

Unit 2: Making plans

Goals:

- Thinking about short term and long term plans.
- Beginning the process of preparation for internships, overseas study, exchange studentships, job applications, etc.
- Writing a bio (first step towards the autobiography and personal statement)
- Student-centered needs analysis

Units 1 to 7 take us up to half term, by which time students have studied various job-related aspects of English, in terms of speaking (interviews) and writing (bios, résumés, cover letters, and personal statements). The second section of the book then takes a different, more creative direction (projects), being the final part of the Freshman English program.

Unit 2 focuses on helping Freshman students to think about long-term goals while in college/university. They have experienced university life for a semester and they are getting a feel for the academic and social life. This Unit now helps them to think about what they might do while in university in preparation for their future careers.

Based on their educational experiences thus far, most students see grades as all-important for their future and pay little attention to extra-curricular activities, although these are vital for the well-balanced résumé. This Unit therefore attempts to raise awareness of the many opportunities offered by tertiary education at home and abroad. In doing so, it also points out that these opportunities need preparation, and that this preparation starts now. If students wish to work abroad, study abroad, become an intern, or get a scholarship, then they need to identify their learning needs and start working on them. They also need to be aware that university clubs, voluntary service, and other extra-curricular activities are highly valued by employers and sister universities, since they provide evidence of leadership, commitment, responsibility, teamwork, and sensitivity. Students who do not intend to use English in their professional lives will also benefit by having such activities in their portfolio, so this topic is relevant for all freshman students.

Extra resources (reference, reading, writing, listening, viewing, games and puzzles, links for teachers) can be found on the website for Book 2: www.finchpark.com/KNUFLE/book-2/.

Page 11: Warm-up

Goals	Preparation for making plans, thinking about extra curricular opportunities
Input	Information, instructions, ideas about extra curricular activities
Activities	Setting the schema, extra-curricular needs analysis, discussion (pairs)
Teacher's role	Facilitator, monitor, participant
Students' role	Thinker, speaker, listener, participant
Settings	Individuals, pairs

As in all the Units, the first page of Unit 2 is a warm-up page, introducing students to the theme of the Unit and getting them to talk about it prior to performing speaking and writing activities on that theme. In view of the fact that this page often involves a silent period, or individual work, it could be an idea for future Units if the teacher were to suggest that students complete the main part of the page before coming to class.

The first page of each Unit also introduces the written goal. In Unit 2, this is to write a personal bio. Students who are aware of the direction of the Unit can understand and appreciate the meaning and purpose of the activities.

The activity on this page is a needs analysis as well as a consciousness raiser, offering suggestions about extra-curricular activities that students might take part in (activating the schema). The aim is to get students thinking about other aspects of university life apart from grades, and also to prepare them for the content of the following pages, in which they discuss the necessity of working on their goals right away. It is not unusual for students to start thinking about internships and exchange study in their third year, when they discover that they have nothing to put on their résumé or in their personal statement, in terms of extra-curricular activities, and personal development. The freshman year is therefore a very good time to start thinking about joining clubs and even becoming president of a club. The dialog on the following page shows the campus friends deciding to become reporters on the university English newspaper. This is the sort of activity that will really benefit students in the future, since it shows organization, planning, diligence, and a sense of purpose.

Page 12: Campus friends

Goals	Reading (Reader's theatre), preparing for role plays and the drama project, revision of the language workshop of unit 1, awareness raising about the need to start preparing for internships and careers
Input	Information, instructions, dialog, cloze items
Activities	Reader's theatre, filling in missing gerunds in the text
Teacher's role	Facilitator, monitor, participant
Students' role	Reader, thinker, speaker, listener, participant
Settings	Classroom, groups

The second student dialog appears on this page, where it functions as a language model, an opportunity for revision of gerunds (Unit 1, Language Workshop, page 6) and the present continuous tense (plus the collocations "thinking of" and "applying for", an introduction to role play, and preparation for writing scripts (Unit 9, Drama Project). The characters discuss how they need to prepare for their future by directing their learning (e.g. learning academic English) and taking on extra-curricular commitments. One character (Kadi) mentions the school's English newspaper and the others agree that this would be a great opportunity for speaking and writing in English. Extra-curricular clubs also promote time-management and organization, though this is not mentioned in the dialog. As the Units progress, the characters will all join the school newspaper as reporters, and while they go through the process of applying, submitting a résumé, having an interview, being accepted on the

newspaper, and writing articles, they will introduce and model the contents of the book, explaining the ‘why and how’ of writing personal statements, résumés, reviews, etc.

The complete dialog appears in the Answer Section of the Word Bank (▶ page 155). If teachers wish to skip the cloze activity due to lack of time, they can ask students to read from this page. This will also get them to see the Word Bank as an integral part of the book.

The Post-its at the bottom of the page give students an opportunity to make notes about the dialog or anything else. Their presence also prompts students to engage in note taking. They should feel free to treat the book as a workbook and to make notes in the empty spaces.

Page 13: Top qualities

Goals	Giving opinions, ranking qualities, awareness raising, comparatives, transferring information from a chart
Input	Information, instructions, comparatives, charts
Activities	Ranking qualities of good students and job applicants, comparing
Teacher’s role	Facilitator, monitor, participant
Students’ role	Analyst, thinker, speaker, listener, participant
Settings	Classroom, pairs

In the first activity on this page, students are asked to put ten qualities of students and job applicants in their preferred order of importance. “Students” here implies that they are applying for an internship or study abroad. The activity offers opportunities for stating opinions, agreeing, disagreeing, giving suggestions, etc., and is a directed discussion activity.

The second activity on this page invites students to transfer information from a bar chart. This information comes from a National Association of Colleges and Employers (NACE) survey conducted in 2012 and reported in 2013. Having transferred the NACE ranking to the chart in activity 1, Students can compare their sequences with those of employers and college recruiters. This should promote consciousness raising in terms of what students need to start thinking about.

Page 14: Jobs for the future

Goals	Reading, discussing, awareness raising (career choice)
Input	Information, instructions, reading text, magazine format
Activities	Reading together, comprehending, negotiating meaning
Teacher’s role	Facilitator, monitor, participant
Students’ role	Readers, participants
Settings	Classroom, groups

As in the rest of Book 2, this reading passage presents varied level texts on one page. Lower level students can read only the headline and the quote by Steve Jobs (bottom left corner) if they so wish, while higher-level students can take in everything on this page.

In this reading activity, students are introduced to the idea that the job market is changing extremely quickly. Just as smart technology brings almost daily changes in lifestyles, so the careers that students can expect to follow are also swiftly changing. It has even been said that the concept of job itself will change in the near future, with people being employed in a freelance capacity, in individual contracts. This reading passage therefore aims to get students to think of their future careers with open minds. Because most freshmen have been immersed in test-driven learning for the last three years, their concept of a career will center around traditional roles in traditional settings. Thus, jobs such as doctor, dentist, lawyer, and teacher will be high on the list. Those who wish to deviate from the norm might fantasize about being a pop star or an actor, but very few will think seriously of following their dream outside of the norm. However, as this reading passage shows, well-known speakers are predicting that the nature and types of jobs will change radically in the near future. Because of the changes caused by globalization, automation, and artificial intelligence, jobs are being automated and outsourced. It is can be no surprise that some of the most popular jobs are in the sector which is producing these changes – robotics and computer software development.

In addition, the health industry is gaining in importance. Doctors and surgeons will still be in great demand, but therapists and health care specialists will also be needed to care for the aging population and the growing number of 21st century ailments (e.g. allergies and other respiratory problems). Civil engineers will be needed to create new infrastructures and to maintain or replace aging infrastructures that are badly in need of repair (e.g. the water system in the UK, or the sewerage system). Nano-engineers will be needed, along with green engineers, developing fuels and technologies based on renewable energy. The green trend will also combine with the need for well-being (organic) food, producing a market for ecologically grown food as an alternative to the junk food that has caused an epidemic of obesity and other physical conditions.

These changes mean that professional jobs must be creative and highly specialized if they are to survive automation and outsourcing. It will be good therefore for students to start thinking about the implications of these changes before they make their final choice of major. They need to be creative in their choices and flexible in their ability to reskill.

Page 15: Occupations for the 21st century

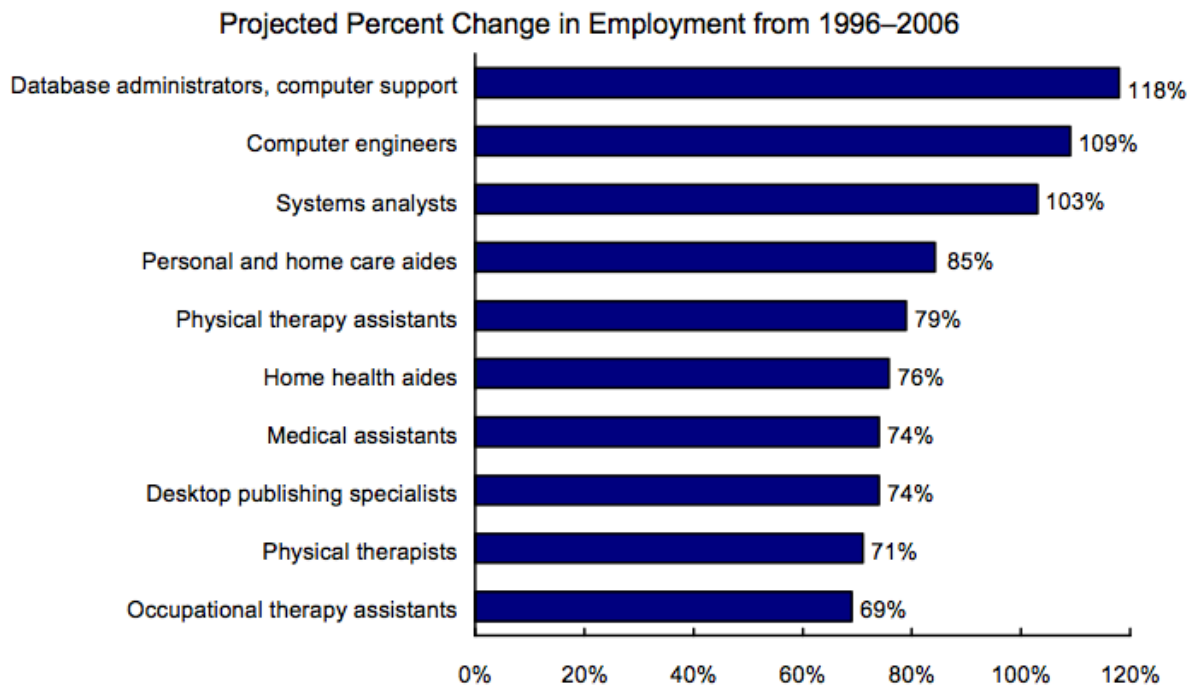
Goals	Discussing, interviewing, awareness raising (career choice)
Input	Information, instructions, vocabulary, interview questions
Activities	Discussing job choices and possibilities, interviewing and responding
Teacher's role	Facilitator, monitor, participant
Students' role	Interactors, participants
Settings	Classroom, pairs

This page continues the goals of page 14, getting students to talk about possible choices for their careers. It also introduces an interview activity, looking forward to Unit 5, in which

the topic of job interviews is explored and interview skills are explicitly developed. This page therefore offers opportunities for discussion and development of fluency, though there are further opportunities on the following page: “My life so far”.

The first activity on this page lists various ‘top jobs’ for the 21st century. In this activity, students will want to know what many of the jobs in the list actually mean. The teacher could to ask students to imagine other new jobs that are not on the list.

The following chart shows fields of employment that are projected to grow significantly in the near future:



21st Century Skills for 21st Century Jobs. (January 1999). A Report of the U.S. Department of Commerce, U.S. Department of Education, E.S. Department of Labor, National Institute of Literacy, and the Small Business Administration, (page 5). <http://www.p21.org/storage/documents/report2003/21stCenturySkillsJobs.pdf>.

The second activity presents a survey about dream jobs. It continues the goal of consciousness raising about this topic, this time in an interview format. Students should be encouraged to back up their one-word answers by explaining why they made these responses. For this reason, the “Why?” options are highlighted in red ink. Interviewers write down or summarize the responses – data collection.

Page 16: Language workshop: Present perfect tense

Goals	Review of present perfect tense, in preparation for the bio (Unit 2), résumé (Unit 3), autobiography (Unit 4), and personal statement (Unit 6).
Input	Information, instructions, grammar activities
Activities	Writing sentences using the present perfect, board game
Teacher’s role	Facilitator, monitor, participant
Students’ role	Interactors, participants

The flow of activities in the first two Units is directed towards the job-related content that appears in Units 3 to 7. The Language workshop in this Unit page checks that students are able to describe their achievements and skills using the present perfect tense. In this sense, the language check is meaningful. However it must be remembered that years of grammar-translation will have left their mark on the students, so that explicit grammar teaching is likely to be counterproductive and even demotivational for those whose learning styles did not match those of their teachers in secondary education. The grammar on this page is therefore presented from the point of view of the student (experience-based) and as a board game. Students can practice the required form through speaking and enhance their fluency as well as their accuracy. For those who are happy with a grammar-based approach, this page also shows them that grammar has meaning only in relation to its context.

This board game is intended to activate students' memories about "What have I done in my life up to now?" in preparation for the résumés in Unit 3. Freshman students often feel that they have done nothing except study to date. However, many of them will have joined school clubs, done voluntary service, worked part-time, travelled, and met seminal people who will influence their lives for some time. This activity helps them to examine their lives and access critical events. They need to know that they have already done a number of things that can go into the résumé in Unit 3. They can also start thinking of things that they need to do in order to fill out their résumé.

It is suggested that students talk about their experiences and achievements when they land on a **What? Where? or Who?** word in the board game. However, no other directions are given for this activity. This is a good opportunity for students to make their own rules. They are usually good at making rules for board games and this activity helps them to become creative. They will develop this creativity in the role-plays in following Units. Writing down the rules also helps them to make sentences using imperatives and sequencers. If they finish early, they can then describe their rules to another group – in English.

The teacher might want to bring dice and markers to the lesson, though students are good at improvising these.

Page 17: Writing a bio: Sample

Goals	Reading, accessing information from a text and transferring it in note form
Input	Information, instructions, sample text: Lee Chang-min's bio
Activities	Reading, skimming for information, writing that information
Teacher's role	Facilitator, monitor, participant
Students' role	Accessing and analyzing data
Settings	Classroom, individuals,

The second writing assignment in *Freshman English, Book 2* is to make a personal bio. This sets the scene for the following writing assignments, in particular the Autobiography (Unit 4) and the teacher-edited Personal Statement (Unit 6).

Students are asked to derive information from Emily’s bio and make notes in her notebook at the bottom of the page. This practices the skill of skimming for information. It also helps students to understand how making notes, brainstorming, and outlining are essential parts of the writing process. Identifying the information in the text helps them to appreciate the way in which these notes become a paragraph. Later on, they will also be able to see how this same information can go into the résumé and the personal statement.

Pages 17, 123, 124, and 125 present sample bios, using the six campus friends as subjects. In this way, students can learn more about the characters and use their bios as models. The samples explain how a bio is constructed and what sorts of contents make it up. Lee Chang-min’s bio on page 123 shows how students might fill in the information in Emily’s notebook on page 17, and the completed notebook is also shown in the Answer Section, on page 156. Teachers might like to point out that the qualities and experiences outlined on page 13 are included in these sample bios. Students can then compare the six bios and discuss their relative merits, in preparation for Units 3 to 7.

Emily’s bio, as presented in the Answer Section (▶ page 156), appears incomplete. Nothing has been entered for “Skills” and “Prizes”. Teachers can draw students’ attention to this and explain that just like many of them, Emily is in the process of adding these things to her professional portfolio. This will become more evident in Unit 3, when students look for things to put in the résumés. At this time they can refer to their bios, and they can also start thinking about joining clubs, getting awards, and applying for scholarships.

Page 18: My bio: First draft

Goals	Making notes, brainstorming, writing a first draft
Input	Instructions, space for organizing and writing, sample bios (Word Bank)
Activities	Brainstorming, outlining, making notes, writing
Teacher’s role	Facilitator, monitor, participant
Students’ role	Organizer, writer
Settings	Classroom, individuals,

Students are now asked to write the first draft of their own bio, based on the samples on pages 17, 123, 124, and 125. As with the other written assignments in Book 2, this bio can be saved as a computer file and used in the future, when applying for jobs, internships, and exchange study opportunities. It can also be modified as new experiences and qualifications come along.

While this activity might be done in class, such individual work can be done effectively outside of class, when students will be able to take as long as they wish, accessing sample bios, thinking about their own lives, and organizing the first draft. Perhaps the first activity on this page could be performed in class in an interactive setting, with students giving each other suggestions and the teacher helping students to identify their achievements. The first draft could then be written for homework. In this case, there should be little chance of students copying each other’s bios, since they would have different profiles. However, if the teacher is keen to prevent plagiarism, it will be easy to spot such copying and this can become an interesting topic of group conversation in class. Students can then be

encouraged to make their own class rules: <http://www.finchpark.com/books/lj/0052.html>. This activity raises awareness of students' responsibilities and the requirements of the program and is generally taken seriously by them.

On the topic of plagiarism, it is important to note that composers and writers begin their careers by copying the works of others. When we are learning the basics, it is good to copy models and to learn from them in this way. The model paragraph (for example) can serve as a scaffolding, or a mold, in to which we put our own particular words. As we become familiar with the form and content, we can branch out and be creative.

If teachers want students to produce original work, there are many solutions, one of which is to give everyone different topics. However, collaboration is an important social skill, and one that is highly prized by employers. This is therefore an opportunity to teach students how to collaborate effectively and equally. Rather than punishing 'copying' it can be more effective to show students how to work on a piece of writing together – with no one opting out. Students can learn how to make the most of individual strengths and how to contribute to the group.

Page 19: My bio: Peer editing and final draft

Goals	Awareness raising, process writing
Input	Instructions, peer/self-editing checklist, space for writing, sample bios
Activities	Peer editing, revising, writing the final draft
Teacher's role	Facilitator, monitor, learning resource
Students' role	Organizer, writer
Settings	Classroom, pairs, homework, individuals,

Having written their first drafts, students exchange books and peer-edit each other's drafts. They should have learned peer-editing skills in Book 1, but the Marking Code from book 1 is supplied in the Word Bank (page 122) for reference and for any students who find themselves studying Book 2 without having studied Book 1.

Students then write their final draft (homework). This short bio will contain information that builds on Unit 1 (personal profiles) and leads into Units 2 to 7. The information will be enlarged, expanded, and transformed, but it will build upon this short bio. Writing assignments in Units 1 to 7 are therefore not exclusive, but present similar information in various formats.

Page 20: Needs analysis and reflection

Goals	Awareness raising, interviewing, deficiency analysis
Input	Information, instructions, self-assessment topics, suggestions for reflection
Activities	Interviewing, learning about the content of the book, reflecting
Teacher's role	Facilitator, monitor, learning resource

Students' role	Interviewer, interviewee, manager of his/her learning
Settings	Classroom, pairs, homework, individuals,

Students are introduced to the content of Book 2 in the self-assessment topics on this page. They are asked to think about the extent to which they are familiar with these topics, and therefore the extent to which Book 2 represents new learning content or a revision of previously studied content. Their learning path in Book 2 can be effectively adapted based on the results of this needs analysis.

This activity can also be useful for the teacher, since it will show how much the students know about the syllabus, and teaching goals can be adjusted accordingly.

As mentioned in the instructions, students might like to do this self-assessment again at the end of the course. Hopefully the students' score will have improved! Whatever happens, it will be an opportunity to assess their achievements and set realistic goals for the future.

As in all Units 1-9, students are encouraged to review the current Unit and to prepare for the following Unit by looking at the links on the website (www.finchpark.com/KNUFLE). They can also take a look at page 21 and draw pictures on that page, before the next lesson.