

The purpose of this Unit is to introduce the concept of role-models as a topic for discussion and debate. While this topic is about people the students admire, the goal is to help them build their self-esteem and show that they can also be role-models. Role models normally include high profile people such as pop stars, movie stars, war heroes and statesmen. However, many students will also identify teachers, doctors, fire fighters and parents as role models. This brings the topic closer to home and to the conclusion on the final page of the Unit, that we can be our own role models.

## Page 41

### Task 1: 20 Questions (Groups)

● T: Ask students to “read and do the the instructions”.

Most students know the format of the “20 Questions” activity. This one introduces the learning schema and the topic of the Unit by asking students to play the 20 Questions game, using famous people as the subject. A Questions Chart is provided so that they can count the number of questions answered and stop the game when they reach 20 without identifying the famous person.

Everyone in the group should have a chance to choose a famous person. Input language regarding suggested questions is provided.

### Task 2 (Pairs)

● Students interview each other about their role models.

While we are still setting up the learning schema, this activity can be expanded now or later. For example, students might interview a famous person, living or dead. They could set up the interview (one reporter, one student taking the role of the famous person), make questions, video the interview, and put it on a safe site on the Internet.

Sites on which videos can be uploaded usually offer the option of being private. The teacher can choose this option so that the videos can only be viewed by people who are invited to the site. This opens the door to various video activities and projects which students can do as extensions of class activities.

Teachers can also consider having a safe SMS group, accessible only to class members. This is very good for communication between students (about homework, assignments, etc.) and also between the teacher and the students (class notices, etc.).

## Page 42

### Role Models (pairs or groups)

● Students talk about the title.

● T: Play the audio CD (TRACK 21) and ask students to read the 4 passages silently while they listen.

● Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.

As in Units 1, 2 and 3, students can use “Classroom Language” at this point.

Again there are 4 paragraphs, so groups could look at each one separately and report back to each other.

Students [match the vocabulary](#) with the definitions at the bottom of the page.

elect	a large region of a country
province	a large stringed instrument of the violin family
graduate	a mix of copper and tin
international	original; imaginative; making possibilities
bronze	over a large distance
bronze medal	the prize for third place
long range	to choose; select
creative	to complete one's studies
cello	worldwide; between nations

**Further Reading:** The note at the bottom of the page reminds students about the extra reading passages and other resources on the online site.

## Page 43

### Comprehension Check

(pairs or groups)

● Students answer the questions to confirm their comprehension of the reading passage.

Answers:

1. The four people on page 42 are all Koreans.
2. 'The world's most impossible job' is being Secretary General of the United Nations.
3. Park Ji-sung was well-known for his long free-kicks.
4. Kim Yu-na won a medal despite her back problems.
5. Hanna Jang won a first prize before she was a teenager.
6. 'New generation of artists' refers to the latest group of artists in Korea, who are becoming famous.
7. 'Creative midfielder' means that Park Ji-sung was not an ordinary mid-fielder. He had creative ideas about how to play. He was always running after the ball.
8. Ban Gi-moon is 175 cms tall.  Not in the passage.
9. Hanna Jang became World Junior Champion in 2006.  False.
10. Park Ji-sung played in two World Cup Competitions.  True.
11. Kim Yu-na won third prize at the 2007 WFS Championships.  True.

### Think for Yourself

● Students think about their lifestyles.

### Qualities of Role Models

Possible role model qualities are offered here. Students talk about them in choose an order of preference, from 1 to 15. They then choose three qualities that they would like to have as role models. This begins the process of helping students to see themselves as valuable. Role models are not unapproachable ideals, though they might seem that way. This Unit hopes to develop self-esteem in the students and help them to value themselves. Self-esteem also promotes effective language learning.

## Page 44

### Discussion (groups)

- Students read the **Conversation Strategies** at the bottom of the page.
- Then they “read and do the instructions”.
- Students discuss the questions, using the Conversation Strategies: Adding comments and Expressing opinions.

it is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas and students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

It can be helpful to ask students to use one conversation strategy phrase every time they speak.

Suggested answers:

1. My role model is Kim Yu-na. She works hard at what she does best - figure skating. She is a perfectionist and I respect her. She is also a great ambassador for Korea. She is never angry or rude. She does her best whatever the result. She has had some hard times, but she came through them.
2. - Yes, I want to be successful. I want to be good at what I do and I want other people to praise me. I want to earn lots of money and have a family. I want to be able to keep my parents in comfort.  
- No, I don't want to be successful. I don't want the stress of being famous or well-known. I don't want to have to meet deadlines. I don't want to be stressed out all the time. I just want to be me - a normal ordinary person.
3. The advantages of being famous are that you have many fans, lots of money and a comfortable lifestyle. The disadvantages are that you cannot do normal things like get on a bus, because everyone knows who you are. You do not have much privacy. You are a public figure and photographers follow you wherever you go.
4. If I could interview a famous person, I would ask how he/she became famous, what he/she thinks about being famous, what he/she wants to do in life now, and whether he/she has any regrets.
5. “The best teachers are the lives of great men and women.” This means that the best way to learn how to live correctly is to study the lives of great people.  
- I agree with this idea. Many great people were born poor or had difficult childhoods. But they came through the hardships. This can be a good lesson to us all.  
- I disagree with this idea. I don't want to live my life according to the lives of other people. I will make my own life. Furthermore, life is different now. We are in the age of high technology. There are no great people who have lived through this time. Napoleon never had a computer or a smart phone. Perhaps history would be different if he had.
6. “Rather than money or fame, give me truth.” This means that truth is more important than money and fame. It also means that truth does not always go with money and fame. Perhaps some people became rich and famous by not following truth.  
- I agree with this statement. I think that truth does not go with money and fame. I think that some rich people forgot about truth on their way to becoming rich. I think they had to choose between truth and money.  
- I disagree with this statement. It seems to me that we can be truthful and wealthy and famous at the same time. Honesty is a virtue and I believe that many rich and famous people are also honest and truthful.
7. The American Dream is an important idea in the United States. It includes the original ideals (Democracy, Rights, Liberty, Opportunity, and Equality) of the US. It tells us that everyone

should be able to have wealth and success, through hard work.

- As for my dream, I suppose that I just want a good life. I want to love whatever I do and I want to have a loving family.

8. If I were a role model for other people, I would want people to copy my best qualities. I would not want people to copy my worst qualities.

## Page 45

### Dialogue (three people)

- Students get into groups of three and read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 22 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'role models'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

### Dialogue Quiz.

In addition to talking about the Dialogue and their opinions regarding the ideas of the characters, this activity asks students to identify three Korean heroes and to decide whether they are also role models.

Answers:

1. Seung-min is looking for Kevin because he wants to ask him about the homework.
2. Seung-min's wants to know the difference between a role model and a hero.
3. We don't know whether Seung-min wants to be a hero.
4. We don't know whether Kevin wants to be an artist.
5. - Yes, I agree with Grandma's explanation.  
- No, I don't agree with Grandma's explanation.
6. Here are some Korean heroes. They are role-models as well as heroes:
  1. King Sejong the Great
  2. Jang Yeong-Shil
  3. Heo Jun
  4. Yi Sun-Shin
  5. Kim Gu
  6. Yoo Gwan-Soon

## Page 46

### Let's Debate! (groups)

Units 5, 6, 7 and 8 introduce the language and format of debates. It is not the intention to use the extremely formalized structure of debates, since this can take a long time in the classroom and would need a separate textbook. Instead, the aim is to develop students' discussion skills to a higher level. From this perspective, debating is seen as a formalized version of discussion. Therefore, a structure is set up in these 4

Units, and suitable debating language is introduced. Role Plays and Debates then alternate in Units 9 to 18.

## Let's Debate! (groups)

- Students read the instructions.
- Speaker 1 talks for one minute about his/her role model.
- The other students say (or shout) "Hesitation", "Deviation", or "Repetition" when Speaker 1 pauses, goes off topic, or repeats something.
- They continue until each group member has spoken for one minute.

One student should be the timekeeper, making sure that the Speakers each speak for one minute. This can be done easily with a clock app on a smart phone. When someone says "Hesitation", "Deviation", or "Repetition", the timekeeper should stop the clock and start it again when the Speaker continues.

This activity (based on a BBC Radio program of the same name) not only helps students to keep talking on a topic, but also introduces the pro-con nature of debating.

Pictures of some famous debaters are presented on this page. Their initials are given, and students should discover who they are. They might know some of them. The others can be found by performing a google search for "famous debaters".

The answers are in the back of the Student book.

## Page 47

### Debate Corner (groups of 4)

- Students in groups choose one of 4 statements for their debate.
- They then choose two students to give the "Pro" arguments, and two to give the "Con" arguments.
- Students in pairs then each write three arguments and a conclusion on this page.

Disagreeing phrases are presented on this page, to be used in the debate, on the next page.

## Page 48

### Let's Debate!

- The Pro pair give their three arguments, followed by the Con pair, who give their three arguments.
- The pro pair then disagree with the Con pair and give their conclusion. The Con pair then do the same.
- Disagreeing phrases are provided on the previous page.

There is a sample basic debate on the topic "Everyone needs a role model" on this page. Students can get the idea of what to do by reading the debate together in the manner of Reader's Theater. Alternatively, they can use this sample as a model. This is only the first Unit using a debate activity, so the teacher can let the students get familiar with the form by letting them read the sample and then try a debate using their own three ideas from page 47.

1. Here are two argument samples on the topic "Parents are the best role models."

**Pro Speaker 1:** First of all, I'd like to say that my partner and I agree that parents are the best role

models. Let me give you three reasons for this. First, parents bring us into this world. They love us and look after us. They know what is best for us. Second, they have experienced many things and they can teach us how to live. Third, parents are close to us and we can watch them. We can try to be good citizens like them.

**Con Speaker 1:** My partner and I are against the motion. We don't think that parents are the best role models, for three reasons. To start with, parents are not trained to teach their children. This is the job of teachers. Second, teachers know about character education and they know how to be role models. Third, famous people like politicians, elders and philosophers are much better role models. They know more about life than parents.

Here are two argument samples on the topic "Success comes from working hard."

**Pro Speaker 1:** Let me begin by saying that this motion is obviously true, for three reasons. First of all, people who don't work hard don't respect success when it comes. They just throw it away. Second, hard work is a virtue. It teaches us positive values. We feel good when we achieve our dreams through hard effort. Finally, if you look at the lives of famous people and sports stars, you will find that they worked hard to achieve great things. They show us that anyone can be successful by working hard.

**Con Speaker 1:** Thank you, pro Speaker 1. However, I disagree with you, for three reasons. First, many famous people did not have to work hard to become successful. They become successful by accident - by being in the right place at the right time. Second, many models and actresses become successful just by being beautiful. They don't have to work hard for people to like them. Third, many successful people are born into rich and powerful families. They don't have to work hard at all. As the saying goes, they are "born with a silver spoon in their mouths".

Here are two argument samples on the topic "Love is more important than money."

**Pro Speaker 1:** I think everyone knows that love is more important than money, but I will give you three reasons for this anyway. First of all, love is for ever. Living and sharing life with a loved one gives your life meaning. However intelligent a computer might be, it cannot love another computer. Second, love is the only thing that money can't buy. Rich people never know if the people around them really love them or love their money. Third, love is what makes us human. It is behind every great story in literature.

**Con Speaker 1:** Pro Speaker 1 is mistaken as usual. He/she is being too emotional. On the contrary, my first reason for disagreeing with the motion is that no-one really knows what love is. Did you know that "What is love" was the most searched phrase on Google in 2012? Everyone has a different opinion. My second reason is a practical one. Money keeps us alive. It puts food on the table. It buys us a place to live. It is easy to love when you have money to back it up. Finally, love soon disappears when there is no money. Try loving someone when you are homeless or starving. No, money definitely comes first.

It is important that students try out this basic structure in this Unit, so their arguments need not be too complex. They can be quite simple, as long as they follow the structure. The teacher might like to assign a timekeeper and ask students to speak for 1 or 2 minutes each time. This will help them to keep to the format.

Some of the language that is introduced here has already been covered. However, since the structure is the main focus of this Unit, it is good for students to be already familiar with this language. More language will be introduced in further Units.

Later on, students will vote on whether to accept or reject the proposition. This is not necessary at this stage, while students are getting used to the concept of debating. In the future, it will be possible to have a

Pro team, a Con team, a timekeeper and an audience. Students (perhaps one group per Unit) will also be encouraged to prepare for the debate.