

# UNIT 12 **Travel in Korea**

This Unit continues the process of widening circles and takes us to the home nation of the students. Learning to speak in English does not just mean learning about the target culture as well as the target language. It also means being able to understand your own culture and express that understanding in English. A sound knowledge of one's own culture helps us to understand, accommodate and be tolerant to other people's cultures.

This Unit therefore helps students to explore and respect their own heritage. This is particularly important in these days of World Englishes, when Konglish is a regional English and is in no way inferior to other regional Englishes such as Chinglish, Japlish, and Singlish. English is now a lingua franca (ELF), used around the world. It is not to be learned simply so that one can travel to the US or speak with foreigners. It is a universal language of communication in business, tourism, medicine, science, the arts, academia, and other fields. Even students who have no intention to work abroad will interact with English in business, publications, or the Internet.

## Page 97

### Brainstorming (Individuals)

- Students set up the learning schema by brainstorming

### Task (Pairs)

- Then they complete a crossword about Korea.

This crossword is about famous places in Korea and will show how much the students know about their country. A crossword is a good tool for collaboration and information access.

Suggested classroom language is supplied at the bottom of the page.

The correct spelling of the various locations can be found in the reading passage on the next page. This is the Revised Romanization of Korea of 2000: [https://en.wikipedia.org/wiki/Revised\\_Romanization\\_of\\_Korean](https://en.wikipedia.org/wiki/Revised_Romanization_of_Korean). Students should use this when they write Korean names in English.

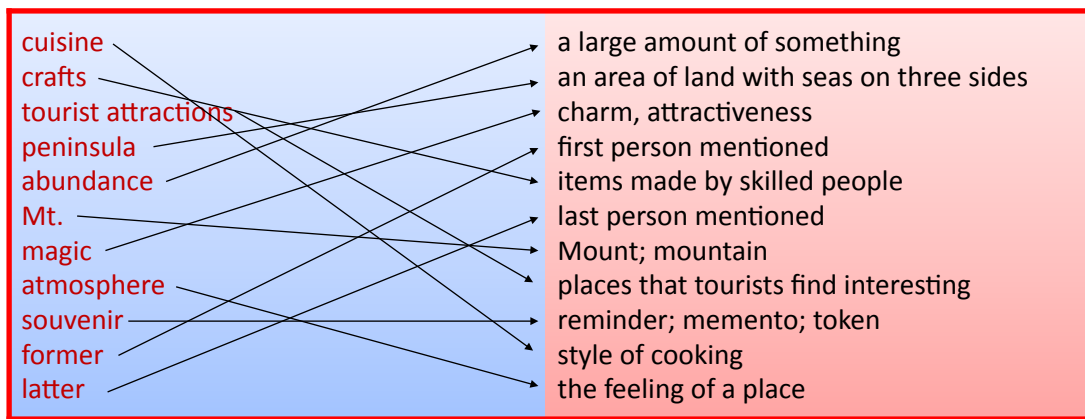
Students should work together on this crossword. Perhaps one can read the question and the other can do a [google.co.kr](http://google.co.kr) or [ask.com](http://ask.com) search.

The answers are in the Answer Key at the back of the book.

## Page 98

### Travel in Korea (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 41) 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.



This reading passage scratches the surface of Korean culture. There is much more to talk about. Therefore an interesting project is to make a tour brochure of a place in Korea, and/or to give a presentation about a tourist attraction in Korea. If the attraction is not well-known, this can be even more interesting.

Students might wish to talk about some of the many festivals in Korea, or other aspects of the culture, such as cuisine.

Korea has a very strong culture compared with nearby countries. Influences from around the world are being assimilated, transformed, and exported again in cultural artifacts such as “Hallyu”. While “Hallyu” would be a great topic for a discussion or presentation, this reading passage is encouraging students to be aware of their cultural heritage as well as more recent trends.

It should also be noted that “Heritage language learning” is becoming more and more important. Many Korean-Americans are coming to Korea to discover their roots and learn Korean. For them the traditional aspects of Korean culture are very important and they want to find out about them. The teacher might consider asking students to make a role-play between a person born in Korea and Korean-American born in the US. The latter could ask lots of questions about Korea and its culture and the former could answer them - in English!

**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 99

### Comprehension Check (pairs or groups)

- Students answer the questions to confirm their comprehension of the reading passage.
- Students check their answers with each other.

Answers:

1. Tourists can experience the culture of Korea in the cuisine, arts and crafts, temples, festivals, mountains, and all the charming tourist attractions of the peninsula.
2. Another word for ‘tourist’ in the passage is ‘visitor’.
3. Mt. Seoraksan famous for the color of the leaves in fall.
4. There is an ancient school at Dosanseowon.
5. Seoul has not always been the capital of Korea. Gyeongju was the ancient capital of Silla.
6. Tourists visit Insadong to find great souvenirs and Korean restaurants.

Students think about aspects of Korean culture - old and new.

This doesn't have to take a long time. It is just preparing students for the discussion on the following page.

Suggested answers:

- Maybe Korean cuisine is unique because Korea is a peninsula. There was little influence from other countries.
- I think 'Land of the Morning Calm' means that Korea is especially beautiful in the morning.
- The 'three abundances' of Jeju-do are rocks, wind and women. Jeju-do is a volcanic island, with lots of volcanic rocks. It lies in the path of many typhoons, so there is a lot of wind. Many Jeju men were lost at sea, so there used to be more women than men.
- There are many festivals in Korea. There are lots of film festivals such as the Busan Film Festival (BIFF). There are also lots of cultural festivals. For example:
  - Andong International Mask Festival
  - Boryeong Mud Festival
  - Boseong Green Tea Festival
  - Damyang Bamboo Festival
  - Geumsan Insam Festival
  - Gimje Horizon Festival
  - Gwangju Kimchi Festival
  - Icheon Rice Cultural Festival
  - Jarasum International Jazz Festival
  - Jeju Fire Festival
  - Jeju Orange Festival
  - Jindo Miracle Sea Road Festival
  - Jinhae Cherry Blossom Festival
  - Masan Gagopa Chrysanthemum Festival
  - Muju Firefly Festival
  - Sancheong Medicinal Herb Festival
  - Sunchang Fermented Soybean Festival
- Korean culture is changing in many ways. It is becoming globalized. It is also very high tech these days. Traditional values are changing. Family sizes are changing.

## Background Information

As always, this information can be read when waiting for other groups to finish, or it can be an interesting read at any time. Again, it is hoped that this information will spark curiosity in the students. This can lead to a presentation to the rest of the class - an effective assignment or end-of-course activity.

## Page 100

### 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: ‘Expressing plans and intentions’ and ‘Responding’.

It can be helpful to ask students to use one conversation strategy phrase every time they speak. They should also be using conversation strategies from previous Units.

Suggested answers:

- In my opinion, tourists visit Korea in order to experience the unique culture.
  - I think/I don't think Korea is a tourist-friendly country.
  - I would recommend tourists to visit Seoraksan, Gyeongju, Jirisan, Hallasan, Jeju-do, Insadong, Bulguksa, Andong village, Andong Mask Dance, Dosanseowon, Gyeongbukgong, and many other places. These can all be found at <http://english.visitkorea.or.kr>.
- Culture shock happens when people visit another culture that is very different from their own.
  - I think culture shock can affect western visitors to Korea if they don't know about Korean culture and customs. For example, taking your shoes off in the house.
  - I think Korean tourists might experience culture shock abroad when they visit countries and cultures very different to that of Korea. They will find many differences. For example, other countries don't use chopsticks or eat kimchi.
- Yes, I think Koreans should travel inside Korea before going abroad. For one thing, Korea has many wonderful attractions that Koreans should visit and know about. For another thing, Korea has a long history and there are many Intangible Cultural Heritage sites as well as UNESCO World Heritage sites. Koreans should know about their heritage before visiting other countries.  
- No, I don't think Koreans should travel inside Korea before going abroad. I think it is OK to learn about other cultures first. It is good to widen our views and open our minds by visiting other countries. We can experience how other people think, eat and speak.
- Yes, I think travel in Korea is becoming too difficult these days. There are too many cars on the roads and the tourist attractions are overcrowded.  
- No, I don't think travel in Korea is becoming too difficult these days. Korea has a great railway system (including the KTX) and in the cities there are very good subway systems. There are also express buses between cities. It is easy to travel in Korea these days.
- I think traditional Korean culture is very good. it is based on Confucian ideas of "jen" (human heartedness, goodness) and "li" (gain, benefit, order). Respect for the elders is very important.  
- I disagree. I think traditional Korean culture is very male-dominated. Women had a very low place and there was no freedom to do what you want.
- I think modern Korean culture is very good. There is more equality and there are more opportunities for men and women. Furthermore, modern Korean culture is very high-tech. Korean *Hallyu*, fashion and K-pop lead the world.  
- I disagree. I think modern Korean fashion is very shallow. We have lost our basic ideas. Traditional values and virtues are disappearing. Everyone chases after money now.
- Yes, I Would you like to visit North Korea. I would like to see Baekdusan, Pohyonsa, the Daedong River, and Kumkangsan. I would also like to visit Pyongyang.  
- No, I would not like to visit North Korea. I think there are plenty of places to visit in South Korea.  
- Yes, I think North and South Korea will unify eventually. It might not be in my time, but I think it will happen.  
- No, I don't think North and South Korea will unify. The two countries are too different now. It is impossible to bring them together.

## 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 42 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play on the topic of 'Visit Korea'.
- Finally, they answer the questions in the [Dialogue Quiz](#).

## Dialogue Quiz (pairs)

Suggested answers:

1. Jenny and Mr. Brown are looking at a travel book.
2. They are planning to have a week in Seoul, and then another week or two touring Korea.
3. Grandma Brown will not go with them. We don't know about Helen and Kevin. They are not mentioned.
4. No, they will go to Seoul before touring the rest of Korea.
5. While they are away Grandma Brown will look after the house.
6. If I had a three week vacation in Korea, I would go to ... and then .... and then ....

## Page 102

### Debate Corner (groups of 4 or 5)

- Students in groups choose one of 4 topics for debate.
- Students read the useful phrases on this page.

These hints and phrases are about presenting arguments strongly and presenting conclusions, in addition to the Timekeeper's phrases, which are the same as in previous debate Units.

Students should use these phrases in the debate (see the sample arguments on page 104). They should also use the phrases from previous debates.

## Page 103

### Let's Debate! (groups of 4 or 5)

- Pro and Con students write three arguments and a conclusion.
- The first speakers can simply write their arguments.
- The second speakers need to think about how they will disagree with the other team (see pages 55, 62, 70 and 102).
- The timekeeper should look at the phrases on page 102 and think about how to start and end the debate.

### Let's Begin!

- The Timekeeper starts the debate using the phrases on page 102 and following the structure on this page.

- Pro Speaker 1 is followed by Con Speaker 1.
- Pro Speaker 2 then disagrees with the Con pair and gives the Pro conclusion. Con Speaker 2 then does the same.
- Students should use the phrases on pages 55, 62, 70, 86 and 102.

Sample arguments appear on the next page.

It will be good for the teacher to consider whether students are ready to have a public debate. In this case, there will be a Pro team, a Con team, a Timekeeper and an audience. This means that everyone else in the class will watch the debate and vote on the proposition when the two teams have presented their conclusions.

The Speakers will now be able to speak to the audience when giving their arguments and will be able to use rhetorical questions such as “Wouldn’t it be better to ...?”, appealing to the audience.

If students are ready for this, then the two teams should have a week to prepare their arguments. This can be an assignment or a project.

## (Page 104)

### Argument Samples

- Students listen to Tracks 43 and 44 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 Pro Speaker 1 giving an argument and Con Speaker 1 giving an opposing argument about motion number 2, “Koreans should explore Korea before traveling abroad” (page 102).

Students should look for the debate language (page 102) when listening to these samples.

Here are some more Argument Samples based the first motion: “Tourism benefits the world”.

**Pro Speaker 1:** I don’t need to tell you that tourism obviously benefits the world. However, here are three reasons. First, tourism helps the tourists. It gives them a wider view of the world and other cultures. Right? Second, it benefits the tourist places. Tourism brings lots of money to local people and to the countries. Know what I mean? Third, it benefits everyone. We have become a global village because of tourism. We understand each other, whatever the differences. Got it?

**Con Speaker 1:** No way! Tourism does not benefit the world. Let me give you three reasons why this is so. First, tourists do not respect the places they visit. They leave loads of litter. They even do damage to historical sites. Are you with me? Second, are you sure that it brings money to local people? Who told you that? I think you’ll find that this is not true. Third, you might be right that we are becoming a global village. But is this good? Tourism is destroying our identity. Right?

Here are some more Argument Samples based the third motion: “It is important to experience other cultures”.

**Pro Speaker 1:** I support this motion for three reasons. First, if we only experience our own culture we cannot have an open mind. We will think other people are strange. This leads to racism. Know what I mean? Second, we need to understand other cultures, since we are all human beings. We need to know that we are all the same. Are you with me? Third, it is good to see how different people behave differently and have different ideas. This helps us to widen our point of view.

**Con Speaker 1:** I disagree and oppose this motion. Let me give you three reasons for this. First of all, we need to understand our own culture. It is who we are. We have inherited it from our ancestors. Are you following me? Second, if we experience lots of other cultures, we will forget our own culture. It will disappear. Got me? Third, we can lose our own identity by mixing with other cultures. We can be in danger of having no culture. Right? Take for example any airport. It will contain people from all cultures, but it will have no culture in itself. For these reasons I hope you will reject this motion.

Here are some more Argument Samples based the fourth motion: “East, west, home’s best”.

**Pro Speaker 1:** I strongly believe in the truth of this proverb, so I am in favor of this motion. Let me give you three reasons why. First, your home is the place closest to your heart. It cannot be replaced. Know what I mean? Second, we have a link to the place where we were born. It has a special meaning for us. Are you with me? Third, you must have experienced the feeling of coming home after a long trip. Home is where your family and friends are. Traveling is good, but coming home is better.

**Con Speaker 1:** As usual, the previous speaker cannot be serious. He/she hasn’t given us any facts. Just feelings and opinions. Let me give you three different reasons against the motion. First, there is a proverb: “Home is where you lay your hat.” In other words, home can be anywhere that you stop for a while. Second, there is another proverb: “Home is where there heart is.” So if you love a place in another country, this is your real home. Third, traveling opens the mind. If you agree with me on this, please vote to reject this motion.

## Reflection

- Students perform a self-assessment of their learning skills.

This can be homework, rather than taking up class time.

As before, this is a consciousness-raising self-assessment. Students might well not be aware of the concept of learning skills. However, if they follow this process (goal-setting, planning, organizing, studying and reflecting) they will be more effective learners.

Students can write single words, phrases or sentences. They just need to think about how they currently perform these parts of the process. Such awareness will lead to curiosity, inquiry and action. The teacher might want to mention this process and explain how it can be followed. It is an autonomous process, so students can be told that they will be taking control of their learning if they think about studying in this way.

There are other activities on the website: [www.pearson.co.kr](http://www.pearson.co.kr).