

This Unit takes us into the next set of Units, dealing with issues close to the students. The first of these is the family. Family concepts in Korea are traditionally very strong, though some might say they are beginning to break down. Nevertheless, there is a different name for every relationship in the Korean family, where in the west people are simply termed 'uncle', niece, or 'cousin', etc. The extended family of traditional Korea has greatly diminished, so that Korea now has one of the lowest birth rates in the world. This is good material for discussion. The Unit finishes with a debate on the 'nature vs nurture' issue.

## Page 49

### Time to Think (individuals)

- Students set up the learning schema by thinking about their families.

### Task 1 (individuals)

- Students complete a Family WordSearch.
- The answers are in the Answer Section at the back of the book.

Students should by now be able to look at this page, read the instructions and start on the WordSearch without teacher explanation or intervention. If "Learning is Doing", then students should now be experiencing the value of this approach.

The aim of this activity is to remind students of family vocabulary. This will also help them when making a family tree in Task 2. All the main relationships are included in this word search, though students might need to remind themselves of these.

An interesting family-vocabulary game can be played at this point if extra revision is appropriate. One student chooses a term and describe it for other students to guess. For example: "This person is my mother's daughter" (sister), or "This person is my father's sister (aunt). This is a good exercise both for the person doing the description and for the others who are trying to solve the puzzle.

There is also a nice riddle on this topic:

"Brothers and sisters have I none, but that man's father is my father's son." (A father talking about his son - 'that man')

### Task 2 (Individuals)

- Students make a family tree.

Families vary in size these days, so some students will have brothers and sisters while others will not. There might also be orphans and children of single-parents in the class. Therefore the family tree on this page is blank in terms of family relationships and there are no lines implying descendants (grandfather - son - grandson, etc). Instead, one box has "My name", in which the student writes his/her name. The other boxes have "My .....s name". Therefore students can fill in the boxes according to their particular family groupings. They can also draw lines if they wish, from father to children, etc.

When they have finished, students explain their family trees to their partners.

## Page 50

### The Korean Family (pairs or groups)

- Students talk about the title.
- Teacher: Play the audio CD (TRACK 23) and ask students to read the 4 paragraphs silently while they listen.
- Ask students to read the passage again together and discuss any vocabulary or idioms they don't know.
- While they read, students should [match the words and phrases](#) at the bottom of the page.

nuclear family	a woman who looks after her children by herself
household	an institute for looking after old and sick people
damaged	harmed; hurt; injured
extended family	relying on
divorce	parents and children living together
single mother	people are living longer.
attitude	people living in a house
nursing home	the ending of a marriage
depending on	three (or more) generations living together
aging population	way of thinking

As in Units 1, 2 and 3, students can use "Classroom Language".

Again there are 4 paragraphs, so groups could look at each one separately and report back to each other. These 4 paragraphs model a basic essay structure: Introduction, Body 1, Body 2, and Conclusion. If teachers are involved in teaching writing in English, they can draw the attention of students to this structure.

**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 51

### Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- The teacher can check the answers with everyone. Or students can talk about them in groups and present their answers to the class.
- The chart on this page shows the falling birthrate in Korea. This is an opportunity for students to read and understand a graph in English.

Answers:

- 'Three generations' in line 2 of the passage means grandparents, parents and children.
- A nuclear family consists of two generations: parents and children.
- The average household in 1980 was 4.5 people?
- The extended family has given way to the nuclear family for a number of reasons. First, Korean culture was damaged by the Japanese occupation (1910–45) and the Korean War (1950–53). Then, from the 1960s, Korea changed from a farming society to an industrialized society, quickly taking on western values and technology.

- e. Many young people do not want to take care of their parents in old age.
- f. They think that elderly parents should stay in nursing homes or society should take care of them.
- g. This situation is a big problem because the changing family in Korea is producing an aging population, with fewer young people to take care of the economy.

## Think for Yourself

Students consider how the modern family trend will affect them, especially when they grow old.

## Background Information

This information here is about the Korean family and related statistics. These will be useful for the debate section. However, students might like to do some research by themselves and present their results to the class.

Students might know this information, or it might be completely new to them. At all events, it should provide interesting topics for discussion in addition to the topics on the following page.

## Page 52

### 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: “Restating someone’s opinion” and “Confirming your opinion”.

These strategies are useful in conversation to check understanding. They are also useful in the second stage of debates, when each side rebuts the arguments of the other side.

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

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.

The concepts of family values and character education are introduced here. The teacher can monitor students’ understanding of these terms and help them find information about the terms if needed. Character education is an important topic in Korean education at present, but it is also an issue whether parents should also teach their children the traditional values of right and wrong, consideration for others, compassion, and social mores. There is a concern that excessive focus on test-taking has pushed moral and ethical education to the sidelines.

These are interesting topics for debate and are considered in pages 54 and 55, along with nature vs. nurture.

Suggested answers:

1. - I prefer the extended family because I think it is best for everyone to live together. Parents should look after their parents and take care of them in their old age. Furthermore, grandparents have many things to teach their grandchildren. Finally, grandparents can look after their grandchildren when the children’s parents have to go to work.

- Let me get this right. Do you really think everyone can live together? This was OK in olden times, but not now. We are in a nuclear age and I prefer the nuclear family. We have a welfare system to look after the old people. The parents need to spend all their time and money looking after their children, who are the future of Korea.
2. - I think it is better to be a single child. Some people say that single children are split by their parents, but I disagree. I think parents can give all their care and love to single children. They can also give them a good education. They don't have to share the education money between brothers and sisters. Finally, single children don't fight with their brothers or sisters, so they can be more peaceful.
    - In other words you think that brothers and sisters always fight. I can't agree with you. I think it is better to have brothers and sisters. Single children can't learn social skills. But brothers and sisters have to learn how to live with each other. They have to respect each other. They have to help each other.
  3. Family values are traditional or cultural values passed from generation to generation. in a survey in the US in 1998, 52% of women and 42% of men thought *family values* means "loving, taking care of, and supporting each other".
    - Family values are important because they help the family to work well. They teach children how to live in society.
  4. Character education describes the teaching of children in a way that helps them develop as good citizens. This means being polite, well-behaved, non-bullying, healthy, critical, successful, and law-abiding.
    - Some people think parents should teach character education. Some people think this is a job for school teachers.
  5. The picture shows the role of modern-day grandparents in Korean families. Their role is often to look after the grandchildren while their parents both go to work. The Picture also shows that pets are becoming more and more popular in Korean families.
  6. - I think the falling birthrate is a big problem. It means that there will be fewer people to work and the economy will suffer. There will be fewer people to pay for the welfare system and old people will suffer.
    - In other words you think that world population is not a problem. Surely population is one of the major problems in the world. We should be happy that the number of people in Korea is getting smaller. 70% of Korea is mountainous. we can only live in 30% and it is already full up. What is more, there are lots of people coming in to Korea from Vietnam and China and other places. Finally, the cost of having children these days is very high. If the government wants more people to have children, it should help them more.
  7. Fewer couples having children these days because of the cost of living and education. It is very expensive to have children these days. Both parents often have to get jobs to pay for their children to go to kindergarten, hagwons, school, and university. Furthermore, many young couples want to have their own life instead of looking after children. Finally, many young couples are professionals and want to have a career.
  8. - In my opinion, the number of divorces and single mothers increasing because the extended family is disappearing. People don't respect family values any more.
    - I think this is a difficult situation. It means lots of single women are having a hard time bringing up their children. The government should help them.
  9. Many farmers are marrying foreign wives these days. I think this is because modern Korean young women don't want to live in the country and spend all their time on a farm. They want to live in cities and enjoy city life. They also want to have their own careers. They don't want to be farmers' wives. I think it will effect will Korean society, because their children will not be 100% Korean. They will feel different from other Korean children.

## Page 53

### Dialogue (pairs)

- Students read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 24 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'the family'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

### Dialogue Quiz

Answers:

1. Grandma Brown's parents had 6 children.
2. This number of children was not unusual at that time.
3. The mother's role in those days was to stay home and look after the children.
4. This role has changed. These days married couples both want a job.
5. Kevin doesn't want to get married.
6. Grandma Brown thinks that he will get married.

## Page 54

This is the second debate Unit. Therefore the basic format is used again. As students become accustomed to debating topics with each other, it can be an idea to suggest that they prepare for the debate by thinking about their arguments and writing them in the book before the class begins. This can lead to information-seeking on their part. It can also help them to identify fact and fiction (opinion) in their adversaries' arguments. The teacher might even like to consider setting up the debates as projects. Either a different group of students could lead the debate each week, or they could all prepare debates for the final week of class.

### Let's Debate! (groups)

- Students read the instructions.
- They look at 18 statements together and identify those that are factual and those that are opinion-based.
- The answers are at the back of the student book.

Knowing the difference between facts and opinions is important for intelligent discussing and debating. Quite simply, a fact can be proved and an opinion cannot. Therefore, a number of "common sense" truths have been added here in order to show that they cannot be proved. For example, while everyone might agree that "Family values are important", or "Money cannot buy happiness", these are in fact statements of opinion, even though they have become popular sayings.

The final statement ("Like father like son") is an idiom that might need explaining. However, the teacher should encourage students to find the meaning themselves by doing an Internet search.

Students who feel that statements such as "Honesty is the best policy" can be both facts and opinions, can check the "NS" (Not Sure) box.

The aim of this activity is to help students become aware of the need for factual information when discussing and debating.

## Page 55

### Debate Corner (groups of 4)

- Students in groups choose one of 4 statements for their debate.
- They choose two students to give the “Pro” arguments, and two to give the “Con” arguments.
- Students in their pairs then write three arguments and a conclusion on this page.
- There are some Argument Samples on the next page that can give them some ideas.

### Let's Begin!

- 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.
- Students should use the disagreeing phrases are provided at the bottom of the page, as well as the conversation strategies on page 52.

It is important that students try out this basic structure in this Unit, as in Unit 5, 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.

The phrases on this page are the same as in Unit 5. This is done in order to help students become familiar with the phrases. They should use them as much as possible. They should also remind themselves of the phrases in the previous Units.

Sample basic debate on the second topic “Children should take care of their elderly parents.”

**Pro Speaker 1:** Let me begin by saying that my partner and I agree with this proposition. We believe that everyone should take care of their parents in old age. I will give you three reasons for this. First of all, let me ask what families are for. Surely families are there to help us all in good times and bad times. We all need help from our families when we are sick or old. Second, parents give all their love and attention to their children. They deserve something back. Third, we all need help when we are old. Children are the best people to give this help.

**Con Speaker 1:** On the contrary, my partner and I will show why children don't have to look after their parents in old age. To begin with, both partners need to go to work these days. So they have no time to look after old parents. Second, we have a welfare system. The government can look after old people for us. Third, people need a life of their own these days. We don't want to be ruled by our old parents or spend time looking after them.

**Pro Speaker 2:** I am amazed by Con Speaker 1. I can't agree at all. I think he/she is very ungrateful. Your parents give you life and love. They deserve something in return. Do you mean that you don't want your children to take care of you when you are old? Are you serious? Do you want to be put in an old people's home and forgotten by your children? It seems obvious to me that we must pass the motion that children should take care of their parents in old age.

**Con Speaker 2:** Speakers 1 and 2 sound very reasonable, but they are mistaken. We are living in the 21st century and things are different. The economy needs everyone to work hard and pay taxes to look after old people. We don't have the time or money to do this ourselves. What's more, the

population is aging. There are more and more old people. This is a problem for the government, not the children of the old people. There I ask everyone to reject this motion.

## Page 56

### Argument Samples (individuals)

- Students listen to Tracks 25 and 26 on the CD-Rom.
- At the same time, they read the Argument Samples.
- They can try reading these out loud if they wish and practice using suitable stress and emphasis.

These Argument Samples show how Speaker 1 for each side can give three arguments. They also offer an opportunity for students to identify factual and opinion-based statements.

Argument samples are given in the student's book on the topic on the first topic "Family values are disappearing."

Here are two Argument Samples on the third topic "Having children is too expensive these days."

**Pro Speaker 1:** Life has changed greatly since our parents' time or our grandparents' time. Having children is not as simple as it used to be. There are three reasons for this. First, life now is very hectic. Everyone has to work in order to earn enough money to live. Second, education is very expensive. We have to pay to send our children to private institutes as well as schools and universities. Third, because both parents go to work, they have to pay a babysitter. This can be very expensive. All in all, having children needs a lot of money.

**Con Speaker 1:** Pro Speaker 1 is wrong. Let me give you three reasons why this is. First, we have children because we love them. We don't think about money when we love our children. Second, we don't have to send them to expensive hagwons or send them abroad to study. They can learn everything at school or from the Internet. We can even teach them ourselves. Finally, we can learn to "make do". This means recycling clothes and other things and saving money, like our parents and grandparents did.

Here are two Argument Samples on the fourth topic "Nature is more important than nurture in character education."

**Pro Speaker 1:** I'd like to begin by saying that I agree with the proposition, for three reasons. First, we are born with our character. It comes from our parents. Second, we don't know why some people are good and others are not. This is all in their genes, or their DNA. Third, there is proverb, "You can take a horse to water, but you can't make it drink." In other words, we can try to educate children to have a good character, but we can't make them have a good personality.

**Con Speaker 1:** The things Pro Speaker 1 has said are not necessarily true, for three reasons. First, there is no proof that children have their parents' character. In fact, they copy their parents' characters. Second, the way we bring up our children is most important. If they have an unhappy home, they will not be happy people. If they are treated badly, they will not be kind people themselves. Finally, if we want good citizens it makes sense that we must educate the parents to bring up their children properly.

### Reflection (individuals)

- Students perform a self-assessment of their study methods.

The aim here is awareness-raising. There are no correct or incorrect answers. The aim is to remind students

that a positive contribution in class, along with self-directed previewing and reviewing outside of class will greatly help the discussion and debating skills. If students score poorly on this self-assessment, they can consider whether it might be an idea to be more pro-active in their learning. As always, they can be encouraged to explore the learning resources on the Internet site for this book.