

This Unit is the first of the four Units dealing with the outer circle of relationship. The title 'Relationships' could appear in the innermost circle, of course, but this function has already been performed by Unit 1: 'Friendship.' Unit 15 therefore extends this topic, looking at the types of relationships we have in our lives. This can include dating, marriage, platonic love, campus couples and many other types of close relationship. These days many Koreans are choosing either to marry late or to stay single and follow a career. In this case, their relationships take on a different aspect, which can be explored in this Unit.

## Page 121

### Brainstorming (individuals)

- Students think about their relationships.

At this stage the alternatives of getting married or staying single are mentioned. However, it is hoped that students will broaden their perceptions of possible relationships during this Unit.

### Task: Relationship Crossword (pairs)

- Students look at the clues and solve the crossword together.

Students should speak in English if possible while solving the crossword. Some input language has been offered on this page.

The clues are mostly in the forms of quotations. These introduce the language of relationships to the students. The sentences are not only about successful relationships but also about causal relationships, platonic love and problems in relationships. These phrases should be useful to students when discussing on page 124.

## Page 122

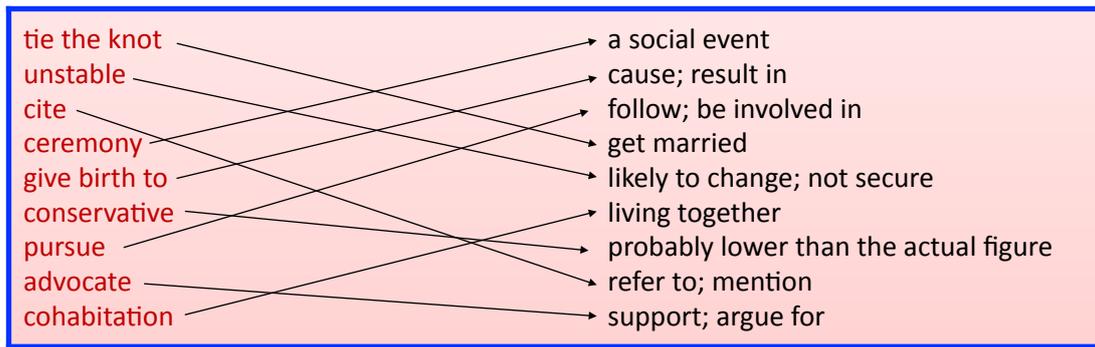
### Modern Relationships (groups)

- Students talk about the title.
- Teacher: Play the audio CD (Track 65) and ask students to read the three 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 explores modern trends in relationships in Korea. Students will probably be aware of these trends and will have a lot to talk about on the Discussion page (124). They might well be able to add further information to that contained in the reading passage.

There is nothing judgmental in this passage. There is no saying what is right or wrong, or what is desirable. This is simply the state of things. Attitudes to marriage are changing and young people are being influenced by various factors. Many of these changes have already taken place in developed countries and it could be said that Korea is experiencing similar trends to those that have occurred elsewhere. However, Korea is a

unique culture and the reaction of its young people is determined by that culture, its roots and its current situation.



**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 123

### Comprehension Check (pairs or groups)

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

Students should by now be able to check their answers with each other.

Answers:

1. The average age of women who married in 1990 was 24.8.
2. The average age of men who married in 2014 was 32.4.
3. The marriage age has risen because of unstable employment and the cost of getting married.
4. The 'Sampo' generation have given up their dreams of relationships, marriage and having a child.
5. The 'N-' generation have given up more things than they can count.
6. It costs at least 200 million Korean Won to raise a child up to university age.
7. The conclusion of this passage is that values are changing in Korean society today.

### Think for Yourself

Students think about marriage, divorce, relationships and arranged marriages. Again, there is nothing judgmental here. Students are just asked to think about the topics in preparation for the discussion on page 124.

### Background Information

This information here is about relationships. Students might like to find out more if they are interested.

## Page 124

### 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 an opinion', 'Agreeing' and 'Disagreeing.'

#### Suggested answers

1. - Yes, I intend to get married eventually. First I want to get started on a career. Then I will wait for the right person to come along.  
- No, I don't intend to get married. I enjoy the freedom of being single. What's more, I want to put all my energy into having a career.
2. - If you ask me, international marriages are OK. I don't see the problem. As long as the people love each other, that's all that counts.  
- I disagree. In my opinion international marriages are wrong. It's not good to mix races. The two people have different cultures and they are bound to argue. If they also have different religions, they are bound to split up. Furthermore I feel sorry for the children, who will be half-castes.
3. - Yes, I believe in love at first sight. It doesn't always take a long time to find out if someone is right for you. Sometimes you just know.  
- I can't agree. I don't believe in love at first sight. I think this is a very dangerous idea. People fall into relationships like this and then discover that they are not right for each other at all. As the proverb tells us: 'Act in haste, repent at leisure.'
4. - Of course it is OK if a girl invites a boy on a date. It's also OK if a girl proposes marriage instead of the man. Women are emancipated now and they are not inferior to men. Women can do everything that men can do.  
- I don't think so. A girl should not invite a boy on a date. It is too forward of her. She should wait until the man invites her. Then the relationship will be correct. The man takes all the burden of a relationship, so he should be in charge.
5. - Yes, I think the boy should be older than the girl. I think age is important and the boy should have more experience of life than the girl. The boy has to take the responsibility for them both.  
- No, I don't think the boy should be older than the girl. In fact I think it doesn't matter. Love is the only thing that is important.
6. - Yes, I would let my parents choose my future spouse. I don't see the problem. I believe that my parents can find a suitable person for me. Love will come later if we are well matched.  
- No, I wouldn't let my parents choose my future spouse. They don't know the sort of person I am looking for. What's more, it should be up to me whether I want to get married or not.
7. - If you ask me, a man and a woman can just be good friends. Romance doesn't have to enter into a relationship. We can have a platonic relationship and be the best of friends.  
- On the whole, I disagree. I don't believe that a man and a woman can be close friends without the issue of romance coming along. This is the way we are made. It would be silly to deny that.
8. - If you ask me, cohabitation is fine. People don't have to get married in order to live together. Love is the only thing that counts.  
- As for me, I don't believe in cohabitation. It might be OK for the man, but if the couple split up, the woman has no security. She might even have a baby to look after. Sometimes marriage helps to keep people together as they work through the hard times.
9. I think single parent families are OK if this is what the person chooses. However, if the partner leaves the other person to look after the child, then this can cause all sorts of problems. I think this is a growing problem in our society.
10. - In my opinion gay marriage is OK. After all, love is the most important thing. I really don't understand why society is against two people of the same sex getting married.  
- If you ask me, gay marriage is completely wrong. For one thing, the church is against it. Furthermore it is unnatural. What happens if they want to adopt a baby? The child would grow

up with very strange ideas.

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

The teacher might wish to show the trailer to 'When Harry Met Sally' (1989) as an introduction to this discussion: <https://www.youtube.com/watch?v=V8DgDmUHVto>.

## Page 125

### 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 66 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they answer the questions in the [Dialogue Quiz](#).

Answers:

1. Seung-min was talking on the phone to a girl he met a few days ago.
2. He broke up with his previous girlfriend.
3. He would really like to date the girl that he used to talk about.
4. He thinks she is too good for him, so he hasn't asked her for a date.
5. Mrs. Brown advises Seung-min to ask the girl for a date.
6. Mrs. Brown says 'You never know' because it is possible that the girl likes Seung-min. He can't know for sure unless he asks her.

As in other Units, the Dialogue can be an inspiration and stimulation to make a mini-drama about the main topic. In this case, students could make a drama about relationships. It could be for an assignment or a project. Students could perform before everyone, make a video, and post it online.

Also as in other Units, it is not necessary for every student to do every activity. They can be chosen at the teacher's discretion or the students' preference. Teachers might like to focus on different pages in different Units.

## Page 126

### Relationship Role-play (groups)

- Students in groups of 4 or 5 make a relationship role-play.
- They look at the suggested situations on this page.
- They choose one of these situations or make their own situation.
- They then fill in the storyboard on the next page, showing what will happen and what will be said.

By this time (Unit 15), students have practiced many conversation strategies. They have also used lots of input language about role-plays in Units 1-4, 9, 11 and 13. Therefore this Unit gives them a chance to make their own situation, their own plot and their own script. In doing this, they will be showing the teacher what they can do. Therefore this could be a suitable format for a performance-English assignment or project (or even final assessment).

It is suggested on this page that students might wish to make a video. In this case, one student could be the director/cameraman. If more students are involved, there could be a production team.

It is important that the students make their own dialogues for this role-play. However, here is a sample of what the person who wants to stay good friends might say in situation 5 (Just Good Friends):

**Opinion Sample:** I don't want to strike up a relationship before I am ready for it. We have been good friends for a long time and I really value that. You have been there for me when I needed you. I knew I could trust you. Now I want to be self-supporting. I need to study hard in university, graduate with a good degree and get a good job. Then maybe I'll think about settling down, getting married and starting a family. On the other hand, I might prefer to stay single and follow my career. Whatever happens, I hope we can stay friends.

Perhaps one of the two at the arranged date might say something like this in situation 2 (Arranged Meeting):

**Opinion Sample:** In my opinion, my parents take marriage too seriously. They hear wedding bells for me, even on the first date. I don't want to tie myself down to one person so quickly. I think it's important to go out with lots of different people from different backgrounds, in order to learn about life and love. I'd like to have fun and at the same time get experience in having relationships. Then, when the time is right, I'll be ready to get married.

Students will have lots of ideas on these topics. This will be an opportunity for them to show what they can do.

## Page 127

### Role-play storyboard (groups)

- Students make a storyboard for their role-play.
- They perform the role-play.
- Then they perform it to another pair or make a video and post it online.

Students have had lots of sample dialogues and role-plays by now and in this Unit they are encouraged to start making their own.

They are helped in this by the storyboard format. Rather than having to write complete scripts, they can decide on the events that they will show and draw these in the boxes.

Then they can make captions for the events and turn these into parts of the dialogue, either by improvisation or rehearsal. This is a multi-level activity that encourages everyone to take part in making the plot, the scenes and the dialogue.

## Page 128

### My Discussion Skills (Pairs)

- Students exchange books and ask each other the questions on this page.
- They then do some reflection on what they have achieved so far.

This is basically an end-of-term reflection. However, it is happening here, in Unit 15, in order to give the students and the teacher time to talk about future plans. When this activity appears right at the end of the course, there is little time to reflect. However, the teacher now has three more Units in which to help students think about planning and goal setting.

This self-assessment will also give the teacher an idea of how the students perceive their progress up to now. Based on this, the teacher can give appropriate feedback over the final three Units.

Goal setting and planning are valuable skills for students. It is important that the goals are realistic. Otherwise they might be too difficult to achieve, as a result of which students get dispirited. There is a proverb, 'success leads to success.' Therefore students can be encouraged to make small, achievable goals and to proceed in small steps.