judges.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of countries or groups of countries that are contributing most to CO₂ emissions. Note that these are the countries that are producing the most manufactured goods, and that manufacturing pollution is the major cause of CO₂ emissions.

Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of five. Two students (students A and B) take the position: We need to try our best to stop global warming. Two other students (students C and D) take the position: We don't need to worry about global warming. The fifth student (student E) will listen and act as a judge for the debate. Note: Even if some students prefer the opposite position, assigning the positions—or beliefs—randomly can give them good practice for developing critical thinking.

Give the groups time to prepare a list of reasons and examples. Have the first group present their reasons while the other group listens. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to exchange ideas a few times.

The judge (student E) will decide who has won the debate, based on how well they expressed their positions, and how well they responded to questions from their opponents.

Sharing My Ideas: Disagreements

→ Choose

The focus broadens from global warming to include anything that might have caused a disagreement. To help the class get started, brainstorm with your students possible disagreements and write them on the board. Students could select two possible incidents and then think about which one might work better.

→ Prepare and Rehearse

Go over the Language Hints and the have students answer the questions in the Prepare box. Remind them not to write out complete sentences, since the focus of the activity is on speaking, not writing.

Before students move on to the Rehearse step, ask for a volunteer to read the Presentation Tip. Have students practice looking at their partner while giving their presentations. Point out the Listener task and give students plenty of time to improve their notes based on their partner's feedback. Allowing students to go over their notes a second time is an important part of the Rehearse step. If possible, students could practice with someone who has a similar situation or incident.

Sample Presentation

Several years ago, my older brother and I had a serious disagreement about a girl. I was very interested in this girl in my class. I wanted to ask her for a date, but I didn't know where to go. So I asked my brother for his advice. He wanted to know all about this girl. I thought it was a bit strange, but I told him. He then told me to forget about her. He said I should find another girl. I learned later that he asked her to go to a movie. I called him a traitor. I was very, very mad. I didn't talk to him for two weeks. One night he came into my room and apologized. In the end, we made up and agreed never to fight over girls again.

→ Present

Have students work with a new partner, or put them in small groups. Because the Listener task involves comprehension questions, have the listeners take notes during the presentations. Remind presenters of the Presentation Tip before they begin.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- | | |
|---|-----------|
| 1 – The problem was presented clearly. | ★ ★ ★ ★ ★ |
| 2 – There was a solution to the problem. | ★ ★ ★ ★ ★ |
| 3 – The presentation was well organized. | ★ ★ ★ ★ ★ |
| 4 – The presenter looked at the audience. | ★ ★ ★ ★ ★ |
| 5 – The presenter looked relaxed and confident. | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Todd's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

Answer Key

Todd

To me, it's a personal issue. I think that each person needs to consider the effects of global warming, the effects on their environment. Personally, I hate air conditioning. And I guess the fact that my dislike of air conditioning actually helps to fight against global warming is quite convenient.

When I'm in Hawaii, I sometimes see people traveling all that way to get to the warm weather, and when they're there, they rent a big car, they roll up their windows and turn on the air conditioning. Now, it just doesn't seem that they love nature. I really think that we should all just get back to nature. If we would all get back to nature, we can be healthier and the Earth can be healthier.

Video Script

I think that each person should consider the effects of global warming, the effects on their environment. Ah, personally, I hate air conditioning. Um, now, the fact that my dislike of air conditioning actually helps to fight against global warming is, is quite convenient.

Um, I sometimes see in Hawaii people traveling all the way to Hawaii in the winter to get to the warm weather, and when they're there, they rent a big car, they roll up the windows, and they turn on the air conditioning. Now, it just doesn't seem that they love nature. I really think that we should all just get back to nature. I mean, when I'm in an air-conditioned office, I, I actually get, ah...I gain weight, I don't feel healthy, I catch colds. So I think if we all get back to nature, then we can be healthier and the Earth can be healthier.

UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

A. Understanding the Situation: The focus is on understanding disagreement between Dan and Bob.

B. Vocabulary: The focus is on words or phrases from the Situation or the Extending the Topic sections. Students fill in three missing words of a short paragraph that summarizes the Situation.

C. Expressions: The focus is on checking students' understanding of the What Do You Think? and Opinion Network sections.

Answer Key

A. 1. d 2. a 3. d 4. c 5. b

B. comfortable, sweater, save

C. 1. b 2. c

LINKS

If you would like the class to do additional research on global warming, here are some useful links:

<http://www.liveneutral.org/>

<http://www.climatehotmap.org/>

<http://www.globalwarming.org/>