

The goals of this first Unit are: 1) to introduce the socio-cultural learning approach (task/project based, student-centered, promotion of autonomy, confidence, motivation and positive attitudes); 2) to introduce the structure of each Unit; and 3) to begin the book with a topic relevant to the students at a personal level. In fact the first group of topics (Units 1 to 5) centre on the individual, the second group (Units 6 to 9) are set in the circle closest to him or her, and the remaining two groups (Units 10 to 14 and Units 15 to 18) gradually move out to general and international topics.

If teachers want to set up a reliable means of contacting students, they might 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.).

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Brainstorming (Individuals)

This is an individual activity, setting the learning schema. However, it need not take much time. For example, students could think about these questions while the class roll is being called.

- Teacher (T): Ask students to read the instructions and do them.

The rule for the students in every activity is Read and Do. Rather than explaining the instructions, the teacher should simply ask students to get started. Those who can comprehend the instructions will perform them. Those who can't will either learn from those who can, or ask for help. This is an opportunity for the teacher to give attention to individual (pairs of) students by helping them work out what the words mean.

Task 1: Interview (pairs)

- Students pair up and read the instructions.
- They exchange books and ask each other questions 1 to 8.
- Then they write the responses in their partner's book.

Teacher: Don't explain to the students what they have to do. Being able to read and follow the instructions is important at this stage. Students should immediately exchange books. However, if they don't there is no need to talk to the whole class. Just approach a pair and point to the instruction 'Exchange books with your partner.' Students will get the idea and do it. They need to know that you want them to Read and Do. Once one pair exchanges their books, the other pairs will get the idea.

Task 2: Friendship Test (pairs)

- Students read the instructions and do them.
- They exchange books.
- They read the questions to each other and write the responses in their partner's book.
- Then they look at the Answer Section in the back of the book and give feedback to each other.

This is an interesting activity, though it is not really a personality test. Students needn't take it too seriously. The value of the activity lies in collaboration and interaction. In addition, students generally like this sort of 'fortune teller' activity.

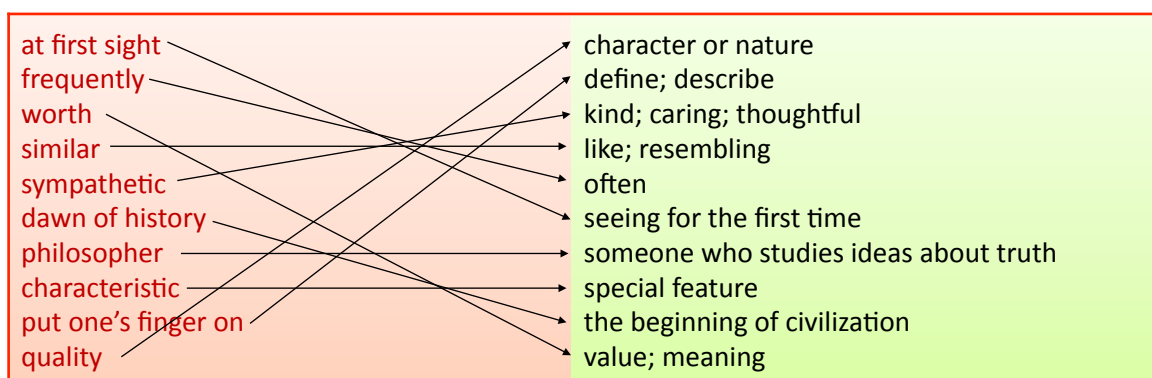
'Read and Do' might be difficult for students at first, since they are generally used to waiting for the teacher to explain the instructions. However, students need to be proactive when discussing and debating. Teachers

can therefore simply say ‘Let’s do Task 2’ and allow the students to get started. Once they realize that it is OK to read the instructions and then do the activity, they will become good at this and will begin to actively read the contents of the page. The teacher can help students to get started at first, but this will become less and less necessary. This does not mean that the teacher should do nothing! While the students are working, the teacher can talk to them one-on-one, getting to know their names, monitoring their proficiency and making notes about their learning needs.

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Friendship (pairs or groups)

- Students read the title.
- The teacher (T) plays the audio CD (TRACK 1) and asks students to read the passage silently while they listen to it.
- Now T asks students to read the passage again as a group activity and discuss any vocabulary or idioms that they don’t know.



- While they read they match the **key words and phrases** at the bottom of the page with their definitions. If they know these words, this will be a good review activity. If they don’t know the words, this is an opportunity to expand their vocabulary in context.

It is good to ask students to use Classroom Language at this point. Some useful phrases when checking vocabulary are:

I don’t understand.

What does it mean?

I’m not sure.

Let’s look it up.

How do you spell it?

Students can quickly find definitions on their smartphones and they should be encouraged to make use of their phones in this way. The teacher should let students find the vocabulary rather than teaching it to them. There are a number of reasons for this:

1. The teacher is no longer the sole dispenser of information. Everything the students want to know is available on the Internet.
2. Students need to learn how to access this information by themselves.
3. All students have different vocabulary banks. If the teacher decides to teach vocabulary, it will be too easy for some of them, too difficult for some, and just right for a few.

4. If the students learn how to access vocabulary, they will become more self-directed and autonomous.

The teacher should be active during this activity, rather than waiting for students to finish. He/she should sit down with different groups, monitoring, observing, and helping when asked. Students appreciate this close contact with the teacher. It is not necessary to elicit responses or check comprehension at this time. Just be there for the students, so they can ask questions if they want to.

This passage introduces a number of epic books and names. Students might like to check these out on their smart phones. The teacher should ask them to use google.co.kr or ask.com. Students should get used to searching the Internet in English. Korean search engines are good for Korean terms, but for English information, google, yahoo and others are best.

Further Reading

The note at the bottom of the page informs students about the extra reading passages and other resources on the online site. The teacher can draw students' attention to this site and suggest that they browse the site in their own time, looking at reading passages, watching videos, listening to audio recordings, and trying out the Activities. Students could even bring in their own reading passages (from this site or elsewhere) and introduce them to their groups. This could be an interesting change from the usual lesson plan.

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Comprehension Check (pairs or groups)

- Students read and answer the questions to confirm their comprehension of the reading passage.
- The teacher can check the answers with everyone if wished.
- Or students can talk about them in groups and ask the teacher if they are not sure.
- Or groups can present their answers to the class.

According to the student-centered philosophy of the book, students check their own comprehension and engage in the matching exercise as a form of self-assessment. It is important to encourage them to talk to each other when doing these activities.

Answers:

1. There are a number of characteristics of friendship in the reading passage. For example: friends share knowledge, worth, and affection. They like being together and want whatever is best for each other. Their tastes (food, clothes, music, etc.) are usually similar, and they like doing the same activities. They are sympathetic, honest, and understanding to each other. Most of all, a good friend will give unpleasant advice if necessary, and will share hard times as well as good times.
2. Enkidu was a wild man created by the gods to fight Gilgamesh. However, they became friends.
3. Friendship is natural. The philosophers Aristotle and Plato both talked about friendship as an important characteristic of human beings.
4. A true friend will give unpleasant advice if necessary, and will share hard times as well as good times. As the saying goes, 'A friend in need is a friend indeed.'
5. Another word for 'quality' in the passage is 'worth'.
6. It is difficult to put one's finger on the exact meaning of 'friendship'.

Once more, this is not a time for elicitation questions. We need to remember that asking one student to answer a question in front of everyone else is very stressful. In addition, we must remember that while one student is being asked a question, the other students are not engaged.

One goal of the book is for all the students to be engaged all the time. Another goal is for them to work at their own pace. The advanced students can go quickly through this sort of activity and the slower students can go slowly. They can all go at their appropriate rate, learning what they need to learn when they need to learn it.

Think for Yourself

This activity encourages creativity. It is an individual activity, though it can be good to get students to talk about it talk in pairs once they have answered the questions. They should be curious about the ancient names in the reading passage and want to find out about these classic epics.

Suggested answers:

- I discovered that Gilgamesh is the main character in the *Epic of Gilgamesh*, thought to be the first great work of literature. Gilgamesh was a half-god of amazing strength. He built the city walls of Uruk.
- I found out that in Greek mythology, Achilles was a Greek hero of the Trojan War. He is a central character in Homer's *Iliad*. His mother was the nymph Thetis. She tried to make him live for ever, by dipping him in the river Styx. However, she held him by the heel, so his heel was weak. He was killed by a poisoned arrow in this heel.
- 'BCE' means 'Before the Common (or Current) Era'. 'CE' means 'Common (or Current) Era' and is an alternative for 'AD'.
- 'c.' means 'circa'. This is a Latin word that means 'about', 'around' or 'approximately'.
- The sort of 'unpleasant advice' that a good friend would give would probably be personal. A good friend might try to help someone by telling them their faults and weaknesses. They would do this to help the friend become a better person. This is called 'being cruel to be kind'.
- A 'fair weather friend' is someone who is friendly during good times. When times are bad, this friend disappears.
- A 'false friend' is someone who seems to be a good friend. However, when he/she is needed most, he/she is no longer a friend. Another meaning for 'false friend' is someone who seems to be a friend but actually is not. He/she is only being friendly in order to get something that he/she wants.

Background Information

The background information offers further useful information related to the main topic of each unit. In this Unit, the information is about types of friendship. In addition to being interesting and related to the main topic, this information can help students prepare for the discussion, the role-play, or the debate. It can also motivate them to find out more information by themselves.

- Students read the information together and talk about it.
- This could be a useful follow-up activity for students who finish the other sections on this page before anyone else.

Page 12

Discussion (groups)

- T: Talk about the **Conversation Strategies** at the bottom of the page.
- T: Explain that the “**putting things in sequence**” strategies can be used when explaining opinions.
- Students should also bring group members into the discussion:

How about you?

What do you think?

Do you agree?

- Students (in groups) read and do. They work through the questions on the page, using the Conversation Strategies.

It is not necessary for every group to answer all the questions. The important thing is for them to be actively discussing and for everyone to be participating.

During this time the teacher can monitor students and offer help where appropriate.

It can be an idea to ask students to use a conversation strategy every time they give their opinion. For example:

To begin with, I'd like to say that I think a good friend is someone who ...

Furthermore, a good friend will never let you down.

What's more, a good friend will be with you in good times and bad times.

In conclusion, I think that a good friend is someone who ...

The value of this page lies in the discussion and exchange of ideas. However, if the teacher wants students to present their opinions to the rest of the class, this should be done briefly and in a non-stressful manner, with the teacher giving positive feedback.

Suggested answers:

1. First of all, a good friend is someone who stays with you in good times and bad times. Furthermore, a good friend will give you unpleasant advice when you need it.
2. - I agree that 'Good friends are hard to find.' It is easy to get fair-weather friends or friends who only respect your money. Real friends are like gold dust.
- I disagree. I think it is easy to find good friends. First of all you must be a good friend to other people. Then they will be good friends to you.
3. First of all, I will do many things for my friends. I am not a fair-weather friend or a false friend. I will lend money to my friend and I will help him/her in hard times. I will even give him/her unpleasant advice. After all, a friend in need is a friend indeed.
4. - Yes, I think friendship is more important than honesty. I think loyalty to my friend is the most important thing in our relationship. First of all, if I have to tell a white lie for my friend, I will do it. Then, if I have to tell a white lie to my friend, to help them out, I will do it. If my friend is having a hard time, I will even do his/her homework.
- No, I think honesty is more important than friendship. If someone needs me to lie for him/her, what sort of friend is he/she? In my opinion, friendship is based on telling the truth at all times. I will not tell a lie for my friend, and I will not tell a lie to my friend. I certainly would not do my friend's homework.
5. - Yes, I would give unpleasant advice to my friend. Sometimes a friend needs to know some unpleasant facts. Only a close friend can say these things, because only a close friend can be trusted. If my friend doesn't want to hear unpleasant advice, then I must think about whether we are really friends.

- No, I would not give unpleasant advice to my friend. First of all, friendship is a delicate thing. I don't want to break it by saying unpleasant things. If my friend needs unpleasant advice, he/she should ask for it. Then I will think carefully before answering.
6. - Yes, I believe that people from different generations can be friends. Age is not a problem for me. I can learn from older people and I can be friends with younger people. It's all in the mind.
- No, I don't believe that people from different generations can be friends. People of the same age have the same interests and the same problems. People from different generations can't understand each other.
7. - Yes, I think people of different genders can be good friends. In my opinion friendship is above gender. True friendship can happen between anyone.
- No, I don't think people of different genders can be friends. The difference between men and women is too big. They cannot think in the same way, so they cannot understand each other. They can be lovers, but not friends.
8. - Yes, I think it is possible for rich and famous people to have good friends. Just because they are rich and famous, this doesn't mean that everyone wants their money and their fame. There are still people who are true friends despite money and fame. Rich people can still be true friends and good people.
- No, I don't think it is possible for rich and famous people to have good friends. The people around them just want their money and fame. That is all. Rich and famous people cannot trust the people who seem to be their friends. As the song tells us, 'Nobody knows you when you're down and out.'
9. - Yes, I think that parents can be friends with their children. It all depends on how they bring up their children. If they are kind, considerate and friendly to their children, they will grow up as kind, considerate and friendly people. Children do not need to be treated as children all the time. They need to be respected as human beings.
- No, I don't think that parents can be friends with their children. Parents need to control their children and discipline them. They need to guide their children and keep them away from harm, or from bad influences. This often means being strict with the children. It is not possible to be strict and a good friend at the same time.

Page 13

Dialogue (pairs)

- Students get into pairs.
- They read the instructions.
- This will cause them to read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 2 (CD-Rom).
- Students read the dialog again, changing roles.
- Students improvise their own role-play (if wished) on the topic of 'friendship'.
- Finally, they find further information by answering the [Dialogue Quiz](#) questions.

The function of the Dialogue page in each Unit is to explore the main idea through informal speech, thus giving another perspective on the topic.

There are various ways to use the activities on this page:

1. [Dialogue](#): Since every book has a CD-Rom, the teacher could ask students to listen to the Dialogue Track at home. This would save time in the class.
2. Students could perform the dialogue to each other in pairs of pairs (pair A performs to pair B, etc.).

3. Students could make their own dialogs at home and perform them next class.

The **Dialogue Quiz** encourages students to look beyond the actual words and ask questions about the ideas in the passage - critical thinking. The final question on this page is an 'opinion' question, whereas all the others are factual. Knowing the difference between fact and opinion is another important skill in discussion, so the teacher might like to draw attention to Q6 and explain why it is different.

Answers:

1. Seung-min feels a little worried at the end of this dialogue.
2. Mrs. Brown feels confident that there is a simple answer.
3. Seung-min is upset because Kevin has forgotten their appointment.
4. Mrs. Brown suggests that he ring Kevin up.
5. Seung-min doesn't want to ring Kevin because he doesn't want to disturb him.
6. I think things will work out. Perhaps Seung-min will ring Kevin after all. Perhaps Mrs. Brown will ring Kevin. Perhaps Kevin will ring Seung-min.

Page 14

Let's Make a Role-play! (groups)

- Students read the instructions.
- They choose roles (Seung-min, Kevin, Mrs. Brown, and Jenny) and read the opinion samples.
- The teacher can play the Audio tracks 3 to 6 (CD-Rom) while they do this.
- Then students think about what they will say in the role-play and write their ideas in the mind-map on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.

In this first role-play activity, students are given opinion samples to read. These use sequencing phrases from page 12 as well as other conversational idioms. Students can use these opinion samples as starting points or they can make their own role-plays about friendship.

For lower-level groups, these opinion samples can be used as Reader's Theatre, with the students reading them out to each other and then having a meeting of all 4 characters in which they come to an agreement.

For higher level groups, these opinions samples can be used as starting points. Students read their own samples and then make notes on the following page. They should be also free to make their own role-plays about friendship. The value of this page is that it gives a structure and presents different points of view. This can be a good model for students.

Units 1 to 4 build role-playing skills (creativity, interaction, suggestion, argument, agreeing, etc.). Units 5 to 8 introduce debating skills, building upon the skills learned in Units 1 to 4. After this the Units present role-playing and debates alternately. These two types of oral performance help each other and become more developed throughout the book.

Mini-dramas of this type are very popular with students and help them to become more fluent, while exploring personal, domestic, and national issues. The role-plays in this book begin in a structured way, offering many ideas to the students, along with hints and useful phrases. As the book progresses they give less information, expecting the students to produce their own ideas and interactions.

If this concept is difficult at first for students, this page can be performed as Readers' Theatre. This means that students read the opinion samples to each other. Then they can try to make simple sentences on the following page.

Page 15

My Notes (individuals)

- Students write their own ideas about the role-play in the boxes.
- They look at the suggested phrases on this page.
- They can also look at the Opinion Samples on the next page.

Let's begin! (groups)

- The role-play begins.
- Students use the phrases on this page when talking to each other. The teacher could ask students to use one phrase whenever they say something.
- At the end of the role-play students should agree on what Kevin and Seung-min should do. They write what they have decided in the box at the bottom of the page and everyone in the group signs their name.

The phrases here are the same as in Unit 1 of Book 1. However, they are essential for discussion, role-plays, and debates. Students who already know them can review them on this page. Students who are not familiar with using them in oral performance can benefit from using them here.

Whereas the previous activities have been structured, this one requires the students to provide their own ideas and make a role-play. They usually love doing this, but the teacher needs to monitor the level of the students closely. It is vital to let the students speak at their own level. It is also possible that some students will be in a silent period as they acquire new language. The teacher needs to distinguish between inability to speak and unwillingness to speak. In both cases careful counseling can take place, probably outside the classroom.

1. The most important thing here is for the students to participate, however difficult it is for them to speak.
2. This is not a time for error-correction.
3. Students should feel free to make mistakes.
4. Everyone should participate equally.
5. Everyone should feel that their contribution is valued.
6. The teacher can monitor and observe.

If the teacher notices persistent errors, these can be mentioned later as (careful, sensitive) feedback (for example, during the activities on the next page). Another method is to make an activity that deals with the error in question and give it to the students in the next lesson.

Here is a sample role-play based on the role-cards on page 14:

(Kevin comes home later that day)

Seung-min: Hey, Kevin. I'm sorry you couldn't make our appointment.

Kevin: Hello Seung-min. What do you mean? What appointment?

Seung-min: I thought you'd forgotten. We were going to go to the cinema.

Kevin: Really? I think one of us has got it wrong.

Seung-min: Why's that?

Kevin: Well I thought we agreed to go bowling. I was waiting for you to turn up.

Mrs. Brown: Oh dear! I hate these misunderstandings.

Jenny: Me too. It sounds like you both got your wires crossed.

Seung-min: But this isn't the first time.

Kevin: Pardon?

Mrs. Brown: He's right, Kevin. You are always standing him up.

Jenny: That's right, Kevin. You can be a bit offhand at time.

Mrs. Brown: And you do take Seung-min for granted.

Jenny: Admit, it Kevin. You can be a little thoughtless.

Kevin: Wow! It's like everyone is against me.

Mrs. Brown: No, we're not. We just want to stop you from hurting Seung-min.

Jenny: You don't realize what you're doing to him.

Seung-min: Of course I trust you Kevin. You're my best friend. But ...

Kevin: I see. Can' I say something?

Mrs. Brown: Go ahead, Kevin.

Kevin: It's just that Seung-min is a bit of a worrier.

Mrs. Brown: And ...

Kevin: He always sees the bad side of things.

Seung-min: Don't say that, Kevin.

Mrs. Brown: Come on you two. Let's make up.

Jenny: Yes, I think there's an easy answer.

Seung-min and Kevin: What's that?

Jenny: Kevin. You have to use the diary app on your phone.

Kevin: OK. I'll think about it.

Mrs. Brown: Yes, and Seung-min. You have to link your diary app to Kevin's.

Jenny: Then you can both know what's going on.

Seung-min: That sounds like a plan.

Kevin: Yes. Let's give it a try.

Mrs. Brown: One more thing, Kevin. How about apologising ?

Kevin: Yes. I'm sorry Seung-min. I won't let it happen again.

Seung-min: Me too, Kevin. I don't want to argue any more. You're my best friend.

Mrs. Brown: Hooray. It must be time for a cup of tea.

Jenny: I agree.

Page 16

What Do You Think? (pairs, groups)

- Students read the extra opinion samples as the teacher plays Tracks 7 and 8 on the Audio CD-Rom.

These extra opinion samples have been offered here to help students think about their role-plays and what they want to say. They also offer more listening and comprehension practice.

Reflect and Review (individuals)

There are no instructions to this self-assessment activity. Students think about their performance in the Unit and fill in the table.

The final row in the table suggests that students might look at the online activities.

There are no correct answers here and it is not necessary to discuss with students about their responses unless they ask for help or counseling.

The important things here are for students to become aware of their learning process, to start setting realistic goals and to take responsibility for their learning.