

UNIT 17 WHO WILL HELP THEM?

UNIT OVERVIEW

In this unit, students will:

- 🎧 Listen to and read a blog entry about helping refugees in another country.
- Answer multiple-choice questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about how to help refugees, and decide which opinions they agree with.
- Study the Opinion Network to learn expressions for different degrees of agreement or disagreement, and how to express uncertainty.
- Extend the Topic by talking about problems in today's world.
- Read a Culture Corner extract about world problems.
- Share ideas about how a country can help people in other countries.
- Watch a follow-up video extract from Justin giving his views about helping those who need help, even though they might live in other parts of the world.
- 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 concerns world problems. Specifically, the unit begins with a concern over how to help refugees. Who should help them? Should countries help refugees with whom there is no obvious connection or relationship? Then the issue broadens to include other global problems and how they might be solved.

Questions Raised

- Who should help refugees?
- Should the government of one country help another country's refugees?
- How might some of the world's most serious problems be addressed?

To Keep in Mind

- The plight of the world's refugees could be a problem of which students have little awareness. Even those who do have some information might not understand the desperate situations of refugees.
- Students might not understand that a number of different events, not only natural disasters, can cause people to become refugees.

TEACHING GUIDE

Getting Ready

→ These two questions are important because they prepare students for the Situation.

🗣️ **Teaching tip:** If you feel that your students have relatively little understanding of refugees, the two questions in Getting Ready might not work to prepare them for the Situation. If this is your case, then go over with your students the first sentence in the first question. Expand on it by discussing a recent event that created refugees.

Situation

→ Read the introduction to the Situation. Make sure that your students understand what the prime minister has done.

Teaching tip: Consider going over the five questions in the Check Your Understanding section (page 75) before listening to the recording. Students listen the first time with their books closed. Then they follow along in their books (page 74) as they listen a second time. If they need to listen a third time, they could also read aloud as they listen.

Check Your Understanding

Answer Key

1. b 2. a 3. b 4. a 5. a

What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss the opinions of Shingo, Mark, Iris, and Anna in Activity A. Then, in Activity B, students work in pairs and discuss their agreement or disagreement with the four opinions.

Teaching tip: For Activity 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, checking the opinions with which they agree. In Activity 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: This culture point takes a very different perspective. It's not from the point of view of your students but from that of the refugees. In addition to all of the problems facing refugees (e.g., lack of food, clothing, shelter), they have been torn from their own culture, and they often find themselves in an alien culture. This causes problems that long outlast other problems.

Extending the Topic: World problems

→ Have students work individually when completing the list of global problems in Activity A. Be sure that they add their own ideas. If they are stuck, refer them to the problems listed in the Culture Corner. Encourage them to come up with creative solutions.

Place students in pairs or groups of three for B. Have them read aloud the Basic structures (one student reading A and one student reading B). In the Extension, a third student adds a comment to what student B has said. Then student A provides a final opinion. For Activity C, instruct the students in their groups to agree on the best solution to each global problem. Ask each group to report.

Culture Corner

Have students work in pairs or groups of three. Students read through the list of "World Problems." Give them an opportunity to ask about unknown words. Then write a few questions on the board for discussion. For example: Do you know any examples of these problems? Which one of these problems would you like to solve in your lifetime? Are there any good solutions to these problems?

Sharing My Ideas: Let's help!

→ Choose

Have students choose one of the three topics provided, or refer them to the global problems from the Extending the Topic activity if they want to fill in their own idea.

→ Prepare and Rehearse

Go over the outline in Step 2. Reinforce that students must give both reasons and examples for their choice. Call their attention to the Language Hints.

For the Rehearse step, students should work with a partner who has a similar topic. Remind them of the Listener task, and be sure to go over the Presentation Tip at this time so that students have a chance to practice showing enthusiasm. Be sure to allow plenty of time for students to improve their notes before moving on to Step 4.

Sample Presentation

I will talk about helping others who need help. This includes victims of natural disasters and refugees of war and politics. As humans, we must help others because we are able to help. We are not a rich nation, but we need to do our share. It is our responsibility to help others who are less fortunate than we are. Some day we may need help. An earthquake could kill thousands and leave thousands more without food and homes. In conclusion, I believe that we humans need to help all humans who need help.

→ Present

Have students find a partner with a different topic. Encourage listeners to take notes. This will help them answer the questions in the Listener task.

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 using 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 – There was a clear introduction, body, and conclusion. | ★ ★ ★ ★ ★ |
| 2 – The presenter’s main point was strong. | ★ ★ ★ ★ ★ |
| 3 – The presentation was persuasive. | ★ ★ ★ ★ ★ |
| 4 – The presenter showed enthusiasm for the topic. | ★ ★ ★ ★ ★ |
| 5 – The presenter used gestures to help make his or her point. | ★ ★ ★ ★ ★ |

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 Justin’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

Justin

Yes, we have to look after ourselves, our family, our friends. And if we’re a government, we have to look after our people. But let’s think about this. Imagine you have a choice: you can help someone or you can refuse to help someone. Can you sleep at night, having made the choice not to help them? I don’t think you can. I think governments are just an extension of individuals, and I think governments also need to sleep well at night. So while we may want to keep all the money to help ourselves, I think it’s very important to be kind and generous to help others, just as one day we may need help, too.

Video Script

I think the issue here is really, ah, what is the alternative to helping? Ah, yes we have to look after ourselves, we have to look after our family, we have to look after our friends. If we’re a government, we have to look after our people. But let’s just think about this. Imagine you have a choice. Your choice is, you can help someone or you can refuse to help someone. Can you sleep at night having made the, the choice not to help them? I think not. And I think governments are really just an extension of individuals. And I think governments also need to sleep well at night. Therefore, I think, although we would like to keep all the money to help, to help ourselves, I think it’s very important to be kind, generous, and to, to help others, just as perhaps one day we will need help, too.

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 the story in the Situation. Students answer five multiple-choice questions.

B. Vocabulary: The focus is on understanding vocabulary 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 expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

Answer Key

A. 1. d	2. a	3. c	4. a	5. a
B. dumbest,	duty,	extra		
C. 1. c	2. c			

LINKS

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

The worldwide situation:

www.refugeesinternational.org

The United Nations Refugee Agency:

<http://www.unhcr.org/basics.html>

A private organization that is concerned with refugees:

http://uk.oneworld.net/guides/refugees?gclid=CJC_7e3qmJQCFQMLewod_h92uA