

## UNIT 6 WHAT ARE FRIENDS FOR?

### UNIT OVERVIEW

In this unit, students will:

- 🎧 Read Kwan's account of his problem with his friend Sang-Gi.
- Answer comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about what Kwan should do, and decide which opinions they agree with the most.
- Study the Opinion Network to learn expressions for giving strong agreement and disagreement.
- Extend the Topic by talking about what they would do for a friend.
- Read a Culture Corner extract about the top ten qualities in a friendship.
- Share ideas about introducing a friend.
- Watch a follow-up video extract from Sun-Hi giving her views about Kwan's situation.
- Take the Unit Test.

### Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Joseph's unit introduction.

### The Issue

In this unit, we hear from Kwan. His friend, Sang-Gi, is a good friend to Kwan. They have a lot in common, and whenever Kwan needs help, Sang-Gi is happy to help. But Sang-Gi has a problem. He tells Kwan that he needs a lot of money, but he won't tell him why. He also won't ask Kwan for help. Kwan wants to help but he's not sure what to do. Sang-Gi really seems to be in trouble, but he hasn't asked for Kwan's help and doesn't want to tell him why he needs money. Should Kwan offer Sang-Gi money?

### Questions Raised

- What would you do for a friend in need?
- Should you give money to a friend who won't tell you why he or she needs it?
- What is our responsibility to a friend who needs help?

### To Keep in Mind

- The reason that Sang-Gi needs money is not clear. Obviously, what Kwan should do depends on why Sang-Gi needs the money. If it is to help a sick relative, for example, most people would say that Kwan should lend him the money. If it's for gambling, for example, or some other vice, then most people would say not to give him money. In the end, the dilemma comes from not knowing why Sang-Gi needs the money.
- Students may have trouble imagining why a young person would have such a serious need for money. It may help them if the teacher gives some possible reasons. For example: a family illness, money problems in the family (the family business going bankrupt, for example), gambling problems, drug problems.

## TEACHING GUIDE

### Getting Ready

→ Introduce the topic of friendship. Tell students that this unit will ask them to think about what they will do for their friends. Have students work in pairs. Have them work silently at first, making notes about their answers to the questions. Then have student A interview student B using the questions.

🗣️ **Teaching tip:** Asking students to discuss how many friends they have could make certain students uncomfortable if they feel that they don't have many friends among classmates. The teacher can put expressions on the board such as "A few good friends" and "Many friends" as examples of a neutral way to talk about someone who may have fewer friends than others.

## Situation

→ Have students work individually and read the passage twice. They should look up important words. Students should then work in pairs. Student A closes the book and tries to tell the story in his or her own words. Student B is the “helper “ or “teacher” and keeps his or book open—offering help when student A has trouble. Afterward, students change roles and try again.

🎯 **Teaching tip:** The above activity can be turned into a game by putting students in pairs and having them close their books. Student A starts off by giving one sentence about the situation. Student B then continues the story by giving another sentence, without repeating the same information. The goal of the game is to not run out of things to say about the story. Whoever can't think of any new information to give loses the game. Another less competitive way to do the same game is to set a time limit and tell students to exchange sentences about the story. Their goal is to keep talking until the time is up (say, three minutes).

## Check Your Understanding

### Answer Key (Possible answers)

1. He didn't have any close friends before meeting Sang-Gi.
2. They like to drink together, go to concerts, lend each other CDs, and talk about girls.
3. Kwan doesn't know why.
4. Because Sang-Gi is a good friend.
5. Because he doesn't know why Sang-Gi needs the money.

## What Do You Think?

→ After you check students' understanding of the story using the comprehension questions, students discuss their opinions of Kwan's situation. Students are asked to rate the opinions from 1 (strongly agree) to 4 (strongly disagree). A rating of 1 means it is the strongest of the four opinions. Remind your students give only one 1, one 2, and so on. Discussion should be done in pairs.

🎯 **Teaching tip:** This activity can be turned into a “quiz” in which student A tests whether student B can remember what Luis, Yeon-Suk, Susan, and Ken's points of view are. Give student B a certain amount of time to “study” their opinions. Then student B should close his or her book. Put the following pattern on the board:

Do you remember? What did \_\_\_\_ say about Kwan's situation?

Afterward, they can reverse roles.

✍ **Culture point:** The meaning of the word *friend* can vary widely depending on the cultural community. In countries in the Middle East or North Africa, a friend may be someone you spend time with nearly every day and share nearly every aspect of your life with. Friends may also be relatives. In Europe or North America, a friend may simply be an acquaintance you see sometimes or share an interest with. Differences in ideas about friendship can create misunderstandings, such as the observation that American friendships are “shallow.” Part of the problem is not that friendships are different, but that what qualifies as a friendship may be different. Someone who is a friend to a North American may simply be an acquaintance to someone from a different country.

## Extending the Topic: What would you do for a friend?

→ Have students work individually when filling out the chart, and in pairs (or threes) for the follow-up discussion.

Give students plenty of time to read each item on the chart, and be sure that they add their own ideas at the bottom. The more clearly they have understood these statements and thought of their own ideas, the easier it will be for them to do the following discussion activity.

## Culture Corner

Have students work in pairs or groups of three. Students read through the “Top Ten Friendship Qualities.” Give them an opportunity to ask about unknown words or expressions, such as *dependable*, *trustworthy*, *loyal*, and *a good listener*. Then write a few questions on the board for discussion. For example: For you, what are the most important qualities in a best friend? Are you a good friend? Why?

## Sharing My Ideas: Introducing my friend

→ Choose

It may be hard for students to figure out who is their “oldest friend” or their “newest friend.” Let them know that they can simply choose a good friend they’ve known for a long time, or a friend they’ve met more recently. You can also give them the option of choosing a different category of friend, such as:

- My best friend
- My funniest friend
- My smartest friend

### → Prepare and Rehearse

In addition to the questions in the Prepare box, you may want to add some more questions about friendship that can help students think of things to say. For example: How are you similar to your friend? How are you different? What do you disagree about? What does your friend look like? What’s special about your friend? And so on. Ask for a volunteer to read the Presentation Tip. It’s important to remind students to take brief notes before they begin preparing. Then go over the Language Hints as a class, or simply remind students to use them in their presentations.

When students are ready to rehearse, put them in pairs. The role of the listener is to help the speaker improve his or her presentation. One way to ensure that students are getting the most out of the Listener task is to tell the listeners that they must ask three questions about the their partner’s friend. Then the speaker should add any missing information to his or her outline.

### Sample Presentation

*I’d like to introduce my oldest friend. His name is Ray. I met him when I was in junior high school. We often did things together after school and on weekends. We both love the outdoors and we used to go hiking and camping together a lot. We even joined the Boy Scouts together. My favorite thing about Ray is that he is a very funny guy. Sometimes I can be too serious, but Ray always makes me laugh. What I like most is that we always have fun together. Unfortunately, Ray and I don’t live in the same city anymore. So now I can only see him when I go back to my hometown on vacations. When we do see each other, we have a lot of fun.*

### → Present

Have students change partners, or put them in small groups. In this unit, the Listener task involves answering comprehension questions. Be sure that students have read and understood the questions before the presenters begin speaking.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

### Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- |   |           |
|---|-----------|
| 1 – There was enough information about the presenter’s friend.  | ★ ★ ★ ★ ★ |
| 2 – The presenter sounded confident.  | ★ ★ ★ ★ ★ |
| 3 – The presenter did not speak too fast or too slow.   | ★ ★ ★ ★ ★ |
| 4 – The presentation was well organized.  | ★ ★ ★ ★ ★ |
| 5 – The presenter made eye contact with the audience (and did not look at his or her notes too much). | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Sun-Hi's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

### Answer Key

Sun-Hi

In this case, there would be a higher chance of me lending him the money if I knew his reason. If I believed his reason, if I believed the money would help him solve the situation, I would lend him the money. But if the reason were something like gambling, I think it would worsen the situation. I would not lend him the money. And also, money can be a tricky issue between friends, so I think he should be careful in this regard as well. But it seems that these two friends have a friendship built upon trust, so I think they will make it through. Personally, I have never asked my friends for money because I believe it would put them in a difficult situation as well.

### Video Script

I think that there will be a higher chance of me lending him the money if I knew his reason. If the reason was one where I believed that money would solve the situation, I would lend him the money. But if the reason were such as gambling, I think it would worsen his situation, so I would not lend him the money. And also, money can be a tricky issue between friends, so I think he should be careful for...in that concern as well. But I think these two friends have a friendship built upon trust, so I believe they will make it through. Personally, I have never asked my friends for money because I believe it will put them in a difficult situation as well, and so I think this is a very tough issue.

## UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

**A. Understanding the Situation:** The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

**B. Vocabulary:** The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students match three words with their definitions.

**C. Expressions:** The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

### Answer Key

- A. 1. c    2. b    3. a    4. c    5. a  
B. 1. b    2. a    3. c  
C. 1. b    2. b

## LINKS

If you would like the class to do additional research on money and friendship, here are some useful links:

What to do about friends who want to borrow money:

<http://fitzwillafuerte.com/handling-friends-who-borrow-money.html>

Advice about borrowing money from family or friends:

<http://www.wikihow.com/Borrow-Money-from-Family-or-Friends>

The benefits of borrowing money from family and friends:

<http://www.filife.com/stories/borrowing-money-from-family-friends>